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Arcohe School

Serving Grades Kindergarten through Eight

2014-2015 School Accountability Report Card Published in the 2015-2016 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mission Statement

Arcohe Union School District is committed to providing every student with an educational program built upon high academic standards in a safe environment. Teamwork and collaboration among board members, administrators, teachers and other staff members is focused on a strategy of continuous improvement of the school's instructional programs and facilities. Technology is used extensively and viewed as an important tool for improving teaching and learning. The important role of parents as stakeholders in the school's mission is validated through effective school-home communication and the use of parent volunteers. The overall goal of the school is to prepare young people to be productive, contributive members of society.

Superintendent's Message

Our school is unique in that we have students from transitional kindergarten through eighth grade. This allows us to keep that personal touch throughout nine to ten years of school. We are committed to providing quality educational programs that enable each individual student to reach his/her fullest potential. We stress the importance of a rigorous curriculum, careful selection of instructional materials, and effective assessment. We take pride in holding high standards for student achievement and designing programs to meet the special needs of individual students. Shared decision making within the entire school community and ongoing professional development allow us to do this successfully.

Community & School Profile (School Year 2015-16)

The Arcohe Union School District is a rural, one-site school district encompassing approximately 88 square miles in the southern section of Sacramento County. The district's programs and services are provided by 20 teachers for grades transitional kindergarten through eight and 21 classified employees.

Arcohe School is in the community of Herald, about 25 miles southeast of Sacramento and northeast of Stockton. When the school first opened 56 years ago, the name was derived from the three communities originally represented: AR (Armo), CO (Colony), and HE (Herald). The community is deeply involved in the school and there are multiple linkages and partnerships.

Arcohe School is proud of its family-centered school, which serves as the heart of the community.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

School Attendance & Enrollment (School Year 2014-15)

Regular attendance is necessary for a good education, as school achievement is highly correlated with school attendance. Parents are notified when students are absent. Continuing absences will result in a parent/guardian conference. An Independent Study Contract is available for students who will be absent for five or more consecutive school days. The chart illustrates the enrollment over the past three years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	45	35	41
1st	46	47	27
2nd	35	42	47
3rd	45	32	46
4th	42	45	36
5th	38	40	48
6th	37	39	43
7th	55	39	46
8th	53	57	40

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	1.9%
American Indian or Alaska Native	0.8%
Asian	1.6%
Filipino	0.5%
Hispanic or Latino	47.9%
Native Hawaiian or Pacific Islander	0.3%
White	43.0%
Two or More Races	4.0%
English Learners	21.1%
Socioeconomically Disadvantaged	57.0%
Students with Disabilities	9.9%
Foster Youth	0.5%

Attendance patterns are important identifiers of students who are at risk of dropping out of school. The administration and teaching staff address attendance solutions during parent conferences. Students may be referred to the county's School Attendance Review Board (SARB), which is operated in conjunction with Galt Elementary School District, for persistent attendance and tardy issues. The school has developed a School Attendance Review Team (SART) as a means of addressing attendance issues before they are sent to a SARB hearing.

The district has taken steps to provide intervention in the areas that contribute to drop-outs. Programs that are presently in place include:

- Strongly encouraging parents to support the district's attendance policy by allowing students to miss school only when ill or for a family emergency.
- Contacting parent(s)/guardian(s) as soon as possible when a student is absent.
- Providing administrative interventions when necessary.

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	97.9%	2.1%
All Schools in District	97.9%	2.1%
High-Poverty Schools in District	97.9%	2.1%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	21	18	18	18
Without Full Credentials	0	0	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	1	0
Total Misassignments of Teachers	0	1	0
Vacant Teacher Positions	0	1	0

Instructional Materials (School Year 2015-16)

Arcohe Union Elementary School District held a Public Hearing on September 24, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary.

Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

The chart displays data in regard to the textbooks in use at Arcohe School during the current school year.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Gi ZÜWJYbh	% Lacking	
6th-8th	Mathematics	Prentice Hall	2009	Yes	0.0%	
K-5	Mathematics	Sadlier Oxford	2009	Yes	0.0%	
7th-8th	Reading/ Language Arts	Glencoe	2011	Yes	0.0%	
K-6	Reading/ Language Arts	McGraw-Hill	2011	Yes	0.0%	
6th-7th	Science	Glencoe	2002	Yes	0.0%	
K-5	Science	Harcourt	2002	Yes	0.0%	
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%	
6th-8th	Social Science/ History	Teacher's Curriculum Institute	2006	Yes	0.0%	

Science Lab Equipment

Arcohe School stocks an adequate supply of supplemental science materials for its 6th-8th grade students. Science kits are utilized by all 6th grade students, while 7th & 8th grade students utilize microscopes and slides. For a complete listing of inventory, please contact the school office at (209) 748-2313.

School Facilities (School Year 2015-16)

Arcohe School, originally constructed in 1957, is currently comprised of a main campus of 23 classrooms (including portables), one library, one computer lab, two staff rooms, one cafeteria/multi-purpose room, one large athletic field, and one main office. The East Campus includes 9 classrooms, one science lab, one gym, one media center, one workroom, and administrative offices.

The chart displays the results of the most recent school facilities inspection.

School Facility Conditions			
Date of Last Inspection: 01/26/2016			
Overall Summary of School Facility Conditions: Fair			
Items Inspected	Facility Component System Status		8 YÜWJYbWm' / 'FY a YXJÜ` 5Whjcbg' HU_ Yb' cf' D'UbbYX
	Good	:Uf	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X		
Interior	X		
Cleanliness (Overall Infestation)	X		
Electrical	X		
Ü^•c: [[{ •0Ø [~ } cæi] •		X	
Safety (Fire Safety, Pæ : æ : iã [~ • Ä T æ : iãæ] • 0	X		
Structural (Structural Öæ { æ * Ä Ü [[• 0		X	
External (Grounds, Windows, Doors, Gates, Fences)			X

Cleaning Process

Arcohe School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for the school. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with two custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment. At the time of publication 100% of restrooms were in working order.

Maintenance & Repair

A scheduled maintenance program is administered by Arcohe School's custodial staff. Basic cleaning operations are performed on a daily basis during the school year, and heavy maintenance functions occur during vacation periods. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate. 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.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	48	48	44
Mathematics (Grades 3-8 and 11)	43	43	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts							Mathematics					
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	45	43	95.6	33	40	21	7	45	100	38	29	31	2
Male	45	25	55.6	36	44	12	8	27	60	33	26	37	4
Female	45	18	40	28	33	33	6	18	40	44	33	22	0
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	45	25	55.6	24	48	24	4	26	57.8	42	27	27	4
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	45	17	37.8	41	29	18	12	18	40	28	33	39	0
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	45	26	57.8	31	50	15	4	26	57.8	42	35	19	4
English Learners	45	10	22.2	--	--	--	--	10	22.2	--	--	--	--
Students with Disabilities	45	2	4.4	--	--	--	--	3	6.7	--	--	--	--
Students Receiving Migrant Education Services	45	2	4.4	--	--	--	--	2	4.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	43	43	100	14	26	51	9	43	100	16	37	35	12
Male	43	22	51.2	27	23	41	9	22	51.2	18	41	27	14
Female	43	21	48.8	0	29	62	10	21	48.8	14	33	43	10
Black or African American	43	2	4.7	--	--	--	--	2	4.7	--	--	--	--
American Indian or Alaska Native	43	1	2.3	--	--	--	--	1	2.3	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino	43	1	2.3	--	--	--	--	1	2.3	--	--	--	--
Hispanic or Latino	43	19	44.2	16	26	42	16	19	44.2	26	32	32	11
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	43	17	39.5	6	29	65	0	17	39.5	0	47	35	18
Two or More Races	43	3	7	--	--	--	--	3	7	--	--	--	--
Socioeconomically Disadvantaged	43	25	58.1	20	32	44	4	25	58.1	28	36	28	8
English Learners	43	5	11.6	--	--	--	--	5	11.6	--	--	--	--
Students with Disabilities	43	4	9.3	--	--	--	--	4	9.3	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	45	44	97.8	18	30	43	9	43	95.6	23	30	33	14
Male	45	20	44.4	30	25	40	5	19	42.2	21	21	37	21
Female	45	24	53.3	8	33	46	13	24	53.3	25	38	29	8
Black or African American	45	3	6.7	--	--	--	--	3	6.7	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	45	13	28.9	31	31	31	8	12	26.7	25	42	25	8
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	45	23	51.1	0	30	61	9	23	51.1	13	26	43	17
Two or More Races	45	4	8.9	--	--	--	--	4	8.9	--	--	--	--
Socioeconomically Disadvantaged	45	17	37.8	29	41	29	0	16	35.6	31	31	25	13
English Learners	45	2	4.4	--	--	--	--	2	4.4	--	--	--	--
Students with Disabilities	45	5	11.1	--	--	--	--	5	11.1	--	--	--	--
Students Receiving Migrant Education Services	45	1	2.2	--	--	--	--	1	2.2	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	40	38	95	5	32	45	18	39	97.5	31	13	41	15
Male	40	21	52.5	10	43	43	5	22	55	41	18	27	14
Female	40	17	42.5	0	18	47	35	17	42.5	18	6	59	18
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	40	1	2.5	--	--	--	--	1	2.5	--	--	--	--
Filipino	40	0	0	--	--	--	--	1	2.5	--	--	--	--
Hispanic or Latino	40	19	47.5	11	37	47	5	19	47.5	37	16	47	0
Native Hawaiian or Other Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	40	18	45	0	28	39	33	18	45	22	11	33	33
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	40	21	52.5	10	33	52	5	21	52.5	38	10	52	0
English Learners	40	2	5	--	--	--	--	2	5	--	--	--	--
Students with Disabilities	40	6	15	--	--	--	--	6	15	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test (CST)

The California Standards Test (CST) is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	43	58	51	43	55	51	59	60	56

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	51
School	51
Hispanic or Latino	38
White	69
Males	45
Females	58
Socioeconomically Disadvantaged	38

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Arcohe School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.6%	35.4%	43.8%
7	17.4%	21.7%	15.2%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent & Community Involvement (School Year 2015-16)

Arcohe Union Elementary School District is very proud of the extraordinary support from its parents and the strong connection to the surrounding community. Parents are always encouraged to play an active part in their child's education, and the school is very lucky to have many parent volunteers in the classroom, on field trips, and chaperoning school events. The Arcohe Parent Club (APC) plays an active role in the community and at the school site through fundraising and sponsorship of special activities.

Contact Information

Parents and community members who wish to participate in Arcohe School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (209) 748-2313, or visit the school's website at www.arcohe.net.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Arcohe School believes that meaningful learning must occur in a safe, disciplined, and positive environment. To achieve such an environment, a set of expectations for student behavior, absences, tardiness, and dress have been established. Student dress code and consequences for inappropriate behavior are outlined in the Parent/Student Handbook, which is distributed during the first week of school and when a new student enrolls. The school utilizes a Positive Behavior Interventions and Supports (PBIS) program, coordinated by a PBIS leadership team, which includes the site administrator, certificated and classified employees, and parents.

To encourage and support academic excellence, parent-teacher conferences are held at the end of the first quarter. If parents wish to meet with teachers at any other time, appointments are available.

The table displays the suspension and expulsion rates for the past three years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	7.0%	6.9%	3.2%	0.2%	0.0%	0.0%
District	7.0%	6.9%	3.2%	0.2%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of Arcohe School. Students are monitored throughout the school day by faculty members. All visitors, including parents and family members, must sign in at the office and receive proper authorization to be at the school.

The School Site Safety plan is revised throughout the year by the Site Safety Committee. Key elements of the safety plan include implementation of the Blackboard Connect system. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Earthquake and intruder preparedness drills are held quarterly, and fire drills are performed on a monthly basis, all of which are coordinated with local law enforcement agencies.

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.

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2010-2011	-
Year in PI (2015-16)	Year 3	-
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.0%

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the table.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
TK	3	5	7	1	1	1	-	-	-	-	-	-
K	15	12	14	1	2	2	1	-	-	-	-	-
1	15	16	10	3	2	1	-	1	1	-	-	-
2	18	14	20	1	2	-	1	1	2	-	-	-
3	23	16	17	1	1	-	1	1	2	-	-	-
4	21	23	27	1	1	-	1	1	-	-	-	-
5	19	20	21	1	1	1	1	1	1	-	-	-
6	19	19	16	2	2	1	2	-	2	-	-	-
7	28	20	23	-	2	-	2	-	2	-	-	-
8	27	28	20	-	-	1	2	2	1	-	-	-
By Subject Area												
English	22	22	11	1	1	8	4	4	-	-	-	-
Mathematics	22	22	9	1	1	10	4	4	-	-	-	-
Science	27	27	14	-	-	5	4	4	1	-	-	-
Social Science	27	27	14	-	-	5	4	4	1	-	-	-
Other	10	-	-	2	-	-	-	-	-	-	-	-

School Leadership

Leadership at Arcohe School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at Arcohe are assumed by Superintendent/Principal, Dr. Jim Shock.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include: School Site Council, English Language Advisory Committee (ELAC), and Student Study Team.

Counseling and Support Staff (School Year 2014-15)

In addition to academics, the staff at Arcohe School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The administration and school psychologist are devoted to helping students deal with problems and assisting them to reach positive goals.

The chart displays a list of support services that are offered to students at Arcohe School. Note: 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.

Arcohe School provides a wide variety of programs to support students in the classroom and in the community. The school offers two Resource Specialist/Special Day Class programs as well as a Speech and Language program for students with special needs. Following an Individual Education Plan (IEP) meeting, the pupil is placed in the least restrictive environment that will meet his/her specific educational needs. A parent representative of Arcohe School attends the Community Advisory Council meetings for the Sacramento County Special Education Local Plan Area (SELPA).

Students who have been identified as English Language Learners (ELL) receive assistance in the classroom from an ELL aide. After-school intervention tutoring is also available for students requiring additional support in academics.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
English Learner (EL) Instructional Assistant	2	1.0
Instructional Aides	5	3.9
Library Aide	1	0.6
Nurse	1	0.3
Psychologist	1	0.4
Reading Resource Coach	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech/Language Specialist	1	0.6

Library & Computer Resources

Arcohe School's library, staffed by a part-time library coordinator, contains an extensive variety of textbooks, as well as reference and special interest materials. Every classroom has an opportunity to visit the library each week during their scheduled time. The library/media center currently contains 15 Internet-connected computers. Most classrooms also have small, individual libraries, made possible through supplemental state funding.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom contains an average of four Internet-connected computers, while the computer lab houses 36 new workstations. The lab is open to individual students and classes throughout the day and is staffed by a part-time computer technician and a part-time aide. The library coordinator and computer technician work in collaboration to make information readily available for students, and hope to eventually combine the library and computer lab into a resource/media center.

Students receive computer-assisted instruction on a regular schedule, utilizing multiple learning programs, including, but not limited to: Microsoft Office, HyperStudio, KidPics, Reader Rabbit, Reader Blaster, Mighty Math, Calculating Crew, and Number Heroes. Students are also encouraged to use the Internet as a research tool.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Sacramento County, which contain numerous computer workstations. For more information on hours and locations, please visit: <http://www.saclibrary.org/>.

Extracurricular Activities

The school's campus is a meeting place for many local organizations, including the Herald 4-H and local Boy and Girl Scout troops. Athletic opportunities are offered through community-based programs. Baseball and basketball are available through Galt Parks and Recreation. County Line Youth Soccer League facilitates youth soccer activities.

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district did not sponsor any staff development days in the last three years.

Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Assemblies are held throughout the year to honor students for various achievements and improvements, including those in academics, attendance, responsibility, hard work, and kindness.

Homework

At Arcohe School, homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Teacher & Administrative Salaries (Fiscal Year 2013-14)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

School Site Teacher Salaries (Fiscal Year 2013-14)

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$65,793
District	\$65,793
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$59,180
Percentage of Variation	11.2%

District Expenditures (Fiscal Year 2013-14)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Arcohe Union School District received state and federal categorical funding for the following support programs:

- Title II, Teacher Quality
- Title II, Part D, Technology
- Title VI, Class Size Reduction
- Title V, Innovative Strategies
- Economic Impact Aide (EIA)
- Federal, ECIA/ESEA/IASA
- Instructional Materials
- Peer Assistance & Review
- Class Size Reduction (K-3)
- School Improvement Program (SIP)
- Home-to-School Transportation
- Federal, Special Education, Entitlement per UDC
- Federal, Drug/Alcohol/Tobacco Funds
- Title VI, Safe & Drug-Free Schools & Communities (SDFSC)

Average Salary Information Teachers - Principal - Superintendent 2013-14

	District	State
Beginning Teachers	\$40,168	\$39,948
Mid-Range Teachers	\$60,024	\$57,401
Highest Teachers	\$71,287	\$73,183
Elementary School Principals	-	\$94,578
Middle School Principals	-	\$97,400
High School Principals	-	-
Superintendent	\$135,000	\$112,657
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.0%	35.0%
Administrative Salaries	8.0%	7.0%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$11,236
From Supplemental/Restricted Sources	\$1,709
From Basic/Unrestricted Sources	\$6,528
District	
From Basic/Unrestricted Sources	\$6,528
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	22.1%