

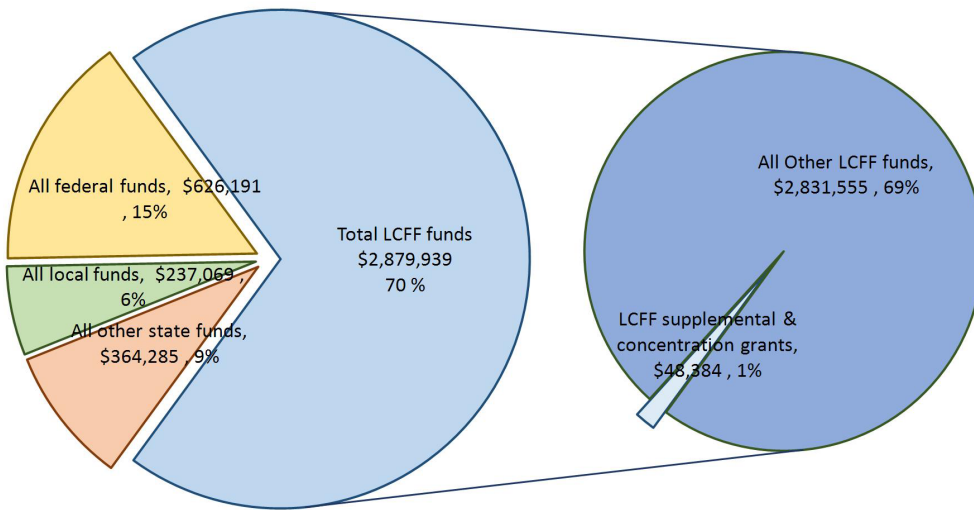
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arena Union Elementary School District
 CDS Code: 23-655570000000
 School Year: 2022-23
 LEA contact information:
 Michelle Egger
 Principal
 megger@aesfamily.org
 707-882-2131

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



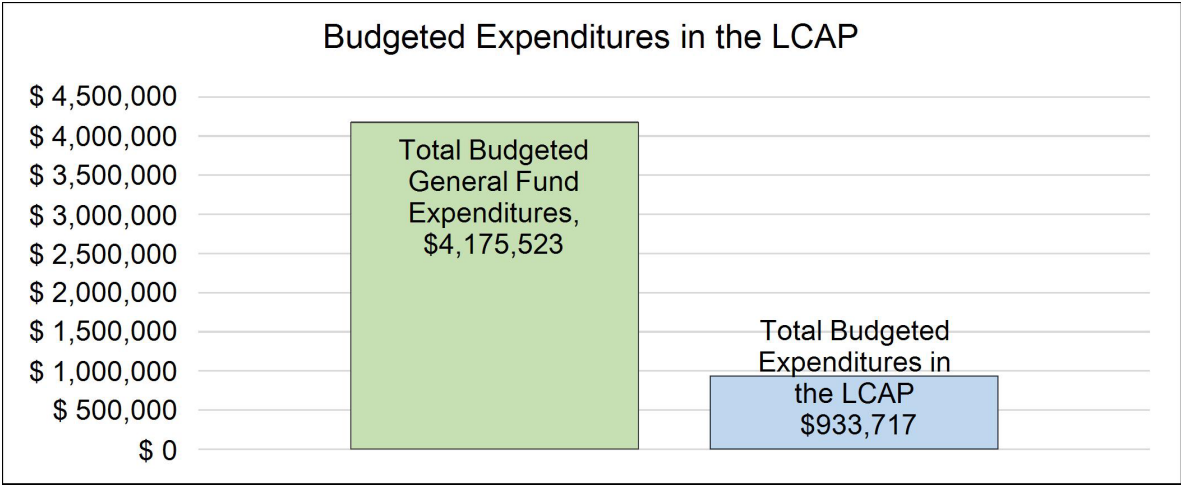
This chart shows the total general purpose revenue Arena Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arena Union Elementary School District is \$4,107,484, of which \$2,879,939 is Local Control Funding Formula (LCFF), \$364,285 is other

state funds, \$237,069 is local funds, and \$626,191 is federal funds. Of the \$2,879,939 in LCFF Funds, \$48,384 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Arena Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arena Union Elementary School District plans to spend \$4,175,523 for the 2022-23 school year. Of that amount, \$933,717 is tied to actions/services in the LCAP and \$3,241,806 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

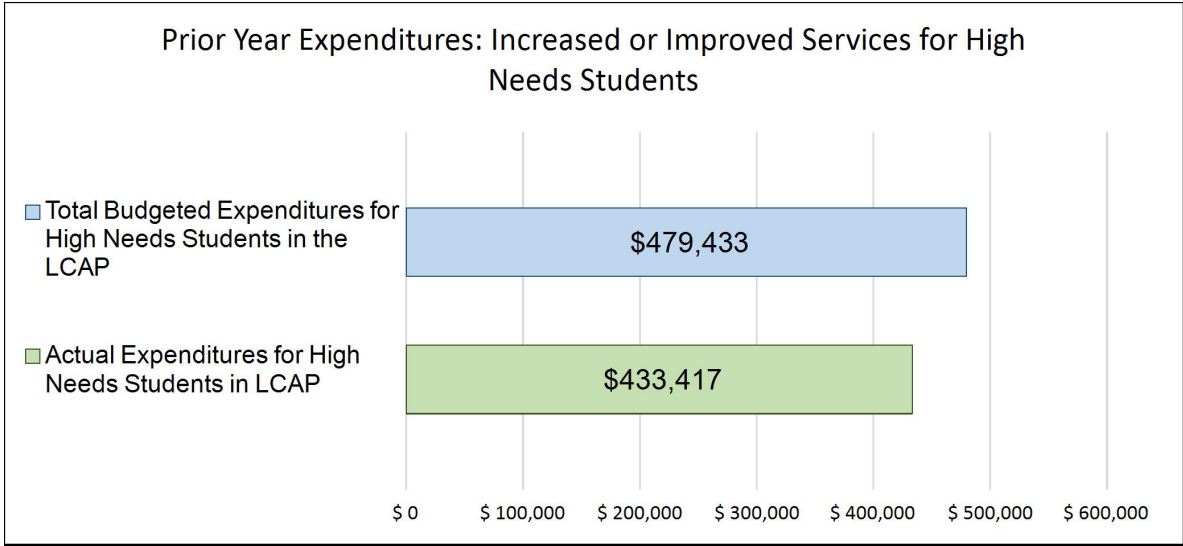
Total General Fund expenditures not included in the LCAP is approximately \$3.24M, comprised of salaries and benefits for base subjects as well as for classified and administrative staff (approximately \$2.26M), general overhead, maintenance, clerical, and utility expenses (approximately \$275k), contributions to other funds (ie. preschool, cafeteria, facilities, deferred maintenance, etc.) (approximately \$175k), contributions to other resources within the general fund (i.e special education, after school program, etc.) (approximately \$906k) (note: these are not 'expenditures'), and Arena Elementary's portion of District Office expenses (approximately \$534k).

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Arena Union Elementary School District is projecting it will receive \$48,384 based on the enrollment of foster youth, English learner, and low-income students. Arena Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arena Union Elementary School District plans to spend \$481,130 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Arena Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Arena Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Arena Union Elementary School District's LCAP budgeted \$479,433 for planned actions to increase or improve services for high needs students. Arena Union Elementary School District actually spent \$433,417 for actions to increase or improve services for high needs students in 2021-22.

Total estimated actual expenditures is less than budget for high needs students primarily due to more of the Certificated Counselor's salaries and benefits originally budgeted to LCAP supplemental/concentration funds, but then updated, and actually expended using other funding sources (State ELO-G funds and Federal ESSER III funds). Therefore, the related services were not decreased, it was the related dollars that ended up being recorded to a different funding source than originally budgeted.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arena Union Elementary School District	Michelle Egger Principal	megger@auesfamily.org 707-882-2131

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Our school district engaged educational partners on the use of these funds through discussion opportunities at several publicly held board meetings (see list below) as well as by collaborating with site Principals who, in turn, engaged staff members.

- Expanded Learning Opportunities Grant Plan: April 7, 2021 board meeting (public hearing) and May 12, 2021 board meeting (approval) (~\$182,646)
- In-Person Instruction Grant: discussed in board meetings (June 9, 2021, September 15, 2021 (~\$43,384)
- Educator Effectiveness Block Grant Plan: November 10, 2021 board meeting (public hearing) and December 15, 2021 board meeting (approval) (\$80,905)
- Expanded Learning Opportunities - Program Grant: will be covered in 2022 budget board presentations (~\$76,288)
- Universal Prekindergarten Implementation Grant Plan: June 22, 2022 board meeting (expected approval) (~\$28,903)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A - because we are a Basic Aid district, AUESD is flat funded when it comes to concentration grant dollars.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Our school district engaged educational partners on the use of these funds through discussion opportunities at several publicly held board meetings (see list below) as well as by collaborating with site Principals who, in turn, engaged staff members.

Coronavirus Relief Funds (RS 3220) - discussed in board meetings (June 3, 2020, Dec. 16, 2020, March 10, 2021, June 9, 2021) (\$212,748) (spent by 12/31/2020)

GEER I Funds (RS 3215) - discussed in board meetings (June 3, 2020, Dec. 16, 2020, March 10, 2021, June 9, 2021) (\$15,640) (spent by 6/30/2021)

Prop 98 Funds (RS 7420) - discussed in board meetings (June 3, 2020, Dec. 16, 2020, March 10, 2021, June 9, 2021) (\$20,453) (spent by 6/30/2021)

ESSER I Funds (RS 3210) - discussed in board meetings (June 3, 2020, Dec. 16, 2020, March 10, 2021, June 9, 2021) (\$76,044) (spend by Sept. 2022)

ESSER II Funds (RS 3212) - discussed in board meetings (Dec. 16, 2020, March 10, 2021, June 9, 2021, September 15, 2021) (~\$301,421) (spend by 9/30/2023)

ESSER III - LEA Plan for Safe Return to In-Person Instruction and Continuity of Services with COVID-19 Prevention Program: July 15, 2021 board meeting (approval)

ESSER III Funds Expenditure Plan (RS 3213-3214): September 15, 2021 board meeting (public hearing) and October 13, 2021 board meeting (approval) (3213: ~\$540,428) (3214: ~\$135,106) (spend by 9/30/2024)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

In 21-22, AUESD is currently utilizing ESSER III funds primarily for Counseling services and also for expenses related to implementing public health protocols such as on-site COVID-19 testing.

Successes: Currently counseling services are provided on a daily basis, for K-5 students, in the form of one-on-one, small group, whole class and family outreach/home visit services. The counselor is also responsible for referrals to outside agencies for family support and resources. Middle School is providing a Mindfulness enrichment elective offering for students 6-8. Arena Elementary has a regular Covid testing schedule. All students, pre-school through 8th grade are tested at least once per week. Additionally, student athletes are tested 24 hours prior to competition and must have a negative result to participate. As with any class with a positive test, the remaining students are also tested twice per week. Since the beginning of the school year we have administered over 3,000 Covid tests and have 90% parent consent for the student body BinaxNOW rapid testing service.

Challenges: Arena Elementary has had a Middle School counseling position opening since the beginning of the 2021-22 school year. To this date, we have not received an application. Services to the Middle School are limited and very much in need. Daily Covid testing is an extreme challenge. Currently, only four members of the staff are trained to give the BinaxNOW rapid tests. Those staff members include the site administrator, school counselor, administrative assistant and attendance supervisor. Due to daily staff shortages, lack of substitute teachers, para-professionals, and the on going positivity rate of Covid-19 in the area, the necessity of daily testing has diminished the capacity in which the site administrator, counselor and office staff are able to perform their duties.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

AUESD is using the portion of the aforementioned fiscal resources budgeted in the 21-22 school year based on the related applicable plans, including counseling, ELD services, one-on-one paraeducator support, assessment testing, beginning teacher programs and other professional development, summer school, necessary facilities improvements, technology materials & services, and implementing public health protocols related expenses such as on-site COVID-19 testing, PPE equipment, and cleaning supplies. These focus areas are consistent with our 21-22 LCAP goals to: 1. Implement an educational system that prepares students for success in college and/or career; 2. Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration, and 3. Engage our Parents, Guardians and Community in a healthy/collaborative working partnership that supports growth and success of our students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arena Union Elementary School District	Michelle Egger Principal	megger@auesfamily.org 707-882-2131

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Arena Union Elementary School, located in the small coastal City of Point Arena approximately 130 miles north of San Francisco, in Mendocino County currently serves 200 plus students from Anchor Bay, Gualala, the Manchester Band of Pomo Indian of the Manchester Rancheria and Point Arena. Our student population consists of 62% Hispanic or Latino, 26% white, 5% American Indian or Alaska Native, and 6% Multi-Ethnic, and 1 % Unknown. Eighty-six percent of our students qualify for Free or Reduced Lunch while 26% of our students are English Language Learners. Within our building, we house a state sponsored pre-school starting at age three. Our students range from kindergarten to eighth grade. Most of our students go to Point Arena High School after they have completed their studies here.

Our philosophy of education is to educate the whole child to ensure that they are healthy and safe and actively learn how to stay healthy and safe, that they are engaged with their learning, that they are supported in order for them to take risks, and that they are challenged academically to foster their intellectual growth. Our staff regularly reviews student data to differentiate their teaching. We are fortunate to have a reading coach who guides our professional development as well as facilitates our Academic Success Team (AST) meetings. The school has a counselor on site to address everything from crisis intervention to Social Emotional Learning (SEL). Our Response to Intervention Model supports students before they fail by providing appropriate interventions based on assessments.

Our parents are an integral part of our decision making process. We hold regular Site Council, English Language Advisory Committee (ELAC) and Native American Education Advisory Committee (NAEAC) meetings. In addition, we have an active parent group that has formed a Boosters Club to help enrich our students school experience. We believe that every child deserves to be healthy, safe, engaged, supported and challenged if they are to be successful at school. Our LCAP reflects this approach to education. We are working hard to make our school a place where every student and family feels welcomed.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Regardless of the Covid-19 virus and the mandated, stay at home measures of a global pandemic, all students had educational access in the 2021-21 school year. Personal devices were provided by the school, in the form of a chrome book or tablet, to any student who was in need. All students had school access to teachers, curriculum and enrichment activities.

Arena Elementary has and will continue to with the AST and SST student support systems. Both of the aforementioned intervention and supports services have been successfully in place during the Distance Learning and In-person hybrid model schedules during the 2020-21 school year. The reading coach and school psychologist have been instrumental overseeing and implementing the adopted ReadLive intervention program for students who are targeted as reading below grade level, to grades 2-8. Additionally, the ELD teacher/coordinator has been meeting with EL students on a daily basis, making home visits and supporting classroom teachers, to ensure that students are receiving appropriate services and making progress on their English language acquisition skills. Likewise, the Native American Liaison made home visits, telephone calls, sent emails and provided enrichment opportunities to students outside of the classroom in the form of a weekly Native Youth Club art class (open to any interested student), conducted remotely each Friday.

Grades 4-8 were given the MAP assessment three times during the course of the year. The challenge was testing from home and connectivity issues. While overall, the students showed a below average rate of growth, on the bright side, they were exposed to rigorous standardized testing expectations, even in absence of the CAASPP (California Assessment of Student Performance and Progress).

Social emotional counseling and services were also in place and provided based on student need. School counselors offered emotional support, a Student Outreach Team was formed to keep updated documentation on students at risk, make home visits, provide school devices, and members also worked as child and family advocates to seek out mental, financial and medical support if otherwise needed.

Lastly, community service and medical organizations like, Action Network, EduAct, Mendonoma Health Alliance, and RCMS, among others, all worked very diligently to offer and make available services to any student or family in need. This past year was a true example of resilience and stakeholders working together to make a difference in a child's life.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As we head toward a full school reopening in the fall of 2021, we will once again use the MTSS - Multi-Tiered System of Support to re-establish our PBIS (Positive Behavior Intervention & Support) Program, Social Emotional Learning, make healthy our school climate, and give strength to our ELD and Mathematics programs. This past year our students and teachers have struggled with distance learning, connectivity instability, isolation, and Covid fatigue. We look forward to coming back together in a nurturing, supportive academic environment that is our school.

In the 2019-20 school year, the CAASPP, California's standardized assessment was suspended, meaning that students in grade three through eight were not required to take the test. Again in the 2020-21 school year, California schools were granted a waiver and the CAASPP test was made optional for all districts. Here at Arena Union Elementary, due to technology restraints, strict standardized testing protocols and regulations, we were unable to give the CAASPP assessment.

In lieu of the standardized state test, our district adopted the MAP Growth assessment tool created by NWEA. This organization is a research-based company which supports students and educators by precisely measuring growth and proficiency, K-12, in math, reading, language usage, and science. These assessments are California Common Core Standards aligned, and the data results provide evidence to help target and drive instruction and intervention.

The MAP tests were given three times in the 2020-21 school year. Based on the 2020 fall and winter results, our school showed an overall larger proportion than normal underachieving in certain subject areas. Our site had both low achievement and low growth student outcomes, especially in mathematics, and for certain subgroups the median achievement was below average compared to the national norm. The 2021 Spring tests were administered the last weeks of May and the results have yet to be analyzed for student achievement.

With this being said, the goal for the next three years is to bolster our test scores in math and reading and to strengthen our ELD program to meet the needs of all of our EL students so that reclassification as a proficient English speaker can be achieved by no later than the fifth grade. . In providing a variety of professional development opportunities in ELD strategies, integrating a sheltered reading and language development time into the k-8 schedule and adopting new Middle School ELA and Science curriculum, we hope to see gains in our student outcomes.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Key features for this new, three year, LCAP plan will focus on continuing to develop a strong Multi Tiered System of Support (MTSS) in order to increase student achievement in Math, English Language Arts, English Language Acquisition, behavioral/social success and to reinforce a positive school climate. Behavioral supports and the PBIS (Positive Behavioral Interventions and Supports) model will be further defined and implemented as well as academic supports. Additionally, academic data will be continually reviewed through standardized, summative and informative assessments (MAP, CAASPP, ELCAP and local assessments) in order to monitor progress and adjust actions and goals as needed. The objective will be to increase test scores overall and to improve the quality and delivery of instruction in all core subjects. In particular, there will be a large focus on improving outcomes for all EL students. MAP tests will be given three times per year, CAASPP one time in the Spring, and local assessments will be disbursed through-out the school year.

District Goals:

1. Implement an education system that prepares students for success in college and/or career.
2. Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration.
3. Engage our parents, guardians and community in a healthy, collaborative working partnership that supports the growth and success of our students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Principal presents student performance data throughout the school year. ELCAP , attendance and academic data at ELAC and NAEAC meetings were shared as appropriate. Discussions were are in Spanish and English at ELAC/DELAC meetings. LCAP goals are presented for feedback and input at the ELAC/DELAC, NAEAC, Board meetings during public hearing and comment time and AUES School Site Council meetings. Dates and LCAP discussion on agendas were/are reflected in the notes of the meetings. While Arena Site Council met one time during the 2020-21 school year, other essential stakeholder meetings were scheduled and took place. Additionally, feedback was also received from teachers, AUTO and CSCA bargaining units, SELPA administrators other school personnel such as counselors and the behavior support specialist on student needs and progress.

District DELAC meetings were as follows:

May 26, 2021

District NAEAC meetings were as follows:

March 4, 2021

The Point Arena School Board meetings were and are as follows:

August 12, 2020

September 16, 2020

October 14, 2020

November 18, 2020

December 16, 2020

January 13, 2021

February 10, 2021

March 10, 2021

April 7, 2021

May 12, 2021

June 9, 2021

Point Arena Schools Re-opening/Planning Committee meetings were as follows:

July 9, 2020

July 23, 2020

March 23, 2021

Arena Student/Family Outreach Team meetings were as follows:

August 31, 2020

September 21, 2020

October 5, 2020

October 12, 2020

October 26, 2020

November 2, 2020

November 9, 2020

November 16, 2020

November 26, 2020

December 7, 2020

December 14, 2020

January 4, 2021

January 11, 2021

January 25, 2021

February 1, 2021

February 8, 2021

February 22, 2021

March 1, 2021

March 15, 2021

March 22, 2021

March 29, 2021

April 5, 2021

April 26, 2021

May 3, 2021

May 10, 2021

May 17, 2021

A summary of the feedback provided by specific educational partners.

For the 2020-21 school year, we were severely impacted By the Covid-19 Pandemic. The biggest concerns by students, parents and the community were access to quality education in regards to the challenges of distance learning, learning and navigating new digital platforms, when and how school would reopen, and the lack of services provided by the school district.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

We added an ELD coordinator position to work with students and teachers K-8. This coordinator was also responsible for communicating with parents, maintaining student files and administering the ELPAC assessment. During this past year of distance learning, this person also made home visits to assists students and families with technical, connectivity issues. Social/emotional service were also offered in the form of Zoom and home visits. Early in the 20-21 school year, out of necessity to meet the needs of struggling students and families, Arena created an Outreach team to meet weekly, to address concerns and to put in place supports for student's mental and academic success needing assistance. Service and medical organizations such as Action Network, EduAct, MendonomaHealth Alliance, and RCMS

among others, provided many essential services to students and families as well. Likewise, the Native American Liaison made home visits, telephone calls, sent emails and provided enrichment opportunities to students outside of the classroom.

Goals and Actions

Goal

Goal #	Description
1	Implement an educational system that prepares students for success in college and/or career. LCAP Priorities: Basics (Priority 1), Implementation of State Standards including ELD standards (Priority 2), Student Achievement (Priority 4), Student Engagement (priority 5), Course Access including EL access to standards aligned material (Priority 7), and Other Student Outcomes (Priority 8).

An explanation of why the LEA has developed this goal.

This Goal was developed in coordination with the District's Strategic Plan in order to: 1) provide a strong aligned K-12 curriculum based on Common Core Standards and other adopted programs, 2) expand our educational programs to engage and challenge every student, 3) enhance the use of technology for high quality teaching and learning, 4) support a successful transition of all feeder school students from middle to high school, 5) provide as many Career Technical Education pathways, Work Study and/or Internships as possible in a small school, 6) implement strategies that support our English Language Learners to transition more quickly and successfully to challenging academic courses that prepares them for college and/or career, and 7) recruit and retain a high quality teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. Local Benchmarks, MAPs Assessments, CAASPP, ELPAC Scores.</p> <p>B. Teachers are appropriately assigned and fully credentialed.</p> <p>C. Curriculum materials are CCSS and NGSS aligned.</p> <p>D. The EL pupils reclassification rate.</p>	<p>A. Increase the scores on local, CAASPP, ELPAC, and MAP assessments. Mid-year, 2021 MAP data showed that 28% of students were on track to meet college readiness in at least one core subject. Overall, Arena students had a below average growth in both Mathematics and English Language</p>	<p>A. According the the most recent MAP data we did not see an increase in the scores on local MAP assessments. As a matter of fact, we saw a decrease of 4%, down to 23%, in the number of students who were on track to meet college readiness in at least one core subject. Overall, Arena students had a below</p>			<p>A. Improve Standardized and MAP test assessment scores each year. Increase the MAP assessment district median achievement scores to 50% and above for all subgroups.</p> <p>B. 100% of the certificated teaching staff is appropriately assigned.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>E. Percentage of EL pupils progressing towards English proficiency.</p> <p>F. Implement "Elevating Student Voices" program K-8 supported by Mendocino County Office of Education</p> <p>G . Arena has a broad course of study to include all unduplicated students.</p>	<p>Arts. Mathematics has the lowest median growth percentile of the district overall.</p> <p>B. Most recent credentialed teacher data based on the 2019-20 SARC report:</p> <p>Fully credentialed:16</p> <p>Without full credential: 1</p> <p>Teaching outside of subject area:1</p> <p>C. All curriculum materials are CCSS aligned, with the exception of 6-8th ELA.</p> <p>D. Most current ELCAP data:</p>	<p>verage growth in both Mathematics and English Language Arts. Mathematics has the lowest median growth percentile of the district overall.</p> <p>B. Current credentialed teacher data at the end of the 2021 - 22 school year:</p> <p>Fully credentialed:14</p> <p>Without full credential: 2</p> <p>Teaching outside of subject area: 0</p> <p>C. All curriculum materials continue to be CCSS aligned with the exception of 6-8th grade ELA. We are currently piloting FOSS science kits for grades K-8th and</p>			<p>C. CCSS/NGSS aligned curriculum has been adopted for Middle School English Language Arts and Science and all teachers have received appropriate professional development to use with fidelity.</p> <p>D. Each year there is an increase of the number of EL students reclassified as English proficient by the end of 5th grade.</p> <p>E. Each year there is an increase of the number of EL students progressing towards English proficiency.</p> <p>F."Elevating Student Voices" is in place k-8th grades and is successfully connecting students to their learning outcomes and expectations.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Advanced- 11%</p> <p>Early Advanced- 24%</p> <p>Intermediated - 33%</p> <p>Early Intermediate- 20%</p> <p>Beginning - 13%</p>	<p>California Studysync English Language Arts Curriculum for grades 6 - 8th.</p> <p>D. Our 2021 -22 ELCAP data will not be released until August 2022.</p>			<p>G Arena Elementary broad course of study will by firmly measured in the initial implementation phase be supporting all EL, Low Income and students with learning disabilities.</p>
	<p>E. 18.18% of EL students met or exceeded standards on the Smarter Balanced Summative Math assessment, while 14.5% met or exceeded on the ELA assessment.</p>	<p>E. The CAASPP (California Assessment of Student Performance and Progress)/Smarter Balanced Summary Assessments 2021-22 data will not be released until August 2022.</p>			
	<p>F. Introduction of the "Elevating Student Voices" to staff August of 2021</p>	<p>F. The introduction and the initial stages of "Elevating Student Voices" began in November 2021. Over the 2021-22 school year, the</p>			
	<p>G. Arena broad course of study will be</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measured by local indicators rubric. Beginning development in 2021	<p>M.C.O.E team visited the campus four different times. Each visit, team members dispersed into classroom to survey and collect student data about what and how they are learning and why it is important. AUES and MCOE will continue to develop the program into the 2022-23 school year. The goal of this program is that by increasing student voice, we increase student engagement and outcomes.</p> <p>G. 100% of students were offered a broad course of study.</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core subject areas	Devote resources to core subject area planning time, professional development, materials, and intervention class time, including Math, Reading/ELA, Writing, Science, Common Core Standards, as well as incorporating data and assessments to monitor student progress to	\$304,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		specifically support ELs, Low Income and students with disabilities to address and support learning loss.		
1.2	Technology and Mentorship	Encourage programs, materials, professional development, support, and community involvement with a technology focus. Locally, unduplicated students are better supported when teachers are trained in technological strategies. Technology gives more access to academic resources to support unduplicated students learning loss. Beginning teacher mentorships, other professional development, and community partnerships support ELs, Low Income and students with disabilities by producing highly trained and develop staff members who have access a variety of resources.	\$36,640.00	Yes
1.3	Electives and Extra-Curricular Activities	Cultivate elective area planning time, class time, professional development, and materials including electives and alternative learning. Create create broad course access including unduplicated student groups and students with special needs to support missed learning. Support extra-curricular activities such as athletics.	\$130,044.00	Yes
1.4	English Language Development	Provide ELD monitoring, program implementation and professional development.	\$101,462.00	Yes
1.5	Counseling	Sustain counseling and social/emotional support.	\$127,785.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in actual implementation to report versus the planned actions. However, due to Covid-19 restraints, outside professional development for teachers in Math, Reading and ELD strategies nor conference participation took place this year. All professional development was either taken online or given in house.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

21-22 Goal 1 Action 1: The difference between Budgeted Expenditures (\$274k) and Estimated Actuals Expenditures (\$294k) is primarily due to - 1) higher expenditures for intervention related salaries based on staffing changes (+20k).

21-22 Goal 1 Action 2: The difference between Budgeted Expenditures (\$33k) and Estimated Actuals Expenditures (\$45k) is primarily due to - 1) higher technology supplies purchased (+14k), and 2) less funds spent on SPED and instructional related travel/conferences (-2k).

21-22 Goal 1 Action 3: There is no material difference between Budgeted Expenditures (\$116k) and Estimated Actuals Expenditures (\$117k).

21-22 Goal 1 Action 4: The difference between Budgeted Expenditures (\$131k) and Estimated Actuals Expenditures (\$90k) is primarily due to - 1) the estimated actual ELD teacher at a lower step/column than budgeted (-39k), and 2) less substitute time relative to budget (-2k).

21-22 Goal 1 Action 5: The difference between Budgeted Expenditures (\$137k) and Estimated Actuals Expenditures (\$103k) is primarily due to - 1) the part-time classified Mental Health Counselor position not being filled (-40k), and 2) more of the Certificated Counselor recorded as part of the LCAP (+6k).

An explanation of how effective the specific actions were in making progress toward the goal.

A reading block was designed specifically with ELD strategies in mind, for grades first- third. Students were assessed every 6-9 weeks. 90% of the students showed growth. Additionally, teachers were provided with 3 professional development trainings by the ELD teachers and every student had access to a learning device. A focus on social emotional learning was seen in grades K-5 with the school counselor and principal working on adopting an SEL program grades k-8 with the assistance of Mendocino County Office of Education.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes made.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration: LCAP Priorities: Basic (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (Priority 5), Course Access (Priority 7), Student Outcomes (Priority 8).

An explanation of why the LEA has developed this goal.

This Goal was developed in coordination with the District's Strategic Plan in order to: 1) implement clear codes of conduct by following the District Organizational Chart at all times which support student and staff safety, teamwork and respect, 2) determine which alternatives to suspension (Restorative Practices in grades 6 – 12, PBIS in grades K – 5 and 6 – 12) that might work more effectively to increase student attendance and learning opportunities, 3) ensure that our facilities support us in maintaining a safe learning environment, and 4) establish Wellness Programs that enhance physical/social emotional well-being for students and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Student attendance rates (93% 2018-19) B. Decrease in chronic absenteeism. The student attendance rate for the 2018-19 school year was 93% with chronic abseteeism being 7% of the student population. C. Decrease in suspension rate. D. M.S dropout and expulsion rate .	A. Cumulative student attendance of May 2021, 92.46% of students are attending Distance and Hybrid Learning. B. As of May 2021, 21.2% of students are chronically absent. C. According to the most current SARC data, the suspension	A. Cumulative students attendance of May 2021, 85.83% of students are attending in person learning. B. As of May 2022, 60.8% of students are chronically absent. This large percentage is directly tied to Covid-1 Health Orders and safety protocols.			A.Cummulative student attendance by the end of 2023 will be above 95% overall. B. Cummulative chornic student absences will be less that 5% by the end of the 2023 school year. C. There will be a decrease in student suspensions for the 2021-22 school year.