

Arena Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 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

2025-26 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

2025-26 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 equitable.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	22
Grade 2	33
Grade 3	29
Grade 4	26
Grade 5	24
Grade 6	23
Grade 7	24
Grade 8	26
Total Enrollment	239

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	5.4
Hispanic or Latino	69.5
Two or More Races	3.3
White	21.8
English Learners	19.7
Foster Youth	0.8
Homeless	13
Socioeconomically Disadvantaged	64.9
Students with Disabilities	17.2

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.

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)	8.2	73.57	9.6	60.79	234405.2	84
Intern Credential Holders Properly Assigned	0.5	4.48	0.5	3.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	5.91	3.8	24.34	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	15.95	1.7	11.17	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0.44	15831.9	5.67
Total Teaching Positions	11.1	100	15.9	100	279044.8	100

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)	9.5	84.81	11.5	67.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	2.49	4.1	24.36	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	3.73	0.4	2.44	11746.9	4.23
Unknown/Incomplete/NA	1	8.88	1	5.81	14303.8	5.15
Total Teaching Positions	11.2	100	17.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	9.2	87.16	11.6	67.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	5.81	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	11.71	3.6	20.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	1.04	0.4	2.61	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.4	2.73	13705.8	4.91
Total Teaching Positions	10.5	100	17.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.10	0	0.1
Misassignments	0.50	0.2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	0.2	1.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.70	0.4	0.1
Total Out-of-Field Teachers	1.70	0.4	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6	14.5	25.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		08/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	0
Science	K-5 grades: Discovery Education, <i>Mystery Science</i> (virtual). Board Adoption 10/9/2024 6 - 8 grades: Carolina OpenSciEd (book, workbook and/or a virtual license to use in class and take home) Board Adoption 6/11/2025	0
History-Social Science	K- 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	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.

Year and month of the most recent FIT report		2025 January		
System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	27	27	30	47	48
Mathematics (grades 3-8 and 11)	12	14	17	18	35	37

2024-25 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	153	147	96.08	3.92	26.53
Female	78	75	96.15	3.85	28.00
Male	75	72	96.00	4.00	25.00
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	108	103	95.37	4.63	21.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	40.00
English Learners	27	23	85.19	14.81	0.00
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	74	94.87	5.13	21.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	3.85

2024-25 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	153	151	98.69	1.31	13.91
Female	78	76	97.44	2.56	11.84
Male	75	75	100.00	0.00	16.00
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	108	107	99.07	0.93	8.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	33.33
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	11.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	11.54

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.33	6.38	16.33	6.38	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92	2.08	6.38
Female	31	30	96.77	3.23	6.67
Male	17	17	100.00	0.00	5.88
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	32	100.00	0.00	3.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	5.26
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.

2024-25 California Physical Fitness Test Participation Rates

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	95	95	95	95	95
Grade 7	100	100	100	100	100

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.

2025-26 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)
- 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	264	258	118	45.7
Female	133	128	55	43.0
Male	131	130	63	48.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	14	12	85.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	181	180	73	40.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	58	54	28	51.9
English Learners	55	54	26	48.1
Foster Youth	--	--	--	--
Homeless	25	24	11	45.8
Socioeconomically Disadvantaged	171	169	73	43.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	50	24	48.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.36	6.2	1.52	2.87	5.11	1.21	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.52	0.00
Female	2.26	0.00
Male	0.76	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	7.14	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 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 January 2026.

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.

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	0	0
1	15	2	0	0
2	26	0	1	0
3	23	0	1	0
4	20	3	0	0
5	20	2	1	0
6	13	12	8	0
Other	21	0	1	0

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	0	0
1	16	2	0	0
2	27	0	1	0
3	28	0	1	0
4	18	3	0	0
5	27	0	5	0
6	16	6	9	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1		
1	22		1	
2	17	2		
3	29		1	
4	26		3	
5	24		3	
6	21	2	11	

2024-25 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

2024-25 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	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	21,285.47	7,324.64	13,960.83	74,101
District	N/A	N/A	2,152.42	
Percent Difference - School Site and District	N/A	N/A	146.6	0.0
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	22.4	

Fiscal Year 2024-25 Types of Services Funded

- Services funded that promote a positive learning environment include:
- Music
 - 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	46,070	
Mid-Range Teacher Salary	69,369	
Highest Teacher Salary	92,668	
Average Principal Salary (Elementary)	103,142	
Average Principal Salary (Middle)	103,142	
Average Principal Salary (High)	115,877	
Superintendent Salary	151,000	
Percent of Budget for Teacher Salaries	21.44	
Percent of Budget for Administrative Salaries	3.57	

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. Professional Development this year includes learning to use Universal Design Learning and Building Thinking Classroom strategies in the classroom, as well as, RULER tools as an approach to social and emotional learning (SEL). Current trainings are offered through Mendocino County Office of Education.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6