

Pacheco Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Pacheco Elementary School
Street	7430 Pacheco School Rd.
City, State, Zip	Redding, CA 96002
Phone Number	(530) 224-4585
Principal	Cathy Henderson
Email Address	c.henderson@pacheco.k12.ca.us
School Website	www.pachecousd.org
County-District-School (CDS) Code	45 70094 6050447

2023-24 District Contact Information

District Name	Pacheco Union Elementary School District
Phone Number	(530) 224-4599
Superintendent	Cathy Henderson
Email Address	c.henderson@pacheco.k12.ca.us
District Website	www.pachecousd.org

2023-24 School Description and Mission Statement

Pacheco School is a small school that is able to provide high-quality teaching, offer a variety of opportunities to all students including academics, extra-curricular, and athletic. We have a strong 4th - 8th grade WYN/Intervention Program which provides students with the opportunity to be excelled, with regular project-based learning activities. We are able to offer foreign language to 6-8 grade students, within our elective wheel, as well as an opportunity to be excelled in the younger grades.

Learning Loss and social emotional support has become a priority for the school year. A focus on academic support has taken precedence to equip all students with the necessary skills to be prepared for upcoming grade levels and beyond. Pacheco School has implemented intervention support into the master schedule to support students that are in need of intensive support. The General Education teachers along with our Intervention teacher are using data to construct groupings within their classrooms for more effective learning opportunities for their students at their levels. Pacheco teachers participated in a 2 year STEM (Science, Technology, Engineering, and Math) grant and have implemented the practices into the classrooms school-wide. In addition, Pacheco School has a full-time counselor on site for student social emotional support.

Students are well-behaved, on task, and caring. Our teachers are well-equipped to teach the new state standards and implement the latest teaching strategies to prepare our students for success both academically and in extra-curricular activities. We strive to affect all students positively on a daily basis by providing a safe, comfortable environment that is conducive to all types of learners.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	72
Grade 5	76
Grade 6	74
Grade 7	62
Grade 8	76
Total Enrollment	360

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
American Indian or Alaska Native	4.2%
Asian	1.4%
Black or African American	0.3%
Filipino	0.3%
Hispanic or Latino	15.3%
Two or More Races	3.1%
White	73.3%
English Learners	3.3%
Foster Youth	0.8%
Homeless	3.3%
Socioeconomically Disadvantaged	50.8%
Students with Disabilities	10%

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)	13.90	59.84	27.80	70.20	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.30	2.50	6.29	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.61	2.00	5.03	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.50	19.37	4.50	11.33	12115.80	4.41
Unknown	1.80	7.83	2.80	7.10	18854.30	6.86
Total Teaching Positions	23.20	100.00	39.70	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)	17.80	80.27	34.40	86.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	4.46	0.90	2.49	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.50	2.00	5.02	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	6.17	1.30	3.44	11953.10	4.28
Unknown	0.90	4.46	0.90	2.49	15831.90	5.67
Total Teaching Positions	22.20	100.00	39.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.50	1.00
Local Assignment Options	2.00	0.30
Total Out-of-Field Teachers	4.50	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys, Houghton Mifflin (K-5) Study Sync, McGraw Hill (6-8) 2016	Yes	0
Mathematics	Everyday Math 4, McGraw Hill (K-5) CPM Core Connections (6-8) 2016	Yes	0
Science	Carolina Biological - Building Blocks (4-5) StemScopes (6-8) 2020	Yes	0
History-Social Science	Studies Weekly(4-5) National Geographic (6-8) 2020	Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

8/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Wing 1: Sewer - Covered walkways and Windows need work. Wing 2: Sewer - Covered walkways and Windows need work. Wing 3: Sewer - Covered walkways and Windows need work.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical		X		Multipurpose: Electrical Panel on SW corner needs replacing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Junior High: Roof needs replacing - Windows need replacing Wing 1: Sewer - Covered walkways and Windows need work. Wing 2: Sewer - Covered walkways and Windows need work. Wing 3: Sewer - Covered walkways and Windows need work.
External:		X		

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			Junior High: Roof needs replacing - Windows need replacing Wing 1: Sewer - Covered walkways and Windows need work. Wing 2: Sewer - Covered walkways and Windows need work. Wing 3: Sewer - Covered walkways and Windows need work.
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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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	34	35	36	47	46
Mathematics (grades 3-8 and 11)	28	31	30	37	33	34

2022-23 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	366	359	98.09	1.91	34.26
Female	175	172	98.29	1.71	35.47
Male	191	187	97.91	2.09	33.16
American Indian or Alaska Native	17	17	100.00	0.00	29.41
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	21.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	50.00
White	267	262	98.13	1.87	35.50
English Learners	12	12	100.00	0.00	0.00

Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	143	98.62	1.38	26.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	3.45

2022-23 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	366	358	97.81	2.19	30.73
Female	175	172	98.29	1.71	28.49
Male	191	186	97.38	2.62	32.80
American Indian or Alaska Native	17	17	100.00	0.00	17.65
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	19.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	30.00
White	267	261	97.75	2.25	34.10
English Learners	12	12	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	142	97.93	2.07	24.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	28	90.32	9.68	3.57

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.00	26.35	20.00	26.35	29.47	30.29

2022-23 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	152	149	98.03	1.97	26.17
Female	80	79	98.75	1.25	27.85
Male	72	70	97.22	2.78	24.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	110	108	98.18	1.82	28.70
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	55	98.21	1.79	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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.

2022-23 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 during 2021-22 and 2022-23 school years, 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	72	72	72	72	72
Grade 7	64	64	64	64	64
Grade 9	0	0	0	0	0

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.

2023-24 Opportunities for Parental Involvement

Pacheco Union School District encourages parent volunteers. They help in the classroom on a weekly basis and help with behind-the-scenes responsibilities including running stations and planning class parties. Parents serve on our District Site Council and other committees needing parental input.

Our active Parent Group organizes many activities, including the Father/Daughter Activity, Mother/Son Activity, Family Event, Harvest Festival, Winter Workshop, Book Fair, and School Pictures. Pacheco School strongly supports parent and community involvement, as it is necessary on all levels to ensure the quality education we strive to provide; we are all partners in the education of our children.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	395	387	76	19.6
Female	189	185	43	23.2
Male	206	202	33	16.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	17	17	4	23.5
Asian	8	7	1	14.3
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	59	59	10	16.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	2	16.7
White	288	281	57	20.3
English Learners	13	12	2	16.7
Foster Youth	6	6	2	33.3
Homeless	12	12	2	16.7
Socioeconomically Disadvantaged	206	201	45	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	41	12	29.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	8.80	5.72	11.14	5.31	3.88	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.14	0
Female	9.52	0
Male	12.62	0
Non-Binary		
American Indian or Alaska Native	5.88	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.86	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	11.81	0
English Learners	0	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	11.65	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	19.05	0

2023-24 School Safety Plan

Pacheco Union School District's comprehensive safety plan is reviewed and approved by the school board in February 2024. The plan is updated yearly and discussed with faculty quarterly. Each school site completes fire drills monthly and emergency drills no less than 1 per trimester.

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	21	7		1
Mathematics	21	7		1
Science	22	7		1
Social Science	22	7		1

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	19	5	3	
Mathematics	15	8	3	
Science	19	4	4	
Social Science	19	4	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	16	5	3	0
Mathematics	15	7	1	0
Science	17	5	3	0
Social Science	17	5	3	0

2022-23 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	360

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,725	\$1,638	\$7,087	\$60,663
District	N/A	N/A	\$7,124	\$64,888
Percent Difference - School Site and District	N/A	N/A	-0.5	-6.7
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	-7.1	-22.1

Fiscal Year 2022-23 Types of Services Funded

Pacheco School offers support to students via intervention(WYN) periods within the school day for grades 4th - 8th grades. For grades 6th-8th enrichment classes offered in art, Spanish, career options, nutrition, life skills, music, and gardening. In addition, Pacheco School has a full time Social/Emotional counselor on campus. Students also have the opportunity to participate in GATE, art, and music. English learner students have academic support.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$49,902	\$48,481
Mid-Range Teacher Salary	\$66,442	\$73,129
Highest Teacher Salary	\$95,172	\$99,406
Average Principal Salary (Elementary)	\$104,040	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$119,600	\$138,991
Percent of Budget for Teacher Salaries	31.34%	29.34%
Percent of Budget for Administrative Salaries	5.63%	5.99%

Professional Development

Pacheco Union District in 2021-2022, 2022-23, and 2023-2024 four (4) days of in-service for staff. The focus of staff developments was on state standards, instructional strategies; science, technology, engineering, and mathematics (STEM) training, and literacy. All teachers worked and collaborated to fully implement the adopted curriculum in language arts, math, and science. Pacheco Union District has a minimum day each Monday for staff collaboration and training.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4