



# Pacheco Elementary School

7430 Pacheco School Rd. • Redding, CA 96002 • (530) 224-4585 • Grades 4-8

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Pacheco Union Elementary School District

7424 Pacheco School Road  
Redding, CA 96002  
(530) 224-4599  
www.pacheco.k12.ca.us

#### District Governing Board

George Wold, II  
President

Megan Frost  
Clerk

Kevin Pryde  
Member

John Tetens  
Member

Vacant  
Member

#### District Administration

Kathryn Pearce  
Superintendent

Kathryn Pearce  
Principal

### School Description

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 GATE program and 6th-8th grade Honors 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.

STEM (Science, Technology, Engineering, and Mathematics) is also a focus for Pacheco School. Our teachers have been trained in the Shasta County STEM Grant and implement these practices into their classroom on a regular basis. We make a strong effort to provide students with hands-on activities that promote all types of learning.

Intervention has become a focus as of the 2019-20 school year as well. With the new state standards in place and new state testing and accountability, a focus on academic support has become a priority to equip all students with the necessary skills to be prepared for upcoming grade levels and beyond. Intervention periods have been built into the master schedule and 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.

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 effect all students positively on a daily basis by providing a safe, comfortable environment that is conducive to all types of learners.

### Types of Services Funded

Pacheco School offers support to students via intervention periods within the school day for grades 4th - 8th. For grades 6th-8th enrichment classes offered in Spanish, French, career options, nutrition, computer, and plyometrics. In addition, students have access to a Social/Emotional counselor. Students also have the opportunity to participate in GATE, art, and music. English learner students have academic support.

### 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 the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	80
Grade 5	80
Grade 6	84
Grade 7	61
Grade 8	48
Total Enrollment	353

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	3.1
Asian	1.1
Filipino	0.8
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.3
White	74.5
Two or More Races	2.5
Socioeconomically Disadvantaged	62
English Learners	2.5
Students with Disabilities	14.4
Foster Youth	1.4
Homeless	2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Pacheco Elementary	17-18	18-19	19-20
With Full Credential	16	15	16
Without Full Credential	0	3	2.5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pacheco Union	17-18	18-19	19-20
With Full Credential	♦	♦	29
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Pacheco Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Pacheco Union District in 2017-18, 2018-19, and 2019-2020 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 new adopted curriculum in language arts and math. All staff has been trained in Capturing Kids' Hearts, with an additional "recharge" training. In 2019-20 teachers will begin discussion and pilot curriculum for science adoption. In addition, Pacheco Union District has a minimum day each Monday for staff collaboration and training.

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

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Journeys, Houghton Mifflin (K-5) Study Sync, McGraw Hill (6-8) 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math 4, McGraw Hill (K-5) CPM Core Connections (6-8) 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Carolina Biological - Building Blocks (4-5) 2019 McGraw Hill 2008 (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly(4-5) National Geographic (6-8) 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Jr. High: Classroom Windows Need Replacing due to inefficiency Wing 1: Need to Re-Label Electrical Panel - Windows in Hall May Need Replacing Wing 2: Need to Re-Label Electrical Panel - Windows Need Replacing In Classrooms due to inefficiency Wing 3: Classroom Windows Need Replacing due to inefficiency
<b>Overall Rating</b>	Good	Wings 1,2 and 3 along with Jr. High need windows replaced due to inefficiency. Several Electrical Panels need re-labeling. Torch down Roofs and Covered Walk Ways to be recoated in Summer of 2020.

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	41	38	41	50	50
Math	31	36	34	37	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 Science for All Students

##### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

#### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.0	31.2	41.2
7	13.2	15.1	50.9

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)

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 School Site Council and other committees needing parental input.

Our active Parent Group organizes many activities, including the Father/Daughter Dance, 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. In addition to our active Parent Group, we have an excellent Education Foundation (Academics, Arts, and Athletics Foundation) in which parents may become involved through many opportunities to help fund-raise and support our students.

### 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.

#### School Safety Plan

Pacheco Union School District's comprehensive safety plan was last reviewed February 2020. 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 quarter.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	332	96.79	41.27
Male	176	169	96.02	35.50
Female	167	163	97.60	47.24
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	53	98.15	35.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	254	245	96.46	41.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	215	207	96.28	35.75
English Learners	21	21	100.00	38.10
Students with Disabilities	45	44	97.78	15.91
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	343	332	96.79	36.45
Male	176	169	96.02	37.87
Female	167	163	97.60	34.97
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	53	98.15	30.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	254	245	96.46	37.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	215	207	96.28	31.40
English Learners	21	21	100.00	38.10
Students with Disabilities	45	44	97.78	13.64
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	16.7	7.1	10.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	10.5	5.2	6.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

\* 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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28		4		27	1	3		26	1	3	
Mathematics	15	6	2		18	5	1		26	1	3	
Science	29		4		28	1	3		27		4	
Social Science	23	2	3		27	1	3		26		4	

\* Number of classes indicates how many classrooms 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.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,128	\$45,252
Mid-Range Teacher Salary	\$58,754	\$65,210
Highest Teacher Salary	\$84,159	\$84,472
Average Principal Salary (ES)	\$94,640	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$100,000	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	31%
Administrative Salaries	5%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,765.00	\$1,104.00	\$5,661.00	\$59,436.00
District	N/A	N/A	\$8,235.00	\$59,130.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.0	0.5
School Site/ State	-28.0	-8.9

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.