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Superintendent/Principal

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Board of Education

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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.

Arcohe School

Serving Grades Kindergarten through Eight

2010-2011 School Accountability Report Card

Superintendent's Message

Our school is unique in that we have students from kindergarten through eighth grade. This allows us to keep that personal touch throughout nine 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

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 26 teachers for grades kindergarten through eight and 27 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 58 years ago, the name was derived from the three communities originally represented: AR (Arno), CO (Colony), and HE (Herald). The community is 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. During the 2010-11 school year, 420 kindergarten through eighth grade students were enrolled on a traditional calendar. Student body demographics are illustrated in the chart.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2010-11 | |
| | Percentage |
| African American | 1.9% |
| American Indian | 1.0% |
| Asian | 4.3% |
| Filipino | 0.2% |
| Hispanic or Latino | 39.3% |
| Pacific Islander | - |
| White | 47.6% |
| Two or More | 5.7% |
| None Reported | - |

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 Conflict Resolution Program, coordinated by the school's Counselor, which helps students resolve issues before they become long-term problems.

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

The suspensions and expulsions table illustrates total cases for the school at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspensions | 38 | 41 | 29 | 38 | 41 | 29 |
| Suspension Rate | 7.9% | 9.3% | 6.9% | 7.9% | 9.3% | 6.9% |
| Expulsions | 2 | 0 | 1 | 2 | 0 | 1 |
| Expulsion Rate | 0.4% | 0.0% | 0.2% | 0.4% | 0.0% | 0.2% |

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 is available through the Cosumnes River Little League, both County Line Youth Soccer League and Herald Parks and Recreation facilitate 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, respect and responsibility.

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.

School Attendance & Enrollment

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 | | | |
|---------------------------------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| K | 40 | 44 | 33 |
| 1st | 33 | 44 | 45 |
| 2nd | 39 | 36 | 42 |
| 3rd | 57 | 40 | 41 |
| 4th | 62 | 50 | 44 |
| 5th | 78 | 56 | 50 |
| 6th | 48 | 70 | 59 |
| 7th | 56 | 44 | 66 |
| 8th | 65 | 54 | 40 |

Attendance patterns are important identifiers of students who are at risk of dropping out of school. The counselor and administrative 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.

Class Size

The table indicates the average class size per grade level and subject area, as well as the number of classes offered in reference to their enrollment.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 |
| By Grade Level | | | | | | | | | | | | |
| K | 19 | 22 | 21 | 2 | 1 | - | - | 1 | 2 | - | - | - |
| 1 | 16 | 21 | 19 | 2 | 1 | 2 | - | 1 | - | - | - | - |
| 2 | 20 | 16 | 21 | 2 | 2 | 1 | - | - | 1 | - | - | - |
| 3 | 26 | 21 | 24 | - | 1 | - | 2 | 1 | 2 | - | - | - |
| 4 | 29 | 26 | 26 | - | - | - | 2 | 2 | 2 | - | - | - |
| 5 | 25 | 26 | 23 | - | - | - | 3 | 2 | 2 | - | - | - |
| 6 | - | - | 30 | - | - | - | - | - | 2 | - | - | - |
| 7 | - | - | 31 | - | - | - | - | - | 2 | - | - | - |
| 8 | - | - | 24 | - | - | 2 | - | - | - | - | - | - |
| By Subject Area | | | | | | | | | | | | |
| English | 20 | 22 | - | 4 | - | - | 1 | 4 | - | - | - | - |
| Mathematics | 19 | 25 | - | 4 | - | - | 1 | 4 | - | - | - | - |
| Science | 24 | 21 | - | 2 | - | - | 3 | 4 | - | - | - | - |
| Social Science | 24 | 21 | - | 2 | - | - | 3 | 4 | - | - | - | - |

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Arcohe Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

| CSR Participation | | | |
|-------------------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| K | 100% | 50% | 0% |
| 1 | 100% | 50% | 100% |
| 2 | 100% | 100% | 50% |
| 3 | 0% | 50% | 0% |
| 7 | - | - | 0% |

Curriculum Improvement

Arcohe School's curriculum is written in compliance with the state's framework and the model curriculum standards dictated by the State Department of Education. The curriculum has been aligned with California's Content Standards, and is evaluated and monitored by all certificated staff.

Reading is a priority at Arcohe School. Many teachers utilize the Drop Everything and Read (DEAR) program, in an effort to encourage extracurricular reading among students. Students have the opportunity to access a variety of reading materials, which are enjoyed daily during a fifteen-minute interval devoted to this invaluable program.

Counseling & Support Services

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. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The counselor-to-pupil ratio is 1:420. The chart displays a list of support services that are offered to students at Arcohe School.

| Counseling & Support Services Staff | | |
|--|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Computer Lab Aide | 1 | 0.5 |
| Counselor | 1 | 0.6 |
| English Learner (EL) Instructional Assistant | 1 | 1.0 |
| Instructional Aides | 6 | 3.9 |
| Library Aide | 1 | 0.6 |
| Nurse | 1 | 0.3 |
| Outreach Consultant | 1 | 1.0 |
| Psychologist | 1 | 0.4 |
| Reading Resource Coach | 1 | 1.0 |
| Special Day Class (SDC) Teacher | 3 | 3.0 |
| Speech/Language Specialist | 1 | 0.6 |
| Technology Coordinator | 1 | 1.0 |

Arcohe School provides a wide variety of programs to support students in the classroom and in the community. The school offers three 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).

The school has a Gifted and Talented Education (GATE) program for students who qualify. The GATE program is designed to provide activities above and beyond what a student can receive in the traditional classroom setting. Students are admitted based on test scores, staff recommendations, and review by the Student Study Team.

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.

School Facilities & Safety

Arcohe School, originally constructed in 1948, is currently comprised of a main campus of 27 classrooms (including portables), a library, one computer lab, two staff rooms, a cafeteria/multi-purpose room, one large athletic field, and one main office. The East Campus includes 11 classrooms, gym, one media center, and administrative offices.

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 NTI 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 twice a year, and fire drills are performed on a monthly basis, all of which are coordinated with local law enforcement agencies. The chart displays the results of the most recent school facilities inspection.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 09/08/2011 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | 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.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

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.

Student Achievement & Testing

Student achievement is the district's highest priority. A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement.

Physical Fitness

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

2010-11

| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
|-------------|-----------------------|-----------------------|----------------------|
| 5 | 14.9% | 27.7% | 17.0% |
| 7 | 24.1% | 20.7% | 29.3% |

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

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results

| | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 4 | 3 | 3 |
| Similar Schools | 3 | 2 | 2 |

| Group | 08-09 | 09-10 | 10-11 |
|---------------------------------|-------|-------|-------|
| All Students at the School | | | |
| Actual API Change | -6 | 2 | -16 |
| Hispanic or Latino | | | |
| Actual API Change | -24 | 1 | -1 |
| White | | | |
| Actual API Change | 8 | 3 | -16 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | -8 | 11 | -9 |
| English Learners | | | |
| Actual API Change | - | 14 | 21 |

Growth API

| | School | | District | | State | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 314 | 735 | 315 | 735 | 4,683,676 | 778 |
| Black or African American | 14 | 801 | 14 | 801 | 317,856 | 696 |
| Asian | 11 | 717 | 11 | 717 | 398,869 | 898 |
| Hispanic or Latino | 119 | 663 | 119 | 663 | 2,406,749 | 729 |
| White | 156 | 791 | 157 | 792 | 1,258,831 | 845 |
| Socioeconomically Disadvantaged | 165 | 675 | 166 | 676 | 2,731,843 | 726 |
| English Learners | 83 | 642 | 83 | 642 | 1,521,844 | 707 |
| Students with Disabilities | 45 | 462 | 46 | 471 | 521,815 | 595 |

Adequate Yearly Progress (AYP)

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.
- API as an additional indicator.
- Graduation rate (for secondary schools).

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 and district performance are displayed in the table.

Adequate Yearly Progress (AYP)

| Made AYP Overall | School | | District | |
|--------------------|-------------------------|-------------|-------------------------|-------------|
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | | | | |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and 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 STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 48 | 48 | 42 | 47 | 48 | 42 | 49 | 52 | 54 |
| Mathematics | 47 | 45 | 44 | 47 | 45 | 44 | 46 | 48 | 50 |
| Science | 45 | 34 | 38 | 45 | 34 | 38 | 50 | 54 | 57 |
| History/Social Science | 57 | 52 | 45 | 57 | 52 | 44 | 41 | 44 | 48 |

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

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 42 | 44 | 38 | 44 |
| School | 42 | 44 | 38 | 45 |
| African American/ Black | 57 | 50 | * | * |
| American Indian | * | * | * | * |
| Asian | 31 | 42 | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 27 | 29 | 32 | 38 |
| Pacific Islander | * | * | * | * |
| White | 55 | 56 | 44 | 39 |
| Males | 37 | 46 | 41 | 41 |
| Females | 48 | 42 | 35 | 50 |
| Socioeconomically Disadvantaged | 30 | 35 | 33 | 36 |
| English Learners | * | 5 | 9 | * |
| Students with Disabilities | 8 | 14 | 7 | * |
| Migrant Education | * | * | * | * |
| Two or More Races | * | * | * | * |

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

Federal Intervention Program

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 (API or 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.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | Not in PI |
| First Year in PI | 2010-2011 | - |
| Year in PI (2011-12) | Year 2 | - |
| # of Schools Currently in PI | - | 1 |
| % of Schools Identified for PI | - | 100.00% |

Parent & Community Involvement

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.

Instructional Materials

Arcohe Union Elementary School District held a Public Hearing on August 18, 2011, 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 as of January 2012.

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.

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/>.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and has an adequate pool of fully credentialed substitutes. In the event that a substitute cannot be found, teachers will fill in during their preparation periods, or an administrator will fill in for the absent teacher.

Teacher Evaluation & Professional Development

All probationary teachers at Arcohe School are evaluated a minimum of two times per year. The probationary period is two years in length. Tenured teachers are evaluated every third year. Evaluations are performed by administrators, who have been trained and certified for competency to perform evaluations.

Evaluations are based on the following criteria: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsors two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

| District-Adopted Textbooks | | | | | |
|----------------------------|-------------------------------|--------------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 6th-8th | Mathematics | Prentice Hall | 2008 | Yes | 0.0% |
| K-5 | Mathematics | Sadlier Oxford | 2008 | Yes | 0.0% |
| 1st-5th | Reading/ Language Arts | Houghton Mifflin | 2002 | Yes | 0.0% |
| 6th-8th | Reading/ Language Arts | McDougal Littell | 2002 | Yes | 0.0% |
| 6th-8th | Science | Glencoe/ McGraw Hill | 2002 | Yes | 0.0% |
| K-5 | Science | Harcourt | 2002 | Yes | 0.0% |
| K-5 | Social Science/ History | Pearson Scott Foresman | 2006 | Yes | 0.0% |
| 6th-8th | Social Science/ History | Teacher's Curriculum Institute | 2006 | Yes | 0.0% |

Teacher Assignment

Arcohe Union Elementary School District recruits and employs only the most qualified credentialed teachers.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Fully Credentialed | 26 | 24 | 23 | 23 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. 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 year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 09-10 | 10-11 | 11-12 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

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" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 71.4% | 28.6% |
| District | 71.4% | 28.6% |
| High-Poverty Schools in District | 71.4% | 28.6% |
| Low-Poverty Schools in District | N/A | N/A |

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 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.

School Site Teacher Salaries

The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2009-10 financial statements).

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$61,447 |
| District | \$61,447 |
| Percentage of Variation | - |
| School & State | |
| All Elementary School Districts | \$57,071 |
| Percentage of Variation | 7.67% |

Teacher & Administrative Salaries

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.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2009-10 | | |
| | District | State |
| Beginning Teachers | \$39,770 | \$38,744 |
| Mid-Range Teachers | \$59,430 | \$55,509 |
| Highest Teachers | \$70,581 | \$70,567 |
| Elementary School Principals | \$94,159 | \$92,338 |
| Middle School Principals | - | \$96,427 |
| High School Principals | - | \$94,401 |
| Superintendent | \$110,585 | \$109,381 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 44.1% | 37.7% |
| Administrative Salaries | 9.1% | 6.9% |

Expenditures & Services Funded

In addition to general state funding, Arcohe Union Elementary 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)

| Expenditures per Pupil | |
|---|----------|
| School | |
| Total Expenditures Per Pupil | \$10,595 |
| From Restricted Sources | \$3,255 |
| From Unrestricted Sources | \$7,340 |
| District | |
| From Unrestricted Sources | \$7,340 |
| Percentage of Variation between School & District | - |
| State | |
| From Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | 34.56% |

Data Sources

Data within the SARC was provided by Arcohe Union Elementary School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.