

Arena Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Arena Elementary School
Street	PO Box 45, 20 School Street
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/
Grade Span	K-8
County-District-School (CDS) Code	23-655570000000

2024-25 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	www.pointarenaschools.org

2024-25 School Description and Mission Statement

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, and

2024-25 School Description and Mission Statement

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, Parent Square and on our Point Arena Schools website. Likewise, 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	4
Kindergarten	18
Grade 1	32
Grade 2	27
Grade 3	28
Grade 4	19
Grade 5	27
Grade 6	22
Grade 7	21
Grade 8	23
Total Enrollment	221

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	4.5
Hispanic or Latino	64.7
Two or More Races	3.6
White	27.1
English Learners	25.3
Foster Youth	0.5
Homeless	6.8
Socioeconomically Disadvantaged	52.9
Students with Disabilities	13.6

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/Incomplete/NA	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)	8.20	73.57	9.60	60.79	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	4.48	0.50	3.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	5.91	3.80	24.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	15.95	1.70	11.17	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.44	15831.90	5.67
Total Teaching Positions	11.10	100.00	15.90	100.00	279044.80	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.

2022-23 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)	9.50	84.81	11.50	67.33	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	2.49	4.10	24.36	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	3.73	0.40	2.44	11746.90	4.23
Unknown/Incomplete/NA	1.00	8.88	1.00	5.81	14303.80	5.15
Total Teaching Positions	11.20	100.00	17.20	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.10	0
Misassignments	1.00	0.50	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.60	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	1.10	0.70	0.4
Total Out-of-Field Teachers	1.10	1.70	0.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.70	8.6	14.5
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

08/2024

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, <i>Wonders</i> . Board Adoption 05/11/2016 7 - 8 grades: McGraw Hill - Bookhead Learning, <i>Study Sync California</i> . Board Adoption 06/07/2023	Yes	0
Mathematics	K - 5 grades: McGraw Hill, <i>My Math</i> . Board Adoption 05/11/16 6 - 8 grades: Carnegie Learning, Inc. - <i>Math Solutions</i> . Board Adoption 6/12/2024	Yes	0
Science	K-5 grades: Discovery Education, <i>Mystery Science</i> (virtual). Board Adoption 10/9/2024 6 - 8 grades: Pearson Prentice-Hall, <i>California Science Explorer</i> . Board Adoption 05/17/07 Grades 1,5 and 8 are piloting <i>STEM scopes</i> with a workbook and virtual license. Board Adoption 10/2023	Yes	0
History-Social Science	K- 2 grade: Scott Foresman, <i>History/Social Science</i> . Board Adoption 10/16/13 3 - 6 grades: <i>Studies Weekly</i> (consumables integrated with virtual). Board Adoption 11/7/18, 3rd grade 06/07/2023 6 - 8 grade: <i>TCI History Alive</i> , Digital License. Board Adoption 10/16/13	Yes	0

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

School Facility Conditions and Planned Improvements

The Arena Elementary custodial staff ensures the school is thoroughly cleaned daily and the bathrooms are stocked with supplies. The Maintenance staff ensures that repairs are completed in a timely manner and everything is in working order. Arena Elementary is currently finishing up the installation of new middle school playground equipment to compliment the existing primary playground.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

2025 January

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			There are minor roof leaks and some of the ceiling tiles need replaced in the cafeteria/kitchen and one ceiling tile needs replaced in classroom 10.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	25	28	27	46	47
Mathematics (grades 3-8 and 11)	17	12	17	17	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	144	142	98.61	1.39	25.35
Female	80	79	98.75	1.25	29.11
Male	64	63	98.44	1.56	20.63
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	98	97	98.98	1.02	15.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	48.39
English Learners	30	29	96.67	3.33	0.00
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	103	99.04	0.96	24.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	13.04

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	144	142	98.61	1.39	11.97
Female	80	79	98.75	1.25	8.86
Male	64	63	98.44	1.56	15.87
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	98	97	98.98	1.02	8.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	19.35
English Learners	30	29	96.67	3.33	10.34
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	103	99.04	0.96	10.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	21.74

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.92	16.33	22.92	16.33	30.29	30.73

2023-24 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	50	49	98.00	2.00	16.33
Female	22	22	100.00	0.00	27.27
Male	28	27	96.43	3.57	7.41
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	33	32	96.97	3.03	9.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	30.77
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	33	97.06	2.94	18.18
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.

2023-24 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 requires only participation results 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	90	90	90	90	90
Grade 7	91	91	91	91	91

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.

2024-25 Opportunities for Parental Involvement

Our parents participate in school leadership through the School Site Council (SSC), Native American Educational Advisory Committee (NAEAC), District English Language Advisory Council (DELAC) and the ARENA Parent Booster 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 and math focus
- Join the School Site Council
- Join the District English Learner Advisory Committee (DELAC)
- Join the Native American Education Advisory Committee (NAEAC)
- Join the ARENA Parent Booster Club
- Volunteer during classroom time
- Volunteer with Fundraisers
- Help with garden maintenance
- Volunteer during the After School Program
- 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 at (707) 882-2119.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	242	233	107	45.9
Female	121	117	55	47.0
Male	121	116	52	44.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	9	81.8
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	154	150	67	44.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	68	63	27	42.9
English Learners	60	58	31	53.4
Foster Youth	--	--	--	--
Homeless	29	27	17	63.0
Socioeconomically Disadvantaged	174	169	84	49.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	42	41	20	48.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.59	3.36	6.2	1.95	2.87	5.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.20	0.00
Female	1.65	0.00
Male	10.74	0.00
Non-Binary	0.00	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	8.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.94	0.00
English Learners	13.33	0.00
Foster Youth	0.00	0.00
Homeless	6.90	0.00
Socioeconomically Disadvantaged	7.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

meetings. The School Safety Plan is reviewed and updated annually and was last reviewed in January 2025.

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.

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	2		
2	22		1	
3	24		1	
4	19	3		
5	21		3	
6	15	6		

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	17	2		
1	15	2		
2	26		1	
3	23		1	
4	20	3		
5	20	2	1	
6	13	6		
Other	21		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	9	2		
1	16	2		
2	27		1	
3	28		1	
4	18	3		
5	27		5	
6	16	6		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	18,769.98	7,075.01	11,694.97	73,483
District	N/A	N/A	2,152.42	
Percent Difference - School Site and District	N/A	N/A	137.8	0.0
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	8.2	

Fiscal Year 2023-24 Types of Services Funded

Services funded that promote a positive learning environment include:

Band for grades 4-8

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	45,167	
Mid-Range Teacher Salary	68,009	
Highest Teacher Salary	90,851	
Average Principal Salary (Elementary)	100,385	
Average Principal Salary (Middle)	100,385	
Average Principal Salary (High)	114,472	
Superintendent Salary	149,800	
Percent of Budget for Teacher Salaries	22.68	
Percent of Budget for Administrative Salaries	3.77	

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

Professional Development

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. Professional Development this year includes learning to use RULER tools as an approach to social and emotional learning (SEL) and current trainings offered through Mendocino County Office of Education include "Elevating Student Voices" and "Universal Design Learning".

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4