

# Arcohe Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### 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 33 teachers in grades TK-8 and 29 classified employees. Arcohe serves 520 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 41.67% White, 42.05% Hispanic, 7.77% Multi-ethnic, 2.27% Asian, and 6.27% Other. The district budget is approximately \$7.5 million and the LCFF Entitlement of just under \$5 million.

### The Community

Arcohe School is in the community of Herald with a population of 1200 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	48
Grade 2	56
Grade 3	53
Grade 4	49
Grade 5	56
Grade 6	61
Grade 7	56
Grade 8	42
Total Enrollment	491

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.5%
American Indian or Alaska Native	0.2%
Asian	2.6%
Black or African American	0.6%
Hispanic or Latino	41.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.7%
White	44%
English Learners	10.4%
Homeless	0.4%
Migrant	0.6%
Socioeconomically Disadvantaged	38.3%
Students with Disabilities	11.8%

## 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.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.80	68.83	15.80	68.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.10	13.61	3.10	13.61	12115.80	4.41
<b>Unknown</b>	4.00	17.52	4.00	17.52	18854.30	6.86
<b>Total Teaching Positions</b>	23.00	100.00	23.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)					234405.20	84.00
Intern Credential Holders Properly Assigned					4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)					12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)					11953.10	4.28
Unknown					15831.90	5.67
<b>Total Teaching Positions</b>					<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.10	
<b>Total Out-of-Field Teachers</b>	<b>3.10</b>	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.5	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.7	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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.

<b>Year and month in which the data were collected</b>	12/2023
--	---------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders -- 2017 (TK-5); Study Sync -- 2017 (6-8)	Yes	0
<b>Mathematics</b>	Pearson Realize -- 2014 (TK-5); CPM -- 2020 (6-8)	Yes	0
<b>Science</b>	STEM Scopes - 2023 (TK - 5); Foss Science - 2018 (4-8)	Yes	0
<b>History-Social Science</b>	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 2021. In addition to the items noted, the school has a board-approved Deferred Maintenance Plan to target facility improvements. For the 2020-2021 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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Restrooms need to be modernized with paint, tile, and partitions. Several drinking fountains throughout campus are being replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	39	39	39	47	46
<b>Mathematics</b> (grades 3-8 and 11)	38	40	38	40	33	34



## 2022-23 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	318	309	97.17	2.83	38.51
<b>Female</b>	168	165	98.21	1.79	40.61
<b>Male</b>	150	144	96.00	4.00	36.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	144	140	97.22	2.78	35.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	35.71
<b>White</b>	131	126	96.18	3.82	43.65
<b>English Learners</b>	30	28	93.33	6.67	3.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	108	105	97.22	2.78	36.19
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	41	93.18	6.82	14.63

## 2022-23 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	318	308	96.86	3.14	40.26
<b>Female</b>	168	164	97.62	2.38	35.98
<b>Male</b>	150	144	96.00	4.00	45.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	144	140	97.22	2.78	35.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	35.71
<b>White</b>	131	125	95.42	4.58	46.40
<b>English Learners</b>	30	28	93.33	6.67	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	108	104	96.30	3.70	37.50
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	44	41	93.18	6.82	17.07

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	29.81	19.59	29.81	19.59	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	101	98	97.03	2.97	19.39
<b>Female</b>	60	59	98.33	1.67	20.34
<b>Male</b>	41	39	95.12	4.88	17.95
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	52	98.11	1.89	21.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	34	32	94.12	5.88	25.00
<b>English Learners</b>	13	12	92.31	7.69	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	36	35	97.22	2.78	17.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	15	93.75	6.25	0.00

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

## 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.

#### 2023-24 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	505	114	22.6
Female	250	247	51	20.6
Male	261	258	63	24.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	13	13	1	7.7
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	217	213	48	22.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	35	34	11	32.4
White	221	220	46	20.9
English Learners	52	50	9	18.0
Foster Youth	0	0	0	0.0
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	228	224	61	27.2
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	79	79	27	34.2

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.60	4.07	5.09	0.60	4.07	5.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.09	0
Female	2.4	0
Male	7.66	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.91	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.57	0
White	3.62	0
English Learners	1.92	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.13	0

## 2023-24 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 key element of our plan is the ALICE protocols 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.

## 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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	3		
1	13	3		
2	17	1	2	
3	16	1	2	
4	19	1	2	
5	3	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	6	0
1	18	4	13	0
2	16	21	0	0
3	21	3	13	0
4	19	6	9	0
5	22	3	13	0
6	16	16	7	1
Other	20	2	0	0

## 2022-23 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
<b>Pupils to Academic Counselor</b>	0

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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
<b>School Site</b>	\$14,076	\$4,709	\$9,367	\$77,683
<b>District</b>	N/A	N/A	\$9,367	\$70,226
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	7.8
<b>State</b>	N/A	N/A	\$7,607	\$75,753
<b>Percent Difference - School Site and State</b>	N/A	N/A	34.7	4.8



## Fiscal Year 2022-23 Types of Services Funded

To help students, the school actively utilizes Supplemental Educational Service and Expanded Learning Opportunities Program (ELO-P) 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$45,438	\$48,481
<b>Mid-Range Teacher Salary</b>	\$73,008	\$73,129
<b>Highest Teacher Salary</b>	\$86,284	\$99,406
<b>Average Principal Salary (Elementary)</b>	\$0	\$117,381
<b>Average Principal Salary (Middle)</b>	\$0	\$128,158
<b>Average Principal Salary (High)</b>	\$0	
<b>Superintendent Salary</b>	\$148,922	\$138,991
<b>Percent of Budget for Teacher Salaries</b>	34.33%	29.34%
<b>Percent of Budget for Administrative Salaries</b>	6.92%	5.99%

## 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5