

# Patterson High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

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

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

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

## 2025-26 District Contact Information

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

## 2025-26 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.

Patterson High School serves a diverse student body of over 1800 students 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. This year, we proudly launched our new JROTC program, providing students with leadership development and character-building experiences. Ongoing modernization of our Agriculture Department facilities continues to enhance hands-on learning opportunities in this vital pathway.

Recognizing the critical importance of student wellness and academic intervention, Patterson High School has established a dedicated Student Services Intervention wing. This comprehensive support system provides students with immediate social and emotional wellness resources through Student Support Specialists, an Intervention Facilitator, and a Wellness Center Facilitator. Additionally, a full-time teacher focuses on developing intensive individualized learning plans for students who are struggling academically, ensuring that every student receives the targeted support needed to succeed.

The campus itself reflects the school's commitment to creating an accessible and inspiring environment. This year marked the completion and opening of our new Cosmetology and Barbering Center, providing students with professional-grade training facilities in a growing industry. We've also expanded our Medical Careers lab to accommodate increased student interest in healthcare pathways. Our state-of-the-art aquatic center continues to serve water polo, swimming, and physical education programs, while our rejuvenated frontage entrance provides expanded areas for students to enjoy during breaks. Looking

## 2025-26 School Description and Mission Statement

ahead, we will soon break ground on a new gymnasium building, further enhancing athletic and community programming. 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	475
Grade 10	474
Grade 11	459
Grade 12	422
Total Enrollment	1,830

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.5
Asian	3
Black or African American	5.8
Filipino	2.1
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	1.8
Two or More Races	1
White	8.8
English Learners	24.3
Foster Youth	0.7
Homeless	1.3
Migrant	3
Socioeconomically Disadvantaged	74.2
Students with Disabilities	17

## **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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	69.9	82.85	227.5	80.09	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	2.6	3.1	8.1	2.86	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.8	1.01	5.5	1.95	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	0.56	7.3	2.58	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	10.5	12.46	35.5	12.51	15831.9	5.67
<b>Total Teaching Positions</b>	84.4	100	284	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70	83.09	215.3	74.6	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.3	0.44	12.7	4.42	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.6	1.97	18.2	6.32	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.2	1.44	8.5	2.97	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	11	13.06	33.7	11.68	14303.8	5.15
<b>Total Teaching Positions</b>	84.2	100	288.7	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	76	89.65	220.6	77.25	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.8	1.03	14.7	5.15	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.3	2.81	25.5	8.96	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.3	0.39	8.3	2.92	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	5.1	6.11	16.3	5.72	13705.8	4.91
<b>Total Teaching Positions</b>	84.8	100	285.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.80	0	0
<b>Misassignments</b>	0.00	1.6	2.3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.80	1.6	2.3

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.30	0.1	0
<b>Local Assignment Options</b>	0.10	1	0.3
<b>Total Out-of-Field Teachers</b>	0.40	1.2	0.3

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.1	1.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Patterson High School has recently adopted SAVVAS as our new science curriculum, providing students with updated, standards-aligned resources across all science courses. In mathematics, the school has established an interactive Math Task Force to evaluate curriculum options and explore pilots for all math levels. Currently, we are piloting Kiddom math for our Algebra 1 and support courses to assess its effectiveness in meeting student needs and enhancing instructional delivery.

To better support our diverse learners, Patterson High School has also adopted English 3D, English Language Development curriculum to strengthen language acquisition for English Learners, and Corrective Reading curriculum to provide intensive, individualized intervention for students reading below grade level. These adoptions reflect the school's commitment to ensuring all students have access to high-quality, research-based instructional materials that support their academic growth and success.

Year and month in which the data were collected

September, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders/Maravillas, 2017, World of Wonders, 2018, StudySync, 2016, National Geographic, 2008, Honors 9 and 10: Advanced Language and Literature, Bedford, Freeman and Worth Publishers, HMH, English 3D, 2024, 95 Percent Phonics Instruction (2020)	0
<b>Mathematics</b>	California Go Math!, Eureka Math, 2016, Consumer Mathematics, 2003, AGS, Mathematics with Business Applications, Precalculus with Limits: A Graphing Approach (2008) The Practice of Statistics (2008) AP Class, Finite Math-and its Applications (2023, HMH Intro Geometry, HMH Into Algebra 1, HMH Into Algebra 2 (2023), Kiddom IM (2024)	0
<b>Science</b>	Amplify Science California, 2019, AGS - adopted 2007, Earth Science: Geology, The Environment and the Universe, 2007, Addison-Wesley - adopted 2013 Physics, 2010, Pearson - adopted 2015 Environmental Science for AP, 2015, W.H. Freeman - adopted 2015 Campbell Biology, 10th Edition, Pearson - adopted 2015 Cengage: Essentials of Human Anatomy & Physiology (2017), HMH	0

	Science Dimensions Earth 2018, SAVVAS Experience Biology, Experience Chemistry, Experience Physics (2020)	
<b>History-Social Science</b>	Studies Weekly Grades K-6, 2019, TCI Studies Weekly; HA! Medieval World & Beyond, HA! US Through Industrialism, 2018; McGraw-Hill, CA Impact- World History, Culture, Geography: the Modern World, CA Impact: United States History & Geography, Continuity & Change, CA Impact: Principles of Economics & Principles of American Democracy, 2018; Cengage, AP European History: Western Civilization Since 1300 AP Edition, 2019; Cengage, The American Pageant AP Edition, 2019	0
<b>Foreign Language</b>	Vista, 2022 Wayside, 2022 ¡Qué Cheveré!, 2016	0
<b>Health</b>	Goodheart-Willcox, Comprehensive Health, 2018	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Lab equipment is sufficiently available for use in all laboratory courses.	0

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 1,800 students, the campus has sufficient classroom space to meet instructional needs, and the school operates one classroom as a professional development center to support ongoing teacher training and collaboration. Major facility improvements over recent years have enhanced both instructional and athletic spaces, including the completion of a new Science wing, Theatre, and state-of-the-art aquatic center. The rejuvenated frontage entrance provides expanded areas for students to enjoy during breaks and has improved the overall aesthetic and accessibility of the campus.

This year has brought significant additions to our Career Technical Education facilities and campus infrastructure. The newly opened Cosmetology and Barbering Center provides students with professional-grade training spaces, while the expansion of our Medical Careers lab accommodates growing student interest in healthcare pathways. Ongoing modernization of the Agriculture Department continues to enhance hands-on learning opportunities. To maintain quality learning environments, the school recently renovated eight portable classrooms with fresh paint, wall repairs, and new carpet, and completed a full renovation of the staff lounge. Security enhancements include an upgraded campus camera system with higher-resolution imaging and the installation of an automatic gate on the back side of campus, creating controlled single points of entry for improved campus safety.

Looking ahead, Patterson High School has an ambitious facilities improvement plan underway. The school has begun evaluating the needs of the auditorium to determine necessary upgrades and modernization. The weight room will receive fresh paint this year, followed by a comprehensive remodel over the next year that will include new flooring, updated equipment, and full modernization to meet current standards. Most notably, the school will soon break ground on a new gymnasium building, which will significantly enhance athletic programming and provide additional space for community events. These ongoing investments in facilities demonstrate Patterson High School's commitment to providing students with modern, safe, and inspiring learning environments.

**Year and month of the most recent FIT report**

10/4/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			portable boys: carved partitions.spray paint and marker overspray
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			606: sinks have hard water build
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			1000 boys: 400 boys: Partitions are carved into. Paint overspray with graffiti scrapped in portable boys: carved partitions.spray paint and marker overspray

## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	58	62	34	37	47	48
<b>Mathematics</b> (grades 3-8 and 11)	18	27	17	19	35	37

## 2024-25 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	440	432	98.18	1.82	62.04
Female	207	203	98.07	1.93	69.95
Male	233	229	98.28	1.72	55.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	30	30	100.00	0.00	73.33
Filipino	--	--	--	--	--
Hispanic or Latino	335	329	98.21	1.79	59.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	67.57
English Learners	101	99	98.02	1.98	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	337	332	98.52	1.48	60.24
Students Receiving Migrant Education Services	15	15	100.00	0.00	40.00
Students with Disabilities	69	67	97.10	2.90	14.93

## 2024-25 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
<b>All Students</b>	440	432	98.18	1.82	26.62
<b>Female</b>	207	203	98.07	1.93	23.15
<b>Male</b>	233	229	98.28	1.72	29.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	30	30	100.00	0.00	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	335	329	98.21	1.79	20.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	37	37	100.00	0.00	43.24
<b>English Learners</b>	101	99	98.02	1.98	4.04
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	337	332	98.52	1.48	24.70
<b>Students Receiving Migrant Education Services</b>	15	15	100.00	0.00	20.00
<b>Students with Disabilities</b>	69	67	97.10	2.90	2.99

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	13.21	15.51	13.55	15.86	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	926	906	97.84	2.16	15.47
<b>Female</b>	464	455	98.06	1.94	14.73
<b>Male</b>	462	451	97.62	2.38	16.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	39	37	94.87	5.13	35.14
<b>Black or African American</b>	46	46	100.00	0.00	11.11
<b>Filipino</b>	19	19	100.00	0.00	26.32
<b>Hispanic or Latino</b>	686	672	97.96	2.04	13.99
<b>Native Hawaiian or Pacific Islander</b>	20	18	90.00	10.00	5.56
<b>Two or More Races</b>	19	19	100.00	0.00	26.32
<b>White</b>	91	90	98.90	1.10	18.89
<b>English Learners</b>	181	174	96.13	3.87	1.15
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	14	13	92.86	7.14	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	652	641	98.31	1.69	14.04
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	0.00
<b>Students with Disabilities</b>	148	147	99.32	0.68	2.72

## 2024-25 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, Forklift Certification, Medical Careers/Patient Care Technician, Cosmetology and Barbering, and JROTC.

Patterson High School has established strong partnerships with Modesto Junior College (MJC), with articulation agreements in our Agriculture-based CTE pathways as well as our Forklift and Logistics programs. This allows students to earn college credit for their courses at PHS when they enroll at MJC after graduation. Additionally, all of our CTE courses are now A-G approved, 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. The school is currently applying for the new CTE Agriculture grant to further enhance and expand our agriculture program facilities and offerings.

## 2024-25 Career Technical Education Programs

This year, Patterson High School's Cosmetology and Barbering program is now fully operational with two dedicated teachers. The program launched last year with the junior class completing the book study portion of the curriculum, and students now have access to our state-of-the-art salon facility where they can complete the required certification hours in Barbering or Cosmetology. Students gain practical experience through collaboration with local salons, suppliers, and business owners, giving them hands-on opportunities to engage with industry professionals.

Patterson High School has also expanded its Medical Careers pathway with an enhanced lab facility to accommodate growing student interest in healthcare professions. Students in this pathway can earn Patient Care Technician certification, preparing them for immediate employment in healthcare settings or for continued education in nursing and allied health programs. Our JROTC program, launched this year, provides students with leadership development, character-building experiences, and career exploration opportunities in military and public service fields.

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.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1280
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	16.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.2
Graduates Who Completed All Courses Required for UC/CSU Admission	44.53

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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	95	95	97	96	96

## 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.

#### 2025-26 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)

The school maintains regular communication with families through biweekly parent newsletters and hosts Coffee with the Principal events, providing informal opportunities for parents to connect with school leadership and stay informed about campus initiatives.

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), CTE Exploration Nights, 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](http://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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.5	3	0.7	7.7	7.7	1.8	8.2	8.9	8
Graduation Rate	94.6	94.9	96.2	86	89.1	95.1	86.2	86.4	87.5

#### 2024-25 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	419	403	96.2
Female	216	208	96.3
Male	203	195	96.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	20	19	95.0
Black or African American	25	23	92.0
Filipino	--	--	--
Hispanic or Latino	317	305	96.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	36	36	100.0
English Learners	100	94	94.0
Foster Youth	--	--	--
Homeless	18	15	83.3
Socioeconomically Disadvantaged	355	339	95.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	77	66	85.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1939	1894	348	18.4
Female	980	953	191	20.0
Male	959	941	157	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	59	57	6	10.5
Black or African American	112	110	18	16.4
Filipino	39	39	2	5.1
Hispanic or Latino	1469	1433	270	18.8
Native Hawaiian or Pacific Islander	35	35	7	20.0
Two or More Races	25	23	8	34.8
White	168	165	28	17.0
English Learners	482	471	120	25.5
Foster Youth	17	16	7	43.8
Homeless	51	48	20	41.7
Socioeconomically Disadvantaged	1444	1418	299	21.1
Students Receiving Migrant Education Services	61	60	20	33.3
Students with Disabilities	329	319	75	23.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.35	8.45	4.49	6.78	7.67	5.32	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.4	0.75	0.88	0.21	0.28	0.37	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.49	0.88
Female	3.47	0.71
Male	5.53	1.04
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.08	0.00
Black or African American	5.36	1.79
Filipino	0.00	0.00
Hispanic or Latino	4.42	0.82
Native Hawaiian or Pacific Islander	2.86	0.00
Two or More Races	12.00	4.00
White	2.98	0.00
English Learners	5.39	1.04
Foster Youth	17.65	0.00
Homeless	5.88	3.92
Socioeconomically Disadvantaged	5.12	0.97
Students Receiving Migrant Education Services	3.28	0.00
Students with Disabilities	6.99	1.52

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.

## 2025-26 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 (2025) with the school's Safety Committee, which comprises students, staff, and parents. This committee meets quarterly to review campus needs, gather student and parent input on needed improvements, and bring recommendations to our teacher leadership team and administration for discussion, planning, and action.

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 has significantly enhanced its security infrastructure. The campus now features an upgraded camera system with higher-resolution imaging capabilities for improved monitoring and incident response. We've also installed an automatic gate on the back side of campus, creating a closed-campus environment with single points of entry on both the front and back sides of campus for enhanced access control. Our security team includes four campus supervisors, four security officers, one security supervisor, and a School Resource Officer who work 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.

## 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	0
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

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	30	32	17
Mathematics	25	19	39	4
Science	23	9	15	
Social Science	32	8	8	27

## 2024-25 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

## 2024-25 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	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	8334	807	7933	93459
District	N/A	N/A	11830	\$87,267
Percent Difference - School Site and District	N/A	N/A	-39.4	11.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-30.3	-1.3

## Fiscal Year 2024-25 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, Digital intervention software & student supports and computer-assisted instruction before and after school, further enhancing students' academic performance and growth.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,298	\$62,145
Mid-Range Teacher Salary	\$89,322	\$97,088
Highest Teacher Salary	\$119,116	\$120,436
Average Principal Salary (Elementary)	\$152,570	\$151,343
Average Principal Salary (Middle)	\$158,785	\$159,514
Average Principal Salary (High)	\$172,019	\$177,261
Superintendent Salary	\$255,734	\$294,805
Percent of Budget for Teacher Salaries	23.94%	29.95%
Percent of Budget for Administrative Salaries	5.47%	5.4%

## 2024-25 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	16.7
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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	5
Fine and Performing Arts	2
Foreign Language	3
Mathematics	3
Science	3
Social Science	5
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	34

## 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-specific needs. For the 2025-2026 school year, key focus areas include the continued implementation and refinement of Professional Learning Communities (PLCs), supported by Solution Tree. Brig Leane works with our staff eight times throughout the school year, providing targeted coaching and support. Our PLC Guiding Coalition, comprised of department chairs, receives direct training with Brig to build leadership capacity and support effective PLC implementation across all content areas, including singleton groups such as CTE and VAPA.

In addition to PLC development, Patterson High School continues to receive coaching and support from Gary Soto, who focuses on Corrective Reading implementation and Gradual Release training to improve student outcomes. Teachers also participate in Get Reading Write Training to strengthen literacy instruction across all content areas. Other priority focus areas for this year include writing instruction, technology integration, data analysis, AVID strategies, and supporting English Language Learners through Academic Discourse and Active Student Engagement strategies in lesson planning.

To ensure effective implementation of new skills and curriculum fidelity, Patterson High School employs four Teachers on Special Assignment (TOSAs) who work through systematic coaching cycles with teachers. These TOSAs specialize in mathematics, English Language Arts/general instruction, English Learner support, and technology integration. 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	2023-24	2024-25	2025-26
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5
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