



11755 Ivie Road  
 P.O. Box 93  
 Herald, CA 95638  
 (209) 748-2313  
 CDS Code: 34-67280-6032890  
[www.arcohe.net](http://www.arcohe.net)

### Superintendent/Principal

Jim Shock  
 super@arcohe.net

### Board of Education

- Scott Smith, *President*
- Michele Neider, *Clerk*
- Mindy McCreery, *Member*
- Melissa Snow, *Member*
- Bobby Stepps, *Member*

### 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

## 2012-2013 School Accountability Report Card

### 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

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 (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. During the 2012-13 school year, 414 transitional kindergarten through eighth grade students were enrolled on a traditional calendar. Student body demographics are illustrated in the chart.

Enrollment by Student Group	
2012-13	
	Percentage
African American	1.7%
American Indian	1.0%
Asian	3.1%
Filipino	0.2%
Hispanic or Latino	40.8%
Pacific Islander	0.2%
White	48.3%
Two or More	4.6%
None Reported	-
English Learners	29.2%
Socioeconomically Disadvantaged	56.0%
Students with Disabilities	8.2%

### 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 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

	Suspensions & Expulsions					
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	29	8	42	29	8	42
Suspension Rate	6.9%	2.0%	10.6%	6.9%	2.0%	10.6%
Expulsions	1	2	1	1	2	1
Expulsion Rate	0.2%	0.5%	0.3%	0.2%	0.5%	0.3%

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.

## 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.

## 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

	2010-11	2011-12	2012-13
K	33	46	45
1st	45	34	46
2nd	42	41	35
3rd	41	40	45
4th	44	35	42
5th	50	44	38
6th	59	44	37
7th	66	55	55
8th	40	62	53

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.

## 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					
11	12	13	11	12	13	11	12	13	11	12	13	
By Grade Level												
TK/K	15	23	24	2	6	-	1	-	2	-	6	-
1	12	17	15	4	12	3	-	-	-	-	-	-
2	18	21	18	1	9	1	1	3	1	-	-	-
3	23	20	22	1	6	1	1	6	1	-	-	-
4	21	17	19	1	13	1	1	-	1	-	-	-
5	19	22	19	1	6	1	1	6	1	-	-	-
6	19	22	19	1	2	2	2	-	-	-	-	-
7	31	22	28	-	-	-	2	2	2	-	-	-
8	24	31	27	2	-	-	-	2	2	-	-	-

## Curriculum Improvement

Arcohe School's curriculum is implemented 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. Students have the opportunity to access a variety of reading materials on a daily basis.

## School Leadership

Leadership at Arcohe School is a responsibility shared among administration, 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 (SSC), English Language Advisory Committee (ELAC), and Student Success Team (SST).

## 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.archoe.net](http://www.archoe.net)

## Counseling and Support Staff (School Year 2012-13)

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.

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.

### School Facilities & Safety

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 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.

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

School Facility Conditions				
Date of Last Inspection: 09/04/2012				
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			

### Deferred Maintenance Budget

A Deferred Maintenance budget is maintained for the District. A five-year plan is in place to assure facility sustainability. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### Physical Fitness (School Year 2012-13)

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			
2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.9%	15.4%	17.9%
7	19.6%	26.8%	30.4%

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

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, was 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 District is transitioning to the new Smarter Balanced Assessments (SBA).

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>.

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/Language Arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

## Federal Intervention Program (School Year 2013-14)

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.

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

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	42	58	52	42	58	52	54	56	55
Mathematics	44	53	48	44	53	48	49	50	50
Science	38	45	43	38	45	43	57	60	59
History/Social Science	45	63	54	44	63	54	48	49	49

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	52	48	43	54
School	52	48	43	54
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	31	36	26	46
Pacific Islander	*	*	*	*
White	72	61	54	67
Males	50	46	56	50
Females	54	50	36	56
Socioeconomically Disadvantaged	36	39	29	39
English Learners	11	20	*	*
Students with Disabilities	8	8	*	*
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 Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2010-2011	
Year in PI (2013-14)	Year 3	
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	100.0%

## 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			
	2010	2011	2012
Statewide	3	2	5
Similar Schools	2	1	6
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-16	65	-24
Hispanic or Latino			
Actual API Change	-1	50	-
White			
Actual API Change	-16	82	-33
Socioeconomically Disadvantaged			
Actual API Change	-9	66	-12
English Learners			
Actual API Change	21	31	-8

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	307	778	307	778	4,655,989	790
Asian	11	674	11	674	406,527	906
Hispanic or Latino	121	716	121	716	2,438,951	744
White	149	842	149	842	1,200,127	853
Two or More Races	16	762	16	762	125,025	824
Socioeconomically Disadvantaged	174	732	174	732	2,774,640	743
English Learners	86	668	86	668	1,482,316	721
Students with Disabilities	31	558	31	558	527,476	615

## Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). The NCLB Act 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	

## 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.

## 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.

## Instructional Materials (School Year 2013-14)

Arcohe Union Elementary School District held a Public Hearing on September 19, 2013, 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 (data current as of September 2013).

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%

## 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/>

## Teacher Assignment

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

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.

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

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	23	21	21	21
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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 did not sponsor any staff development days in the last three years.

## Highly Qualified Teachers (School Year 2012-13)

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.

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 25 percent or less.

## Teacher & Administrative Salaries (Fiscal Year 2011-12)

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 web site, [www.cde.ca.gov](http://www.cde.ca.gov).

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

Average Salary Information Teachers - Principal - Superintendent 2011-12		
	District	State
Beginning Teachers	\$39,770	\$38,719
Mid-Range Teachers	\$59,430	\$55,637
Highest Teachers	\$70,581	\$70,797
Elementary School Principals	-	\$90,284
Middle School Principals	-	\$94,675
High School Principals	-	\$85,183
Superintendent	\$135,000	\$104,272
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	35.0%
Administrative Salaries	9.0%	7.0%

## School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$66,936
District	\$66,936
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$57,720
Percentage of Variation	16%

## District Expenditures (Fiscal Year 2011-12)

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,176
From Supplemental/Restricted Sources	\$2,578
From Basic/Unrestricted Sources	\$5,589
District	
From Basic/Unrestricted Sources	\$5,589
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	0.9%

## District Revenue Sources (Fiscal Year 2012-13)

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)

## Data Sources

Data within the SARC was provided by Arcohe Union Elementary School District, retrieved from the 2012-2013 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data web site.

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.