

Don Pedro High

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	Don Pedro High
Street	3090 Merced Falls Rd.
City, State, Zip	La Grange, Ca, 95329-1397
Phone Number	209-852-2864
Principal	Clair N. Lamm (Nickie)
Email Address	nlamm@bofg.org
School Website	www.bofg.org/schools/don-pedro
Grade Span	9-12
County-District-School (CDS) Code	55751845530084

2024-25 District Contact Information	
District Name	Big Oak Flat-Groveland Unified
Phone Number	(209) 962-5765
Superintendent	Wynette Hilton
Email Address	whilton@bofg.org
District Website	www.bofg.org

2024-25 School Description and Mission Statement
Don Pedro High School is a small high school located in the small remote community of Don Pedro in the foothills of central California. The school's enrollment reflects the area with a small population of approximately 50 students. In addition to the remote area where the school is located, its geographical location is quite far from the other schools in the district. Our mission and focus echoes that of our district: 1. Make Decisions and Policies that Support our Mission

2024-25 School Description and Mission Statement

- 2. Instill Dignity, Respect, Responsibility, and Tolerance while educating the Whole Child
- 3. Maintain a Safe and Healthful Environment
- 4. Be Fiscally Responsible
- 5. Be Supportive of Staff and Students
- 6. Provide the Structure and Support for K-12 Articulated Programs that Meet or Exceed State Standards
- 7. Recruit and Retain Quality Staff
- 8. Maintain and Update Campus Facilities
- 9. Cultivate and Maintain Partnerships with Students, Parents, Staff and Communities

About Our School

The school operates on a traditional calendar and offers co-curricular activities as desired by the current student population. Athletic programs are offered based on number of potential athletes. In spite of its small size, the programs offered at Don Pedro High are quite rich. Students can fulfill both their academic and career aspirations. A complete A-G academic requirement program for college bound students is offered at the school. The AG and FFA programs are growing and are very popular. Due to the small size, students at Don Pedro are able to enjoy a close, family like learning environment that is supportive both socially and academically. Class sizes are ideal for learning as the present student/teacher ratio is 7:1. It is rare to find a class in excess of 15 students at Don Pedro High.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	7
Grade 10	9
Grade 11	10
Grade 12	8
Total Enrollment	34

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	11.8
Filipino	2.9
Hispanic or Latino	20.6
White	64.7
English Learners	14.7
Socioeconomically Disadvantaged	41.2
Students with Disabilities	8.8

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)	2.20	38.23	15.80	68.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	2.36	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	4.17	1.80	7.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	3.40	57.60	5.00	21.68	18854.30	6.86
Total Teaching Positions	5.90	100.00	23.20	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)	2.80	48.17	16.00	64.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	4.02	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.70	10.89	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.60	2.53	11953.10	4.28
Unknown/Incomplete/NA	3.10	51.67	4.40	17.96	15831.90	5.67
Total Teaching Positions	6.00	100.00	24.80	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)	2.60	53.51	14.50	63.86	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	4.39	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	1.80	3.20	14.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	44.69	3.40	14.91	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.60	2.76	14303.80	5.15
Total Teaching Positions	4.90	100.00	22.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	2.2
Total Out-of-Field Teachers	0.00	0.00	2.2

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)	13.30	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)	0.00	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

Textbook adoptions were collected from teachers as to what they are currently using. Many of the adoptions happened prior to current staff, in Core areas textbooks would have been adopted from the SBE lists. In electives large textbook company purchases are through the governing board and supplemental materials are teacher discretion.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ERWC (Expository Reading and Writing Course) CSUS (2013) (Revised editions: 2019-2020) Movies As Literature (2002) Serial Podcast Class Novels used for all grade levels Poetry Units including Poetry Out Loud	Yes	0
Mathematics	HMH Integrated Mathematics (2015)	Yes	0
Science	Ag Chem - Chemistry, Holt, (2007) Ag Bio - Biology, Pearson, (2010) Ag Anatomy and Physiology - Introduction to Anatomy and Physiology, Goodheart-Wilcox, (2014) Agriscience, Burton, Delmar (2016) Animal Science, Gillespie, Delmar (1998)	Yes	0
History-Social Science	US History-TCI History Alive! Pursuing American Ideals (2019) World History- TCI History Alive! World Connections (2019) United States gov't: our Democracy, McGraw Hill (2018) Impact: California Principles of Economics, McGraw Hill (2019)	Yes	0
Foreign Language	VOCES On line digital format 2021	Yes	0
Health	Positive Prevention Plus - 2018 ETR Healthsmart (2023)	Yes	0

Visual and Performing Arts	Basics: Pencil Technique Elements and Principle of Design Water Color Acrylic Crafts Action! Cartooning!		0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				December 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		trim work, paint, lights, locks - summer work list
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		lights - CAL-SHAPE grant
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	0	--	34	33	46	47
Mathematics (grades 3-8 and 11)	0	--	14	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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)	12.90	10.53	20.43	12.99	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	20	19	95.00	5.00	10.53
Female	11	11	100.00	0.00	9.09
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	13	92.86	7.14	7.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Don Pedro High School students have access to the following CTE courses: Horticulture, Agriculture Mechanics, Animal Science, and Culinary. The CTE courses support academic achievement through the integration of problem solving and real world applications, especially in the areas of mathematics, reading, and writing. All students are prepared for career and work through our Get Focused Stay Focused program where students create a ten year plan and through a Personal Finance class where students prepare resumes, applications, budgets, scholarship applications, and career plans. Special education teachers work closely with the workability program to prepare students along with their participation in the Get Focused Stay Focused program. The CTE programs are evaluated based on the education and work decisions of students who have completed these courses.

CTE/AG Advisory Committee:

Melissa Stegall, Teacher-Primary Representative

Shaun Crook, Logger, Tuolumne Co. Farm Bureau, Community Member

Shane Warner, Cal Fire, professor in Fire Science program at Columbia College

Mike Mar, retired Ag teacher

Wynette Hilton, Superintendent

Ashlee Frades, principal, Tioga HS

Steve Baptista, teacher, Ag Sciences

2023-24 Career Technical Education Programs

Britta Kohn, teacher Ag classes
Pat Ariaz, Boer Goat Rancher, Community Member
Nickie Lamm - Don Pedro High Principal

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

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	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	16

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 5	100%	100%	100%	86%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	93%	86%	86%

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.
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2024-25 Opportunities for Parental Involvement
Parents are able to be involved in many different ways. We host an in person Back to School Night where parents and families get to go to every teacher's classrooms and learn a little about the teachers and their classes. Parents are also able to be involved through a School Site Council that meets the third Wednesday every month. These are held in person and via zoom to make them accessible to anyone that wants to join. Two parents are voting members. The Site Council informs and monitors the school's Single Plan for Student Achievement and the Safety Plan. DPHS has an Ag Boosters that holds fund raisers to support the FFA program and provide student scholarships. They cater the annual FFA Banquet that all students and their parents who have been involved with FFA are invited to. Parents are encouraged to attend sporting events and some field trips as well.

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	--	23.5	30.8	26.1	25.7	20.8	7.8	8.2	8.9
Graduation Rate	--	76.5	69.2	65.2	68.6	79.2	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	13	9	69.2
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	38	36	8	22.2
Female	18	17	6	35.3
Male	20	19	2	10.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	23	6	26.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	20	18	2	11.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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 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
16.07	16.36	0	5.83	3.83	1.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

The School Safety Plan is reviewed each year. As of the 13/14 school year a revised plan included A.L.I.C.E. (Alert, Lockdown, Inform, Counter and Evacuate) protocol incorporated into all plans. A.L.I.C.E. training began in our District on 1/6/14 for all staff and is an annual training on site with staff and students conducted by Sheriff Dept. The key elements in the plan are to follow

2024-25 School Safety Plan

the basic steps but when information is available to be able to make the best decision based on your location and situation for the benefit of the students. Beginning in the 22/23 school year a District Safety Committee was formed and is headed by one of the School Board members. Local LE, EMS, and others are consulted. Campus safety tours are conducted and suggestions are made. As of the 23/24 school year many of the suggestions have been implemented. Safety drills are completed as required. In 24/25 a new surveillance DVR was installed that can be accessed online, staff and students were trained in ALICE by the Sheriff's Department.

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	12	4		
Mathematics	9	4		
Science	11	3		
Social Science	15	4		

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	11	4		
Mathematics	8	4		
Science	19	1		
Social Science	11	4		

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	7	4		
Mathematics	7	3		
Science	11	2		
Social Science	6	4		

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	0

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

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	\$24,292	\$5,703	\$18,588	\$58,293
District	N/A	N/A	\$6,449	\$64,730
Percent Difference - School Site and District	N/A	N/A	97.0	-10.5
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	53.3	-29.8

Fiscal Year 2023-24 Types of Services Funded

Don Pedro High School has a large population of low income students and therefore is a Title I school. The Site receives federal funding in order to provide services for our students educational needs. The site provides services after school tutoring in order to assist students in need.

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	\$52,099	\$50,757
Mid-Range Teacher Salary	\$75,596	\$75,693
Highest Teacher Salary	\$94,660	\$105,687
Average Principal Salary (Elementary)	\$0	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$108,497.62	\$133,106
Superintendent Salary	\$149,262.47	\$167,660
Percent of Budget for Teacher Salaries	27%	25.51
Percent of Budget for Administrative Salaries	4%	5.93

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

Annually we provide in-service training before the school year begins and often on afternoons on early release Fridays. Recent topics included ALICE, MTSS, Universal Design for Learning, and Alternatives to Suspension, school safety, STEAM, best math practices, mindfulness, PBIS, inclusion, and social-emotional needs. The district selects in-service topics based on need, new curriculum or state mandates. These training's have included Human Trafficking, anti-bullying and Suicide prevention.

Professional Development

In August 2021 NWEA MAP assessments were adopted for progress monitoring. Staff participates in virtual professional development around administering and using the data. In the 23/24 school year four teachers attended training on IXL, and adaptive online supplementary software. In addition, five out of seven staff attended an AVID conference together in the summer of 24.

The District supports and encourages our staff to participate in professional development at district, county, region and state levels. The platform for professional development varies from book study at the local level, after-school or summer workshops at the county, and conferences in the region or state level. In the last year, staff has attended professional development for math, Positive Behavior Intervention Supports, MTSS, special education, ELPAC, foster youth services, NWEA, Alternatives to Suspension, Briggs and Stratton small engines, and Ethnic Studies. Both Ag teachers attend various professional developments through California Association of Ag Teachers.

All of the District in-services were given by designated speakers with the assistance of power points, hand-outs or hands on activities.

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	2	2	2