

Patterson 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	Patterson High School
Street	200 North 7th Street
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4750
Principal	Dr. Ryan Sherwood
Email Address	rsherwood@patterson.k12.ca.us
School Website	https://pattersonhigh.patterson.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	50712175036256

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

Patterson High School—in partnership with students, parents, the community, and educators—remains committed to preparing students to become productive members of society who are socially and emotionally intelligent, lifelong learners, and demonstrate college and career readiness. As a cornerstone of a historically small and close-knit town, the school maintains strong ties with the community through athletic events, theatrical performances, and student-led projects. Service learning opportunities, such as those offered through the PLUS program, foster civic engagement and volunteerism, while the PBIS program emphasizes ROAR (Respect, Ownership, Attitude, and Responsibility) traits that are woven into the fabric of the school and community.

2024-25 School Description and Mission Statement

Patterson High School serves a diverse student body with a dedicated team of 93 certificated staff, including administrators, counselors, and teachers, and 42 support staff spanning custodial, clerical, security, and paraeducator roles. The school prioritizes aligning curriculum, instruction, and materials with state content standards and success criteria while continuing to expand Career Technical Education (CTE) pathways. Students benefit from real-world learning opportunities in programs such as Logistics, Healthcare, Agricultural Sciences, Mechanics, Horticulture, Computer Science, and Engineering. Additionally, construction will soon begin on a new cosmetology salon to expand our CTE offerings. This exciting addition is slated to open in the fall of 2025, providing students with hands-on training and skills in a growing industry.

The campus itself reflects the school's commitment to creating an accessible and inspiring environment. Recent facility improvements include the completion of a new aquatic center, providing a state-of-the-art space for water polo, swimming, and physical education activities. The newly rejuvenated frontage entrance further enhances the campus with expanded areas for students to enjoy during breaks. These modernized facilities, combined with a focus on beautification and accessibility, contribute to a welcoming and engaging atmosphere for the entire school community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	487
Grade 10	498
Grade 11	445
Grade 12	425
Total Enrollment	1,855

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.6
Asian	3.3
Black or African American	5.1
Filipino	2.2
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	1.9
Two or More Races	0.8
White	9.6
English Learners	25.9
Foster Youth	0.4
Homeless	1.5
Migrant	0.2
Socioeconomically Disadvantaged	72.9
Students with Disabilities	17.8

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)	70.80	82.95	238.40	82.50	228366.10	83.12
Intern Credential Holders Properly Assigned	2.90	3.42	13.40	4.66	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	1.44	5.80	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	1.73	9.70	3.36	12115.80	4.41
Unknown/Incomplete/NA	8.90	10.44	21.50	7.44	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69.90	82.85	227.50	80.09	234405.20	84.00
Intern Credential Holders Properly Assigned	2.60	3.10	8.10	2.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.01	5.50	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.56	7.30	2.58	11953.10	4.28
Unknown/Incomplete/NA	10.50	12.46	35.50	12.51	15831.90	5.67
Total Teaching Positions	84.40	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)	70.00	83.09	215.30	74.60	231142.40	100.00
Intern Credential Holders Properly Assigned	0.30	0.44	12.70	4.42	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	1.97	18.20	6.32	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	1.44	8.50	2.97	11746.90	4.23
Unknown/Incomplete/NA	11.00	13.06	33.70	11.68	14303.80	5.15
Total Teaching Positions	84.20	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	0.80	0
Misassignments	1.20	0.00	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.20	0.80	1.6

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	0.40	0.30	0.1
Local Assignment Options	0.90	0.10	1
Total Out-of-Field Teachers	1.40	0.40	1.2

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)	1.60	0	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	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

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

Year and month in which the data were collected September, 2024

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
Foreign Language	Vista, 2022 Wayside, 2022 ¡Qué Cheveré!, 2016	Yes	0
Health	Goodheart-Willcox, Comprehensive Health, 2018	Yes	0
Visual and Performing Arts		No	

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

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 7/25/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			1000 Wing Girls' Restroom: #3:Sewer--2nd of 5 toilets is loose. #9:Sinks/Fountains--2nd of 3 faucets leaks at the valve.
Interior: Interior Surfaces		X		Boys' Locker Room: #4:Interior Surfaces--4 light covers are missing. #7:Electrical--1 light bulb does not function. CR#402: #4:Interior Surfaces--1 ceiling tile is water damaged. CR#506: #4:Interior Surfaces--Wallpaper peel is visible. CR#806: #4:Interior Surfaces--1 light cover is missing. Wallpaper peel is visible. Girls' Locker Room: #4:Interior Surfaces--Light cover is missing. Portable Boys' Restroom: #4:Interior Surfaces--Light cover is broken.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Home Side Football Stadium: #5:Overall Cleanliness--Rebar is protruding above the concrete in various places along the stadium walkway. Drains are missing covers. Visitor Side Football Stadium: #5:Overall Cleanliness--Drains are missing covers.
Electrical	X			Boys' Locker Room: #4:Interior Surfaces--4 light covers are missing. #7:Electrical--1 light bulb does not function. CR#204: #7:Electrical--2 light bulbs do not function. CR#801: #7:Electrical--Electrical outlet cover is missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1000 Wing Girls' Restroom: #3:Sewer--2nd of 5 toilets is loose. #9:Sinks/Fountains--2nd of 3 faucets leaks at the valve. Boys' Locker Room Restroom: #9:Sinks/Fountains--2nd of 3 faucets continues to run. Cafeteria Girls' Restroom: #9:Sinks/Fountains--3rd of 3 faucets leaks at the valve. Theatre All Gender Restroom 1: #9:Sinks/Fountains--1st of 1 faucets is clogged.
Safety: Fire Safety, Hazardous Materials	X			CR#707: #10:Fire Safety--Electrical panel is blocked.
Structural: Structural Damage, Roofs	X			CR#505: #12:Structural Damage--Outside vertical trim is missing at the back of the classroom. Outside of CR#504 at the ramp skirtboard, nails are sticking out.
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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)	51	58	34	34	46	47
Mathematics (grades 3-8 and 11)	14	18	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	419	410	97.85	2.15	57.80
Female	211	205	97.16	2.84	59.02
Male	208	205	98.56	1.44	56.59
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	73.68
Black or African American	25	24	96.00	4.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	319	312	97.81	2.19	55.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	36	97.30	2.70	80.56
English Learners	94	87	92.55	7.45	12.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	296	290	97.97	2.03	53.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	77	97.47	2.53	12.99

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	419	414	98.81	1.19	17.63
Female	211	207	98.10	1.90	16.43
Male	208	207	99.52	0.48	18.84
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	47.37
Black or African American	25	24	96.00	4.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	319	316	99.06	0.94	14.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	36	97.30	2.70	25.00
English Learners	94	91	96.81	3.19	1.10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	296	293	98.99	1.01	15.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	77	97.47	2.53	2.60

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)	16.13	13.21	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	894	865	96.76	3.24	13.31
Female	394	389	98.73	1.27	13.37
Male	500	476	95.20	4.80	13.26
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	20.83
Black or African American	47	44	93.62	6.38	20.45
Filipino	18	18	100.00	0.00	27.78
Hispanic or Latino	693	678	97.84	2.16	10.19
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	9.09
Two or More Races	17	15	88.24	11.76	6.67
White	80	73	91.25	8.75	32.88
English Learners	241	235	97.51	2.49	0.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	552	542	98.19	1.81	12.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	168	154	91.67	8.33	3.92

2023-24 Career Technical Education Programs

Patterson High School offers robust Career Technical Education (CTE) programs that are expanding in scope and seeing increased student participation. These programs are designed to be inclusive, with all CTE courses open to English Learners and Special Education students, as appropriate for their unique needs. The CTE offerings at PHS include pathways in Auto Mechanics, Agriculture, Ag Mechanics, Ag Welding, Ornamental Horticulture, Truck Driving, Supply Chain/Logistics, including forklift training, and our newest addition, Cosmetology.

Patterson High School has established strong partnerships with Modesto Junior College (MJC), particularly in our Agriculture-based CTE pathways, which are articulated with MJC. This allows students to earn college credit for their courses at PHS when they enroll at MJC after graduation. Additionally, A-G approval for most of our CTE courses was achieved starting with the 2022-2023 school year, ensuring that students' coursework is aligned with the University of California (UC) and California State University (CSU) requirements.

Students in the Supply Chain and Logistics program can earn nationally recognized certification as a Logistics Associate, which equips them for immediate employment at local distribution centers such as Amazon, Grainger, Kohl's, CVS, and Restoration Hardware. Those wishing to continue their education can pursue a certificate or Associate's Degree at MJC. With the exception of Auto Mechanics, all CTE programs are supported by external grants, and their measurable outcomes are monitored by respective advisory committees and grant agencies.

This year, Patterson High School launched the Cosmetology program with the junior class completing the book study portion of

2023-24 Career Technical Education Programs

the curriculum. This preparation ensures that students are ready for hands-on training when the dedicated Cosmetology salon opens in the fall of 2025. The salon will provide students with the opportunity to complete the required certification hours in Barbering or Cosmetology. In preparation, students will gain practical experience through collaboration with local salons, suppliers, and business owners, giving them hands-on opportunities to engage with industry professionals.

PHS is committed to offering CTE programs that equip students with skills in high demand in the workforce. To ensure these skills align with industry needs, our advisory committees consist of representatives from some of the leading local businesses, including Amazon, Bronco Winery, Gallo Wines, The Greenery Nursery, Westside Transplants, Grainger Industrial Supply, and Bays Farms. These partnerships ensure that our students are prepared for success in both the job market and in higher education.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1157
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.3
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	97.2
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	28.33

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	94%	99%	99%	99%	99%

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 at Patterson High School have numerous opportunities to engage with the school through organizations aligned with their students' interests and school governance. These include:

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

Additionally, the school has expanded its offerings for parents by providing free educational opportunities, including the Parent Institute for Quality Education (PIQE). PIQE is a program designed to empower parents with the knowledge and skills to foster a strong educational foundation for their children, focusing on strategies to support academic success and college readiness. Parents can also participate in evening workshops on topics recommended by parent input surveys, such as Social Emotional Learning, Attendance Interventions, Supporting Students in Math, and Student Technology. Events like CAN Nite (College Awareness Nite), Parent Information Nights, and workshops on financial aid and student support services further enhance opportunities for parent involvement. For more details about parent organizations or event schedules, please contact the school at 209-892-4750 or visit the school website and Facebook page at www.patterson.k12.ca.us/phs.

To support parents and students in preparing for post-secondary education, Patterson High School operates a fully staffed College and Career Center. The center is managed by a full-time college counselor who is available to assist with college applications, career planning, and financial aid guidance. To schedule an appointment with College and Career Counselor Tenisha Thomas, please call 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 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	2.4	3.5	3.0	6.2	7.7	7.7	7.8	8.2	8.9
Graduation Rate	96.0	94.6	94.9	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	434	412	94.9
Female	201	191	95.0
Male	233	221	94.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	14	12	85.7
Black or African American	17	15	88.2
Filipino	--	--	--
Hispanic or Latino	334	319	95.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	40	39	97.5
English Learners	138	125	90.6
Foster Youth	--	--	--
Homeless	13	12	92.3
Socioeconomically Disadvantaged	352	333	94.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	72	58	80.6

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	1987	1918	353	18.4
Female	960	915	192	21.0
Male	1026	1002	160	16.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	4	33.3
Asian	64	64	8	12.5
Black or African American	101	97	10	10.3
Filipino	41	40	1	2.5
Hispanic or Latino	1501	1446	276	19.1
Native Hawaiian or Pacific Islander	37	37	8	21.6
Two or More Races	20	16	6	37.5
White	187	183	34	18.6
English Learners	548	525	119	22.7
Foster Youth	15	12	7	58.3
Homeless	47	37	20	54.1
Socioeconomically Disadvantaged	1473	1424	295	20.7
Students Receiving Migrant Education Services	18	17	4	23.5
Students with Disabilities	350	342	88	25.7

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	8.50	7.35	8.45	7.86	6.78	7.67	3.17	3.60	3.28
Expulsions	0.51	0.40	0.75	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	8.45	0.75
Female	7.92	0.52
Male	8.97	0.97
Non-Binary		
American Indian or Alaska Native	33.33	0.00
Asian	0.00	0.00
Black or African American	12.87	0.99
Filipino	2.44	0.00
Hispanic or Latino	8.39	0.67
Native Hawaiian or Pacific Islander	16.22	2.70
Two or More Races	5.00	5.00
White	8.02	1.07
English Learners	11.31	1.28
Foster Youth	33.33	0.00
Homeless	19.15	4.26
Socioeconomically Disadvantaged	10.12	0.95
Students Receiving Migrant Education Services	11.11	5.56
Students with Disabilities	12.86	0.57

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 Patterson High School Safety Plan outlines strategies and programs designed to maintain a high level of school safety and ensure compliance with existing laws. The plan is evaluated annually to ensure its proper implementation and relevance. The most recent reviews and updates of the plan have been ongoing during meetings this year (2024) with the school's Safety Committee, which comprises students, staff, and parents. This committee plays a key role in addressing safety concerns on campus and updating the Safety Plan to reflect current needs and goals.

The Safety Plan includes protocols for lockdowns, fire drills, and other emergency procedures, along with specific goals for enhancing campus security. The plan also addresses preventive measures and response strategies to ensure the safety and well-being of all students and staff. Patterson High School collaborates with "ACT-V-NET", a crisis preparedness organization, to conduct comprehensive emergency response training for staff and students. This partnership ensures that the school remains equipped with the latest tools and best practices for handling crisis situations, including active shooter scenarios, natural disasters, and medical emergencies.

To provide a safe and secure environment, Patterson High School employs four campus supervisors, and the district provides a Security Officer and a School Resource Officer. This team works collaboratively to maintain order and respond to any potential safety concerns. By combining these efforts with proactive training and community involvement, Patterson High School continues to prioritize the safety of its students and staff.

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	26	28	27	22
Mathematics	25	24	28	11
Science	25	9	27	
Social Science	30	10	11	25

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	26	29	28	20
Mathematics	23	26	38	1
Science	23	15	17	1
Social Science	29	12	15	21

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	371

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	7231	537	6694	87655
District	N/A	N/A	12440	\$83,065
Percent Difference - School Site and District	N/A	N/A	-60.1	5.4
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-46.7	-7.7

Fiscal Year 2023-24 Types of Services Funded

The school offers a variety of programs and services designed to support students in grades 9-12, funded through categorical funds and other sources. These include Advancement Via Individual Determination (AVID), Upward Bound, and both after-school and before-school tutoring programs aimed at academic success. The school also offers Advanced Placement (AP) courses, English Learner programs, including English Language Development (ELD), and migrant services to ensure all students, especially those from diverse backgrounds, receive the support they need. Additionally, the Student Assistance Support Services (SAP) and Special Education Services cater to students with specific needs to ensure their success.

The school provides a comprehensive Career Technical Education (CTE) program, offering courses in fields such as logistics, cosmetology, auto mechanics, agricultural sciences, healthcare, computer science, forklift certification, and truck driving. These programs are designed to prepare students for careers and college. A portion of Title I funds, at least 10%, is allocated for supplemental services, which include tutoring and computer-assisted instruction before and after school, further enhancing students' academic performance and growth.

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	15.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	3
Mathematics	3
Science	2
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

Professional development activities are delivered through a variety of formats, including after-school workshops, dedicated professional development days, early release days, conference attendance, and individualized mentoring. Teachers also participate in demonstration lessons and peer observations throughout the year to enhance collaboration and refine instructional practices.

The focus of professional development is informed by an analysis of student academic progress, district initiatives, and site-

Professional Development

specific needs. For the 2023-2024 school year, key focus areas include the implementation of Professional Learning Communities (PLCs), supported by Solution Tree, and the adoption of school-wide instructional norms. In addition, we are working to implement PLCs with additional coaching support from Solution Tree. Specifically, Brig Leane is providing targeted assistance to our singleton groups, including CTE and VAPA, to ensure effective PLC implementation. Other focus areas for this year include writing instruction, technology integration, data analysis, and AVID strategies to support student success across all grade levels.

To further enhance instructional practices, Patterson High School is also receiving coaching and support from Gary Soto, who is helping us improve student outcomes by focusing on John Hattie's research on Visible Learning. This approach emphasizes strategies that have been shown to have a significant impact on student achievement.

To ensure effective implementation of new skills, Patterson High School supports staff with Teachers on Special Assignment (TOSAs) specializing in areas such as elementary and secondary education, technology, English language development, and new teacher support. Site administrators further contribute to professional growth through classroom walkthroughs, targeted training on site-specific priorities, and individualized teacher support. Staff members also participate in off-site professional growth opportunities, including county, regional, and statewide training sessions, to strengthen their expertise and stay updated on best practices in their content areas.

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	5	5	5