

Del Puerto 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Del Puerto High School
Street	640 M St.
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4720
Principal	Corrin Rivera
Email Address	crivera@patterson.k12.ca.us
School Website	https://delpuerto.patterson.k12.ca.us/
County-District-School (CDS) Code	50712175030127

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Vision: Del Puerto High School, an alternative school within the Patterson Unified School District, holds accreditation from the Western Association of Schools and Colleges (WASC). This accreditation underscores our commitment to meeting the academic and personal needs of our students. Specifically designed for students aged 16 years and older who face credit deficiencies for high school graduation, Del Puerto High School stands as a crucial resource for academic advancement.

Del Puerto High School operates with the core belief that every student matters. Our educational philosophy emphasizes the uniqueness of each student and holds the firm conviction that every student has the potential to succeed. Through personalized attention and a dedicated approach, we strive to create an environment where each student can flourish academically and personally.

Goals:
Del Puerto High School is dedicated to providing comprehensive support to students across various critical areas:

- 1. Graduation:** Commitment involves implementing an instructional program with a standards-based curriculum and rigorous approach. This is aimed at preparing students to successfully earn a high school diploma, ensuring they have the academic foundation for future endeavors.
- 2. Preparation for After High School:** Prioritize guiding students toward post-high school success. This includes helping them gain awareness and growth related to the academic and personal requirements for their chosen career paths. The goal is to empower students with the tools and knowledge necessary for a successful transition beyond high school.
- 3. Mental Health Support:** Recognizing the importance of holistic well-being, focus on cultivating the physical, mental, social, and emotional health of each student. Efforts extend beyond academics to ensure a supportive environment that promotes overall well-being, creating a foundation for students to thrive not only academically but also personally and socially.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	29
Grade 12	69
Total Enrollment	100

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38%
Male	62%
Black or African American	4%
Filipino	2%
Hispanic or Latino	83%
Native Hawaiian or Pacific Islander	2%
Two or More Races	1%
White	5%
English Learners	32%
Homeless	1%
Socioeconomically Disadvantaged	78%
Students with Disabilities	8%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.30	87.44	238.40	82.50	228366.10	83.12

Intern Credential Holders Properly Assigned	0.20	4.40	13.40	4.66	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.80	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	7.99	9.70	3.36	12115.80	4.41
Unknown	0.00	0.00	21.50	7.44	18854.30	6.86
Total Teaching Positions	6.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.10	83.66	227.50	80.09	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	8.17	8.10	2.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.50	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	8.17	7.30	2.58	11953.10	4.28
Unknown	0.00	0.00	35.50	12.51	15831.90	5.67
Total Teaching Positions	6.10	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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.50
Total Out-of-Field Teachers	0.40	0.50

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.7	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

At Del Puerto Continuation High School, we prioritize accessibility to educational resources. All textbooks and curriculum materials are readily available through convenient platforms such as Google Classroom and Clever. This digital accessibility ensures that students can easily engage with their learning materials from various devices and locations.

Recognizing the diverse needs of our students, we understand that some may prefer or require hard copies of materials. To accommodate these preferences, a simple request process is in place, allowing students to obtain physical copies of the materials they need.

Our commitment to flexibility and inclusivity in accessing educational resources reflects our dedication to providing a supportive and adaptable learning environment for all students at Del Puerto Continuation High School.

Year and month in which the data were collected	September, 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, 2016	Yes	0
Mathematics	Houghton Mifflin Harcourt, Integrated & AGA, 2016	Yes	0
Science	Houghton Mifflin Harcourt, Science, 2020	Yes	0
History-Social Science	McGraw Hill, Impact, 2019 Cengage, 2019 Pearson, 2020	Yes	0

School Facility Conditions and Planned Improvements

Del Puerto Continuation High School has undergone significant development since its establishment in 1991. Beginning as a one-room school, it has expanded into a comprehensive facility with seven classroom buildings, serving around 130 students. The campus provides ample space for teaching, featuring a fully equipped computer lab, cafeteria, and a dedicated parking lot for both students and staff.

In the 2012-13 school year, the campus underwent a substantial remodel, transforming the layout and enhancing facilities. Nearly all buildings were either moved or renovated, with the campus structure reconfigured to improve accessibility and enhance visibility of student activities. A full-court basketball court and a dedicated student/staff parking lot were added, contributing to an enriched learning environment. The remodeling project culminated in the installation of a marquee at the new entrance on Ward Street, landscaping around the parking lot, and the integration of security cameras to enhance campus safety.

To ensure ongoing maintenance and repairs, the district's maintenance staff works diligently to address any necessary repairs promptly. This commitment ensures that the school remains in good repair and functions effectively, providing a conducive learning environment for all students and staff. The continuous investment in facilities underscores the dedication to creating an optimal educational setting at Del Puerto Continuation High School.

Year and month of the most recent FIT report

7/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15		35		47	
Mathematics (grades 3-8 and 11)	0		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)			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

Del Puerto Continuation High School is dedicated to providing students with diverse opportunities for Career Technical Education (CTE). Here's an overview of the offerings and concurrent enrollment options:

1. Concurrent Enrollment with Patterson High School: Students at Del Puerto have the unique opportunity to concurrently enroll in CTE Programs offered at Patterson High School. These programs cover essential skills such as Truck Driving, Forklift Training, and Supply Logistics. This collaborative approach ensures that students can access a broader range of vocational training to prepare them for various career paths.

2. Plant Nursery Management Program: Del Puerto HS offers a distinctive Plant Nursery Management program during the 6th period. In this hands-on course, students engage in practical experiences within a greenhouse setting. This immersive learning opportunity equips them with the skills and knowledge needed to efficiently manage a greenhouse. The program provides valuable insights into the horticultural industry and offers a real-world application of theoretical concepts.

By providing these multiple opportunities in Career Technical Education, Del Puerto Continuation High School seeks to empower students with practical skills, preparing them for success in diverse career fields. This commitment aligns with the school's dedication to offering a well-rounded education that meets the unique needs and aspirations of each student.

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	--	--	--	--	--

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 have multiple avenues to participate in their child's education actively. They can engage by joining the School Site Council, Back to School Night, scheduling meetings with teachers, counselors, and administration, as well as attending various workshops. These workshops, including College Application Nights, FAFSA Nights, and other events throughout the school year, provide valuable insights and support for parents and students.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	20.5	18.6		6.9	6.2		9.4	7.8	
Graduation Rate	47.7	74.3		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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation 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			

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 Del Puerto High School Study Safety Plan is an integral part of campus. As a dynamic document, it remains a work in progress, subject to regular review and updates by a committee comprising students, staff, parents, and community members throughout the year. The collaborative efforts ensure its responsiveness to evolving safety needs.

This comprehensive Safety Plan is presented and discussed at the January staff meeting, engaging Del Puerto High School Staff. It serves as a consolidated repository of information addressing various aspects of school safety at Del Puerto High School. Covering procedures, plans, guidelines, and policies, the plan addresses potential safety concerns at any given time. Notably, it outlines specific safety procedures, disaster routines, policies related to harassment, child abuse reporting, and more.

Recently, the Safety Plan underwent thorough scrutiny, discussions, and approval for the upcoming academic year (2023-2024). For additional details on the Del Puerto High School Safety Plan, please reach out to the school's administrative office at 209-892-4720. A copy of the plan is available for review at the school or the school district office. Your commitment to safety is valued, and we encourage your engagement with this vital aspect of our educational community.

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		

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	20	6		
Mathematics	18	7		
Science	20	2		
Social Science	20	4	2	

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	12856	555	12301	76826
District	N/A	N/A	12440	77391
Percent Difference - School Site and District	N/A	N/A	-1.1	-1.3
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	60.4	-7.8

Fiscal Year 2022-23 Types of Services Funded

Del Puerto Continuation High School is committed to enhancing the educational experience for all students by offering a range of programs and supplemental services. These initiatives are made possible through categorical funds and other supportive sources. Here's an overview of the key services provided:

English Learner Programs, including English Language Development (ELD): Del Puerto prioritizes the support and advancement of English Learners through specialized programs, including English Language Development (ELD). These initiatives aim to facilitate language acquisition and proficiency, ensuring that English Learners thrive academically and socially. Title I funds are strategically allocated to provide additional services, particularly to students qualifying at Program Improvement schools. These services extend beyond the classroom and, when agreed upon, can include in-home support for parents. Common offerings involve tutoring and computer-assisted instruction to reinforce academic skills. Furthermore, incentives are implemented to encourage improvements in attendance and academic credits.

These programs and services underscore our commitment to addressing the diverse needs of our student body, promoting academic success, and fostering a supportive and inclusive learning environment at Del Puerto Continuation High 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	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

At Del Puerto Continuation High School, our commitment to professional development is manifested through a multifaceted approach:

- 1. Delivery of Professional Development:** Professional development activities are thoughtfully delivered through various channels, including after-school workshops, designated professional development days, early release days, and conference attendance. Additionally, individual mentoring is provided to ensure tailored support. Furthermore, free spring and fall evening courses are offered to all certificated, classified, and administrative staff, fostering continuous learning opportunities.
- 2. Implementation of Professional Learning Communities (PLCs):** In the upcoming year, the Del Puerto staff will embark on the groundwork for implementing Professional Learning Communities (PLCs). This collaborative approach will enhance communication and cooperation among staff members, facilitating a collective effort to improve teaching practices and student outcomes.
- 3. Determining Focus Areas:** The focus of professional development activities is carefully determined by a comprehensive review of student academic progress, district initiatives, and site-specific needs. This ensures that the training provided is relevant, impactful, and aligned with the overarching goals of the school.
- 4. Off-Site Professional Growth Activities:** Staff members are encouraged to attend off-site professional growth activities, including county, regional, and statewide training sessions. This external exposure allows them to strengthen their skills in specific content areas, staying abreast of best practices and the latest educational advancements.

By adopting a holistic approach to professional development, Del Puerto Continuation High School aims to empower its staff with the necessary tools and knowledge to create a positive and impactful learning environment. This commitment reflects a dedication to continuous improvement and the success of both educators and students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4