

Del Puerto High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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/ |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 50712175030127 |

2024-25 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 |

2024-25 School Description and Mission Statement

Vision:
Del Puerto High School, an alternative institution within the Patterson Unified School District, proudly holds accreditation from the Western Association of Schools and Colleges (WASC). This recognition highlights our unwavering dedication to addressing the unique academic and personal needs of our students. Specifically tailored for students aged 16 and older who face credit deficiencies, Del Puerto High School serves as a vital stepping stone for those seeking academic success and personal growth. Our mission is rooted in the belief that every student deserves the opportunity to thrive, regardless of past challenges.

2024-25 School Description and Mission Statement

Goals:
At Del Puerto High School, our commitment is centered on equipping students with the tools needed for holistic success. Our primary focus is on graduation, achieved through a standards-based curriculum and rigorous instructional programs that prepare students to earn their high school diplomas. Beyond academics, we strive to guide students toward meaningful post-high school opportunities by fostering career readiness and personal growth. Recognizing the importance of mental health, we prioritize the well-being of every student, creating a supportive environment that nurtures their physical, emotional, and social development. Through these goals, we aim to inspire students to achieve success both during and after their time at Del Puerto High School.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 11 | 42 |
| Grade 12 | 61 |
| Total Enrollment | 103 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 53.4 |
| Male | 45.6 |
| Black or African American | 2.9 |
| Filipino | 1 |
| Hispanic or Latino | 85.4 |
| White | 10.7 |
| English Learners | 30.1 |
| Homeless | 4.9 |
| Socioeconomically Disadvantaged | 88.3 |
| Students with Disabilities | 8.7 |

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

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

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

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/Incomplete/NA | 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/Incomplete/NA | 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 |

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.

2022-23 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) | 5.40 | 89.38 | 215.30 | 74.60 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.50 | 8.17 | 12.70 | 4.42 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 18.20 | 6.32 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.10 | 2.29 | 8.50 | 2.97 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 33.70 | 11.68 | 14303.80 | 5.15 |
| Total Teaching Positions | 6.10 | 100.00 | 288.70 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.40 | 0.50 | 0.1 |
| Total Out-of-Field Teachers | 0.40 | 0.50 | 0.1 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 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) | 5.70 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Del Puerto Continuation High School, we prioritize ensuring students have seamless access to educational resources. Textbooks and curriculum materials are easily accessible through digital platforms like Google Classroom and Clever, allowing students to engage with their learning materials anytime, anywhere, and on various devices.

Understanding the diverse needs and preferences of our students, we also provide the option to request physical copies of materials. This straightforward process ensures that students who prefer or require hard copies can access them without difficulty.

Our commitment to flexibility and inclusivity in resource accessibility underscores our dedication to creating a supportive and adaptable learning environment for every student at Del Puerto Continuation High School.

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 |
|-------------------------------|--|-----------------------------|--|
| 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 |

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

School Facility Conditions and Planned Improvements

Del Puerto Continuation High School has evolved remarkably since its inception in 1991. Starting as a single-room schoolhouse, it has grown into a well-equipped campus with seven classroom buildings, accommodating approximately 130 students. The school now boasts a range of facilities, including a fully equipped computer lab, a cafeteria, and a dedicated parking lot for students and staff, creating a dynamic and supportive learning environment.

The district's maintenance team plays a crucial role in ensuring the campus remains in excellent condition. They work diligently to address repairs and upkeep promptly, maintaining a safe, functional, and welcoming space for education. This ongoing investment in the school's infrastructure reflects a strong commitment to fostering an optimal learning environment, supporting the growth and success of every student at Del Puerto Continuation High School.

Year and month of the most recent FIT report

7/30/2024

| 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 13 | 13 | 34 | 34 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 0 | 0 | 18 | 17 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 51 | 47 | 92.16 | 7.84 | 13.04 |
| Female | 30 | 29 | 96.67 | 3.33 | 17.86 |
| Male | 20 | 17 | 85.00 | 15.00 | 5.88 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 41 | 97.62 | 2.38 | 10.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 15 | 15 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 42 | 39 | 92.86 | 7.14 | 13.16 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 51 | 47 | 92.16 | 7.84 | 0.00 |
| Female | 30 | 29 | 96.67 | 3.33 | 0.00 |
| Male | 20 | 17 | 85.00 | 15.00 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 41 | 97.62 | 2.38 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 15 | 15 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 42 | 39 | 92.86 | 7.14 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 2.17 | 1.96 | 15.34 | 13.55 | 30.29 | 30.73 |

2023-24 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 | 56 | 51 | 91.07 | 8.93 | 1.96 |
| Female | 25 | 24 | 96.00 | 4.00 | 0.00 |
| Male | 31 | 27 | 87.10 | 12.90 | 3.70 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 47 | 42 | 89.36 | 10.64 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 14 | 13 | 92.86 | 7.14 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 48 | 45 | 93.75 | 6.25 | 2.22 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 Career Technical Education Programs

Del Puerto Continuation High School is committed to equipping students with diverse Career Technical Education (CTE) opportunities, fostering practical skills and preparing them for success in various career fields. Through innovative programs and partnerships, students gain access to valuable vocational training tailored to their interests and aspirations.

1. Concurrent Enrollment with Patterson High School:

Del Puerto students have the opportunity to concurrently enroll in CTE programs at Patterson High School. These programs include training in essential fields such as Truck Driving, Forklift Operation, and Supply Logistics. This partnership expands access to vocational education, providing students with specialized skills that align with current industry demands and career opportunities.

By offering these comprehensive CTE opportunities, Del Puerto Continuation High School empowers students to develop practical expertise, preparing them for meaningful and successful career paths. This reflects the school's dedication to providing a well-rounded education that supports the unique goals of every learner.

2023-24 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2022-23 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.

2023-24 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 requires only participation results 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 | NA | NA | NA | NA | NA |

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.

2024-25 Opportunities for Parental Involvement

Parents play an essential role in their child's educational journey, and Del Puerto High School provides numerous opportunities for them to get involved actively. By joining the School Site Council, parents can contribute to important school decisions and initiatives. Events like Back to School Night allow families to connect with teachers and learn about classroom expectations. Parents are also encouraged to schedule meetings with teachers, counselors, and administrators to stay informed about their

2024-25 Opportunities for Parental Involvement

child's academic progress and well-being.

In addition to these opportunities, Del Puerto High School hosts various workshops to support parents and students throughout the school year. Events such as College Application Nights and FAFSA Nights provide crucial guidance on navigating the college admissions and financial aid processes. These workshops, along with other scheduled activities, offer valuable resources and foster a collaborative partnership between the school and families, ensuring students are equipped for success both academically and personally.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 18.6 | 19.2 | 22.9 | 6.2 | 7.7 | 7.7 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 74.3 | 65.4 | 72.9 | 90.5 | 86.0 | 89.1 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 70 | 51 | 72.9 |
| Female | 33 | 28 | 84.8 |
| Male | 37 | 23 | 62.2 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 61 | 44 | 72.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | 23 | 19 | 82.6 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 67 | 48 | 71.6 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 12 | 6 | 50.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 145 | 134 | 90 | 67.2 |
| Female | 73 | 69 | 48 | 69.6 |
| Male | 71 | 64 | 42 | 65.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 121 | 114 | 79 | 69.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 16 | 14 | 6 | 42.9 |
| English Learners | 43 | 41 | 25 | 61.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 125 | 116 | 83 | 71.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 14 | 13 | 5 | 38.5 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 15.09 | 18.01 | 20.69 | 7.86 | 6.78 | 7.67 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.62 | 1.38 | 0.18 | 0.21 | 0.28 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 20.69 | 1.38 |
| Female | 21.92 | 0.00 |
| Male | 19.72 | 2.82 |
| Non-Binary | | |
| 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 | 22.31 | 1.65 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 12.50 | 0.00 |
| English Learners | 25.58 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 21.60 | 1.60 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 21.43 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Del Puerto High School Study Safety Plan is a vital component of campus life, ensuring the well-being of students, staff, and visitors. As a dynamic document, it undergoes regular reviews and updates throughout the year by a dedicated committee comprising students, staff, parents, and community members. This collaborative approach ensures the plan remains responsive to the ever-evolving safety needs of the school environment, reflecting a shared commitment to maintaining a secure and supportive space for learning.

The Safety Plan is formally presented and discussed during the January 2024 staff meeting and January School Site Council, involving Del Puerto High School staff in its implementation and refinement. Serving as a comprehensive guide, it consolidates critical information on safety procedures, disaster routines, harassment policies, child abuse reporting, and other essential protocols. This ensures that the school is equipped to address a wide range of potential safety concerns effectively and consistently.

Most recently, the Safety Plan underwent a thorough review and was approved for the 2024-2025 academic year. For those interested in learning more, the plan is available for review at the school or the district office. Community members are encouraged to contact the school's administrative office at 209-892-4720 for additional information. All stakeholders' active participation and input are valued, reinforcing a collective commitment to safety as a cornerstone of the Del Puerto High School educational experience.

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 | 20 | 3 | 3 | |
| Mathematics | 18 | 6 | | |
| Science | | | | |
| Social Science | 17 | 6 | 1 | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 5 | 1 | |
| Mathematics | 19 | 4 | | |
| Science | | | | |
| Social Science | 18 | 6 | 1 | |

2023-24 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 | 103 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.5 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$83,065 |
| Percent Difference - School Site and District | N/A | N/A | -1.1 | -7.8 |
| State | N/A | N/A | \$10,771 | \$94,694 |
| Percent Difference - School Site and State | N/A | N/A | 13.3 | -20.8 |

Fiscal Year 2023-24 Types of Services Funded

Del Puerto Continuation High School is dedicated to enriching the educational experience for all students by offering a variety of programs and supplemental services. Supported by categorical funds and other resources, these initiatives address the unique needs of our diverse student body, ensuring every learner has the tools to succeed.

English Learner Programs and English Language Development (ELD):**

We prioritize the academic and social success of English Learners through specialized programs such as English Language Development (ELD). These initiatives focus on fostering language acquisition and proficiency, enabling students to thrive. Title I funds are strategically utilized to provide additional support for eligible students, particularly those at Program Improvement schools. Services often extend beyond the classroom, offering in-home assistance for parents when needed. Tutoring, computer-assisted instruction, and incentives to improve attendance and academic performance are common components of these programs.

Through these targeted programs and services, Del Puerto Continuation High School remains committed to cultivating a supportive and inclusive learning environment that empowers all students to achieve their full potential.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$59,331 | \$58,855 |
| Mid-Range Teacher Salary | \$85,069 | \$92,519 |
| Highest Teacher Salary | \$119,116 | \$114,665 |
| Average Principal Salary (Elementary) | \$145,305 | \$142,791 |
| Average Principal Salary (Middle) | \$151,224 | \$151,078 |
| Average Principal Salary (High) | \$163,828 | \$167,094 |
| Superintendent Salary | \$243,556 | \$281,086 |
| Percent of Budget for Teacher Salaries | 27% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

2023-24 Advanced Placement (AP) Courses

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

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

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 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

At Del Puerto Continuation High School, we are deeply committed to professional development, ensuring our staff is equipped with the tools and knowledge needed to foster a dynamic and effective learning environment. Our approach to professional growth is comprehensive and tailored to address the needs of both educators and students.

1. Comprehensive Professional Development Opportunities:

Professional Development

Professional development is delivered through various channels, including after-school workshops, designated professional development days, early release sessions, and attendance at conferences. Individual mentoring is also available to provide personalized support. Additionally, free evening courses in the spring and fall are open to certificated, classified, and administrative staff, fostering ongoing learning and professional growth for all team members.

2. Building Professional Learning Communities (PLCs):

In the upcoming year, Del Puerto staff will lay the foundation for implementing Professional Learning Communities (PLCs). These collaborative groups aim to strengthen communication and teamwork among educators, promoting a unified approach to improving instructional practices and student outcomes.

3. Targeted Focus Areas and Off-Site Growth:

Professional development focus areas are carefully selected based on a thorough analysis of student academic progress, district priorities, and site-specific needs. To further enhance their skills, staff members are encouraged to attend off-site professional growth activities, such as county, regional, and statewide training sessions, allowing them to stay current with best practices and innovative educational strategies.

Through this holistic approach to professional development, Del Puerto Continuation High School underscores its dedication to continuous improvement, empowering educators to make a meaningful impact on student success.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 4 | 4 |