Arcohe Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	http://www.arcohe.net/
County-District-School (CDS) Code	34672806032890

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

School Description and Mission Statement (School Year 2019-20)

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 490 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 41.7% white, 42.9% Hispanic, 3.27% African American and 12.13% Other. The district budget is approximately 3.3 million dollars and the LCFF Entitlement per ADA is $6,528.

The Community

Arcohe School is in the community of Herald with a population of 1,184 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 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	60
Grade 1	50
Grade 2	52
Grade 3	48
Grade 4	38
Grade 5	38
Grade 6	56
Grade 7	63
Grade 8	50
Total Enrollment	455

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.9
Asian	2.9
Filipino	0.4
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0.2
White	44
Two or More Races	6.2
Socioeconomically Disadvantaged	59.1
English Learners	20.9
Students with Disabilities	11.4
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	1	1
Without Full Credential	4	3	3	3
Teaching Outside Subject Area of Competence (with full credential)	2	3	4	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 12/2019

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.

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 (Most Recent Year)

Included is the results of the most recent Facility Inspection Report from January 2019. In addition to the items noted, the school has a board-approved Deferred Maintenance Plan to target facility improvements. For the 2018-19 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 a new refrigerator/freezer combo for the cafeteria
- Install grass on the inside of walking track from school and community

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Restrooms need to be modernized with paint, tile, and partitions. Several drinking fountains throughout campus are being replaced. Two drinking fountains will have bottle-filling capabilities.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof on portable rooms 13 and 14 were replaced in June 2019 due to the detection of a small leak. The outside paneling on portables 8 and 9 needs to be replaced in sections.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	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 Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	47	40	47	50	50
Mathematics (grades 3-8 and 11)	47	50	47	50	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	287	98.97	1.03	47.04
Male	147	147	100.00	0.00	40.82
Female	143	140	97.90	2.10	53.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	132	130	98.48	1.52	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	121	121	100.00	0.00	55.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	196	193	98.47	1.53	38.86
English Learners	76	73	96.05	3.95	24.66
Students with Disabilities	43	43	100.00	0.00	4.65
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	289	99.66	0.34	49.83
Male	147	147	100.00	0.00	47.62
Female	143	142	99.30	0.70	52.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	132	132	100.00	0.00	44.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	121	121	100.00	0.00	54.55
Two or More Races	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	196	195	99.49	0.51	43.59
English Learners	76	75	98.68	1.32	30.67
Students with Disabilities	43	43	100.00	0.00	11.63
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	10.5	23.7	23.7
7	24.6	20.0	18.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.7	4.7	3.1	4.7	4.7	3.1	3.6	3.5	3.5
Expulsions	0.2	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	4		15	3	2		8	8		
1	21	1	4		25		1		17	1	2	
2	16	3	2		15	2	1		17	1	2	
3	10	3			15	3	2		10	3	2	
4	23	1	4		15	3	1		10	3	1	
5	23	1	2	2	18	2	4		9	5		
6	19	10	3	4	23	5	16		18	8	14	
Other**	20	1	1		19	1	1					

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,753	1863	8890	64891

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	8890	$65,447.00
Percent Difference - School Site and District	N/A	N/A	0.0	-0.1
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	30.0	4.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,373	$45,252
Mid-Range Teacher Salary	$66,477	$65,210
Highest Teacher Salary	$78,565	$84,472
Average Principal Salary (Elementary)	$0	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$125,000	$124,686
Percent of Budget for Teacher Salaries	38%	31%
Percent of Budget for Administrative Salaries	6%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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.