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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Arena Union Elementary School
Street	PO Box 45 20 School St
City, State, Zip	Point Arena, CA 95468
Phone Number	(707) 882-2131
Principal	Scott Carson
Email Address	scarson@auesfamily.org
Website	www.pointarenaschools.org/aues/
County-District-School (CDS) Code	23-65557

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

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

Our community strives to provide the best educational environment to enable our students to achieve academic and social-emotional success. Our parents participate in school leadership through the School Site Council (SSC), Native American Educational Advisory Committee (NAEAC), the English Language Advisory Council (ELAC) and Arena Boosters Club. Our staff models life-long learning with ongoing professional development to enhance collaboration, instructional expertise and content knowledge. To keep the community informed, we communicate through the monthly Beacon, weekly on Facebook, our website and for emergencies, we use "One Call" to phone our parents.
 Some of the accomplishments at Arena include:

- A 4-8 grade elective period when students receive academic support as needed or may choose from enrichment options such as Band, Art, Newspaper, or Student Council.
- Students at all grade levels have the opportunity to receive homework support in the after-school program.
- A graduated standard-based English language curriculum leveled to meet the specific needs of every student.
- Music and art offered at most grade levels.
- An After-School Program that offers homework tutoring, academic support and a variety of enrichment programs.
- A Blended Services Model of organization combining general ed., early intervention, and special ed. services.

Our K-8 school behavior and academic focus is to motivate students to accomplish short-term goals such as turning in assignments on time, becoming more professional in their behavior within the classroom and developing a positive work ethic. Our Leadership Team, working with Site Council and Arena Boosters Club (ABC) wants to make school a destination - a place where all students have something they like about coming to school in addition to academics. For example at the middle school we're bringing back Fun Fridays once a month to encourage students who turn in their homework and behave well at school to keep up the good work. Our Boosters are looking for projects to fund that improve the student experience at school. Last year their goal was to increase student access to technology. This year plans are to see how we can best support extracurricular activities in art and sports.
 The mission of the Point Arena Schools is for staff, students, parents and community to work as partners to ensure that all students master 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

 Arena Elementary will provide a supportive learning environment that is safe and focused, and promotes healthy lifestyle choices and personal responsibility. We believe students deserve a learning environment that is safe and supportive

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

Grade Level	Number of Students
Kindergarten	36
Grade 1	21
Grade 2	20
Grade 3	27
Grade 4	22
Grade 5	23
Grade 6	31
Grade 7	32
Grade 8	26
Total Enrollment	238

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	8.8
Hispanic or Latino	54.6
White	31.1
Two or More Races	5.5
Socioeconomically Disadvantaged	76.5
English Learners	23.9
Students with Disabilities	15.1
Homeless	13.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	15	15	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	5	4	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: 10/2019

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

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

Year and month of the most recent FIT report: 2019 September

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	There are a few water stains due to leaks prior to repairs made.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	41	36	39	50	50
Mathematics (grades 3-8 and 11)	26	26	24	26	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	156	97.50	2.50	41.03
Male	83	81	97.59	2.41	34.57
Female	77	75	97.40	2.60	48.00
Black or African American					
American Indian or Alaska Native	16	14	87.50	12.50	35.71
Filipino					
Hispanic or Latino	88	86	97.73	2.27	29.07
Native Hawaiian or Pacific Islander					
White	49	49	100.00	0.00	63.27
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	125	121	96.80	3.20	37.19
English Learners	57	55	96.49	3.51	14.55
Students with Disabilities	25	25	100.00	0.00	28.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	19	17	89.47	10.53	5.88

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	159	99.38	0.62	26.42
Male	83	82	98.80	1.20	28.05
Female	77	77	100.00	0.00	24.68
Black or African American					
American Indian or Alaska Native	16	15	93.75	6.25	20.00
Filipino					
Hispanic or Latino	88	88	100.00	0.00	18.18
Native Hawaiian or Pacific Islander					
White	49	49	100.00	0.00	46.94
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	125	124	99.20	0.80	23.39
English Learners	57	57	100.00	0.00	14.04
Students with Disabilities	25	25	100.00	0.00	28.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	19	19	100.00	0.00	31.58

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

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

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	15.0	40.0
7	15.2	39.4	21.2

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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, Scott Carson, or Ellen Kibbe, School Site Council President at (707) 882-2131.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.4	8.9	5.5	6.6	7.7	5.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Arena Elementary is committed to the safety and security of each student. 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 October, 2019.
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 has been updated. 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.
- **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 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		1		25		1		18	2		
1	23		1		18	1			21		1	
2	26		1		13	1			20	1		
3	27		1		14	2			27		1	
4	17	2			25		1		22		2	
5	17	9	5		17	2			22	1	1	
6	20	2	5		15	9	1		16	12	1	
Other**												

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

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	contracted
Resource Specialist (non-teaching)	1.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,251.08	3,282.72	8,968.36	59,444.95
District	N/A	N/A	10,724.77	59,444.95

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-17.8	0.0
State	N/A	N/A	$7,506.64	
Percent Difference - School Site and State	N/A	N/A	17.7	

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

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

Types of Services Funded (Fiscal Year 2018-19)

Services funded that promote a positive learning environment include:

Band for grades 4 - 8

Art

Illuminate

Read Live

Young Authors

Spelling Bee

STEM and Book Fairs

Awards Assemblies

Afterschool Intervention for grades 1-3 taught by certificated teachers

Afterschool program for all grades offering homework assistance, enrichment and a snack

Athletics

Hot Breakfast and Lunch

Transportation

Preschool Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,298	$
Mid-Range Teacher Salary	$57,039	$
Highest Teacher Salary	$79,047	$

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$106,605	$
Average Principal Salary (Middle)	$106,605	$
Average Principal Salary (High)	$101,618	$
Superintendent Salary	$145,000	$
Percent of Budget for Teacher Salaries	%28.12	%
Percent of Budget for Administrative Salaries	%4.29	%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Arena Elementary has four professional development days. Arena Elementary School teachers have two staff development days before the start of school in the Fall plus an additional day in November. This enables the staff to be well prepared for the students when they return. The fourth professional development day is in March.

Every Wednesday we have early release days that allow us to explore educational opportunities and discuss and reflect on teaching practices and objectives. Our teachers share methodology and often collaborate on projects.