

# Pacheco High School

## 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

<b>School Name</b>	Pacheco High School
<b>Street</b>	200 North Ward Road
<b>City, State, Zip</b>	Los Banos, CA 93635
<b>Phone Number</b>	(209) 827-4506
<b>Principal</b>	Mr. Daniel F. Sutton, Principal
<b>Email Address</b>	dsutton@losbanosusd.k12.ca.us
<b>School Website</b>	<a href="https://www.losbanosusd.org/PHS">https://www.losbanosusd.org/PHS</a>
<b>County-District-School (CDS) Code</b>	24 65755 0120923

## 2022-23 District Contact Information

<b>District Name</b>	Los Banos Unified School District
<b>Phone Number</b>	(209) 826-3801
<b>Superintendent</b>	Dr. Mark Marshall
<b>Email Address</b>	MMarshall@losbanosusd.k12.ca.us
<b>District Website Address</b>	www.losbanosusd.k12.ca.us

## 2022-23 School Overview

Pacheco High School opened its doors in August 2010. The school is located in the northeast corner of the city of Los Banos. The campus consists of thirteen buildings that include an Administration building, theater, library, a variety of core academic and shop classrooms as well as two gymnasiums. Pacheco High School also houses a near Olympic size pool, a synthetic turf stadium with an all-weather track, and a synthetic softball diamond and practice soccer facility. The administrative staff consists of the Principal, two Assistant Principals, two Learning Directors, a Student-Advocate Counselor, a College & Career Counselor, a Wellness Counselor, and four Academic Counselors. Pacheco High School also has support personnel serving as Campus Security, Computer Lab Technician, Librarian, Health Aide, Custodians, Bi-lingual Aides (Paraprofessionals), Behavior Support Aides (Paraprofessionals), Psychologist, and Food Service staff. Extra-curricular clubs, organizations, and athletic programs are supported by both on and off-campus staffing, parents, and a variety of foundations.

In the 2018-2019 school year, Pacheco High School undertook the process of revising both our Vision Statement and Vision Statement to align them with what we truly do at our school. We are no looking at ways to make the School-wide Learner Outcomes incorporated in our Vision Statement actionable and measurable.

### Vision Statement

The Vision of Pacheco High School is to connect today's students to tomorrow's opportunities.

### Mission Statement

The Mission of Pacheco High School is to ensure that all students will be given every opportunity to maximize their potential through Strength, Honor, and Grace, enabling them to become productive, contributing members of our society.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	543
Grade 10	523
Grade 11	387
Grade 12	368
Total Enrollment	1,821

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.1
Asian	0.7
Black or African American	1.6
Filipino	1.3
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.6
White	7.0
English Learners	18.4
Foster Youth	0.5
Homeless	0.1
Migrant	2.3
Socioeconomically Disadvantaged	77.6
Students with Disabilities	12.7

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	59.30	78.04	387.30	86.20	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	5.00	6.57	20.80	4.64	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	0.96	11.30	2.52	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.20	4.24	11.50	2.56	12115.80	4.41
<b>Unknown</b>	7.70	10.17	18.30	4.08	18854.30	6.86
<b>Total Teaching Positions</b>	76.10	100.00	449.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.70	79.36	395.60	86.21	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.70	4.85	20.90	4.57	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	4.26	11.50	2.51	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.01	8.00	1.76	11953.10	4.28
<b>Unknown</b>	8.70	11.49	22.70	4.95	15831.90	5.67
<b>Total Teaching Positions</b>	76.40	100.00	458.90	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	2.90
Misassignments	0.70	0.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.70</b>	<b>3.20</b>

## 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	3.20	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>3.20</b>	<b>0.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.30	1.60
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	1.20

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

All curricular materials used in classroom at Pacheco High School are state-adopted materials and appropriate for the course and matriculation level of the students in those courses. All Williams Act requirements have been met.

**Year and month in which the data were collected** 9/9/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature 9 , 2012 Literature 10, 2012 Literature American 11, 2012 Literature British 12, 2012 50 Essays a Portable Anthology 3rd Ed., 2011 Everything’s an Argument 6th Ed., 2013 Bedford Introduction to Literature 10th Ed., 2013	Yes	0

	<p>Reflections Patterns for Reading and Writing 1st Ed., 2014  Visions Basic Language &amp; Literacy, Thomson Heinle; 1 edition (April 2004)  Visions Book A (Green) Thomson Heinle; 1st edition (2004)  Inside the USA, National Geographic School Pub, 1st Ed., 2009  Edge Fundamentals: Reading, Writing, &amp; Language, National Geographic School Pub, 1st Ed., 2009  Edge Level A: National Geographic School Pub, 1st Ed., 2009  Edge Level B: National Geographic School Pub., 1st Ed., 2009</p>		
<b>Mathematics</b>	<p>Algebra 2, CA Ed., 2005  Geometry, Concepts &amp; Applications, 2002  Geometry, CA Ed., 2005  Calculus, 8th Ed., 2005  Adv. Math Concepts, 2005  The Practice of Statistics 2nd. Ed., 2003  Thinking Mathematically 6th Ed., 2015</p>	Yes	0
<b>Science</b>	<p>Conceptual Physics, 11th Ed., 2011  Holes Essentials of Human Anatomy &amp; Physiology, 10th Ed., 2009  Chemistry in the Community, 4th Ed., 2005  Modern Chemistry, 2002  Earth Science 1st Ed., 2006  Biology: Principles &amp; Explorations, 2001  Biology 10th 6th Ed., 2014  Living in the Environment 18th Ed., 2014</p>	Yes	0
<b>History-Social Science</b>	<p>World Geography, 2009  History of Western Society Since 1300, 11th Ed., 2013  The American Pageant, History of the Republic, 14th Edition, 2009  Modern World History: Patterns of Interaction, 2003  The Americans, 2003  Psychology, 2010  Holt Economics, 1999  Economics: Principles, Problems, and Policies 18th Ed., 2009  U.S. Government Democracy in Action 18th Ed., 2009  American Government and Politics Today 16th Ed., 2014  Human Geography 10th Ed., 2012  AP Psychology, 2nd, Ed., 2014</p>	Yes	0
<b>Foreign Language</b>	<p>Nuestro Mundo, 2004  Dime-Dos, Spanish II, 1995  Discovering French, Level III, 2004  Bienvenue, French I, 2001  A bord, French II, 2001  Bienvenidos, Spanish I, 1999  Realidades-Spanish I, 2007  Realidades-Spanish II 1st Ed., 2008  Realidades-Spanish 2, 2008  Una Vez Mas, 2nd Ed., 2006  Reflexiones 1st Ed., 2013  Abriendo Puertas Tomo I, 2003  Abriendo Puertas: Antologia de Literatura en Espanol Vol II, 2003  El Espanol Para Nosotros, 1st Ed., 2014</p>	Yes	0

	El Mundo 21, 2nd Ed., 2013		
<b>Health</b>	Health Care Science Technology, 1st Ed., 2003	Yes	0
<b>Visual and Performing Arts</b>	Art Through the Ages, 12th Ed., 2007 Exploring Visual Design, 4th Ed., 2011 Art of Floral Design 2nd Ed., 2000 Focus on Photography, 2007 Foundations of Restaurant Management & Culinary Arts (Ivl 1), 2011 Foundations of Restaurant Management & Culinary Arts (Ivl 2), 2011	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)			

### School Facility Conditions and Planned Improvements

Pacheco High School grounds, buildings, and restrooms are in good condition, with only minor repairs necessitating work orders. Facility improvements will occur as needed. Pacheco High School has not received an inspection as per the Williams Settlement litigation.

**Year and month of the most recent FIT report**

8/10/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		B13: 4. CEILING TILE HAS A WATER STAIN. BOYS RESTROOM: 4. MINERAL BUILD UP ON FLOOR. C7 OFFICE: 4. CEILING TILES HAVE WATER STAINS. C8 CAREER CENTER: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. D1: 4. CEILING TILE HAS WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN. D2: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS STORED TOO HIGH. D9: 4. CEILING TILES HAVE WATER STAINS. F1: 4. CEILING TILE HAS A WATER STAIN. F10: 4. CEILING TILE HAS A WATER STAIN. F8: 4. CABINET DOOR IS BROKEN. G10: 4. CEILING TILE IS MARRED. 5. UNSECURED ITEMS STORED TO HIGH. G9: 4. CEILING TILES HAVE WATER STAINS. GIRLS RESTROOM: 4. CEILING TILES HAVE WATER STAINS. GIRLS RESTROOM: 4. MINERAL BUILD UP ON FLOOR. H8: 4. CEILING TILE HAS A WATER STAIN. I11: 4. CEILING TILES HAVE DEBRIS STUCK TO THEM. I12: 4. CEILING TILE IS MARRED. 12. EXTERIOR WALL STUCCO IS BROKEN EXPOSING WIRE MESH.

School Facility Conditions and Planned Improvements

			<p>J10: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH.          J12: 4. CEILING TILES HAVE WATER STAINS.          J3: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN. 15. WEATHER STRIPPING IS LOOSE.          K19: 4. LEDGE REPAIR IS NOT PAINTED. 9. HAND WASHING STATIONS FAUCETS SPRAY.          L12 GIRLS LOCKER ROOM: 4. CEILING TILES HAVE WATER STAINS.          M19 BOYS LOCKER ROOM: 4. SINKS ARE DINGY. WALL PLATE IS MISSING. FLOOR HAS MINERAL BUILD UP BEHIND TOILETS. CEILING TILES ARE STAINED. CEILING TILES HAVE WATER STAINS. 5. TILE WALL SURFACES AND DRINKING FOUNTAINS ARE DIRTY.          M21 COACHES OFFICE: 4. CEILING TILES HAVE WATER STAINS.          M25 WEIGHT ROOM: 4. CEILING TILES ARE COVER WITH COB WEBS. WALLS ARE STAINED FROM RUBBER WEIGHTS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN.7. COVER PLATE BROKEN ON LOW VOLTAGE WITH WIRES EXPOSED, IN HALLWAY. 10. EXIT DOOR STICKS PREVENTING EGRESS. 15. DOOR STICKS, WILL NOT OPEN UNLESS KICKED.          M26 WRESTLING: 4. CEILING TILE HAS A WATER STAIN.          M29 LOBBY: CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS.</p>
<p><b>Cleanliness:</b>          Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>BOYS RESTROOM: 6. BLACK WIDOW PRESENT. 9. THRE OUTSIDE DRINKING FOUNTAINS HAVE NO FLOW.          D2: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS STORED TOO HIGH.          F5: 5. UNSECURED ITEMS STORED TOO HIGH.          G1: 5. UNSECURED ITEMS STORED TOO HIGH. ROOM IS CLUTTERED.9. FAUCET LEAKS AT BASE. 10. EGRESS IS BLOCKED.          G10: 4. CEILING TILE IS MARRED. 5. UNSECURED ITEMS STORED TO HIGH.          G13: 5. UNSECURED ITEMS STORED TO HIGH.          I10: 5. UNSECURED ITEMS STORED TOO HIGH. ROOM IS CLUTTERED.9. FAUCET LEAKS AT BASE. 10. EGRESS IS BLOCKED.          K12: 6. LIGHT PANELS HAVE INSECTS. 7. ONE LIGHT PANEL IS OUT.          K2: 5. SINKS ARE DIRTY.          L4: 4. CEILING TILES HAVE WATER STAINS.6. INSECTS IN LIGHT DIFFUSERS.          M19 BOYS LOCKER ROOM: 4. SINKS ARE DINGY. WALL PLATE IS MISSING. FLOOR HAS MINERAL BUILD UP BEHIND TOILETS. CEILING TILES ARE STAINED. CEILING TILES HAVE WATER STAINS. 5. TILE WALL SURFACES AND DRINKING FOUNTAINS ARE DIRTY.</p>
<p><b>Electrical</b></p>	<p>X</p>		<p>A20: 7. ONE LIGHT PANEL IS OUT.</p>



School Facility Conditions and Planned Improvements

			<p>C8 CAREER CENTER: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.  C9 LIBRARY: 7. ONE LIGHT PANEL IS OUT.  D1: 4. CEILING TILE HAS WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN.  F2: 7. 6 BULBS ARE OUT.  F9: 7. TWO LIGHT PANELS ARE OUT. THREE LIGHT BULBS ARE OUT.  GYM: 7. 5 LIGHT FIXTURES ARE OUT. 11. PAINT IS CHIPPING ON DOOR FRAME.  I4: 7. ONE LIGHT PANEL IS OUT.  K12: 6. LIGHT PANELS HAVE INSECTS. 7. ONE LIGHT PANEL IS OUT.  K20: 7. MULTIPLE LIGHT BULBS ARE OUT.  K5 WOODSHOP: 7. EXTENSION CORD CREATING A TRIP HAZARD.  K6 STORAGE: 7. THREE LIGHT PANELS ARE OUT. 15. DOOR STICKS AND IS DIFFICULT TO OPEN.  K8: 7. LIGHT SENSOR NOT WORKING. FOUR LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS MISSING.  M16 STORAGE: 7. ONE LIGHT PANEL IS OUT.  M25 WEIGHT ROOM: 4. CEILING TILES ARE COVER WITH COB WEBS. WALLS ARE STAINED FROM RUBBER WEIGHTS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN.7. COVER PLATE BROKEN ON LOW VOLTAGE WITH WIRES EXPOSED, IN HALLWAY. 10. EXIT DOOR STICKS PREVENTING EGRESS. 15. DOOR STICKS, WILL NOT OPEN UNLESS KICKED.  P3: 7. ONE LIGHT PANEL IS OUT.  TEAM ROOM NOT LABELED: 4. CEILING TILE IS BROKEN.7. TWO LIGHT PANELS ARE OUT.</p>
<p><b>Restrooms/Fountains:</b>  Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>A24 STAFF WORKROOM: 9. FAUCET LEAKS AT HANDLE.  A29 HEALTH OFFICE: 9. FAUCET HAS MINERAL BUILD UP. PIPE CAVITATE WHEN WATER TURNS OFF IN RESTROOM  ALL GENDER STAFF RESTROOM: 9. ONE DRINKING FOUNTAIN HAS NO FLOW.  ALL GENDER STAFF RESTROOM: 9. TWO DRINKING FOUNTAINS HAVE NO FLOW.  BOYS RESTROOM: 6. BLACK WIDOW PRESENT. 9. THRE OUTSIDE DRINKING FOUNTAINS HAVE NO FLOW.  BOYS RESTROOM: 8. TWO URINALS DRAIN SLOWLY. 9. OUTSIDE DRINKING FOUNTAIN LEAKS, THREE FOUNTAINS HAVE NO FLOW.  BOYS RESTROOM: 9. DRINKING FOUNTAINS HAVE LOW FLOW.  D6: 4. 9. EYEWASH AND CHEMICAL SHOWER NOT TESTED.  G1: 5. UNSECURED ITEMS STORED TOO HIGH. ROOM IS CLUTTERED.9. FAUCET LEAKS AT BASE. 10. EGRESS IS BLOCKED.  K19: 4. LEDGE REPAIR IS NOT PAINTED. 9. HAND WASHING STATIONS FAUCETS SPRAY.  M24 RESTROOMS: 8. URINAL LEAKS AT FITTING FLOODING FLOOR.</p>

## School Facility Conditions and Planned Improvements

<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>			<p>X F: 10. PLUG IN AIR FRESHENER. G1: 5. UNSECURED ITEMS STORED TOO HIGH. ROOM IS CLUTTERED.9. FAUCET LEAKS AT BASE. 10. EGRESS IS BLOCKED. GYM: 7. 5 LIGHT FIXTURES ARE OUT. 11. PAINT IS CHIPPING ON DOOR FRAME. I5: 10. ELECTRIC WAX WARMER. J11: 10. PLUG IN AIR FRESHENER. L6 SMALL GYM: 10. EQUIPMENT IS BLOCKING EGRESS FROM SMALL GYM. (L23 HALLWAY) M25 WEIGHT ROOM: 4. CEILING TILES ARE COVER WITH COB WEBS. WALLS ARE STAINED FROM RUBBER WEIGHTS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN.7. COVER PLATE BROKEN ON LOW VOLTAGE WITH WIRES EXPOSED, IN HALLWAY. 10. EXIT DOOR STICKS PREVENTING EGRESS. 15. DOOR STICKS, WILL NOT OPEN UNLESS KICKED. P1: 10. PLUG IN AIR FRESHENER.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>I12: 4. CEILING TILE IS MARRED.12. EXTERIOR WALL STUCO IS BROKEN EXPOSING WIRE MESH.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>G3: 15. WEATHER STRIPING IN LOOSE AT BASE OF DOOR. H7: 4. CEILING TILE IS LOOSE. CEILING TILE HAS WATER STAINS.15. DOOR LOCK DOES NOT FUNCTION, KEY STICKS. J3: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN. 15. WEATHER STRIPPING IS LOOSE. K6 STORAGE: 7. THREE LIGHT PANELS ARE OUT. 15. DOOR STICKS AND IS DIFFICULT TO OPEN. M25 WEIGHT ROOM: 4. CEILING TILES ARE COVER WITH COB WEBS. WALLS ARE STAINED FROM RUBBER WEIGHTS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN.7. COVER PLATE BROKEN ON LOW VOLTAGE WITH WIRES EXPOSED, IN HALLWAY. 10. EXIT DOOR STICKS PREVENTING EGRESS. 15. DOOR STICKS, WILL NOT OPEN UNLESS KICKED.</p>

### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	50	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	N/A	18	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
<b>All Students</b>	349	334	95.70	4.30	49.85
<b>Female</b>	176	171	97.16	2.84	54.39
<b>Male</b>	173	163	94.22	5.78	45.06
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	303	291	96.04	3.96	49.66
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	25	89.29	10.71	44.00
<b>English Learners</b>	47	45	95.74	4.26	4.55
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	271	261	96.31	3.69	49.23
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	37	34	91.89	8.11	5.88

## 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
<b>All Students</b>	349	335	95.99	4.01	15.52
<b>Female</b>	176	171	97.16	2.84	12.87
<b>Male</b>	173	164	94.80	5.20	18.29
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	303	293	96.70	3.30	15.02
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	26	92.86	7.14	15.38
<b>English Learners</b>	47	44	93.62	6.38	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	271	262	96.68	3.32	15.65
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	37	32	86.49	13.51	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	19.77	5.26	15.84	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
<b>All Students</b>	719	693	96.38	3.62	19.77
<b>Female</b>	384	373	97.14	2.86	17.96
<b>Male</b>	335	320	95.52	4.48	21.88
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	21	20	95.24	4.76	15
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	633	611	96.52	3.48	19.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	49	46	93.88	6.12	19.57
<b>English Learners</b>	89	87	97.75	2.25	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	558	538	96.42	3.58	18.77
<b>Students Receiving Migrant Education Services</b>	16	15	93.75	6.25	6.67
<b>Students with Disabilities</b>	71	64	90.14	9.86	3.13

## 2021-22 Career Technical Education Programs

Pacheco High School students, as referenced in our Mission Statement, are educated with the goal of preparing them for post-secondary education opportunities. Pacheco High School has an Agriculture department with a formalized sequence of courses (three different pathways) targeting specific agricultural careers (Ag Wood, Ag Mechanics, and Ag Power Mechanics). Ag Wood includes: Beginning Ag Wood & Advanced Ag Wood; Ag Mechanics includes: Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3, & Ag Mechanics 4; Ag Power Mechanics includes: Small Engines Ag & Ag Power Mechanics. Additionally, Pacheco High School is offering courses in the career pathway of Culinary Arts (ROP) and Behavioral Justice. Culinary Arts includes ROP Culinary Arts & Culinary Arts II. Behavioral Justice includes Introduction to Sociology, Introduction to Psychology, & Introduction to Criminal Justice. For the 2022-2023 school year, Pacheco High School is adding an Army JROTC program to provide a possible entry point to military service. These courses combine academic rigor with specific industry hands-on applications for students to be career, college, and citizen-ready.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	464
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	18.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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	99.78
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	54.37

## 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 9	432	460	455	442	458



## 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

Parents are encouraged to participate in Pacheco High School programs. Pacheco High School continues to look for more and more opportunities for parents to become involved. Opportunities to participate include serving on the School Site Council and English Language Advisory Committee (ELAC), Senior Parent Club, Athletic Boosters, Ag Boosters, MESA, the PHS Music program, and a host of parent volunteer events. Parents are encouraged to maintain a strong connection with Pacheco High School, with access to staff members in person, by phone, by e-mail, via the school website, and through the Parent Portal (Aeries student database) which allows parents to review their student's attendance, class grade book entries, and current grades for each of their student's courses.

## 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		4.1	3.1		5.7	2.5		8.9	7.8
Graduation Rate		94.9	96.1		92.1	95.8		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	383	368	96.1
<b>Female</b>	213	209	98.1
<b>Male</b>	169	158	93.5
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	12	12	100.0
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	339	330	97.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	25	19	76.0
<b>English Learners</b>	58	54	93.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	358	345	96.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	46	40	87.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2001	1921	832	43.3
Female	1003	962	425	44.2
Male	997	959	407	42.4
American Indian or Alaska Native	5	3	2	66.7
Asian	13	12	1	8.3
Black or African American	34	33	15	45.5
Filipino	23	23	6	26.1
Hispanic or Latino	1759	1692	748	44.2
Native Hawaiian or Pacific Islander	13	13	7	53.8
Two or More Races	13	12	6	50.0
White	139	131	46	35.1
English Learners	398	381	184	48.3
Foster Youth	18	16	5	31.3
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	1581	1517	694	45.7
Students Receiving Migrant Education Services	48	48	13	27.1
Students with Disabilities	262	246	133	54.1

### 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	6.07	3.90	2.45
Expulsions	0.21	0.14	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	0.27	10.34	0.30	8.51	0.20	3.17
Expulsions	0.00	0.45	0.00	0.19	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.34	0.45
Female	5.28	0.20
Male	15.45	0.70
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	14.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.46	0.45
Native Hawaiian or Pacific Islander	15.38	7.69
Two or More Races	15.38	0.00
White	9.35	0.00
English Learners	15.58	0.25
Foster Youth	27.78	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.31	0.51
Students Receiving Migrant Education Services	14.58	0.00
Students with Disabilities	18.70	0.38

## 2022-23 School Safety Plan

The Pacheco High School safety plan was developed in conjunction with the district safety plan and is to be reviewed annually by the English Language Advisory Council (ELAC) and the School Site Council (SSC). The School Safety Plan was reviewed and approved by the School Site Council on September 28, 2022, and presented to the English Language Advisory Committee on October 26, 2022. The purpose of the plan is to provide information regarding daily campus safety as well as prompt and orderly responses to a wide variety of potential emergency situations. Emergencies might include fire, earthquake, bomb threats, poisonous gas, intruders on campus, active shooters, weapons, and medical emergencies. The plan assigns specific personnel duties during emergency situations and indicates what notifications are made to local authorities. Emergency drills are practiced as required. NEMS/SEMS procedures have also been established for orderly crisis management. The School Safety Plan is reviewed by the Los Banos Unified School District Board of Supervisors and is approved at a regularly scheduled meeting of the School Board in February. School Safety Plans and NEMS/SEMS can be viewed in the front office of the school and at the District Office.

## 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	28	8	44	13
Mathematics	29	6	42	11
Science	27	9	33	7
Social Science	32	5	21	34

## 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	27	18	24	27
Mathematics	32		29	27
Science	29	11	21	16
Social Science	32	7	19	39

## 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	28	12	40	18
Mathematics	30	5	32	19
Science	30	8	24	17
Social Science	30	12	23	35

## 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	371.63

## 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)	4.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

## 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	10247.56	1616.79	8630.77	67941.16
District	N/A	N/A	10656.35	\$85,240
Percent Difference - School Site and District	N/A	N/A	-21.0	-22.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	26.8	-26.1

## 2021-22 Types of Services Funded

Pacheco High School students benefit from Federal and State categorical funding sources, as well as other funding sources related to socio-economic status, English Learner status, learning disabilities, and/or health-related limitations. Beginning in 2016, Pacheco High School began receiving Title I-Part A Federal Funds for the first time. In 2020, Pacheco High School became a schoolwide Title I school. Specialized staffing supports the achievement of these students, including a one-time, Unduplicated Block Grant for intensive interventions. Pacheco High School continues to implement activities and programs that are aligned with school site, WASC, and district goals. This year Pacheco High School received additional federal funds because of COVID to fund re-engagement services and to help shore up learning loss. Pacheco High School used these funds to hire a Wellness Counselor, College & Career Counselor, and another Academic Counselor. We have also used Title I funds to contract with Sierra Vista Mental Health Services to provide additional mental health support.

## 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	\$52,571	\$54,370
Mid-Range Teacher Salary	\$82,286	\$82,681
Highest Teacher Salary	\$110,847	\$106,610
Average Principal Salary (Elementary)	\$143,953	\$135,283
Average Principal Salary (Middle)	\$137,364	\$141,244
Average Principal Salary (High)	\$139,684	\$152,955
Superintendent Salary	\$196,100	\$264,367
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	4%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	40.5
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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	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	16
Social Science	7
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	32

## Professional Development

Los Banos Unified has included two student non-contact days utilized for district-wide staff development and Pacheco High School has included two student non-contact days utilized for site-based staff development. The focus for the 2022-2023 school year will be the re-establishment of the PLC process, Daily Learning Targets, a schoolwide culture audit, and laying the groundwork for PBIS.

Professional Learning Communities (PLCs) by the department will continue to meet for professional development 14 times a year. In PLCs, department members will engage in conversations about data, instruction, and improvement in their craft. The focus for the 2022-2023 school year will be a continuation of the PLC process and daily learning target development. PHS science teachers will continue to shift their curricular focus to the Next Generation Science Standards Units of Instructional development and implementation.

PHS has now reached a one-to-one device ratio which allows teachers and students to engage in the educational process in a digital format. Many of our classes have morphed into a digital-based curriculum that allows students the ability to access the curriculum through individual devices.

To facilitate conducting a schoolwide culture audit Pacheco High School has contracted with Solution Tree for professional development opportunities with Dr. Anthony Muhammad five times during the school year. Pacheco High School has also contracted with Solution Tree to provide Professional Learning Community (PLC) targeted professional development opportunities with Dr. Luke Francois five times during the school year. Pacheco High School has identified a PBIS Leadership team that is going through professional development training to implement PBIS at Pacheco High School in the 2023-2024 school year.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2