

Arena Union Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Arena Union Elementary School
Street	PO Box 45 20 School St
City, State, Zip	Point Arena, CA 95468
Phone Number	(707) 882-2131
Principal	Michelle Egger
Email Address	megger@aesfamily.org
School Website	http://pointarenaschools.org/aues/
County-District-School (CDS) Code	23-655570000000

2022-23 District Contact Information

District Name	Arena Union Elementary School District
Phone Number	(707) 882-2803
Superintendent	Warren Galletti
Email Address	wgalletti@mcn.org
District Website Address	www.pointarenaschools.org

2022-23 School Overview

Arena Elementary School is a small, rural, pre K - 8 school serving the diverse population of the southern Mendocino County coast. Members of the school board, staff, students, their families, and the community of Arena Elementary School are involved in a learning process which honors each element of a healthy, happy, and safe school where education is valued and respected.

Arena Elementary provides a supportive learning environment that is focused on continuous learning, promotes healthy lifestyle choices and personal responsibility. We believe students deserve a learning atmosphere that is safe, nurturing, equitable.

The mission of the Point Arena Schools is for staff, students, parents and community to work as partners to ensure that each and every student masters grade level standards to become:

- Effective communicators and collaborators
- Respectful of self and others
- Independent life-long learners
- Creative critical thinkers and problem solvers
- Responsible, contributing members of society who graduate prepared for college and or/career

To keep the community informed, we communicate through the monthly Beacon newsletter, Facebook and on our website. For timely messages and emergencies, we use "Parent Square" and "One Call" to phone, email and/or text our parents with notifications and upcoming events.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	27
Grade 2	22
Grade 3	24
Grade 4	19
Grade 5	21
Grade 6	24
Grade 7	25
Grade 8	25
Total Enrollment	215

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	4.7
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.3
White	28.8
English Learners	29.3
Foster Youth	0.0
Homeless	10.2
Migrant	0.0
Socioeconomically Disadvantaged	70.2
Students with Disabilities	14.4

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

2020-21 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)	10.20	82.52	12.70	72.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	8.09	3.30	18.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	9.39	1.20	6.95	12115.80	4.41
Unknown	0.00	0.00	0.30	1.71	18854.30	6.86
Total Teaching Positions	12.30	100.00	17.50	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.10	
Total Out-of-Field Teachers	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		08/2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	K - 6 grades: McGraw Hill, Wonders, Board Adoption 05/11/2016	Yes	0
	7 - 8 grades: Holt- McDougal, Literature & Language Arts, Board Adoption 08/08/12		
Mathematics	K - 5 grades: McGraw Hill, My Math, Board Adoption 05/11/16	Yes	0
	6 - 8 grades: McGraw Hill CA, Math-Glenco 1-3, Board Adoption 05/11/16		
Science	K - 5 grades: Harcourt California Science, Board Adoption 06/21/2007	Yes	0
	6 - 8 grades: Pearson Prentice-Hall California Science Explorer Board Adoption 05/17/07		
History-Social Science	K-5 grade: Scott Foresman History/Social Science, Board Adoption 10/16/13	Yes	0
	4 and 5th grade Studies Weekly, Board Adoption 11/7/18		
	6 - 8 grade: TCI History Alive, Board Adoption 10/16/13		

School Facility Conditions and Planned Improvements

Arena Elementary has replaced non-working heaters, repaired roofs, gutters, siding, soffets, fascias and carpet as needed.

Year and month of the most recent FIT report

2021 October

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			There are a few unsecured file cabinets.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical panel obscured.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			One overcharged fire extinguisher.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	21	N/A	33

2021-22 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
All Students	143	138	96.50	3.50	35.51
Female	78	75	96.15	3.85	40.00
Male	65	63	96.92	3.08	30.16
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	94	91	96.81	3.19	26.37
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	37	35	94.59	5.41	60.00
English Learners	38	37	97.37	2.63	5.41
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	104	99	95.19	4.81	31.31
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	20	90.91	9.09	25.00

2021-22 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
All Students	142	138	97.18	2.82	15.94
Female	78	76	97.44	2.56	13.16
Male	64	62	96.88	3.12	19.35
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	94	92	97.87	2.13	14.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	36	34	94.44	5.56	17.65
English Learners	38	38	100.00	0.00	13.16
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	104	100	96.15	3.85	17.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	20	90.91	9.09	10.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	26.67	NT	26.67	28.5	29.47

2021-22 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
All Students	49	45	91.84	8.16	26.67
Female	31	29	93.55	6.45	24.14
Male	18	16	88.89	11.11	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	30	93.75	6.25	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	12	11	91.67	8.33	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	32	88.89	11.11	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 5	86%	86%	82%	82%	86%
Grade 7	96%	84%	84%	96%	96%

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.

2022-23 Opportunities for Parental Involvement

Our parents participate in school leadership through the School Site Council (SSC), Native American Educational Advisory Committee (NAEAC), the District English Language Advisory Council (DELAC) and Arena Boosters Club. Some of the groups and opportunities for parents to get involved in at Arena Elementary School include the following:

- Provide one-on-one tutoring/literacy focus
- Join the School Site Council
- Join the District English Learner Advisory Committee (DELAC)
- Join the Native American Education Advisory Committee (NAEAC)
- Join and help the Arena Boosters raise funds for the school
- Volunteer during classroom time
- Volunteer with Fundraisers
- Help with garden maintenance
- Join us on field trips, such as walking to the local theater for plays or exhibits

For additional information about organized opportunities for parent involvement, please contact the school Principal, Michelle Egger or School Site Council President Roxanne Rider at (707) 882-2131.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	232	230	153	66.5
Female	120	120	80	66.7
Male	112	110	73	66.4
American Indian or Alaska Native	12	11	9	81.8
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	145	145	86	59.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	8	88.9
White	66	65	50	76.9
English Learners	69	69	45	65.2
Foster Youth	1	1	1	100.0
Homeless	15	15	8	53.3
Socioeconomically Disadvantaged	167	165	117	70.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	41	32	78.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.69	4.88	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.59	0.00	1.95	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.59	0.00
Female	1.67	0.00
Male	3.57	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	3.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.52	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.88	0.00

2022-23 School Safety Plan

Arena Elementary is committed to the safety and security of each student and staff member. To maintain these conditions, which contribute to the best possible learning environment, school safety issues are discussed as needed on a daily and weekly basis at staff meetings. The School Safety Plan is reviewed and updated annually and was last reviewed in November 2022.

The plan includes the following elements:

- **Assessment of School Safety:** Behavioral and discipline data is used to determine actions to reduce incidents of crime.
- **Child-abuse reporting:** Teachers and all other school employees are required to complete a mandated reporter training and are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by [Health](#) and Human Services to determine if any follow-up on the report is necessary.
- **Disaster procedures:** A comprehensive Disaster Preparedness Plan is reviewed annually. Practice safety drills are held for various kinds of emergency situations (fire, earthquake, lock down). Each classroom has a disaster pack, which includes basic first-aid supplies and equipment.
- **School discipline:** The school discipline plan is given to every student and reviewed throughout the year. Arena Elementary holds students accountable for their behavior, and staff members consistently enforce the school-wide standards. Arena utilizes the Positive Behavior Intervention and Support (PBIS) program.
- **Procedures to notify teachers of dangerous pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student. The superintendent and transportation supervisor are also notified.
- **Sexual-harassment policy:** Arena Elementary strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. Employees are required to complete a sexual harassment prevention training annually.
- **School-wide Dress Code:** The primary standards for student dress and grooming include that the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.
- **Safe and orderly environment:** Arena Elementary supports students to be Safe, Respectful and Responsible and believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment.

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.

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	22		1	
1	17	2		
2	22		1	
3	20	1		
4	25		1	
5	25		1	
6	20	4		

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	22		1	
1	23		1	
2	13	2		
3	21		1	
4	18	1		
5	26		1	
6	23		4	

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	14	2		
1	27		1	
2	22		1	
3	24		1	
4	19	3		
5	21		3	
6	22		4	

2021-22 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	0

2021-22 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	.8
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	13,898.05	5,144.46	8,753.59	61,759.32
District	N/A	N/A	10,542.45	
Percent Difference - School Site and District	N/A	N/A	-18.5	0.0
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	28.1	

2021-22 Types of Services Funded

Services funded that promote a positive learning environment include:

Band for grades 4-8

Choir for grades 4-8

Art

Read Live

Isolated Reading/Language Development for grades 1-4

Young Authors

STEM Science and Book Fairs

Awards Assemblies

After school Intervention for grades 4-5 by certificated teachers

After school program for grades K-8 offering homework assistance, enrichment and a snack

Athletics

Hot Breakfast and Lunch

Transportation

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	41,772	
Mid-Range Teacher Salary	60,023	
Highest Teacher Salary	84,022	
Average Principal Salary (Elementary)	108,205	
Average Principal Salary (Middle)	108,205	
Average Principal Salary (High)	108,205	
Superintendent Salary	147,400	
Percent of Budget for Teacher Salaries	24.17	
Percent of Budget for Administrative Salaries	4.61	

Professional Development

Arena Elementary has four professional development days built into the school year. These days provide teachers the opportunity to prepare their classrooms and/or to advance their skills in maintaining high quality instruction and supports for students. The professional development provided encourages collegial interaction in workshops and innovative teaching practices.

Every Wednesday during the school year, students are released at 1:35 PM. The rest of the school day is devoted to staff development which includes either grade level meetings, data team meetings or educational opportunities and discussions which focus on best teaching practices. Our teachers share methodology and often collaborate on projects.

Teachers, para-educators, office staff and the Principal are all encouraged to attend conferences, classes and workshops for professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4