

Point Arena Schools Strategic Plan 2024-2027

LCAP Priorities:

Basics (Priority 1) Equity, Professional Learning, Resource Alignment, Teachers

State Standards (Priority 2) Assessment, Curriculum, Equity, Instruction, Professional Learning

Parental involvement (Priority 3) Culture and Climate, Equity, Family and Community

Pupil Achievement (Priority 4) Assessment, Curriculum, Equity, Instruction

Pupil Engagement (Priority 5) Culture and Climate, Equity, Family and Community

School Climate (Priority 6) Culture and Climate, Equity, Family and Community

Course Access (Priority 7) Curriculum, Equity, Professional Learning

Other Student Outcomes (Priority 8) Curriculum, Equity, Professional Learning

Goal 1: Build an educational system that gives each and every student a high quality education where they can pursue their own future and make positive contributions in their local and global communities.

(LCAP Priorities 1, 2, 4, 5, 7, 8)

- ★ Equity - We will recognize diversity, equity, and inclusion at all levels of decision making:
 - *Policies and Procedures*
 - *Human and Financial Resource Alignment*
 - *Curriculum acquisition*
 - *Instructional Practices*
 - *Assessment*
 - *Discipline*

- ★ Professional Learning - Enhance quality teaching by providing professional learning opportunities in:
 - *ELD/ELA to support each and every Multi-Lingual Learner (MLL)*
 - *Common Core Standards (CCS)*
 - *New Technology Network (NTN)*
 - *Universal Design of Learning (UDL)*
 - *Multi-Tiered Systems of Support (MTSS)*
 - *Next Generation Science Standards (NGSS)*
 - *K-2 Reading instructional practices*
 - *Technology as a teaching tool*
 - *Spanish language acquisition*
 - *Support for enrollees in Administrative and Teacher Induction Programs*

- ★ Professional Learning - Improve equity and school climate by providing professional learning opportunities in:
 - *Diversity, Equity and Inclusion (DEI)*

- *Positive Behavior Intervention and Support (PBIS)*
- *MTSS*
- *UDL*

- ★ Curriculum - When purchasing new curriculum we will prioritize connecting classroom learning with the identities and histories of our community through:
 - *Relevance*
 - *Accessibility*
 - *Honesty*

- ★ Data and Assessment - Continue or refine current assessment tools to identify students' unique strengths and challenges and inform resource priorities.
 - *Continue to use NWEA/MAP data to determine and track growth and achievement at student, class, grade, and school-wide levels.*
 - *Strengthen writing and math benchmarks, and performance tasks to further assess student progress*
 - *Include student attendance data when determining interventions and support*
 - *Use data to identify district strengths and eliminate policies and practices that result in inequities*

- ★ A diverse, multilingual staff.
 - *Build diversity when recruiting new teachers, particularly fluent Spanish speakers, to better reflect the demographics of our schools and community*

- ★ Concurrent Enrollment and Alternative Learning - Provide equitable opportunities for enrollment in a broad course of study that includes asynchronous learning options.
 - *Expand concurrent enrollment options through Mendocino College*

- ★ Career and Technical Education (CTE) and Electives - Provide equitable opportunities for enrollment in a broad course of study that includes CTE and Electives.
 - *Provide funding for electives and CTE based on expense, student interest and teacher availability*

- ★ Transportation – Provide consistent, equitable transportation to and from school.
 - *Ensure timely communication for route cancellations or deviations*

- ★ Tech Equipment - Provide equitable access to computers and other technical

equipment for students and staff.

- *Purchase, repair, upgrade, and replace technology equipment as identified and prioritized*

Goal 2: Build a learning community that values differences by creating a safe, orderly, productive, positive, healthy learning environment.

(LCAP Priorities 1, 2, 4, 5, 7, 8)

- ★ **Multi-Tiered Systems of Support-** Use the MTSS model to provide each and every student with the resources and support needed for their individual educational journey including, but not limited :
 - *Academic Success Teams (AST)*
 - *Student Study Teams (SST)*
 - *Positive Behavior Intervention & Support (PBIS)*
- ★ **Professional Development -** Enhance a positive school culture and school safety by providing professional learning opportunities for teachers and paraprofessionals in:
 - *Classroom management*
 - *PBIS*
 - *School wide norms and expectations*
 - *Emergency preparedness*
 - *Health and wellness*
- ★ **Counseling Staff -** Maintain or increase professional counselors to provide:
 - *Anti-bullying program/violence prevention*
 - *Social emotional support, TK-12*
 - *Academic support, 9-12*
 - *Stay Well support for teachers and staff*
- ★ **Athletics and Extracurricular Activities -** Provide equitable opportunities for participation in sports and other extracurricular activities.
 - *Provide funding for sports and other extracurricular activities based on expense, student interest and coach/teacher availability*
- ★ **Facilities Maintenance -** Prioritize safety and school climate when allocating funds for facilities repairs and upgrades.
- ★ **Community Partnerships –** Grow and strengthen community partnerships with diverse organizations to:
 - *Combat racism and all forms of bias*
 - *Provide unique educational opportunities for students outside of*

school

- *Provide unique learning experiences during the school day*
- *Provide tutoring and classroom support from volunteers*

- ★ **Community Outreach** - Network with the community for support locating housing when recruiting new staff and/or for current staff seeking housing.

Goal 3: Build positive relationships and create schools that are welcoming places for students, families, community members, staff, and board members.
(LCAP Priorities 1, 3, 6)

- ★ **Parent/Community Engagement** – Encourage family and community presence on campus at a range of school functions such as:

- *Regular meetings of the District English Learner Advisory Committee (DELAC)*
- *Regular meetings of the Native American Education Advisory Committee (NAEAC)*
- *School Site Council meetings*
- *Open Houses*
- *Student performances and presentations*
- *Sports events*
- *Graduations and awards ceremonies*

- ★ **Communication and Support for Parents** - Provide consistent communication with families through:

- *Newsletters*
- *Parent Square*
- *Parent/Guardian meetings*

- ★ **Customer Service** – Encourage feedback from families and staff through surveys including, but not limited to, the CA Healthy Kids).

- *Use data to identify strengths and eliminate policies and practices that result in inequities*

- ★ **Educator Pipeline** –

- *Engage our educational community to support an educator pipeline and improve retention of staff*

Equity Statement Committee Revisions 5/28

Point Arena Schools* strive to give each and every student a high quality education where they can pursue their own future and make positive contributions in their local and global communities. To achieve this goal, we must build a learning community that values differences. We recognize diversity, equity, and inclusion are assets within our schools and must be considered at all levels of decision making.

We do this by:

Partnering With Families

- Building positive relationships and creating schools that are welcoming places for students, families, community members, board members, and staff.
- Valuing the identities of our students, families, community members, and employees in all aspects, including (but not limited to) their race, ethnicity, sexual orientation, gender identity, physical or mental ability, cultural heritage, socio economic status, citizenship status, English language mastery, religion or other individual circumstance.

Supporting Students

- Providing students with resources and support to meet their unique strengths and challenges.
- Making curriculum, enrichment activities, social-emotional support, and tutoring accessible.

Including Everyone

- Combating all forms of bigotry and bias, including but not limited to race, ethnicity, sexual orientation, gender identity, physical or mental ability, cultural heritage, socio economic status, citizenship status, English language mastery, religion or other individual circumstance.
- Using data to identify strengths and eliminate policies and practices that result in inequities.

Engaging Staff

- Prioritizing professional development focused on diversity, equity and inclusion.
- Connecting classroom learning with the identities and histories of our community.

Diversity means that there are lots of different kinds of people, with different backgrounds, cultures, and ways of being.

Equity is about making sure everyone has what they need to be successful, even if they start from different places.

Inclusion means everyone feels like they belong and are welcomed.

** Point Arena Schools include: Point Arena High School, South Coast Continuation High School, Arena Union Elementary, and Pacific Community Charter School*
Board Agenda Packet - June 26, 2024