

# Patterson High School

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

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

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Patterson High School—working as a team of students, parents, the community and educators—will prepare students to be productive members of society who are socially and emotionally intelligent, invested in education, and demonstrate college and career readiness.

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, have involved community members with the school. Service Learning opportunities through PLUS 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 traits modeled through our PBIS program (ROAR) are intertwined with every aspect of our school community.

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 (4 administrators, 5 counselors, 87 teachers) and 42 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 success criteria. 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, Patterson High School is currently constructing a new pool and a frontage rejuvenation project scheduled to be completed by the 24-25 school year.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	514

Grade 10	486
Grade 11	471
Grade 12	417
<b>Total Enrollment</b>	<b>1,888</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.5%
American Indian or Alaska Native	0.6%
Asian	3.4%
Black or African American	5.9%
Filipino	1.9%
Hispanic or Latino	75.4%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	0.8%
White	9.3%
English Learners	28.1%
Foster Youth	0.3%
Homeless	1.5%
Migrant	0.3%
Socioeconomically Disadvantaged	71.2%
Students with Disabilities	17.2%

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70.80	82.95	238.40	82.50	228366.10	83.12

<b>Intern Credential Holders Properly Assigned</b>	2.90	3.42	13.40	4.66	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.20	1.44	5.80	2.02	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.40	1.73	9.70	3.36	12115.80	4.41
<b>Unknown</b>	8.90	10.44	21.50	7.44	18854.30	6.86
<b>Total Teaching Positions</b>	85.40	100.00	289.00	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	69.90	82.85	227.50	80.09	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.60	3.10	8.10	2.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	1.01	5.50	1.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	0.56	7.30	2.58	11953.10	4.28
<b>Unknown</b>	10.50	12.46	35.50	12.51	15831.90	5.67
<b>Total Teaching Positions</b>	84.40	100.00	284.00	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.80
<b>Misassignments</b>	1.20	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.20	0.80

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

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.40	0.30
<b>Local Assignment Options</b>	0.90	0.10
<b>Total Out-of-Field Teachers</b>	1.40	0.40

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6	0
<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)	5.2	0

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

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

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

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

**Year and month in which the data were collected** September, 2023

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, 2016	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt, Integrated & AGA, 2016	Yes	0
<b>Science</b>	Houghton Mifflin Harcourt, Science, 2020	Yes	0
<b>History-Social Science</b>	McGraw Hill, Impact, 2019 Cengage, 2019 Pearson, 2020	Yes	0
<b>Foreign Language</b>	Vista, 2022 Wayside, 2022 ¡Qué Cheveré!, 2016	Yes	0
<b>Health</b>	Goodheart-Willcox, Comprehensive Health, 2018	Yes	0
<b>Visual and Performing Arts</b>		No	

## 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 good 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 completion of a new Science wing and Theatre.

Year and month of the most recent FIT report

7/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Cafeteria Boys' Restroom: #3:Sewer--2nd of 3 urinals is stained and dirty. #9:Sinks/Fountains--2nd of 3 faucets is loose. Portable Boys' Restroom: #3:Sewer--3rd of 3 urinals does not function. #4:Interior Surfaces--Grafitti is on the wall. 1 light cover is missing.
<b>Interior:</b> Interior Surfaces			X	400 Wing Boys' Restroom: #4:Interior Surfaces--2 light covers are missing. 400 Wing Girls' Restroom: #4:Interior Surfaces--2 light covers are missing. #7:Electrical--2 light bulbs do not function. Boys' Locker Room: #4:Interior Surfaces--1 light cover is missing. 1 light cover is hanging (needs readjustment). #7:Electrical--5 light bulbs do not function. Cafeteria Girls' Restroom: #4:Interior Surfaces--Entry light cover is sagging. CR#511: #4:Interior Surfaces--Wallpaper is peeling. CR#609: #4:Interior Surfaces--1 ceiling tile is missing. 4 ceiling tiles are water damaged. CR#705: #4:Interior Surfaces--6 ceiling tiles are water damaged. CR#803: #4:Interior Surfaces--1 light cover is missing. 1 light cover is hanging (needs readjustment). #7:Electrical--4 light bulbs do not function. CR#805: #4:Interior Surfaces--5 ceiling tiles are water damaged. CR#914: #4:Interior Surfaces--Wallpaper is peeling. Several ceiling tiles are water damaged. CR#916: #4:Interior Surfaces--Carpet is worn/old. 20 ceiling tiles are water damaged. Girls' Locker Room: #4:Interior Surfaces--1 light cover is missing. Portable Boys' Restroom: #3:Sewer--3rd of 3 urinals does not function. #4:Interior Surfaces--Grafitti is on the wall. 1 light cover is missing. Weight Room: #4:Interior Surfaces--Insulation is exposed on the ceiling. Peel is visible on the ceiling. #15:Windows/Doors/Gate/Fence--Window is broken.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X		<p>400 Wing Girls' Restroom: #4:Interior Surfaces--2 light covers are missing. #7:Electrical--2 light bulbs do not function.</p> <p>Boys' Locker Room: #4:Interior Surfaces--1 light cover is missing. 1 light cover is hanging (needs readjustment). #7:Electrical--5 light bulbs do not function.</p> <p>CR#803: #4:Interior Surfaces--1 light cover is missing. 1 light cover is hanging (needs readjustment). #7:Electrical--4 light bulbs do not function.</p> <p>Gym Girls' Restroom: #7:Electrical--2 light bulbs do not function.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Dressing Room Girls' Restroom: #8:Restroom--Feminine products and notice are missing. See Ca. Educ. Code § 35292.6
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>CR#106: #10:Fire Safety--Items are stored on top of cabinets near the ceiling.</p> <p>CR#111: #10:Fire Safety--Items are stored on top of cabinets near the ceiling.</p> <p>CR#903: #10:Fire Safety--Items are stored on top of cabinets near the ceiling.</p>
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Outside of 304: #15:Windows/Doors/Gate/Fence--Gate needs to be locked leading to breaker box. Breaker box needs to be locked.</p> <p>Weight Room: #4:Interior Surfaces--Insulation is exposed on the ceiling. Peel is visible on the ceiling.</p> <p>#15:Windows/Doors/Gate/Fence--Window is broken.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	54		35		47	
<b>Mathematics</b> (grades 3-8 and 11)	14		18		33	

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

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus



the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

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

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

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

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

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

### CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0		13.14		29.47	

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

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

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

## 2022-23 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 22-23 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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

## Course Enrollment/Completion

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

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91%	91%	91%	91%	91%

## C. Engagement

### State Priority: Parental Involvement

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

## 2023-24 Opportunities for Parental Involvement

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,

## 2023-24 Opportunities for Parental Involvement

- \*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).

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), and Parent Information Nights. 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](http://www.patterson.k12.ca.us/phs).

To assist parents and students with successful transition to college, Patterson High School operates a College and Career Center which is staffed with a full-time college counselor. 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	3.6	2.4		6.9	6.2		9.4	7.8	
<b>Graduation Rate</b>	93.7	96.0		84.2	90.5		83.6	87.0	

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>			
<b>Female</b>			
<b>Male</b>			
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Black or African American</b>			
<b>Filipino</b>			

Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

## C. Engagement

## State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		



## 2023-24 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 2023 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.

## 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		

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	18	20	31
Mathematics	25	27	19	18
Science	26	11	18	7
Social Science	30	11	10	26

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2022-23 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7231	537	6694	87655
District	N/A	N/A	12440	77391
Percent Difference - School Site and District	N/A	N/A	-60.1	11.8
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	1.5	5.3

## Fiscal Year 2022-23 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:

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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,506	\$54,190
Mid-Range Teacher Salary	\$81,018	\$85,111
Highest Teacher Salary	\$113,444	\$104,999
Average Principal Salary (Elementary)	\$137,952	\$132,492
Average Principal Salary (Middle)	\$143,572	\$140,987
Average Principal Salary (High)	\$155,538	\$153,884
Superintendent Salary	\$243,556	\$255,503
Percent of Budget for Teacher Salaries	27.34%	32.09%
Percent of Budget for Administrative Salaries	5.31%	5.25%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## 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 2023-2024 include implementation of PLCs and school-wide instructional norms. Other focus areas include writing, technology, data analysis, and AVID strategies.

To assist all staff members with implementing new skills, teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5