



11755 Ivie Road

P.O. Box 93

Herald, CA 95638

(209) 748-2313

CDS Code: 34-67280-6032890

www.arcohe.net

Superintendent

Dr. Jim Shock

super@arcohe.net

Principal

Mr. Troy Miller

miller@arcohe.net

Board of Education

Scott Smith, *President*

Michele Neider, *Clerk*

James Hendricks, *Member*

Tina Pearson, *Member*

Bobby Stepps, *Member*

Arcohe School

Serving Grades Kindergarten through Eight

2015-2016 School Accountability Report Card Published in the 2016-2017 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.

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).

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 2016-17)

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 27 teachers for grades transitional kindergarten through eight and 25 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 in 1955, the name was derived from the three communities originally represented: AR (Arno), 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.

School Enrollment (School Year 2015-16)

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. 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.

This charts illustrate the enrollment trend by grade and student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	1.7%
American Indian or Alaska Native	1.0%
Asian	1.7%
Filipino	0.5%
Hispanic or Latino	48.1%
Native Hawaiian or Pacific Islander	0.2%
White	42.5%
Two or More Races	4.4%
EL Students	21.4%
Socioeconomically Disadvantaged	59.2%
Students with Disabilities	8.5%
Foster Youth	0.2%

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
K	35	41	60
1st	47	27	36
2nd	42	47	29
3rd	32	46	54
4th	45	36	48
5th	40	48	41
6th	39	43	54
7th	39	46	42
8th	57	40	48

A. 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 2015-16)

Federal law 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.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	52.4%	47.6%
All Schools in District	52.4%	47.6%
High-Poverty Schools in District	52.4%	47.6%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	18	18	21	21
Without Full Credentials	0	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

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		
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	1	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.

Instructional Materials (School Year 2016-17)

Arcohe Union Elementary School District held a Public Hearing on September 26, 2016, 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 in October 2016.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% 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%

School Facilities (School Year 2016-17)

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. The data was collected in October 2016.

School Facility Conditions				
Date of Last Inspection: 01/26/2016				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Portables 11-14, 11 now teachers work room- 1 A/C unit old and needs to be replaced. Portables 19-25 storage only- Repairs to A/S unit in room 14 old.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains		X		Reading Room, Classrooms 1-3- Staff restrooms are in need of paint and linoleum. Nurse's Office, Classrooms 4-6- Student restrooms are in need of paint and terazo floors sealed.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)		X		Rooms 1-7 and Science Lab- Roof leaking into room 4 (under warranty). Try finding leak. Classroom not being used for students at this time.
External (Grounds, Windows, Doors, Gates, Fences)			X	Portables 11-14, 11 now teachers work room, Main Campus cafeteria, teachers lounge, & kitchen, School Office, District Office and TK Room, Reading Room, Classrooms 1-3, Nurse's Office, Classrooms 4-10, Portables 19-25 storage only, Portables 26 & 27- Some small repairs to playground equipment.

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.

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.

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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	48	40	--	48	40	--	44	48
Mathematics (Grades 3-8 and 11)	--	43	44	--	43	44	--	34	36
Science (Grades 5, 8, and 10)	58	51	44	55	51	44	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	89	85	95.51	43.53
Male	49	47	95.92	38.3
Female	40	38	95	50
Hispanic or Latino	37	36	97.3	25
White	42	39	92.86	64.1
Socioeconomically Disadvantaged	43	42	97.67	30.95
Students with Disabilities	12	10	83.33	20

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Notes: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 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.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	55	55	100	21.82	55	100	54.55
Male	29	29	100	17.24	29	100	58.62
Female	26	26	100	26.92	26	100	50
Hispanic or Latino	25	25	100	24	25	100	60
White	23	23	100	26.09	23	100	52.17
Socioeconomically Disadvantaged	34	34	100	14.71	34	100	52.94
English Learners	17	17	100	--	17	100	41.18

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	52	51	98.08	31.37	50	100	20
Male	30	29	96.67	31.03	28	100	28.57
Female	22	22	100	31.82	22	100	9.09
Hispanic or Latino	31	30	96.77	20	30	100	16.67
White	18	18	100	44.44	18	100	27.78
Socioeconomically Disadvantaged	34	33	97.06	18.18	32	100	12.5
English Learners	12	11	91.67	--	11	100	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	42	39	92.86	48.72	39	92.86	38.46
Male	29	27	93.1	37.04	27	93.1	25.93
Female	13	12	92.31	75	12	92.31	66.67
Hispanic or Latino	21	20	95.24	45	20	95.24	40
White	17	15	88.24	60	15	88.24	46.67
Socioeconomically Disadvantaged	25	24	96	45.83	24	96	41.67

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	55	54	98.18	38.89	55	100	36.36
Male	32	31	96.88	32.26	32	100	28.13
Female	23	23	100	47.83	23	100	47.83
Hispanic or Latino	27	26	96.3	26.92	27	100	18.52
White	23	23	100	56.52	23	100	60.87
Socioeconomically Disadvantaged	34	33	97.06	27.27	34	100	14.71

California Assessment of Student Performance and Progress - Grade 7

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	42	41	97.62	56.1	41	97.62	65.85
Male	21	21	100	42.86	21	100	71.43
Female	21	20	95.24	70	20	95.24	60
Hispanic or Latino	18	17	94.44	47.06	17	94.44	52.94
White	18	18	100	66.67	18	100	77.78
Socioeconomically Disadvantaged	24	23	95.83	39.13	23	95.83	56.52

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	47	46	97.87	52.17	46	97.87	52.17
Male	20	20	100	50	20	100	55
Female	27	26	96.3	53.85	26	96.3	50
Hispanic or Latino	16	16	100	25	16	100	31.25
White	25	24	96	75	24	96	70.83
Socioeconomically Disadvantaged	18	18	100	33.33	18	100	38.89

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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

2015-16

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.7%	14.6%	26.8%
7	17.1%	31.7%	17.1%

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

C. 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

Parent & Community Involvement (School Year 2016-17)

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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	6.90	3.17	6.12	0.00	0.00	0.00
District	6.90	3.17	6.12	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

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 most recent review of the School Site Safety Plan was performed in September 2016. 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.

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.

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 Dr. Jim Shock and Principal Troy Miller.

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.

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					
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	12	14	20	3	9	2	-	-	1	-	-	-
1	16	10	18	2	6	2	1	2	-	-	-	-
2	14	20	15	2	1	2	1	6	-	-	-	-
3	16	17	27	1	2	-	1	6	2	-	-	-
4	23	27	24	1	1	-	1	-	2	-	3	-
5	20	21	21	1	4	1	1	3	1	-	-	-
6	19	16	27	8	14	-	1	8	2	-	-	-
Other	7	-	-	8	-	-	3	-	-	-	-	-
By Subject Area												
English	19	11	23	3	8	-	2	-	4	-	-	-
Mathematics	14	9	23	5	10	-	2	-	4	-	-	-
Science	24	14	23	2	5	-	2	1	4	-	-	-
Social Science	24	14	23	2	5	-	2	1	4	-	-	-

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	Year 3	-
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	100.0%

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/>.

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.

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.

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.

Counseling and Support Staff (School Year 2015-16)

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.

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

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.

District Revenue Sources (Fiscal Year 2015-16)

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)

District Expenditures (Fiscal Year 2014-15)

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.

Expenditures per Pupil	
School & District	
Total Expenditures Per Pupil	\$9,948
From Supplemental/Restricted Sources	\$2,314
From Basic/Unrestricted Sources	\$7,134
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	25.7%

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>.

Average Salary Information Teachers - Principal - Superintendent 2014-15

	District	State
Beginning Teachers	\$40,168	\$41,085
Mid-Range Teachers	\$60,024	\$59,415
Highest Teachers	\$71,287	\$75,998
Elementary School Principals	\$107,051	\$100,438
Superintendent	\$40,100	\$116,069
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	33.0%
Administrative Salaries	8.0%	7.0%

Teacher & Administrative Salaries (Fiscal Year 2014-15)

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 2014-15)

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 & District	\$67,400
School & State	
All Elementary School Districts	\$60,985
Percentage of Variation	10.5%