

Del Puerto 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

School Name	Del Puerto High School
Street	640 M St.
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4720
Principal	Corrin Rivera, Ed.D
Email Address	crivera@patterson.k12.ca.us
School Website	https://delpuerto.patterson.k12.ca.us/
Grade Span	10-12
County-District-School (CDS) Code	50712175030127

2025-26 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

2025-26 School Description and Mission Statement

Vision:

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

Goals:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	33
Grade 12	57
Total Enrollment	92

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	47.8
Non-Binary	2.2
Filipino	1.1
Hispanic or Latino	85.9
Native Hawaiian or Pacific Islander	1.1
White	12
English Learners	39.1
Homeless	5.4
Migrant	2.2
Socioeconomically Disadvantaged	85.9
Students with Disabilities	15.2

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.1	83.66	227.5	80.09	234405.2	84
Intern Credential Holders Properly Assigned	0.5	8.17	8.1	2.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.5	1.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	8.17	7.3	2.58	11953.1	4.28
Unknown/Incomplete/NA	0	0	35.5	12.51	15831.9	5.67
Total Teaching Positions	6.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.4	89.38	215.3	74.6	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	8.17	12.7	4.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18.2	6.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	2.29	8.5	2.97	11746.9	4.23
Unknown/Incomplete/NA	0	0	33.7	11.68	14303.8	5.15
Total Teaching Positions	6.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.5	73.86	220.6	77.25	230039.4	100
Intern Credential Holders Properly Assigned	0.5	8.17	14.7	5.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	16.34	25.5	8.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.3	2.92	12112.8	4.34
Unknown/Incomplete/NA	0.1	1.63	16.3	5.72	13705.8	4.91
Total Teaching Positions	6.1	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
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.50	0.1	0
Total Out-of-Field Teachers	0.50	0.1	0

Class Assignments

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

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

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

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

Year and month in which the data were collected

September, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, 2016	0
Mathematics	Houghton Mifflin Harcourt, Integrated & AGA, 2016	0
Science	Houghton Mifflin Harcourt, Science, 2020	0
History-Social Science	McGraw Hill, Impact, 2019 Cengage, 2019 Pearson, 2020	0
Science Laboratory Equipment (grades 9-12)	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

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

September 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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
English Language Arts/Literacy (grades 3-8 and 11)	13	10	34	37	47	48
Mathematics (grades 3-8 and 11)	0	0	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	41	40	97.56	2.44	10.00
Female	16	15	93.75	6.25	13.33
Male	25	25	100.00	0.00	8.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	34	97.14	2.86	8.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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
All Students	41	41	100.00	0.00	0.00
Female	16	16	100.00	0.00	0.00
Male	25	25	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	1.96	0	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
All Students	21	18	85.71	14.29	0.00
Female	--	--	--	--	--
Male	11	8	72.73	27.27	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	16	84.21	15.79	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	13	81.25	18.75	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

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

1. Concurrent Enrollment with Patterson High School:

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

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

2024-25 Career Technical Education (CTE) Participation

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

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	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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

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

2025-26 Opportunities for Parental Involvement

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

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	19.2	22.9	8.3	7.7	7.7	1.8	8.2	8.9	8
Graduation Rate	65.4	72.9	90	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	60	54	90.0
Female	39	36	92.3
Male	20	17	85.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	50	48	96.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	25	24	96.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	57	52	91.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	133	123	81	65.9
Female	65	61	43	70.5
Male	66	60	37	61.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	103	69	67.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	15	9	60.0
English Learners	52	49	29	59.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	112	105	67	63.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	16	9	56.3

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
18.01	20.69	13.53	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
0.62	1.38	1.5	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	13.53	1.50
Female	10.77	0.00
Male	16.67	3.03
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	15.74	1.85
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	13.46	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.50	0.89
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

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

2025-26 School Safety Plan

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

The Safety Plan is formally presented and discussed during the November 2025 staff meeting and November School Site Council, involving Del Puerto High School staff in its implementation and refinement. Serving as a comprehensive guide, it consolidates critical information on safety procedures, disaster routines, harassment policies, child abuse reporting, and other essential protocols. This ensures that the school is equipped to address a wide range of potential safety concerns effectively and consistently.

Most recently, the Safety Plan underwent a thorough review and was approved for the 2025-2026 academic year, and was reviewed on November 13, 2025, and was approved by the safety committee on December 11, 2025. For those interested in learning more, the plan is available for review at the school or the district office. Community members are encouraged to contact the school's administrative office at 209-892-4720 for additional information. All stakeholders' active participation and input are valued, reinforcing a collective commitment to safety as a cornerstone of the Del Puerto High School educational experience.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	3	3	0
Mathematics	18	6	0	0
Science	0	0	0	0
Social Science	17	6	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	5	1	
Mathematics	19	4		
Science				
Social Science	18	6	1	

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	17	6		
Mathematics	13	5		
Science				
Social Science	14	7		

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	206

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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	14810	2538	12272	96263
District	N/A	N/A	11830	\$87,267
Percent Difference - School Site and District	N/A	N/A	3.7	14.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	13.0	1.6

Fiscal Year 2024-25 Types of Services Funded

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

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

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

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

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.

Percent of Students in AP Courses	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

1. Comprehensive Professional Development Opportunities:

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

2. Building Professional Learning Communities (PLCs):

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

3. Targeted Focus Areas and Off-Site Growth:

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

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

