Arcohe Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Arcohe Elementary School
Street	11755 Ivie Road
City, State, Zip	Herald, CA 95638
Phone Number	(209) 748-2313
Principal	Troy Miller
Email Address	miller@arcohe.net
School Website	arcohe.net
County-District-School (CDS) Code	34672806032890

2021-22 District Contact Information

District Name	Arcohe Union School District
Phone Number	(209) 748-2313
Superintendent	Troy Miller
Email Address	miller@arcohe.net
District Website Address	www.arcohe.net

2021-22 School Overview

The District

Arcohe Union School District is a rural, one school district encompassing approximately 88 square miles in the southern section of Sacramento County. The district's programs and services are provided by 28 teachers in grades TK-8 and 26 classified employees. Arcohe serves 467 students, which includes those served in the district Special Education programs on campus. There are approximately two classrooms at each grade level and support services, which include two Reading Specialists and English Language Specialist. The ethnic composition of students enrolled in the district is approximately 45.49% White, 42.49% Hispanic, 2.58% Asian, and 9.44% Other. The district budget is approximately $5.3 million and the LCFF Entitlement of just under $4 million.

The Community

Arcohe School is in the community of Herald with a population of 967 and is located about 25 miles southeast of Sacramento and northeast of Stockton. When the school first opened in 1956, the name was derived from the three communities originally represented: AR (Arno), CO (Colony) and HE (Herald). The community is very involved in the school, and there are multiple linkages and partnerships. There is an active Arcohe Parent Teacher Club (APTC), which meets regularly and has many supportive activities throughout the year. There is also strong parental support and involvement in the School Site Council, the District English Learner Advisory Committee (DELAC), and the Herald Community Club (HCC).

Extracurricular activities are plentiful through after school tutoring, after school sports, 4-H, Boy and Girl Scouts, sports through Galt Parks and Recreation, Twin Cities Volleyball, and County Line Youth Soccer League. Herald is a close knit community of parents and residents interested in the welfare of the students. The school is the center of the community.

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 program and facilities. Technology is used extensively and viewed as an important tool for improving teaching and learning. The important role of parents as

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	51
Grade 2	49
Grade 3	53
Grade 4	53
Grade 5	48
Grade 6	41
Grade 7	43
Grade 8	57
Total Enrollment	466

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	245
Male	222
American Indian or Alaska Native	0.6
Asian	3.4
Black or African American	1.5
Filipino	0.2
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6
White	45.1
English Learners	13.3
Homeless	0.4
Migrant	0
Socioeconomically Disadvantaged	40.1
Students with Disabilities	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	28

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district has proactively adopted California standards-based curriculum as they have been approved by the California Department of Education. When curriculum is adopted, some professional development time is spent in training staff and talking about ways the curriculum helps students achieve mastery of standards. The Science curriculum is the most out of date in terms of textbook adoption but this is due to the state not adopting the Next Generation Science Standards as of the publication of this document. Teachers have supplemented the curriculum with lessons and activities based on the nationally-recognized Next Generation standards and the district created a STEAM Science Academy to provide students hands-on science experiences. Once California adopts the standards and approves textbooks, the district will aggressively pursue ways to replaced our outdated materials.

Year and month in which the data were collected	12/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders -- 2017 (TK-5); Study Sync -- 2017 (6-8)	Yes	0
Mathematics	Pearson Realize -- 2014 (TK-5); CPM -- 2014 (6-8)	Yes	0
Science	Harcourt -- 2002 (K-3); Foss Science - 2018 (4-8)	Yes	0
History-Social Science	Pearson My World Interactive - 2018 (3-5), TCM History Alive! -- 2018 (6-8)	Yes	0

School Facility Conditions and Planned Improvements

Included is the results of the most recent Facility Inspection Report from January 2020. In addition to the items noted, the school has a board-approved Deferred Maintenance Plan to target facility improvements. For the 2019-2020 school year, the school is planning to complete the following projects:

- Apply for an electric school bus grant
- Install a new alarm system to improve security and communication
- Modernize bathrooms across the school
- Install grass on the inside of walking track from school and community

Year and month of the most recent FIT report	1/2020

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restrooms need to be modernized with paint, tile, and partitions. Several drinking fountains throughout campus are being replaced.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Damage to the outside wall of room A26.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground boxes need repaired/replaced; windows across the district need to be updated from single-pane to energy-efficient windows; sections of fencing should be modernized.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	124	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	51	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	124	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	51	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance STAR Student Groups	Renaissance STAR Total Enrollment	Renaissance STAR Number Tested	Renaissance STAR Percent Tested	Renaissance STAR Percent Not Tested	Renaissance STAR Percent At or Above Grade Level
All Students	325	315	97%	3%	49.6%
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance STAR Student Groups	Renaissance STAR Total Enrollment	Renaissance STAR Number Tested	Renaissance STAR Percent Tested	Renaissance STAR Percent Not Tested	Renaissance STAR Percent At or Above Grade Level
All Students	325	315	97%	3%	64.3%
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	NT	NT	NT	NT
Female	44	NT	NT		
Male	57	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	46	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	44	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	23	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Arcohe is a great school because of the amount of support the district receives from families and other members of the community. The Arcohe Parent Teacher Club (APTC) is a vibrant part of the school and helps organize many opportunities for students across the district. Activities range from fundraising at the annual Herald Day to creating unique opportunities for our students with the Harvest Festival, Christmas in the Barn, Walk-a-Thon and Field Day. The group meets on the first Tuesday of the month at the school and is always looking for new ideas and new members.

Apart from the APTC, the district is always looking for parent involvement and input with the School Site Council and District English Learner Action Committee (DELAC). These groups are subcommittees of the Board of Trustees and are valuable in communication and support as they make recommendations to the board and review current practices. Parents of English Learners are also encouraged to participate in a Bilingual Parent Academy to both learn English as well as learn how to support their children at school.

We highly encourage parents to come to school and learn how they can be part of the educational process. We know that a strong school starts with strong families.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	496	80	16.1
Female	254	252	40	15.9
Male	246	244	40	16.4
American Indian or Alaska Native	3	3	0	0.0
Asian	16	16	3	18.8
Black or African American	6	6	1	16.7
Filipino	1	1	0	0.0
Hispanic or Latino	213	211	47	22.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	35	33	4	12.1
White	224	224	24	10.7
English Learners	70	70	17	24.3
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	231	228	52	22.8
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	77	77	22	28.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.11	0.60	3.11	0.60	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.99	1.99	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60	0.00
Female	0.00	0.00
Male	1.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	.4%	0
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.5%	0

2021-22 School Safety Plan

The School Safety Plan is reviewed annually by a core group of Arcohe teachers, staff, parents, and area first-responders. The goal of the committee is to create an easy-to-use plan that allows flexibility in any emergency situation. As a rural district, we understand our unique challenges, and, therefore, build capacity in our staff to handle the unforeseen circumstances. All staff members are trained on different disaster situations so they are as prepared as possible. After the plan is reviewed and adjusted, it is presented to the Board of Trustees for formal approval.

A new key element of our plan is the introduction of the ALICE protocol for violent active shooter situations. This nationally-recognized plan allows staff members choices based on current situations. The goal is to allow students and staff the opportunity to barricade, fight back or escape in order to survive a potential attack. For more information about the program, go to https://www.alicetraining.com/ or call the school.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	8		
1	17	1	2	
2	17	1	2	
3	10	3	2	
4	10	3	1	
5	9	5		
6	18	8	14	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	6	1	
1	20	1	2	
2	16	2	2	
3	15	5		1
4	9	6	1	
5	11	3	1	
6	10	27	3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	23	8	
1	20	3	12	
2	18	6	10	
3	14	14	8	
4	14	17	5	
5	19	9	6	
6	19	8	1	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	NA

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,592	$3,082	$10,510	$69,963
District	N/A	N/A	$10,510	$69,606
Percent Difference - School Site and District	N/A	N/A	0.0	0.5
State			$8,444	$72,352
Percent Difference - School Site and State	N/A	N/A	21.8	-3.4

2020-21 Types of Services Funded

To help students, the school actively utilizes Supplemental Educational Service funds to provide after-school tutoring for students both at the school and at home. The school provides families with a list of providers and pays for the initial tutoring to help students reach mastery of standards. Additionally, the school provides after-school homework help and tutoring with our teachers and bilingual staff.

During the summer, Arcohe provides a STEAM Summer Academy to all students in grades 1 - 8. This program is designed to give students the opportunity to explore hands-on science activities to spark their interest. Students in the academy get to choose their classes based on their interest level and all students get to experience a science-related field trip at the conclusion of the program. Students in Kindergarten take part in a 1st grade boot camp to get them prepared for the following academic year.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,889	$47,265
Mid-Range Teacher Salary	$70,519	$69,813
Highest Teacher Salary	$83,342	$91,237
Average Principal Salary (Elementary)	$0	$113,466
Average Principal Salary (Middle)	$0	$115,186
Average Principal Salary (High)	$0	$0
Superintendent Salary	$141,750	$131,359
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	7%

Professional Development

To help support our staff, Arcohe utilizes five Professional Development days throughout the year for continued growth. Typically, the district will spend a few days before the school year starts to kick off training for the year and then continues to support initiatives with additional days spread out on the academic calendar. This system allows students to have small breaks throughout the year and allows the staff to have check-in points as we meet professional development goals. In addition to the all-day in-service days, the district utilizes the weekly early-release Wednesdays for smaller professional development topics and school-level meetings.

The primary focus for professional development is understanding curriculum and assessment as it applies to research-based teaching practices. The school has established Professional Learning Communities (PLCs) to help foster communication amongst staff and to focus on student mastery of standards. An additional focus for the school is the social-emotional development of students through the creation of strong PBIS practices and allowing students the opportunity to grow as individuals.

To support teachers, the school has an instructional coach on staff and works closely with the Sacramento County Office of Education to provide further support. Grade-level teams also meet on a quarterly basis to review local and state assessments to understand current student progress and to talk about ways to help students learn.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Arcohe Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Arcohe Union School District
Phone Number	(209) 748-2313
Superintendent	Troy Miller
Email Address	miller@arcohe.net
District Website Address	www.arcohe.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	124	NT	NT	NT	NT
English Learners	40	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	51	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	299	NT	NT	NT	NT
Female	157	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	124	NT	NT		NT
English Learners	40	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	51	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.