

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Point Arena High School (PAHS) is located on California's West Coast in southern Mendocino County. The district serves students from schools as far south as Stewart's Point in Sonoma County to points just north of Point Arena. It is a rural comprehensive high school that serves a diverse population of students: nearly 52% are Hispanic or Latino; 37% are White; 9% are Native American; 1% Asian and 3% are listed as unknown.

PAHS's current enrollment is 143 students with an additional 20 students at PAHS part time from the local charter school. The population of the Point Arena community is 449 with a median income of \$29,620 as of the 2013 census. Located 140 miles north of San Francisco, Point Arena and adjacent communities offer a beautiful place for artisans and poets, has a local theater and programs, offers quaint restaurants and shops, and has a public library.

Our high school went through a thorough WASC process in April 2017. The WASC visiting committee identified 7 "Schoolwide Areas of Strength" and "Schoolwide Critical Areas for Follow-up."

The Schoolwide Areas of Strength included, 1) Teachers care about students and want the best for their school, 2) curriculum options that allow students to have access to A-G courses, 3) clean, safe, well-funded school with document cameras, interactive white boards, and projectors in classrooms, 4) technology access with every student having their own laptop computer, 5) strong athletic and extracurricular programs, 6) college and career readiness information are available to students, and 7) NTN project-based learning activities that are helping to prepare students for college and to make a positive impact in the world.

The seven "Critical Areas for Focus" now guide the LCAP. Simply, the LCAP was aligned to include all of the elements of the WASC. The seven areas of focus include, 1) Leadership team needs to develop, implement, and revise every year the school's Action Plan goals in which all stakeholders have ownership, 2) The superintendent and teachers must work together to create an atmosphere of respect. If necessary, bring in a third-party expert who can work with PAHS to give all teachers and staff an opportunity to be heard, to build a community of positivity; and to encourage a sense of mutual trust as a way of improving school morale, 3) Administration must put in place a system for supporting new teachers, some of whom are not credentialed, to ensure they are delivering curriculum effectively, managing their classrooms well, and paired with an experienced mentor teacher to reduce teacher turnover and support student learning, 4) All staff should be involved with developing an agenda for collaboration/staff meetings where all topics (WASC, NTN, Discipline) are discussed and plans developed so all stakeholders have ownership of decisions made with a student focus, 5) Teachers need to develop benchmark assessments for academic subjects that measure student growth through the year and from a student's freshman to senior year, 6) Teachers, administrators, and trustees need to integrate the benchmark assessments imbedded in the NTN program and analyze the data to measure the program's efficacy as they determine whether the school continues to implement the program with fidelity or make changes based on the evidence, 7) Administrators should ensure all teachers are trained to use NTN effectively.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In the Spring of 2017 PAHS was required to do a WASC self-study to analyze what progress had been, or had not been, made since their 2015 Progress Report. The WASC Visiting Committee spent three days in May of 2017 interviewing students, staff, administration and Board members. The WASC visiting committee elected not to interview parents, even though some became very animated in their attempts to be heard. Following their interviews and analysis of what did, or what did not happen, at the school since the original WASC visit in 2011, the WASC Visiting Committee detailed seven areas of focus which include:

- 1) Leadership team needs to develop, implement, and revise every year the school's Action Plan goals in which all stakeholders have ownership,
- 2) The superintendent and teachers must work together to create an atmosphere of respect. If necessary, bring in a third-party expert who can work with PAHS to give all teachers and staff an opportunity to be heard, to build a community of positivity; and to encourage a sense of mutual trust as a way of improving school morale,
- 3) Administration must put in place a system for supporting new teachers, some of whom are not credentialed, to ensure they are delivering curriculum effectively, managing their classrooms well, and paired with an experienced mentor teacher to reduce teacher turnover and support student learning,
- 4) All staff should be involved with developing an agenda for collaboration/staff meetings where all topics (WASC, NTN, Discipline) are discussed and plans developed so all stakeholders have ownership of decisions made with a student focus,
- 5) Teachers need to develop benchmark assessments for academic subjects that measure student growth through the year and from a student's freshman to senior year,