Pachappa Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pachappa Elementary
Street	6200 Riverside Avenue
City, State, Zip	Riverside, CA 92506-2147
Phone Number	(951) 788-7355
Principal	Erica Square
Email Address	esquare@rusd.k12.ca.us
Website	pachappa.riversideunified.org
County-District-School (CDS) Code	33-67215-6032742

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

The mission of the Pachappa Educational Community is to ensure proficiency of all students on the Common Core State Standards as measured by district assessments and classroom performance while fostering an enriching, safe environment of mutual respect where all members are valued.

Pachappa Elementary is located in Riverside, California. The academic environment at Pachappa supports rigorous instruction for TK-6 general education classes, 2 mild-moderate Special Day Classes and 2 moderate-severe Special Day Classes. The Pachappa support staff includes 34 certificated teachers, including two special day class teachers, a full-time Resource Specialist, a full-time Language and Speech Pathologist, a part-time School Psychologist, and two intervention teachers. Pachappa serves approximately 750 students. Teachers and staff strive to provide a rigorous, safe environment that meets the academic needs of every student every day. Pachappa is an AVID elementary school, providing students the skills and tools needed to be college and career ready upon graduation. Together the team of educators and parents work collaboratively to give students a positive learning experience. Teachers recognize the necessity of professional growth, thereby modeling the value of becoming life-long learners, and there is a cohesive school community where all students recognize the ownership in their school and their learning. Programs at Pachappa include a After-School Intervention Program, Accelerated Reader, band, and implementation of multi-sensory strategies for learning early literacy skills in kindergarten through second grade.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	112
Grade 1	117
Grade 2	130
Grade 3	80
Grade 4	105
Grade 5	109
Grade 6	107
Total Enrollment	760

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	0.1
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.3
White	15.3
Two or More Races	3.7
Socioeconomically Disadvantaged	71.6
English Learners	19.2
Students with Disabilities	11.1
Foster Youth	0.1
Homeless	6.6

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	37	36	34	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 6.5 Acres
Year Constructed: 1953
Last modernized: 2011
29 Permanent Classrooms
8 Relocatable Classrooms
Library/Multi-Purpose Room
Indoor Cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Pachappa has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 260
Labor Hours = 678.5
Assessed Value of Work = $32251.8000

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	PACB-14 (Classroom): 4: (D) Ceilings have damage from cracks, tears, holes, or water damage (D) Ceiling tiles missing, damaged or loose 13: (D) Gutters, roof drains, or downspouts are not intact Broken Rain Gutter PACD-4 (Classroom): 4: (D) Ceilings have damage from cracks, tears, holes, or water damage

		14: 1. Playground mat is separating form the concrete. 2. Seating, table on the playground has an old chain bolt still in the asphalt. Tripping hazard. 3. There is a drainage rut cut into the field by the soccer field that is deep and a tripping hazard. PACG-104 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, Kick step for carpet by cabinet is unglued and creating a trip hazard. PACG-201 (Classroom): 4: (D) Wall mounted computer counter is coming off wall. PACK-1 (Classroom): 4: 1.Carpet needs to be re stretched. it is rolling up and could be a tripping hazard. 2. South wall has a crack. 3. Ceiling tiles missing, damaged or loose. 7: One receptacle looks burnt. 12: 1. Wood frame next to outside sinks is coming apart. exposing nails. 2. Out door storage for the toys needs to be rebuilt. The door jam is falling apart and there are gaps to allow rodants to enter and leave droppings. 14: 1. Needs wood chips in the playground asap. A 12 inch drop from the concrete. 2. Play ground drinking fountain not working. 3. Fence against the building is bent and a toddler can escape through the gap along with the gate to the street.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	PACG-100 (Corridor): 6: (D) Evidence of ants 9: (D) Sink/fountain is not working, fountain at end of hall by irrigation controller. Adjust pressure. 14: (D) Inadequate surface material in playground area (broken chains on tether ball courts.) (D) Open "S" hooks, protruding bolt ends, sharp points and edges in playground equipment, broken chains on basket ball court nets. sharp edges if kids hang on rims. PACG-204 (Classroom): 6: (D) Evidence of ants PACG-205 (Classroom): 6: (D) Evidence of ants

| Electrical: Electrical | Fair | PACB-15 (Classroom):
7: (D) Electrical panel blocked
PACD-1 (Classroom):
7: light switch cover has cracks on it.
PACD-5 (Restroom):
7: 1. Has one fixture out.

9: (D) Sink/fountain is damaged
PACF-5 (Utility):
7: (D) lighting fixture or bulbs are not working or missing
PACG-115 (Restroom):
7: (D) lighting fixture or bulbs are not working or missing
8: (D) Restrooms are dirty and not maintained regularly, kids are messy.
PACG-116 (Restroom):
7: (D) lighting fixture or bulbs are not working or missing
8: (D) Restrooms are dirty and not maintained regularly, messy kids.
PACG-117 (Restroom):
7: (D) lighting fixture or bulbs are not working or missing
8: (D) Restrooms are dirty and not maintained regularly, messy kids.
PACG-118 (Administration):
7: (D) teacher states phone or phone line is not working
PACK-1 (Classroom):
4: 1.Carpet needs to be re stretched. it is rolling up and could be a tripping hazard.
2. South wall has a crack.
3. Ceiling tiles missing, damaged or loose.
7: One receptacle looks burnt.
12: 1. Wood frame next to outside sinks is coming apart. exposing nails.
2. Out door storage for the toys needs to be rebuilt. The door jam is falling apart and there are gaps to allow rodants to enter and leave droppings.
14: 1. Needs wood chips in the playground asap. A 12 inch drop from the concrete.
2. Play ground drinking fountain not working.
3. Fence against the building is bent and a toddler can escape through the gap along with the gate to the street.
PACK-2 (Classroom):
7: Missing receptacle cover
12: Exterior eve drain next to K2 is rotting and falling apart. |

| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | PACA-9 (Restroom):
9: Cleanout cover missing.
PACC-11 (Restroom):
8: (D) stall doors are damaged / non-functional
PACD-5 (Restroom):
7: 1. Has one fixture out.

9: (D) Sink/fountain is damaged
PACG-100 (Corridor):
6: (D) Evidence of ants
9: (D) Sink/fountain is not working, fountain at end of hall by irrigation controller. Adjust pressure.
14: (D) Inadequate surface material in playground area (broken chains on tether ball courts.)
(D) Open "S" hooks, protruding bolt ends, sharp points and edges in playground equipment, broken chains on basket ball court nets. sharp edges if kids hang on rims.
PACG-105 (Classroom):
9: (D) Water pressure too high, spray is too strong.
PACG-112 (Restroom):
8: (D) metal towel holder/trash can is kicked in.
PACG-115 (Restroom):
7: (D) lighting fixture or bulbs are not working or missing
8: (D) Restrooms are dirty and not maintained regularly, kids are messy.
PACG-116 (Restroom):
7: (D) lighting fixture or bulbs are not working or missing
8: (D) Restrooms are dirty and not maintained regularly, messy kids.
PACG-117 (Restroom):
7: (D) lighting fixture or bulbs are not working or missing
8: (D) Restrooms are dirty and not maintained regularly, messy kids.
PACG-119 (Corridor):
9: (D) Water pressure too high or low, located outside by irrigation controller.
PACG-202 (Classroom):
9: (D) Water pressure too high or low
PACG-209 (Classroom):
9: (D) Water pressure too high or low |
| Safety: Fire Safety, Hazardous Materials | Good | |

| Structural: Structural Damage, Roofs | Good | PACB-14 (Classroom):
4: (D) Ceilings have damage from cracks, tears, holes, or water damage
(D) Ceiling tiles missing, damaged or loose
13: (D) Gutters, roof drains, or downspouts are not intact
Broken Rain Gutter
PACD-2 (Classroom):
13: Roof tiles have stains on them indicating a possible leak.
PACK-1 (Classroom):
4: 1.Carpet needs to be re stretched. it is rolling up and could be a tripping hazard.
2. South wall has a crack.
3. Ceiling tiles missing, damaged or loose.
7: One receptacle looks burnt.
12: 1. Wood frame next to outside sinks is coming apart. exposing nails.
2. Out door storage for the toys needs to be rebuilt. The door jam is falling apart and there are gaps to allow rodants to enter and leave droppings.
14: 1. Needs wood chips in the playground asap. A 12 inch drop from the concrete.
2. Play ground drinking fountain not working.
3. Fence against the building is bent and a toddler can escape through the gap along with the gate to the street.
PACK-2 (Classroom):
7: Missing receptacle cover
12: Exterior eve drain next to K2 is rotting and falling apart. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | PACD-4 (Classroom):
4: (D) Ceilings have damage from cracks, tears, holes, or water damage
14: 1. Playground mat is separating form the concrete.
2. Seating, table on the playground has an old chain bolt still in the asphalt. Tripping hazard.
3. There is a drainage rut cut into the field by the soccer field that is deep and a tripping hazard.
PACG-100 (Corridor):
6: (D) Evidence of ants
9: (D) Sink/fountain is not working, fountain at end of hall by irrigation controller. Adjust pressure.
14: (D) Inadequate surface material in playground area (broken chains on tether ball courts.) |

		(D) Open "S" hooks, protruding bolt ends, sharp points and edges in playground equipment, broken chains on basket ball court nets. sharp edges if kids hang on rims. PACK-1 (Classroom): 4: 1.Carpet needs to be re stretched. it is rolling up and could be a tripping hazard. 2. South wall has a crack. 3. Ceiling tiles missing, damaged or loose. 7: One receptacle looks burnt. 12: 1. Wood frame next to outside sinks is coming apart. exposing nails. 2. Out door storage for the toys needs to be rebuilt. The door jam is falling apart and there are gaps to allow rodants to enter and leave droppings. 14: 1. Needs wood chips in the playground asap. A 12 inch drop from the concrete. 2. Play ground drinking fountain not working. 3. Fence against the building is bent and a toddler can escape through the gap along with the gate to the street.
Overall Rating	Good	

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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	59	49	51	50	50
Mathematics (grades 3-8 and 11)	46	37	35	36	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	392	389	99.23	0.77	59.38
Male	203	201	99.01	0.99	55.22
Female	189	188	99.47	0.53	63.83
Black or African American	13	13	100.00	0.00	69.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	281	279	99.29	0.71	56.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	71	98.61	1.39	60.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	100.00
Socioeconomically Disadvantaged	285	282	98.95	1.05	53.90
English Learners	104	102	98.08	1.92	46.08
Students with Disabilities	30	30	100.00	0.00	13.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	29	29	100.00	0.00	55.17

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	392	391	99.74	0.26	37.08
Male	203	202	99.51	0.49	39.60
Female	189	189	100.00	0.00	34.39
Black or African American	13	13	100.00	0.00	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	281	281	100.00	0.00	32.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	71	98.61	1.39	45.07
Two or More Races	13	13	100.00	0.00	84.62
Socioeconomically Disadvantaged	285	284	99.65	0.35	31.69
English Learners	104	104	100.00	0.00	26.92
Students with Disabilities	30	30	100.00	0.00	10.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	29	29	100.00	0.00	20.69

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.3	21.2	45.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The parental involvement contact at this school is Erica Square, Principal, and Vinh Tran, Assistant Principal. Both can be contacted at 951-788-7355.

There are a number of ways parents can be involved at Pachappa Elementary to support the school and their child's education. We have three parent groups that parents can select to be involved with, School Site Council, English Language Advisory Committee, and the Parent Teacher Association. The School Site Council consists of parents and staff who work together to plan and evaluate Pachappa programs that receive special funding. Members on the council and committee are elected. However, the meetings are open and all parents are encouraged to attend and participate. The second type of parent group is the English Language Advisory Committee. The English Learner Advisory Committee is an advisory group consisting of parents and staff members who meet to discuss the planning and implementation of the programs for English Language Learners. The committee advises the principal and staff on community concerns and learns about instructional programs and school procedures. The third group is the Parent Teacher Association. The PTA is a service organization that provides hundreds of hours of volunteer work, supports the curriculum on an annual basis, and strives to build a positive school culture.

In addition to the above groups, Pachappa holds events throughout the school year to involve parents in building a positive school climate and parent education. The last Monday of every month we host Lunch on the Lawn. This is an opportunity for parents and loved ones to come and eat lunch with their children. PTA also sponsors numerous parent events such as Book Fair, Coffee with the Principal, and Association Meetings. PTA also works with various foundations to provide other parental training. Each year the school hosts a minimum of two AVID information events. The AVID events give the school an opportunity to share the strategies the students are learning with their parents. Classes have also been offered in English Language acquisition for parents. Parents are also encouraged to volunteer in the child's classroom.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	1.2	1.2	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council in collaboration with the Site Safety Committee are responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	4	5		20	2	5		19	3	3	
1	26		3		24		4		28		4	
2	22	1	4		28		3		18	2	5	
3	30		3		25		4		26		3	
4	32		2	1	30		3		31		3	
5	32		3	1	31		3		31		3	
6	27	1	1	2	34			4	26	1	4	
Other**					10	3			9	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8452.82	2203.98	6248.84	97240.91
District	N/A	N/A	6650.57	$94,861.00
Percent Difference - School Site and District	N/A	N/A	-6.2	-1.7
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-16.8	11.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Pachappa Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$99,373   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$149,347.31   Title I: supplemental services and materials to assist at-promise students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,843	$48,612
Mid-Range Teacher Salary	$88,263	$74,676
Highest Teacher Salary	$115,432	$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$133,086	$125,830
Average Principal Salary (Middle)	$143,359	$131,167
Average Principal Salary (High)	$149,282	$144,822
Superintendent Salary	$303,086	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	15

Staff development needs are determined by analyzing annual standards assessments for areas of strength and weakness by grade and teacher in the areas of language arts, mathematics, English language development and science. Monthly staff meetings include training in identified areas of need. In addition, the staff attends a variety of professional development and other activities sponsored by the school, district, or through Special Projects that are appropriate for their individual needs. The principal regularly monitors teaching and learning to ensure that teachers are implementing what they have learned during their training through the use of classroom visits, in-class coaching, and achievement conferences. Teachers in grades K-3 meet to review data and plan strategic intervention for students reading below grade level expectations. During 2017-2018 and 2018-2019, the site worked with an early literacy consultant to support our site goal of all students reading by third grade. The consultant provided training, in class coaching, and support with data analysis.

Each grade level meets trimesterly for planning and professional development, once during the summer, and the entire staff meets prior to the beginning of the school year. In 2018-2019, the site participated in learning rounds, which included three training sessions for full days and two opportunities for teachers to visit their colleagues classrooms. Ongoing support is provided at the site by administration and district staff developers. Specific trainings during the 2017-2018, 2018-19, and 2019-2020 school years included the following:
- Standards Based Planning (Each grade level has one day per trimester)
- Beginning Teacher Support and Assessment/ Professional Growth Systems
- Special Education (SDC Language Arts, Project Read, and Math)
- Systematic English Language Development and Strategies for English Learners in the content areas
- Gifted and Talented Education Academy
- AVID Elementary Summer Institute (3 full days)
- Early Literacy using Orton Gillingham Multisensory Instruction, Advanced Phonics for students in grades 3-6 (new teachers 2 full days)

* Danielson - A Framework for Teaching (3 partial days-staff meetings)

* Curriculum Based - Eureka Math, Wonders, Science (2 days per grade level)

* PRO-ACT (2.5 days)