

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
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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.