

## California Department of Education School Accountability Report Card

Reported Using Data from the 2021 - 2022 School Year  
Published During 2022 - 2023

### For: Arlene Hein Elementary

**Address:** 6820 Bellaterra Dr, Elk Grove, CA 95757  
**Principal:** Jennifer Ekelund

**Phone:** 916-714-0654  
**Grade Span:** K-6

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents 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 <http://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.

## About This School

### District Contact Information (School Year 2022 - 2023)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	www.egusd.net
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	choffman@egusd.net

### School Contact Information (School Year 2022 - 2023)

<b>School Name</b>	Arlene Hein Elementary
<b>Street</b>	6820 Bellaterra Dr
<b>City, State, Zip</b>	Elk Grove, CA 95757
<b>Phone Number</b>	916-714-0654
<b>Principal</b>	Jennifer Ekelund
<b>E-mail Address</b>	jekelund@egusd.net
<b>Web Site</b>	https://hein.egusd.net
<b>County-District-School(CDS) Code</b>	34673140105908

### School Description and Mission Statement (School Year 2022 - 2023)

Arlene Hein Elementary

Soaring Above and Beyond Expectations!

I would like to welcome you to Arlene Hein Elementary School - A National Blue Ribbon School. Arlene Hein Elementary provides our students with a rich, culturally diverse environment with a strong focus on academics. Our highly dedicated staff is committed to meeting the needs of every student.

Arlene Hein Elementary School accomplishes this vision through:

- A rigorous, standards-based academic program
- Highly skilled instructional staff
- Culturally relevant learning experiences
- Collaborative learning throughout the instructional day
- Purposeful scheduling to maximize learning opportunities
- Extended day opportunities to provide additional learning before and after school
- Social/emotional learning
- An active partnership between home, school, and community

Arlene Hein's staff fosters a strong foundation in the areas of reading, writing, mathematics, science, social studies, and physical education through direct and differentiated instruction, engaging lessons, hands-on experiences, and the use of technology. We are a STEM and VAPA school that enriches our students' educational experiences to cultivate interests and prepare our students for future careers. Additionally, we provide our students with intervention and enrichment through our Hawk Academy that takes place before and after school and during off track time.

The safety of our students is our school's first priority, and the discipline policy is strictly enforced. We are proud to be a PBIS school as we emphasize being safe, responsible, and respectful.

We are here to support you and our students. Please do not hesitate to contact me at our school if I can be of any assistance.

Jennifer Ekelund  
Arlene Hein Elementary

### Student Enrollment by Grade Level (School Year 2021 - 2022)

Grade Level	Number of Students
Kindergarten	146
Grade 1	112
Grade 2	120
Grade 3	150
Grade 4	142
Grade 5	162
Grade 6	144
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	976

### Student Enrollment by Student Group (School Year 2021 - 2022)

Student Group	Percent of Total Enrollment
Female	45.30%
Male	54.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	33.20%
Black or African American	7.30%
Filipino	9.50%
Hispanic or Latino	19.70%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	12.90%
White	16.20%
English Learners	18.20%
Foster Youth	0.20%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	29.30%
Students with Disabilities	8.60%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Preparation and Placement (School Year 2020 - 2021)

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)	39.8	96.82%	2617.2	92.08%	228366.1	83.12%
Intern Credential Holders Properly Assigned	0	0%	22.1	0.78%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	44.7	1.57%	11216.7	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.21%	54.7	1.93%	12115.8	4.41%
Unknown	0.8	1.94%	103.3	3.64%	18854.3	6.86%
<b>Total Teaching Positions</b>	<b>41.2</b>	<b>100%</b>	<b>2842.2</b>	<b>100%</b>	<b>274759.1</b>	<b>100%</b>

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

### Teacher Preparation and Placement (School Year 2021 - 2022)

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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Authorization/Assignment	2020 - 2021 Number	2021 - 2022 Number
Permits and Waivers	0	N/A
Misassignments	0	N/A
Vacant Positions	0	N/A
Total Teachers Without Credentials and Misassignments	0	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Indicator	2020 - 2021 Number	2021 - 2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	N/A
Local Assignment Options	0.5	N/A
Total Out-of-Field Teachers	0.5	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Class Assignments

Indicator	2020 - 2021 Number	2021 - 2022 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	N/A
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%	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2022 - 2023)

Year and month in which data were collected: September 6, 2022

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b> <b>All English/Language Arts books K-12 are provided one per student.</b>			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Your Turn Practice Book, Close Reading Companion</i>                      1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i>.                      2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i>.                      Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>7th-8th - Student Edition                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th-12th - Student Edition  <i>CA StudySync</i> by McGraw Hill, © 2017                      Adopted EGUSD 2017                      10th Honors - <i>Advanced Language &amp; Literature</i>, Bedford, Freeman &amp; Worth © 2016                      Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p>AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses:                      11th - <i>Language of Composition</i>, Bedford/St. Martins © 2013                      Adopted EGUSD 2015                      12th - <i>Bedford Introduction to Literature</i>, Bedford/St. Martins © 2016                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses:  <i>Theory of Knowledge</i>, Oxford University Press © 2020                      Adopted EGUSD 2020  <i>English A: Literature for the IB Diploma</i>, Oxford University Press © 2019;                      Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
<b>Mathematics</b> <b>All Math books K-12 are provided one per student.</b>			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA GoMath</i>, © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>K-6th - Student Edition and Practice workbook                      Adopted EGUSD 2015</p>	<p>Yes</p>	<p>0</p>

Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015	Yes	0
	8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015		
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
	<i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018		
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016	Yes	0
	<i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018		
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Calculus: Graphical, Numerical</i> , Pearson © 2016 Adopted EGUSD 2016	Yes	0
	<i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis &amp; Approaches SL2</i> © 2019; <i>Mathematics Analysis &amp; Approaches HL2</i> © 2019; <i>Mathematics Applications &amp; Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020		
<b>Science</b>		<b>All 2-12 Science books are provided one per student.</b>	
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth &amp; Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
	<i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006		
	<i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008		
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020	Yes	0
	<i>Foundations of Astronomy</i> , Cengage © 2019, <i>Criminalistics</i> , Pearson © 2021, <i>Hole's Essentials of Anatomy &amp; Physiology</i> © 2021,		

<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> <p>AP Courses: <i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p> <p><i>Campbell Biology in Focus</i>, Pearson © 2020; <i>Chemistry: A Molecular Approach</i>, Pearson © 2023; <i>Environmental Science for the AP Course</i>, Bedford/St. Martin © 2019; Adopted EGUSD 2022</p>	Yes	0
<p>IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses:</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i>, 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p>	Yes	0
<p><b>History-Social Science</b>      <b>All 1-12 History-Social Science books are provided one per student.</b></p>			
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019</p>	Yes	0
<p><i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019</p>	Yes	0
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p>	Yes	0
<p>AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p> <p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman &amp; Worth, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p> <p><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p>	Yes	0
<p>IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade</p>	<p>IB Courses:</p> <p><i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press</p>	Yes	0



level:	Adopted EGUSD 2018		
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		
<b>Foreign Language</b>	<b>All 7-12 World language books are provided one per student.</b>		
	<i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese 1 &amp; 2</i> , Cheng & Tsui © 2016; <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i> , EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i> , Wayside © 2020; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i> , Wayside © 2017; <i>EntreCulturas 4</i> , Wayside © 2021	Yes	0
	Adopted EGUSD 2021		
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Dekiru!</i> , Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i> , Wayside, © 2017; <i>Imaginez</i> , Vista Higher Learning © 2020; <i>Triangulo A Preciado</i> , Wayside © 2019; <i>Azulejo</i> , Wayside © 2012 Adopted EGUSD 2021	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
	<i>Genki II</i> , © 2011, Japanese Times <i>Dekiru!</i> , © 2017, Cheng & Tsui Adopted EGUSD 2022		

Visual and Performing Arts		
	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes 0
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes 0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005  <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes 0
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes 0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

### School Facility Conditions and Planned Improvements (School Year 2022 - 2023)

Arlene Hein Elementary has 32 classrooms, a learning center, a computer lab, a multipurpose room, a library, and an administration building. The campus was built in 2003. Our school has two playground areas with multiple surfaces, a track, and two shade structures for students. Additionally, our school has a beautiful garden that is planted, maintained, and harvested by students.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

### School Facility Good Repair Status (School Year 2022 - 2023)

Year and month of the most recent FIT report : 4/21/2021

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			N/A
<b>Electrical:</b> Electrical	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

### Overall Facility (School Year 2022 - 2023)

Year and month of the most recent FIT report: 4/21/2021

#### Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's maintenance and grounds departments work together with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

A new shade structure was installed on the playground for the 2019-20 school year. There are no additionally planned facility projects for the 22-23 school year.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	N/A	65	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	40	N/A	33

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

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 for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	609	600	98.52	1.48	64.77
Female	321	319	99.38	0.62	57.68
Male	288	281	97.57	2.43	72.86
American Indian or Alaska Native	0	0	0	0	0
Asian	199	197	98.99	1.01	71.43
Black or African American	--	--	--	--	--
Filipino	64	64	100	0	70.31
Hispanic or Latino	122	120	98.36	1.64	60
Native Hawaiian or Pacific Islander	51	49	96.08	3.92	44.9
Two or More Races	91	89	97.8	2.2	61.8
White	78	77	98.72	1.28	70.13
English Learners	86	82	95.35	4.65	28.4
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	170	166	97.65	2.35	47.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	68	95.77	4.23	10.29

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 for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	609	603	99.01	0.99	59.7
Female	321	319	99.38	0.62	59.25
Male	288	284	98.61	1.39	60.21
American Indian or Alaska Native	0	0	0	0	0
Asian	199	198	99.5	0.5	69.7
Black or African American	--	--	--	--	--
Filipino	64	64	100	0	75
Hispanic or Latino	122	120	98.36	1.64	48.33
Native Hawaiian or Pacific Islander	51	49	96.08	3.92	30.61
Two or More Races	91	91	100	0	56.04
White	78	77	98.72	1.28	63.64
English Learners	86	84	97.67	2.33	28.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	170	168	98.82	1.18	39.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	68	95.77	4.23	10.29

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 High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Science (grades 5, 8, and high school)	NT	44.23	0	34.66	28.5	29.47

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

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

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 by Student Group  
Grades Five, Eight, and High School  
(School Year 2021 - 2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	159	156	98.11	1.89	44.23
Female	83	83	100	0	51.81
Male	76	73	96.05	3.95	35.62
American Indian or Alaska Native	0	0	0	0	0
Asian	43	42	97.67	2.33	57.14
Black or African American	--	--	--	--	--
Filipino	12	12	100	0	33.33
Hispanic or Latino	36	36	100	0	30.56
Native Hawaiian or Pacific Islander	11	9	81.82	18.18	--
Two or More Races	30	30	100	0	53.33
White	24	24	100	0	45.83
English Learners	19	18	94.74	5.26	22.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.3	2.7	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	5.88

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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education.

**California Physical Fitness Test Results (School Year 2021 - 2022)**

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
5	94%	96%	96%	96%	96%
7					
9					

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

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 Parental Involvement State Priority (Priority 3):

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

### [Opportunities for Parental Involvement \(School Year 2022 - 2023\)](#)

There are numerous ways to become involved with your child's education at Arlene Hein Elementary School. Parents can be involved by volunteering in the classroom, chaperoning on field trips, attending our monthly PTO meetings, and by joining the PTO or School Site Council. We appreciate having parents help with PTO events such as our Jog-a-Thons, Book Fair, Multicultural Fair, Read-a-Thons, and Family Nights! For more information on parent involvement opportunities, you may contact our principal, Jennifer Ekelund, at 916-714-0654.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Suspensions	0.10%	0.65%	0.12%	4.22%	0.20%	3.17%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Suspensions and Expulsions for School Year 2019 - 2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019 - 2020	District 2019 - 2020	State 2019 - 2020
Suspensions	1.06%	4.02%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

**Suspensions and Expulsions by Student Group (School Year 2021 - 2022)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.65%	0.00%
Female	0.20%	0.00%
Male	1.02%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.08%	0.00%
Black or African American	1.15%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.50%	0.00%
White	0.00%	0.00%
English Learners	0.46%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.84%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

### [School Safety Plan \(School Year 2022 - 2023\)](#)

Your child's safety is important to us at Arlene Hein Elementary. Our students are supervised both before and after school and our campus is locked during the entire learning day. Visitors must sign in as they enter our office, and volunteers must be fingerprinted. Our district is committed to providing a safe, secure environment for learning. An "Emergency Handbook," outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills is kept in the school office and each classroom. Random periodic school safety inspections are conducted by Sacramento County Fire Department, and school wide safety drills are held monthly. The District's Police Services works closely with our school site to provide a safe, secure environment for all students. Our Comprehensive School Safety Plan was last updated in February 2023.

## 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) (School Year 2019 - 2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29		5	1
1	26		5	
2	24		5	
3	29		5	1
4	30		4	
5	24	1	5	
6	28		5	
Other**	5	2		

\* 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020 - 2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28		5	1
1	28		4	1
2	24		6	
3	29		4	1
4	30		5	
5	28		4	
6	24	1	5	
Other**	13	2	1	

\* 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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021 - 2022)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29		5	1
1	23	2	3	1
2	24		5	
3	29		5	1
4	28		5	
5	27		6	
6	28		5	
Other**	5	3		

\* 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 Pupils to Academic Counselors (School Year 2021 - 2022)**

Title	Ratio
Pupils to 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 2021 - 2022)**

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

\* 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 2020 - 2021)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,421	\$1,499	\$5,922	\$79,099
District	N/A	N/A	\$8,175	\$80,979
Percent Difference - School Site and District	N/A	N/A	-31.96%	-2.35%
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-10.73%	-7.62%

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

**Types of Services Funded (Fiscal Year 2022 - 2023)**

At Arlene Hein Elementary, we have highly qualified staff to assist students with special learning needs. Our Learning Center services special education students with individualized instruction. Gifted and Talented (GATE) students participate in accelerated instruction within their classrooms and during extended day as part of the Hawk Academy. We have a physical education and computer teacher that provide specialized instruction during the school day. Students are able to visit the library weekly. We provide our English Learners with ELD instruction during a daily instructional period called WIN (What I Need). Students who need extra tutoring or homework help can participate in the Hawk Academy during extended day and/or intersession during off track time. Extended day enrichment opportunities such as CREST or STEM classes are also available for our students.

## Teacher and Administrative Salaries (Fiscal Year 2020 - 2021)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$51,081
Mid-Range Teacher Salary	\$67,621	\$77,514
Highest Teacher Salary	\$98,138	\$105,764
Average Principal Salary (Elementary)	\$124,860	\$133,421
Average Principal Salary (Middle)	\$123,139	\$138,594
Average Principal Salary (High)	\$131,537	\$153,392
Superintendent Salary	\$363,331	\$298,377
Percent of Budget for Teacher Salaries	34.56%	31.60%
Percent of Budget for Administrative Salaries	3.74%	4.97%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development

For 2022-2023 school year, our school has a professional development emphasis on high quality instruction and diversity, equity and inclusion (DEI). Teachers meet weekly during Early Out Wednesdays to review student data, make determinations about students' strengths and needs, and to plan subsequent instruction. Teachers participate in additional professional training through site and district-offered trainings. This year teachers have participated in a variety of workshops focusing on technology, social/emotional learning and reading comprehension skills. Finally, the district offers a variety of classes for support staff. Paraprofessionals, school secretaries, office assistants, and custodians may take classes that relate to their work such as learning new computer skills, learning new state and/or district policies, and learning to work more efficiently.

	2020 - 2021	2021 - 2022	2022 - 2023
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	0