

Don Pedro High

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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
County-District-School (CDS) Code	55751845530084

2022-23 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 Address	www.bofg.org

2022-23 School Overview

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
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

2022-23 School Overview

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 10:1. It is rare to find a class in excess of 15 students at Don Pedro High.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	8
Grade 10	17
Grade 11	21
Grade 12	9
Total Enrollment	55

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
American Indian or Alaska Native	7.3
Asian	0.0
Black or African American	1.8
Filipino	0.0
Hispanic or Latino	16.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.8
White	72.7
English Learners	5.5
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	36.4
Students with Disabilities	16.4

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	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)	5.5	100	24	100		
Intern Credential Holders Properly Assigned	0	0	1	99		
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0		
Unknown	0	0	0	0		
Total Teaching Positions	5.5	100	25	100		

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	1
Misassignments	0.20	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.20	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.30	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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	2021 January
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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	Big Ideas Math	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- The Americans, Holt McDougall (2012) World History- Modern World History, Holt McDougall (2012) 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	Yes	0
Visual and Performing Arts	Basics: Pencil Technique Elements and Principle of Design Water Color Acrylic Crafts Action! Cartooning!		0
Science Laboratory Equipment (grades 9-12)	acquired through NASCO		0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		December 2022		
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	

School Facility Conditions and Planned Improvements

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

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	6	N/A	13	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	21	18	85.71	14.29	44.44
Female	--	--	--	--	--
Male	11	10	90.91	9.09	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	15	13	86.67	13.33	46.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	21	18	85.71	14.29	5.56
Female	--	--	--	--	--
Male	11	10	90.91	9.09	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	15	13	86.67	13.33	7.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	20	16.33	19.05	28.5	29.47

2021-22 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	28	20	71.43	28.57	20
Female	12	9	75	25	--
Male	16	11	68.75	31.25	18.18
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	20	15	75	25	26.67
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	--	--	--	--	--

2021-22 Career Technical Education Programs

Don Pedro High School students have access to the following CTE courses: Floral Design/Horticulture, Agriculture Mechanics, Introduction to Medical Assisting, 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 Advisory Committee:

Melissa Stegall, Teacher-Primary Representative
 Shaun Crook, Logger, Tuolumne Co. Farm Bureau, Community Member
 Steve DeRose, retired Ag Teacher, consultant iCEV
 Pat Ariaz, Boer Goat Rancher, Community Member
 Nickie Lamm - Don Pedro High Principal

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	47
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	4%
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.55
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	20.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	91	71	100	95	100
Grade 7	92	87	92	92	92
Grade 9	88	88	88	88	88

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.

2022-23 Opportunities for Parental Involvement

Don Pedro High School has a parent club. This group both raises money to support the school and helps monitor the ongoing improvement process at the school. Parent Club hosts many events that increase community involvement and meets the 1st Thursday of the month. Parents also serve as an advisory committee and help with fund raisers at the school. Parents are also able to be involved through a School Site Council that meets monthly. Please contact Don Pedro High School at 209-852-2864 for more information.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		8.3	--		18.5	26.1		8.9	7.8
Graduation Rate		91.7	--		77.8	65.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	56	56	24	42.9
Female	29	29	9	31.0
Male	27	27	15	55.6
American Indian or Alaska Native	4	4	3	75.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	9	9	2	22.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	41	41	17	41.5
English Learners	4	4	1	25.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	21	21	12	57.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	10	4	40.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.50	5.71	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	16.07	1.52	5.83	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.07	0.00
Female	10.34	0.00
Male	22.22	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	12.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	28.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The School Safety Plan is reviewed each year. As of the 13/14 school year a revised plan includes 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 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. A school resource officer has been provided to the district beginning in the 2018-19 school year by Tuolumne County Sheriff's Office, she spends at least one day a week at Don Pedro High. Safety drills are completed as required.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	10	4		
Mathematics	9	3		
Science	24		1	
Social Science	8	6		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	13	4		
Mathematics	12	4		
Science	19	3		
Social Science	8	5		

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		

2021-22 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

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.17
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$21,251	\$4,867	\$16,384	\$64,254
District	N/A	N/A	\$4,620	\$65,969
Percent Difference - School Site and District	N/A	N/A	112.0	-2.6
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	85.2	-12.7

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,590	\$46,419
Mid-Range Teacher Salary	\$61,221	\$69,902
Highest Teacher Salary	\$82,331	\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$96,564	\$122,212
Superintendent Salary	\$127,262	\$150,971
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 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 at least two afternoons a month on early release Fridays. Recent topics included NGSS Phenomena, 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.

In March of 2020, Don Pedro High School moved from in-person learning to distance learning. Five additional in-service trainings were provided in the 19-20 school year to assist with the transition to virtual learning. In addition, these digital trainings continued through the summer and fall of 2020. All staff were also trained on COVID-19 procedures including cleaning, disinfection, social distancing and screening protocol. In August 2021 NWEA MAP assessments were adopted for progress monitoring. Staff participates in virtual professional development around administering and using the data.

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 STEAM, math, Positive Behavior Intervention Supports, special education, art therapy, ELPAC and foster youth services.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2