

### Budget Overview for Parents Update - February 2025

Arena Union Elementary School District				
Budget Item	Projected 24-25 Budget Amount	Estimated Actual 24-25 Budget Amount @ Mid-Year Update	Variance	Variance Notes
Total LCFF funds (8001-8099)	\$3,200,930	\$3,249,270	\$48,340	- P-1 property tax updates (+91k); Charter cash-in-lieu update (-43k)
LCFF supplemental and concentration grants (8011)	\$48,384	\$48,384	\$0	n/a
All other state funds (8300-8599)	\$598,245	\$588,512	-\$9,733	- less ELO-P funds (-22k) - higher SPED PreK funds (+15k) - less Prop28 funds (-5k) - higher Mental Health funds (+2k)
All local funds (8600-8799)	\$320,433	\$412,147	\$91,714	- add MCOE SEL grant (+25k) - add one-time SIGNAL return of net equity (+109k) - less SELPA SPED related (-54k) - direct allocation adjustment (+7k) - interest (+5k)
All federal funds (8100-8299)	\$253,065	\$257,215	\$4,150	- higher federal SPED update (+4k)
Transfers In (8900-8999)	\$0	\$48,876	\$48,876	- added Fund 17 related technology expenses (+49k)
Total projected revenue	\$4,372,673	\$4,556,020	\$183,347	- see above variance explanations
Total budgeted general fund expenditures (1xxx-7xxx)	\$4,609,580	\$4,694,323	\$84,742	- added Fund 17 related technology expenses (+49k) - add TK/K position (+44k+23k+19k = +86k) - higher Nurse, Psych, LMFT estimate (+66k) - less SPED specific drivers (-27k) - Cafeteria adjustments (-59k) - Preschool adjustments (-16k) - Step/Column & other position changes (-55k) - Additional Duty, Sub Duty, and OT Duty estimate changes (+28k) - Other impacts from position assumption changes, workers comp rate adjustment, utility estimate updates, other materials and services estimate changes based on year-to-date spending, and other misc. (~+12k)

Point Arena Joint Union High School District				
Budget Item	Projected 24-25 Budget Amount	Estimated Actual 24-25 Budget Amount @ Mid-Year Update	Variance	Variance Notes
Total LCFF funds (8001-8099)	\$4,974,585	\$5,097,407	\$122,822	- P-1 property tax updates (+123k)
LCFF supplemental and concentration grants (8011)	\$16,251	\$16,251	\$0	n/a
All other state funds (8300-8599)	\$313,620	\$323,691	\$10,071	- higher CTE/IG (+10k)
All local funds (8600-8799)	\$134,248	\$109,844	-\$24,404	- less SELPA SPED related (-38k) - interest (+8k)
All federal funds (8100-8299)	\$210,638	\$212,021	\$1,383	- MCRPD Jr Lifeguard transportation reimbursement (+6k) - higher federal SPED update (+1k)
Transfers In (8900-8999)	\$0	\$80,404	\$80,404	- added Fund 17 related technology expenses (+80k)
Total projected revenue	\$5,633,091	\$5,823,367	\$190,276	- see above variance explanations
Total budgeted general fund expenditures (1xxx-7xxx)	\$5,711,511	\$5,946,031	\$234,520	- added Fund 17 related technology expenses (+80k) - Less 1.0 FTE teaching position (-121k) - Plus 0.5 FTE teaching position (+33k) - Plus 0.5 FTE teaching position (+28k) - higher Nurse, Psych, LMFT estimate (+31k) - Kitchen Infrastructure Grant expenses (+34k) - Athletics (+34k) - Cafeteria adjustments (+59k) - Step/Column & other position changes (-25k) - Additional Duty, Sub Duty, and OT Duty estimate changes (+65k) - Other impacts from position assumption changes, workers comp rate adjustment, utility estimate updates, other materials and services estimate changes based on year-to-date spending, and other misc. (~+16k)

**2024-25 Arena Union Elementary School District**  
**Local Control Accountability Plan (LCAP) at Mid-Year Update**

**Goal 1: Implement an educational system that prepares students for success in college and/or career. LCAP Priorities: Basics (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (priority 5), Course Access (Priority 7), and Other Student Outcomes (Priority 8).**

**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.**

Action/Service	Budgeted Amount	Estimated Actuals to Date	Metric(s)	Implementation Notes and Mid-Year Update Metric Outcome Data
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.	\$ 357,317	\$ 181,531	A. Local Benchmarks, MAPs Assessments, CAASPP, ELPAC Scores.  B. Teachers are appropriately assigned and fully credentialed.	MAP assessments, are used bi-annually to assess students progress in the core subjects of Mathematics, Reading, and Language Usage grades 3rd - 8th and Science grades 5th - 8th. These are digital assessments that require a computer for each student 3-8th grades. Student outcomes of these standards based assessments provide teachers with the data they need to drive and improve teaching and learning. Currently, the Fall 24 - 25 MAP assesments were completed in October 2024 and the Winter 2025 assessments will take place February 3rd - 14th. Results to be shared with not only teachers, but parents and guardians as well. The fall MAP assessments showed that the overall achievement scores of the district's students remained below average. In Math, 49% scored moderately below, 25% scored slightly below, 13% scored average,, 10% scored slightly abour and 3% moderately above. In Reading, 44% scored moderately below, 25% scored slightly below, 15% scored average, 14% scored slightly above and 2% moderately above. However, growth is trending towards a positive rise in outcomes since the 2022-23 year. MAP Math achievement scores are showing a decrease for Caucasion and Hispanic students. However, in overall growth Native American students trended upwards in their student outcomes. Due to the decline in achievement, particularly in reading and language skills, 1st-3rd grade teachers have continued to build an isolated reading/language development time first thing in the morning, daily, for 1/2 hour. This time is used for targeted instruction in phonological awareness, sound-letter correspondence, sight word, blending and independent novel study groups. This year they have also incorporated the phonics program, UFLI Foundations, an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade. Teachers collaborate once per month and additionally assess all students grades 1-3 every 6 - 8 weeks. Based on student data, targeted instuction groups shift as students meet their goals for reading and language development skills. In the area of Mathematics, we will be implementing the Rocket Math Program which is a supplemental learning program that teaches students addition, subtraction, multiplication, division, and fractions. Specifically, the program teaches math facts--the basic building blocks of all math.
2. Technology and Mentorship: Encourage programs, materials, professional development, support, and community involvement with a technology focus. Beginning teacher mentorship support, other professional development, and community partnerships.	\$ 41,596	\$ 80,475	C. Curriculum materials are CCSS and NGSS aligned.  D. The EL pupils reclassification rate.  E. Percentage of EL pupils progressing towards English proficiency.	Currently, 3 teachers are involved with teacher and/or supplemental authorization credentialing programs. Note: regarding expenditures, the district has spent more on technology items relative to the original LCAP budget.
3. Electives and Extra-Curricular Activities: Cultivate elective area planning time, class time, professional development, and materials including electives, CTE courses, concurrent enrollment opportunities, and alternative learning. Support extra-curricular activities such as athletics.	\$ 86,460	\$ 58,645	F. Implement "Elevating Student Voices" program K-8 supported by Mendocino County Office of Education  G . Arena has a broad course of study to include all unduplicated students.  H. Implementation of state standards including CCS and ELD standards and how English Learners will access these standards.	Electives are offered to the middle school students, grades 6th-8th, Mondays, Tuesday, Thursdays and Fridays. Current available selections are Art, (grade level) Math and ELA interventions. A music class is also offered to grades 1st - 4th, one day per week, on Tuesdays. Middle School Extra-Curricular Activities include Fall volleyball, Winter basketball, Spring volleyball, soccer and softball. An academic/enrichment after school program is in place for 1st-8th grades. One Early Release Day per month is given to teachers for elective, intervention area planning time and scheduling.
4. English Language Development: Provide ELD monitoring, program implementation and professional development.	\$ 153,270	\$ 83,492		So far this 2024-25 school year, Arena Elementary has been focusing on English language development by a variety of methods. This includes direct instruction, intentional student grouping, teacher training, Rossetta Stone and data-driven ELPAC preparation. In order to prepare for the ELPAC, our school has been working with teachers to prepare students with reading, writing, speaking, and listening skills based on their unique needs with practice test preparation. We monitor our students' development based on teacher input and students reading scores. We use the San Diego Quick reading and the BPST phonics tests to determine students' reading growth. In order to monitor speaking and listening skills, we trust teacher input and know that listening and speaking develops prior and along with reading skills. Our teachers attend specific trainings focused on developing reading, writing, listening, and speaking skills for their students. While our teachers already know many of these strategies, our monthly meetings are intended to remind, inspire, and encourage ELD/UDL strategies. A few of these strategies are focused on using images, building off of prior knowledge, setting up student-led speaking, and supporting students with graphic organizers and sentences frames. Our ELD teacher stays current with ELPAC test knowledge. At Arena Elementary, we balance being prepared for taking the ELPAC with preparing our students with every day language development.
5. Counseling: Sustain counseling and social/emotional support.	\$ 139,311	\$ 72,006		The counselor works with students to address social, emotional, behavioral and academic needs. Support is provided to the students in individual, small group and classroom setting. Using the RULER Program, Arena Elementary offers K-8 weekly SEL support in the classroom-Lessons/discussions on bullying, conflict resolution, feelings, mental health, and self-regulation strategies. Counselor also provides individual check-ins to address emotional challenges, feelings, self-regulations, to reinforce rules and expectations, friendship dynamics and behavioral concerns. Additionally, the counselor coordinates and plans Middle School Sex Education and Puberty course, for grade 5 in conjunction with MCOE, Action Network, Mendonoma Health, our local health and welfare agencies. Note: regarding expenditures, a part-time mental health counseling position is not yet filled.
Subtotal LCAP Goal #1	\$ 777,954	\$ 476,149		

**Goal 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).**

**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.**

Action/Service	Budgeted Amount	Estimated Actuals to Date	Metric(s)	Implementation Notes and Mid-Year Update Metric Outcome Data
1. Positive Behavior Intervention and Support: Implement PBIS and Restorative Practices, including staff time, professional development, and coordinator stipends.	\$ 24,257	\$ 6,090	<p>A. Student attendance rates 2022-23: TK- 5th grade 88% ADA, 6th-8th 90% ADA</p> <p>B. Decrease in chronic absenteeism. The student attendance rate for the 2023 SARC school year was:  EL - 48.5%  Homeless - 45.8%  Students w/disabilities - 37.6  White - 52.2</p> <p>C. Decrease in suspension rate.</p> <p>D. M.S dropout and expulsion rate .</p> <p>E. Parent participation, including parents of low income, English learner an foster youth students.</p>	<p>So far in the 2024-25 school year, two staff development days have been devoted to developing our UDL strategies Arena Elementary. The goal for these trainings is to create meaningful opportunities for all students to access curriculum and succeed in learning content in ways that they find motivational. This year we are currently in our second year of the RULER SEL program implementation. This program is an evidence based social emotional learning program that supports valuing emotions, building emotional intelligence and creating and maintaing a positive school climate. At the present time, the whole staff has received one professional development training with two more days planned for the Spring of 2025. Additionally, most staff members have been trained on behavior expectations on campus. SWIS (School Wide Information System) associated with PBIS subscription has been renewed for the school year. This system tracks behavior incidents around the campus and identifies students needing either tier 2 or 3 intervention strategies. Likewise, we continue to implement Behavior Station Rotations after every vacation of a week or more. Upon return to school, students, in grade level groups, are escorted around campus and behavior expectations are reviewed in each area. The areas of focus are the Dining Hall, restrooms, hallways, office area, playground, Library and the bus. A student of the week wall has been created in the main hall. Each week teachers choose a student from grades Kindergarten through 8th grade who has demonstrated excellence in our motto of, "Be Safe, Respectful and Responsible." Their pictures are displayed along with a positive teacher write up about each student on display. Note: regarding expenditures, the leadership stipends are paid later in the year. Note: regarding expenditures, several related stipends are paid in June.</p>
2. Facilities and Maintenance: Perpetuate facilities planning, maintenance, staff time, and funding in order to maintain facility and grounds integrity.	\$ 173,437	\$ 92,644	<p>F. Continue the "Elevating Students Voices" program K-8 supported by Mendocino County Office of Education</p> <p>G. Teachers receive professional development on successful language acquisition, differentiating instruction and diverse social and cultural awareness strategies though Universal Design of Learning implementation.</p>	<p>To date, Arena Elementary has used Deferred Maintenance funds on plumbing repairs, and has used Facilities related funds on security cameras, and electrical work/ethernet wiring for security cameras installation. Note: regarding expenditures, budgeted transfers out for facilities and deferred maintenance take place during the closing process.</p>
3. Community Partnerships and Outreach: Promote community partnerships that nurtures community support, collaboration, and networks.	\$ 5,160	\$ 2,584	<p>H. Surveys about school climate, governance and connectedness will be conducted at least once a year. Students will have access to on site, local surveys through Kelvin survey service.</p> <p>I. Campus will continue to be updated and repaired as needed.</p> <p>J. PBIS (Positive Behavioral Interventions and Supports) is implemented schoolwide, grades K-8th. The RULER SEL program will be introduced in the fall of the 24-25 school year.</p>	<p>Arena Elementary has partnered with an outside agencies such as Action Network and Mendonoma Health Alliance. These agencies provide academic and counseling services to students and families as well as prevention and wellness opportunities that address the health needs and social determinants of health in our rural community. Finally, RCEF (Redwood Coast Educational Foundation) awarded Arena Elementary School teachers over \$7,000 in grant monies to enrich classroom activities and projects.</p>
Subtotal LCAP Goal #2	\$ 202,854	\$ 101,319		

**Goal 3: Engage our Parents, Guardians and Community in a healthy/collaborative working partnership that supports growth and success of our students.**  
**LCAP Priorities: Basic (Priority 1), Parent Involvement (Priority 3), School Climate (Priority 6).**

**This Goal was developed in coordination with the District's Strategic Plan in order to: 1) continue to improve communication with stakeholders, including strategies that eliminate language and cultural barriers (e-mail, face-book, phone calls, face to face meetings, community meetings), 2) enhance opportunities for parents, teachers and community to partner in supporting student learning at school and home, 3) partner with educational and business agencies to strengthen college and career opportunities for our students, and 4) hold consistent District English Learner Advisory Committee (DELAC) and Native American Education Advisory Committee (NAEAC) meetings.**

Action/Service	Budgeted Amount	Estimated Actuals to Date	Metric(s)	Implementation Notes and Mid-Year Update Metric Outcome Data
1. Communications with stakeholders: Foster regular communications with parents and the community, including stakeholder meetings, DELAC and NAEAC meetings, site newsletters in English and Spanish, and surveys.	\$ 6,200	\$ 2,507	<p>A. Increased Family Engagement-(Back to School Open House Family Literacy/Math nights)</p> <p>B. School Climate Survey</p> <p>C. Increased participation in the English Learner Parent Advisory Committee</p>	<p>Regular Site Council, DELAC and NAEAC meetings have been scheduled and held. The 2023 - 24 Healthy Families survey will be administered in February 2024. Students in grades 5 - 8 will participate. The survey will also be shared with staff members during an Early Release day in February. Additionally, once a month, the school sends out a parent communication titled "The Beacon." This packet includes an up to date Events Calander, school lunch menu, campus updates, and a principal letter to parents and guardians. This packet is sent home with every student as well as sent out in digital form in both English and Spanish versions.</p>
2. Community liaisons and programs: Maintain important community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Arena Tech Center.	\$ 20,914	\$ 6,171	<p>D. Increased participation in the Native American Parent Advisory Committee</p> <p>E. Monthly school communication on upcoming events, student successes, and other announcements.</p>	<p>Community liaison positions at Arena Elementary include a Native American/NAEAC representative, and ELD/ELAC/DELAC Coordinator. Informations parent/community meetings are held at least 4 times per school year. Note: regarding expenditures, the ATC transfer takes place at closing.</p>
Subtotal LCAP Goal #3	\$ 27,114	\$ 8,678		

**GRAND TOTAL (LCAP) (AU/ESD) \$ 1,007,922 \$ 586,146**

**2024-25 Point Arena Joint Union High School District**  
**Local Control Accountability Plan (LCAP) Budget Update at Mid-Year Update**

**Goal 1: Implement an educational system that prepares students for success in college and/or career. LCAP Priorities: Basics (Priority 1), Implementation of State Standards (Priority 2), Student Achievement (Priority 4), Student Engagement (priority 5), Course Access (Priority 7), and Other Student Outcomes (Priority 8).**

**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, i.e.: New Tech Network (NTN) projects and practices, flexible schedules, concurrent enrollment, sports (both competitive and recreational) and performance and visual arts, 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.**

Action/Service	Budgeted Amount	Estimated Actuals to Date	Metric(s)*	Implementation Notes and Mid-Year Update Metric Outcome Data
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.	\$ 455,702	\$ 204,265	<p>Core Subject Areas.</p> <p>Data Source:</p> <ol style="list-style-type: none"> <li>1. The College and Career Readiness Report on the Dashboard</li> <li>2. The College and Career Readiness Report from Aeries Analytics</li> <li>3. The A-G Readiness Report from Aeries Analytics</li> <li>4. The California Longitudinal Pupil Achievement Data System (CALPADS)</li> <li>5. Aeries Student Profiles</li> <li>6. NWEA Learning Management System</li> <li>7. CAASPP Test Operational Management System (TOMS)</li> <li>8. California Educators Reporting System (CERS)</li> <li>9. Program Quality Surveys: student, parent, and teacher</li> </ol> <p>Technology and Mentorship</p> <p>Data Source:</p> <ol style="list-style-type: none"> <li>1. The College and Career Readiness Report on the Dashboard</li> <li>2. The College and Career Readiness Report from Aeries Analytics</li> <li>3. The A-G Readiness Report from Aeries Analytics</li> <li>4. The California Longitudinal Pupil Achievement Data System (CALPADS)</li> <li>5. Healthy Kids Survey</li> </ol>	<p>All students from the 24.25 "Graduate Cohort" have been evaluated and are currently meeting A-G requirements and have been provided the opportunity to qualify college and career ready either through our dual enrollment program with local community colleges or through our local CTE programs and A -G courses featured in our master schedule. 45% of the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 46.6% of Hispanic students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 40% of White students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 31.2% of Socio-economic Disadvantaged students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 100% of students with disabilities from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 100% of McKinney-Vento students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 40% of Foster Youth students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 95% of the 9th, 10th, and 11th grade student population are enrolled in at least one CTE pathway and, therefore, could complete the SEL menu of competencies. The other 5% of the student population will reach college and career ready, because they are either dually enrolled at Mendocino Community College, Santa Rosa Junior College, or (if qualified) a local Workability program. 40% of the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 41.9% of the Hispanic 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 40% of the Hispanic 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 31.2% of Socio-economically Disadvantaged student 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of Students with Disabilities from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of English Learners from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 40% Foster Youth from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready.</p>
2. Technology and Mentorship: Encourage programs, materials, professional development, support, and community involvement with a technology focus including New Tech Network. Continue beginning teacher mentorship support, other professional development, and community partnerships.	\$ 117,831	\$ 166,984		<p>New Tech Network is implemented and continues to be a key mechanism in the branding process across Point Arena High School. NTN's ECHO interface is the current grade book for realtime school stats. Point Arena High School provides a System of Professional Growth held every Wednesday, wherein, teachers and para-educators collaborate after a school on an early release workday. The Point Arena System of Professional Growth is driven by a vision, wherein, all instructional staff are A - G and/or CTE qualified. Though 25% of the instructional staff is CTE qualified, and we did not reach 40% CTE qualified by 23.24, we have correlated third-party curriculums in A - G and CTE courses to correlate with our current growth of CTE offerings manifest on the 23.24 master-schedule design. Thus we can offer complete pathways. Naviance has been replaced by the California Cradle-to-Career Data System across all pathways. The California Cradle-to-Career Data System will benchmark student experiences in Point Arena High School's CTE pathways. Moreover, the California Cradle-to-Career Data System integrates A-G readiness with career readiness and will be a central benchmark for the academic counseling department for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. 45% of the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 46.6% of Hispanic students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 40% of White students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 31.2% of Socio-economic Disadvantaged students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 100% of students with disabilities from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 100% of McKinney-Vento students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 100% of English Learner students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 40% of Foster Youth students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 95% of the 9th, 10th, and 11th grade student population are enrolled in at least one CTE pathway and, therefore, could complete the SEL menu of competencies. Note: regarding expenditures, the district has spent more on technology items relative to the original LCAP budget.</p>

3. Electives and Extra-Curricular Activities: Cultivate elective area planning time, class time, professional development, and materials including electives, CTE courses, concurrent enrollment opportunities, and alternative learning. Support extra-curricular activities such as athletics.	\$ 383,157	\$ 243,282	<p>Electives and Extra-Curricular Activities</p> <p>Data Source:</p> <ol style="list-style-type: none"><li>1. The College and Career Readiness Report on the Dashboard</li><li>2.The College and Career Readiness Report from Aeries Analytics</li><li>3. The A-G Readiness Report from Aeries Analytics</li><li>4. The California Longitudinal Pupil Achievement Data System (CALPADS)</li></ol> <p>ELD</p> <p>Data Source:</p> <ol style="list-style-type: none"><li>1. The College and Career Readiness Report on the Dashboard</li><li>2.The College and Career Readiness Report from Aeries Analytics</li><li>3. The A-G Readiness Report from Aeries Analytics</li><li>4. The California Longitudinal Pupil Achievement Data System (CALPADS)</li><li>5. Aeries Student Profiles</li><li>6. NWEA Learning Management System</li><li>7. CAASPP Test Operational Management System (TOMS)</li><li>8. California Educators Reporting System (CERS)</li></ol> <p>Counseling</p> <p>Data Source:</p> <ol style="list-style-type: none"><li>1. The College and Career Readiness Report on the Dashboard</li><li>2.The College and Career Readiness Report from Aeries Analytics</li><li>3. The A-G Readiness Report from Aeries Analytics</li><li>4. The California Longitudinal Pupil Achievement Data System (CALPADS)</li><li>5. Aeries Student Profiles</li><li>6. NWEA Learning Management System</li><li>7. CAASPP Test Operational Management System (TOMS)</li><li>8. California Educators Reporting System (CERS)</li></ol>
4. English Language Development: Provide ELD monitoring, program implementation and professional development.	\$ 126,703	\$ 49,479	
5. Counseling: Sustain counseling and social/emotional support.	\$ 105,980	\$ 53,490	
Other - General	n/a	n/a	
Other - General	n/a	n/a	
Subtotal LCAP Goal #1	\$ 1,189,373	\$ 717,500	
			<p>All students from the 24.25 "Graduate Cohort" have been evaluated and are currently meeting A-G requirements and have been provided the opportunity to qualify college and career ready either through our dual enrollment program with local community colleges or through our local CTE programs and A -G courses featured in our master schedule. 45% of the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 46.6% of Hispanic students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 40% of White students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 100% of students with disabilities from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 100% of McKinney-Vento students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 95% of the 9th, 10th, and 11th grade student population are enrolled in at least one CTE pathway and, therefore, could complete the SEL menu of competencies. The other 5% of the student population will reach college and career ready, because they are either dually enrolled at Mendocino Community College, Santa Rosa Junior College, or (if qualified) a local Workability program. 40% of the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 41.9% of the Hispanic 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 40% of the Hispanic 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 31.2% of Socio-economically Disadvantaged student 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of Students with Disabilities from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of McKinney-Vento from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of English Learners from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 40% of Foster Youth students from the 24.25 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 95% of the 9th, 10th, and 11th grade student population are enrolled in at least one CTE pathway and, therefore, could complete the SEL menu of competencies. The other 5% of the student population will reach college and career ready, because they are either dually enrolled at Mendocino Community College, Santa Rosa Junior College, or (if qualified) a local Workability program. 40% of the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 41.9% of the Hispanic 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 40% of the Hispanic 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 31.2% of Socio-economically Disadvantaged student 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of Students with Disabilities from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of McKinney-Vento from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of English Learners from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. 100% of Foster Youth from the 24.25 Graduate Cohort are currently meeting A-G requirements and will be college and career ready. Currently, 52% of all 11th and 12th grade students are enrolled in a dual enrollment course with the community colleges, and 37% of all students (9th through 12th) are enrolled in a dual enrollment course overall. Last year, 40% of 11th and 12th grade students completed at least 1 dual enrollment course. 46.6% of Hispanic students (11th and 12th) completed at least 1 dual enrollment course. 40% of White students (11th and 12th) completed at least 1 dual enrollment course. 31.2% of Socio-economic Disadvantaged students (11th and 12th) completed at least 1 dual enrollment course. 100% of McKinney-Vento students (11th and 12th) completed at least 1 dual enrollment course. 100% of English Learners completed at least 1 dual enrollment course (11th and 12th). 40% Foster Youth (11th and 12th) completed at least 1 dual enrollment course. Currently, 98% of all students are eligible to participate in athletics: a 2.0 gpa or higher and at most one F grade only. 53% of staff development has been devoted to the Universal Design for Learning implementation.</p> <p>The District ELD/ELPAC Coordinator was filled in September 2022, and the ELD/ELPAC Coordinator was layered into the PLC system to articulate across the District. During the 23.24 school year, a site-based The Student Services Coordinator (SSC) position has been implemented at the high school level for oversight capacity and horizontal articulation linkage between the Special Education program, the English Learner programs, the Tier 2 program, and the 504 program. The SSC articulates with the District ELD/ELPAC Coordinator. The SAPLC and the District ELD/ELPAC Coordinator re-designated all RFEP students but one. In order to RFEP a student, candidates must either score all 3's on each element of the ELPAC or score a 4 overall on the ELPAC. Currently, we have 10 students, ranging from Lvl 1 through Lvl 2 enrolled and receiving ELD support and instruction. Currently, ELD is being taught by 2 bilingual credentialed teachers and a bilingual paraprofessional. 100% of English Learners from the 24.25 Graduate Cohort will meet their A – G requirements and will graduate college and career ready.</p> <p>The academic counselor collaborates with each student to articulate and build a post-secondary plan. This process is benchmarked and amplified through the California Cradle-to-Career Data System. The work of the academic counselor is further articulated through the Student Articulation Professional Learning Community mechanism. This occurs through surveys and as of spring 24.25 the data crosswalks will be generated through the California Cradle-to-Career Data System. Point Arena High School now has only one PPS credentialed employee on campus their primary responsibility is to counsel our students on career exploration and career readiness. The role of the MTSS counselor who supports student wellbeing has been outsourced to our third-party service providers (Action Network and Redwood Coast Medical Services). 333 formal interventions have been processed between August 2024 and the end of January 2025. These Interventions are requests made by staff through our Aeries LMS system. We have a policy: if you think you see something...say something. 2.1% of those interventions were recommended for Academic Study Teams (AST). 28.5% of those went onto full Student Study Teams and either resulted in a 504, an IEP, or Tier 3 mental health support. The current suspension rate is 4.2%. This is 2% percentage points less than the rate compared to last year at this time.</p> <p>All students from the 23.24 "Graduate Cohort" have been evaluated and are currently meeting A-G requirements and have been provided the opportunity to qualify college and career ready either through our dual enrollment program with local community colleges or through our local CTE programs and A -G courses featured in our master schedule. 95% of the student population is enrolled in at least one CTE pathway. The other 5% of the student population will reach college and career ready, because they are either dually enrolled at Mendocino Community College or Santa Rosa Junior College. With 95% of our student population enrolled in courses aligned A - G and/or CTE, we feel this correlates well with the Desired Outcome target of 46% of All students meeting A-G requirements and being considered college and career ready by the 28.29; 47.9% of Hispanic students meeting A-G requirements and being considered college and career ready by the 28.29; 46% of White students meeting A-G requirements and being considered college and career ready by the 28.29; 100% of English Learners meeting A-G requirements and being considered college and career ready by the 28.29; 47.9% of Hispanic students meeting A-G requirements and being considered college and career ready by the 28.29; 37.2% of Socioeconomically Disadvantaged students meeting A-G requirements and being considered college and career ready by the 28.29; 46% of foster youth students meeting A-G requirements and being considered college and career ready by the 28.29, and 100% of students with disabilities meeting A-G requirements and being considered college and career ready by the 28.29. Even considering students affected by failed courses and impacted schedules, our Tier 2 intervention system has the capacity to perform credit recovery in the case of failed courses and credit enrichment in the case of impacted schedules through our co-enrollment program for credit recovery and impacted schedules.</p> <p>With 95% of our student population enrolled in CTE-aligned courses, we feel this correlates well with the Desired Outcome target of 51% of all students completing at least one CTE course, and, thus, completing the SEL menu of competencies; 53.9% of Hispanic students students completing at least one CTE course, and, thus, completing the SEL menu of competencies; English Learners completing at least one CTE course, and, thus, completing the SEL menu of competencies, 50% of White students students completing at least one CTE course, and, thus, completing the SEL menu of competencies; 100% of McKinney-Vento students students completing at least one CTE course, and, thus, completing the SEL menu of competencies; 43.2% Socioeconomically Disadvantaged students students completing at least one CTE course, and, thus, completing the SEL menu of competencies; 50% foster youth students completing at least one CTE course, and, thus, completing the SEL menu of competencies, and students with disabilities completing at least one CTE class; and 100% of students with disabilities completing at least one CTE course, and, thus, completing the SEL menu of competencies. Even considering students affected by failed courses and impacted schedules, our Tier 2 intervention system has the capacity to perform credit recovery in the case of failed courses and credit enrichment in the case of impacted schedules through our co-enrollment program for credit recovery and impacted schedules. With 82% of our master schedule designed to prepare students to qualify college and career ready and 18% of the master schedule dedicated to Tier II and Tier III education, we feel this correlates well with the Desired Outcome target of at most 90% of the master schedule designed to meet A-G and college and career readiness outcomes and at least 10% of the master schedule designed to meet the intervention needs of all student groups on their quest to achieve grade-level proficiency (e.g., General Education Students, English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities). SBAC scores informed 3% of the master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. MAP scores informed 30% of the master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. Vertical course articulation informed 30% of the master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. This includes both A - G courses and CTE courses. The three-prong survey mechanism informed 37% of the master schedule design for English Learners, students qualifying as McKinney-Vento, students qualifying as Socioeconomically Disadvantaged, foster youth, and students with disabilities. One prong was based on teachers. One prong was based on parents. One prong was based on students.</p>

<b>Goal 2: Create a safe, orderly, productive, positive, healthy learning environment that cherishes diversity and collaboration:</b> <b>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).</b>				
<b>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.</b>				
Action/Service	Budgeted Amount	Estimated Actuals to Date	Metric(s)*	Implementation Notes and Mid-Year Update Metric Outcome Data
1. Positive Behavior Intervention and Support: Implement PBIS and Restorative Practices, including staff time, professional development, and coordinator stipends.	\$ 90,608	\$ 42,579	PBIS Data Source: 1. The College and Career Readiness Report on the Dashboard 2. The College and Career Readiness Report from Aeries Analytics and 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Beyond SST learning management system 6. RULER PBIS learning management system 7. Student Voices Program 8. School Climate Report Card 9. School Accountability Report Card (SARC)	Point Arena High School now has only one PPS credentialed employee on campus their primary responsibility is to counsel our students on career exploration and career readiness. The role of the MTSS counselor who supports student wellbeing has been outsourced to our third-party service providers (Action Network and Redwood Coast Medical Services). 333 formal interventions have been processed between August 2024 and the end of January 2025. These Interventions are requests made by staff through our Aeries LMS system. We have a policy: if you think you see something...say something. 2.1% of those interventions were recommended for Academic Study Teams (AST). 28.5% of those went onto full Student Study Teams and either resulted in a 504, an IEP, or Tier 3 mental health support. The current suspension rate is 4.2%. This is 2% percentage points less than the rate compared to last year at this time. This bodes well with our 3.5% suspension rate goal for all students by 28.29.
2. Facilities and Maintenance: Perpetuate facilities planning, maintenance, staff time, and funding in order to maintain facility and grounds integrity.	\$ 671,262	\$ 335,381	Facilities and Maintenance Data Source: 1. Aeries learning management system 2. The California Longitudinal Pupil Achievement Data System (CALPADS) 3. Beyond SST learning management system 4. RULER PBIS learning management system 5. Student Voices Program 6. School Climate Report Card 7. School Accountability Report Card (SARC)	Currently, 54% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. 60% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. 82% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. This bodes well for our 28.29 goal, wherein, 60% of Grade 9 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. 66% of Grade 11 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. 88% of staff will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.
3. Community Partnerships and Outreach: Promote community partnerships that nurtures community support, collaboration, and networks.	\$ 5,229	\$ 2,619	Community Partnerships and Outreach Data Source: 1. Aeries learning management system 2. The California Longitudinal Pupil Achievement Data System (CALPADS) 3. Beyond SST learning management system 4. RULER PBIS learning management system 5. Student Voices Program 6. School Climate Report Card 7. School Accountability Report Card (SARC)	Currently, 14% of All Students are assigned to the SARB intervention mechanism and process. 14% of Hispanic Students are assigned to the SARB intervention mechanism and process. 14% of White Students are assigned to the SARB intervention mechanism and process. 14% of Socioeconomically Disadvantaged Students are assigned to the SARB intervention mechanism and process. 14% of English Learner Students are assigned to the SARB intervention mechanism and process. 14% Foster Youth are assigned to the SARB intervention mechanism and process. This bodes well for our 28.29 goals, wherein, 20% of All Students will be assigned to the SARB intervention mechanism and process. 20% of Hispanic Students will be assigned to the SARB intervention mechanism and process. 20% of White Students will be assigned to the SARB intervention mechanism and process. 20% of Socioeconomically Disadvantaged Students will be assigned to the SARB intervention mechanism and process. 20% of English Learner Students will be assigned to the SARB intervention mechanism and process. 20% Foster Youth will be assigned to the SARB intervention mechanism and process.
Other - General	n/a	n/a	Community Partnerships and Outreach Data Source: 1. Aeries learning management system 2. The California Longitudinal Pupil Achievement Data System (CALPADS) 3. Beyond SST learning management system 4. RULER PBIS learning management system 5. Student Voices Program 6. School Climate Report Card 7. School Accountability Report Card (SARC)	Currently, 44% of All Students are enrolled in a wellness program mechanism and process. 44% of Hispanic Students are enrolled in a wellness program mechanism and process. 44% of White Students are enrolled in a wellness program mechanism and process. 44% of Socioeconomically Disadvantaged Students are enrolled in a wellness program mechanism and process. 44% of English Learner Students are enrolled in a wellness program mechanism and process. 44% of Foster Youth are enrolled in a wellness program mechanism and process. 16% of Staff are enrolled in a wellness program mechanism and process. This bodes well for our 28.29 goals, wherein, 50% of All Students will be enrolled in a wellness program mechanism and process. 50% of Hispanic Students will be enrolled in a wellness program mechanism and process. 50% of White Students will be enrolled in a wellness program mechanism and process. 50% of Socioeconomically Disadvantaged Students will be enrolled in a wellness program mechanism and process. 50% of English Learner Students will be enrolled in a wellness program mechanism and process. 50% of Foster Youth will be enrolled in a wellness program mechanism and process. 22% of Staff will be enrolled in a wellness program mechanism and process.
Subtotal LCAP Goal #2	\$ 767,099	\$ 380,580		

**Goal 3: Engage our Parents, Guardians and Community in a healthy/collaborative working partnership that supports growth and success of our students.**  
**LCAP Priorities: Basic (Priority 1), Parent Involvement (Priority 3), School Climate (Priority 6).**

**This Goal was developed in coordination with the District's Strategic Plan in order to: 1) continue to improve communication with stakeholders, including strategies that eliminate language and cultural barriers (e-mail, face-book, phone calls, face to face meetings, community meetings), 2) enhance opportunities for parents, teachers and community to partner in supporting student learning at school and home, 3) partner with educational and business agencies to strengthen college and career opportunities for our students, and 4) hold consistent District English Learner Advisory Committee (DELAC) and Native American Education Advisory Committee (NAEAC) meetings.**

Action/Service	Budgeted Amount	Estimated Actuals to Date	Metric(s)*	Implementation Notes and Mid-Year Update Metric Outcome Data
1. Communications with stakeholders: Foster regular communications with parents and the community, including stakeholder meetings, DELAC and NAEAC meetings, site newsletters in English and Spanish, and surveys.	\$ 6,058	\$ 2,544	Communications with Educational Partners Data Source: 1. Agenda log 2. Meeting minutes log 3. Google Form attendance log 4. Google Form exit ticket parent surveys 5. Google Calendar 6. ParentSquare log 7. Student Voices Program 8. School Climate Report Card 9. School Accountability Report Card (SARC)	In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the District English Learner Advisory Committee DELAC in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. Currently, administration has met with DELAC in both the 1st and 2nd quarter of the 24.25 school year. Thus, we are on track to offer 4 total DELAC meetings, 1 total DELAC meetings per quarter with 11% of the English Learner community in attendance. This bodes well with our 28.29 goal, wherein, 8 total DELAC meetings will be offered, 2 Total DELAC meetings per quarter, and 17% of the Hispanic community in attendance. In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the Native American Education Advisory Committee (NAEAC) in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. Currently, administration has met with NAEAC in both the 1st and 2nd quarter of the 24.25 school year. Thus, we are on track to offer 4 total NAEAC meetings, 1 total NAEAC meetings per quarter with 30% of the Native American community in attendance. This bodes well with our 28.29 goal, wherein, 8 total NAEAC meetings will be offered, 2 Total NAEAC meetings per quarter, and 36% of the Native American community in attendance.
2. Community liaisons and programs: Maintain important community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Arena Tech Center.	\$ 33,794	\$ 6,171		Currently, we have 1 Native American Liaison, 1 ELAC/DELAC coordinator, and 1 Arena Tech Center attendant. Note: regarding expenditures, the ATC transfer takes place at closing.
Other - General	n/a	n/a	Community Liaisons and Programs Data Source: 1. Agenda log 2. Meeting minutes log 3. Google Form attendance log 4. Google Form exit ticket parent surveys 5. Google Calendar 6. ParentSquare log 7. Student Voices Program 8. School Climate Report Card 9. School Accountability Report Card (SARC)	In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the SELPA Parent Advisory Committee in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. Currently, 0 total meetings have been offered, 0 total meetings have been offered per quarter. We have some work to do establishing this PLC, so we can reach our goal of 4 total meetings offered per year, 1 total per quarter. In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the Parent Equity Advisory Committee in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. Currently, 0 total meetings have been offered, 0 total meetings have been offered per quarter. We have some work to do establishing this PLC, so we can reach our goal of 4 total meetings offered per year, 1 total per quarter. In order to continuously improve scope and amplification of opportunities for parents, teachers, and community to partner in supporting student learning at school and home, the Professional Learning Community strategy will be applied to the Site Council in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. Currently, administration has met with the Site Council in both the 1st and 2nd quarter of the 24.25 school year. Thus, we are on track to offer 4 total Site Council meetings per year, 1 total Site Council meetings per quarter with 3.8% of the community in attendance. This bodes well with our 28.29 goal, wherein, 8 total Site Council meetings will be offered per year, 2 Total Site Council meetings per quarter, and 9.8% of the community in attendance. In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to the Rotary Club in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes. Currently, administration has met with the Rotary Club in both the 1st and 2nd quarter of the 24.25 school year. Thus, we are on track to offer 4 total Rotary Club meetings per year, 1 total Rotary Club meeting per quarter with 8.3% of the staff in attendance, and 1 project completed. This bodes well with our 28.29 goal, wherein, administration meets with the Rotary Club 6 times per year, at least 1 Rotary Club meetings per quarter, 14.3% of the staff in attendance, and 4 total projects completed per year. In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to Action Network in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes. Currently, administration has met with the Action Network 27 times in the first semester of the 24.25 school year and have completed 2 projects with 8.3% of the staff in attendance. This bodes well with our 28.29 goal, wherein, administration meets with the Action Network 6 times per year, at least 1 Action Network meetings per quarter, 14.3% of the staff in attendance, and 4 total projects completed per year.
Subtotal LCAP Goal #3	\$ 39,852	\$ 8,716		

\* please refer to the enclosed pages from PAJUHSD's 2024 LCAP that include full metric descriptions.

**GRAND TOTAL (LCAP) (PAJUHSD) \$ 1,996,324 \$ 1,106,795**



# Goals and Actions

## Goal

Goal #	Description	Type of 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 global communities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Goal 1 was developed in coordination with the District's Strategic Plan: 1) provide a strong aligned 9-12 curriculum based on Common Core Standards, Career and Technical Education (CTE) competencies, and Social Emotional Learning (SEL); 2) eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility; 3) enrich and pair technology with high-quality instruction, learning, and accountability for all students; 4) articulate and facilitate student transition, growth, and achievement from middle school through the entire high school experience with a high level of fidelity.; 5) provide effective CTE- and Workability-pathways regardless of our small-rural school status; and 6) implement key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support not only the specific needs of our English Language Learners but also the general needs of all our student populations to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Core Subject Areas  In order to eliminate educational barriers and	A. 40% of All students met A-G requirements and were college and career ready.			A. 46% of All students will meet A-G requirements	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	expand access to educational programs focused on engagement and rigor for every student, all students will have 100% access to the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility. Through this guaranteed access, all students will have 100% access to courses that satisfy the requirements for entrance to the University of California and the California State University and 100% access to courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)-approved career technical education	<p>B. 41.9% of Hispanic students met A-G requirements and were college and career ready.</p> <p>C. 40% White Students met A-G requirements and are college and career ready.</p> <p>D. 31.2% of Socio-economically Disadvantaged students met A-G requirements and are college and career ready.</p> <p>E. 100% of Students with Disabilities met A-G requirements and are college and career ready.</p> <p>F. 100% of McKinney-Vento students met A-G requirements.</p> <p>G. 100% of English Learner students met A-G requirements and are college and career ready.</p> <p>H. 40% Foster Youth met A-G requirements</p>			<p>and be college and career ready.</p> <p>B. 47.9% of Hispanic students will meet A-G requirements and be college and career ready.</p> <p>C. 46% White students will meet A-G requirements and be college and career ready.</p> <p>D. 37.2% of Socio-economically Disadvantaged students will meet A-G requirements and be college and career ready.</p> <p>E. 100% of students with Disabilities will meet A-G requirements and be college and career ready.</p> <p>F. 100% of McKinney-Vento students will meet A-G requirements</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>standards and frameworks. Thus, the percentage of graduating students completing an A-G aligned Common Core Standards based course profile and at least one CTE pathway will be measured for growth, and students, parents, and teachers will be surveyed for quality control.</p> <p>In order to implement and monitor key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support not only the specific needs of our English Language Learners but also the general needs of all our student populations to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career, the percentage of students participating to</p>	<p>and are college and career ready.</p> <p>A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>B. 46.6% of Hispanic students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>C. 40% of White students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>D. 31.2% of Socio-economic Disadvantaged students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>E. 100% of Students with Disabilities completed at least one CTE class and,</p>			<p>and be college and career ready.</p> <p>G. 100% of English Learner students will meet A-G requirements and be college and career ready.</p> <p>H. 46% Foster Youth will meet A-G requirements and be college and career ready.</p> <p>A. All students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>B. Hispanic students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>completion in the formative and/or summative Smarter Balanced assessment batteries (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, and Summative Assessments) will be measured for accessibility and disciplinary literacy (i.e., the effects of courses that are not simply English language arts and mathematics).</p> <p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, all students will have 100% access to advanced placement courses, and we will measure the percentage of students completing an AP course. Furthermore, we will measure the percentage</p>	<p>therefore, completed the SEL menu.</p> <p>F. 100% of McKinney-Vento students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>G. 100% of English Learners completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>H. 40% Foster Youth completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>A. Program Quality Survey - Student: NA</p> <p>B. Program Quality Survey - Parent: NA</p> <p>C. Program Quality Survey - Teacher: NA</p> <p>A. All Students</p>			<p>C. White students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>D. Socio-economic Disadvantaged students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>E. Students with Disabilities exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>F. McKinney-Vento students exhibit 6% growth through MAP baseline (fall administration)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>of students who have passed an advanced placement examination with a score of 3 or higher on the AP examination.</p> <p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, students who demonstrate college preparedness pursuant to the Early Assessment Program will be measured for growth.</p> <p>Data Source:  1. The College and Career Readiness Report on the Dashboard  2. The College and Career Readiness Report from Aeries Analytics  3. The A-G Readiness Report from Aeries Analytics  4. The California Longitudinal Pupil</p>	<p>*Baseline:  Math (31)  Reading (34)  Language Usage (41.2)  *Growth:  Math (41.5)  Reading (37)  Language Usage (43)</p> <p>B. Hispanic Students  *Baseline:  Math (31)  Reading (34)  Language Usage (41.2)  *Growth:  Math (41.5)  Reading (37)  Language Usage (43)</p> <p>C. White Students  *Baseline: Math (31)  Reading (34)  Language Usage (41.2)  *Growth:  Math (41.5)  Reading (37)  Language Usage (43)</p> <p>D. Socio-economic Disadvantaged Students  *Baseline: Math (31)  Reading (34)  Language Usage (41.2)  *Growth:  Math (41.5)  Reading (37)</p>			<p>versus MAP growth (spring administration) algorithm.</p> <p>G. English Learner students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>H. Foster Youth exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>I. 9th grade students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.</p> <p>J. 10th grade students exhibit</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Achievement Data System (CALPADS) 5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS) 9. Program Quality Surveys: student, parent, and teacher	Language Usage (43)  E. Students with Disabilities *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)  F. McKinney-Vento Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)  G. English Learner Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)  H. Foster Youth *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth:			6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.  K. 11th grade students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.  L. 12th grade students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (spring administration) algorithm.  A. Program Quality Survey - Student: 6% increase from baseline Year 1.  B. Program Quality Survey - Parent:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math (41.5) Reading (37) Language Usage (43)  I. 9th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)  J. 10th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)  K. 11th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)  L. 12th Grade *Baseline: Math (31)			6% increase from baseline Year 1.  C. Program Quality Survey - Teacher: 6% increase from baseline Year 1.  A. 51% of all students will complete at least one CTE class and, therefore, complete the SEL menu.  B. 53.9% of Hispanic students will complete at least one CTE class and, therefore, complete the SEL menu.  C. 0% White students will complete at least one CTE class and, therefore, complete the SEL menu.  C. 43.2% of Socio-economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43)</p> <p>A. 0% of 9th Grade students met CAASPP Interim Assessment Completion Percentage.</p> <p>B. 0% of 10th Grade students met CAASPP Interim Assessment Completion Percentage.</p> <p>C. 100% of 11th Grade students met Summative CAASPP Summative Assessment Completion Percentage.</p> <p>E. 50% of All students met CAASPP Assessment Completion Percentage.</p> <p>F. 50% of Hispanic students met CAASPP Assessment Completion Percentage.</p> <p>G. 50% White Students met CAASPP</p>			<p>Disadvantaged students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>E. 100% of Students with Disabilities will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>F. 100% of McKinney-Vento students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>G. 100% of English Learners will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>H. 0% Foster Youth will</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Assessment Completion Percentage.</p> <p>H. 50% of Socio-economically Disadvantaged students met CAASPP Assessment Completion Percentage.</p> <p>I. 50% of Students with Disabilities met CAASPP Assessment Completion Percentage.</p> <p>J. 50% of McKinney-Vento students met CAASPP Assessment Completion Percentage.</p> <p>K. 50% Foster Youth met CAASPP Assessment Completion Percentage.</p> <p>A. AP Course Completion Total: 7 Students</p> <p>B. AP Exam Score of 3 or Higher Total: NA</p>			<p>complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>A. 95% of 9th Grade students will meet CAASPP Interim Assessment Completion Percentage.</p> <p>B. 95% of 10th Grade students will meet CAASPP Interim Assessment Completion Percentage.</p> <p>C. 95% of 11th Grade students will meet CAASPP Summative Assessment Completion Percentage.</p> <p>E. 95% of All students will meet CAASPP Assessment</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		A. Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program: 23%.			<p>Completion Percentage.</p> <p>F. 95% of Hispanic students will meet CAASPP Assessment Completion Percentage.</p> <p>G. 95% White Students will meet CAASPP Assessment Completion Percentage.</p> <p>H. 95% of Socio-economically Disadvantaged students will meet CAASPP Assessment Completion Percentage.</p> <p>I. 95% of Students with Disabilities will meet CAASPP Assessment Completion Percentage.</p> <p>J. 95% of McKinney-Vento students will meet CAASPP</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Assessment Completion Percentage.</p> <p>K. 95% Foster Youth will meet CAASPP Assessment Completion Percentage.</p> <p>A. AP Course Completion Total: 6% increase in total students.</p> <p>B. AP Exam Score of 3 or Higher Total: 6% increase from baseline Year 1.</p> <p>A. Students demonstrating college preparedness pursuant to the Early Assessment Program will increase by 6%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	<p>Technology and Mentorship</p> <p>In order to enrich and pair technology with high-quality instruction, learning, and accountability for all students, the percentage of students in grade 9 - 12 completing Social Emotional Learning (SEL) menus, which are correlated with the completion of at least one CTE course, because the SEL menu is integrated into the CTE program, will be measured for growth.</p> <p>Data Source:  1. The College and Career Readiness Report on the Dashboard  2. The College and Career Readiness Report from Aeries Analytics  3. The A-G Readiness Report from Aeries Analytics  4. The California Longitudinal Pupil Achievement Data System (CALPADS)</p>	<p>A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>B. 46.6% of Hispanic students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>C. 40% of White students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>D. 31.2% of Socio-economic Disadvantaged students completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>E. 100% of Students with Disabilities completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>F. 100% of McKinney-Vento students</p>			<p>A. 51% of all students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>B. 53.9% of Hispanic students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>C. 0% White students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>C. 43.2% of Socio-economically Disadvantaged students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>E. 100% of Students with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5. Healthy Kids Survey	<p>completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>G. 100% of English Learners completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>H. 40% Foster Youth completed at least one CTE class and, therefore, completed the SEL menu.</p> <p>A. 21% of Grade 9 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress.</p> <p>B. 27% of Grade 11 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress.</p>			<p>Disabilities will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>F. 100% of McKinney-Vento students will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>G. 100% of English Learners will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>H. 0% Foster Youth will complete at least one CTE class and, therefore, complete the SEL menu.</p> <p>A. 15% of Grade 9 students will report</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>"Pretty Much True" or "Very Much True" about being in social-emotional distress.</p> <p>B. 21% of Grade 11 students will report "Pretty Much True" or "Very Much True" about being in social-emotional distress.</p>	
1.3	<p>Electives and Extra-Curricular Activities</p> <p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) our enriched visual performing arts/media</p>	<p>A. 40% of All students completed 1 or more CTE pathways and were career ready.</p> <p>B. 41.9% of Hispanic students completed 1 or more CTE pathways and were career ready.</p> <p>C. 0% White students completed 1 or more CTE pathways and were career ready.</p> <p>D. 31.2% of Socio-economically Disadvantaged students completed 1 or more CTE pathways and were career ready.</p>			<p>A. 46% of All students will complete 1 or more CTE pathways and be career ready.</p> <p>B. 47.9% of Hispanic students will complete 1 or more CTE pathways and be career ready.</p> <p>C. 0% White students will complete 1 or more CTE pathways and be career ready.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>production facility, and provide effective CTE- and Workability- pathways regardless of small-rural school status, the percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways and student dual enrollment completions will be measured for growth.</p> <p>Data Source:  1. The College and Career Readiness Report on the Dashboard  2. The College and Career Readiness Report from Aeries Analytics  3. The A-G Readiness Report from Aeries Analytics  4. The California Longitudinal Pupil Achievement Data System (CALPADS)</p>	<p>E. 100% of Students with Disabilities completed 1 or more CTE or Workability pathways and were career ready.</p> <p>F. 100% of McKinney-Vento students completed 1 or more CTE pathways and were career ready.</p> <p>G. 100% of English Learners completed 1 or more CTE pathways and were career ready.</p> <p>H. 40% Foster Youth completed 1 or more CTE pathways and were career ready.</p> <p>A. 40% of all students completed at least 1 dual enrollment course.</p> <p>B. 46.6% of Hispanic students completed at least 1 dual enrollment course.</p> <p>C. 40% of White students completed at</p>			<p>D. 37.2% of Socio-economically Disadvantaged students will complete 1 or more CTE pathways and be career ready.</p> <p>E. 100% of Students with Disabilities will complete 1 or more CTE pathways and be career ready.</p> <p>F. 100% of McKinney-Vento students will complete 1 or more CTE pathways and be career ready.</p> <p>G. 100% of English Learners will complete 1 or more CTE pathways and be career ready.</p> <p>H. 40% Foster Youth completed 1 or more CTE pathways and were career ready.</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>least 1 dual enrollment course.</p> <p>D. 31.2% of Socio-economic Disadvantaged students completed at least 1 dual enrollment course.</p> <p>E. 100% of Students with Disabilities completed at least 1 dual enrollment course.</p> <p>F. 100% of McKinney-Vento students completed at least 1 dual enrollment course.</p> <p>G. 100% of English Learners completed at least 1 dual enrollment course.</p> <p>H. 40% Foster Youth completed at least 1 dual enrollment course.</p> <p>A. All student graduation rate: 88.9%.</p> <p>B. Hispanic graduation rate: 88.3%.</p>			<p>A. 46% of all students will complete at least 1 dual enrollment course.</p> <p>B. 53.9% of Hispanic students will complete at least 1 dual enrollment course.</p> <p>C. 40% White students will complete at least 1 dual enrollment course.</p> <p>D. 43.2% of Socio-economically Disadvantaged students will complete at least 1 dual enrollment course.</p> <p>E. 100% of Students with Disabilities will complete at least 1 dual enrollment course.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>C. White graduation rate: 90.9%.</p> <p>D. Socio-economic Disadvantaged graduation rate: 90.9%.</p> <p>E. Students with Disabilities graduation rate: 100%.</p> <p>F. McKinney-Vento students graduation rate: 100%.</p> <p>G. English Learners students graduation rate: 100%.</p> <p>H. Foster Youth students graduation rate: 100%.</p>			<p>F. 100% of McKinney-Vento students will complete at least 1 dual enrollment course.</p> <p>G. 100% of English Learners will complete at least 1 dual enrollment course.</p> <p>H. 40% Foster Youth will complete at least 1 dual enrollment course.</p> <p>A. All student graduation rate: 94.9%.</p> <p>B. Hispanic graduation rate: 94.3%.</p> <p>C. White graduation rate: 96.9%.</p> <p>D. Socio-economic Disadvantaged graduation rate: 96.9%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	<p>In order to implement and monitor key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support the specific needs of our English Language Learners to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career, the percentage of students participating to completion in the formative and/or summative Smarter Balanced assessment batteries (e.g., ELPAC) will be measured for growth.</p> <p>Data Source:  1. The College and Career Readiness Report on the Dashboard  2. The College and Career Readiness Report from Aeries Analytics</p>	<p>A. 100% of English Language Learner students met ELPAC Assessment Completion Percentage.</p> <p>B. 12 of 20 EL students qualified for RFEP, which is a 60% reclassification rate. These were LTEL students languishing in the system for 7 years or more. The 8 remaining students are predominantly Level 1 (6) and Level 2 (2) EL students, and they are either in the 10th or 11th grade. The 60% RFEP rate from 23.24 will not be reasonable with this next group of English language learners by 24.25. However, we will maintain our current mechanisms and processes, and predict to reach at least a 40% metric rate by the Target Year 3.</p>			<p>A. 100% of English Language Learner students will maintain ELPAC Assessment Completion Percentage.</p> <p>B. 40% RFEP rate.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS)					
1.5	In order to articulate and facilitate student transition, growth, and achievement from middle school through the entire high school experience with a high level of fidelity, the percentage of 9 - 12 students whose yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score below standard (45-RIT is standard.) will be targeted for intervention.	A. All Students *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)  B. Hispanic Students *Baseline: Math (24)			A. 95% of All students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.  B. 95% of Hispanic students identified through the MAP baseline versus growth algorithm for intervention will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: 1. The College and Career Readiness Report on the Dashboard 2. The College and Career Readiness Report from Aeries Analytics 3. The A-G Readiness Report from Aeries Analytics 4. The California Longitudinal Pupil Achievement Data System (CALPADS) 5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS)	Reading (22) Language Usage (25) *Growth: Math (46) Reading (40) Language Usage (44.5) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)  C. White Students *Baseline: Math (48) Reading (48) Language Usage (55) *Growth: Math (58) Reading (40) Language Usage (41) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)  D. Socio-economic Disadvantaged Students *Baseline: Math (20.5) Reading (22.5) Language Usage (27.3) *Growth: Math (27.5) Reading (24.5) Language Usage (28.5)			be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.  C. 95% of White students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.  D. 95% of Socio-economic Disadvantaged Students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.  E. 95% of Students with Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>*Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>E. Students with Disabilities *Baseline: Math (20.5) Reading (22.5) Language Usage (27.3) *Growth: Math (27.5) Reading (24.5) Language Usage (28.5) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (53%)</p> <p>F. McKinney-Vento Students *Baseline: Math (24) Reading (22) Language Usage (25) *Growth: Math (46) Reading (40) Language Usage (44.5) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p>			<p>identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p> <p>F. 95% of McKinney-Vento Students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p> <p>G. 95% of English Learner students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>G. English Learner Students            *Baseline: Math (31)            Reading (34)            Language Usage (41.2)            *Growth:            Math (41.5)            Reading (37)            Language Usage (43)            *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>H. Foster Youth            *Baseline:            Math (24)            Reading (22)            Language Usage (25)            *Growth:            Math (46)            Reading (40)            Language Usage (44.5)            *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>I. 9th Grade            *Baseline:            Math (31)            Reading (34)            Language Usage (41.2)            *Growth:            Math (41.5)</p>			<p>H. 95% of Foster Youth identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p> <p>I. 95% of 9th grade students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p> <p>J. 95% of 10th grade students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>J. 10th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p> <p>K. 11th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)</p>			<p>K. 95% of 11th grade students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p> <p>L. 95% of 12th grade students identified through the MAP baseline versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L. 12th Grade *Baseline: Math (31) Reading (34) Language Usage (41.2) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%)				
1.7						

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Subject Areas	<p>The Curriculum and Adoption Professional Learning Community mechanism has been implemented, which is a strategy that employs a team of administrators, counselors, and teachers to correlate curriculum design and resource adoptions. All curriculum has been purchased through CTE vendors from CTE conference for the Arts, Media, and Entertainment Industry Sector (AME): the Media Arts Pathway (Desktop Publishing Yearbook), the Energy, Environment, and Utilities Sector (EEU): the Environmental Resources Pathway (Integrated STEM), the Manufacturing and Product Development Sector (MPD): the Welding and Materials Joining Pathway (Welding Shop), the Building and Construction Trades Sector (BCT): the Cabinetry, Millwork, and Woodworking Pathway (Wood Shop), and the Transportation Sector (TI): the Systems Diagnostics, Service, and Repair Pathway (Auto Shop). All curriculum is A - G aligned with differentiation capacity for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. The same holds true for all A-G remote-access curriculum drivers as well. The third-party learning management system Edmentum provides 90% of our remote-access solutions. The system has been implemented to a high level of fidelity. Edmentum is a 20% factor for overcoming the opportunity gap for all Tier 1, general education programs and is the sole solution for the Tier II, intervention education programs. The Tier III, mandated program for continuation school runs predominantly on Edmentum offerings as well.</p> <p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility, the percentage of graduating students completing an A-G aligned Common Core Standards based course profile will be measured for growth.</p>	\$455,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) our enriched visual performing arts/media production facility, and provide effective CTE- and Workability-pathways regardless of small-rural school status, the percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways will be measured for growth.		
1.2	Technology and Mentorship	<p>New Tech Network is implemented and continues to be a key mechanism in the branding process across Point Arena High School. However, the New Tech Network pedagogical framework will expand in both scope and amplitude as the CTE program goes 80% project based for the 24.25 school year.</p> <p>Point Arena High School provides a System of Professional Growth held every Wednesday, wherein, teachers and para-educators collaborate after a school on an early release workday. The Point Arena System of Professional Growth is driven by a vision, wherein, all instructional staff are CTE qualified. Currently, 25% of the instructional staff is CTE qualified. By 27.28, the goal is to employ a staff that is 50% CTE qualified to correlate with the intended growth of CTE offerings manifest on the master-schedule design plan. This will be accomplished by utilizing the rich culture of workers and craftspeople throughout the Sea Ranch and Irish Beach boundaries.</p> <p>The California College Guidance Initiative (CCGI), a college, career, and life readiness platform, is being implemented across all pathways during the 24.25 school year. The Foundation for California Community Colleges will benchmark student experiences in Point Arena High School's A-G and CTE pathways. Moreover, CCGI integrates A-G readiness with career readiness and will be a central benchmark for the academic counseling department for English Learners, students qualifying as McKinney-Vento,</p>	\$117,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>All CTE pathways will be anchored to an alternative leadership strategy called the Lead4Change Student Leadership Program during the 24.25 school year. Said program is a 12-step portfolio development program featuring the following categories: "Be Your Best Self, Unleash the Power or People, Be an Avid Learner, An Insight-driven Approach to Leading People and Achieving Big Goals, Tell It Like It Is, Create A Team Structure and Culture, You Have To Believe It Can Be Done, Personalize Your Vision, Market and Be the Change, Measure Project Outcomes and Overcome Barriers to Success, The Change Is Never Over, and Share Your Story. The Lead4Change Student Leadership Program is differential for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>All CTE pathways will be anchored further to the Social Emotional Learning Menu implementation sponsored by Action Network during the 24.25 school year.</p> <p>In order to enrich and pair technology with high-quality instruction, learning, and accountability for all students, the percentage of students in grade 9 - 12 completing Social Emotional Learning (SEL) menus, which are correlated with the completion of at least one CTE course, because the SEL menu is integrated into the CTE program, will be measured for growth.</p>		
1.3	Electives and Extra-Curricular Activities	Point Arena High School is a member of the Dual Enrollment Community of Practice and the Dual Enrollment Partnership. Through these memberships, Point Arena High School students enrich their elective experience by participating in classes and diving into the culture and climate at a local community college of their choice. In return, students gain powerful college experience and 10 credits of college credits per course.	\$383,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Capstone projects are implemented for the all CTE pathways. During the 24.25 school year, said projects will be underway for a new pathway in culinary arts. This is facilitated through the articulation process performed by the Student Articulation Professional Learning Community mechanism. The Student Articulation PLC performs vertical course articulation by measuring the percentage of sequential course-to-course advancements (pre-Algebra-to-Algebra, English 9 -to-English 10, and introductory CTE courses-to-their CTE capstone courses). The key indicator is grade achievement in prerequisite courses benchmarked at an achievement standard of a C grade or higher, and pays close attention to English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>Point Arena has an agreement with Sonoma State University, Santa Rosa Community College, and Mendocino Community College to provide dual enrollment opportunities for Point Arena Students, which is an opportunity for students to earn up to 10 credits of college credit per completed course. Point Arena High School is a member of the Dual Enrollment Community of Practice and the Dual Enrollment Partnership, which means the principal and the academic counselor are active members participating in policy directly connecting Point Arena High School with community colleges throughout the region.</p> <p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) our enriched visual performing arts/media production facility, and provide effective CTE- and Workability-pathways regardless of small-rural school status, the percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways and student dual enrollment completions will be measured for growth.</p>		

Action #	Title	Description	Total Funds	Contributing
1.4	English Language Development	<p>For the enrichment of English Learners, especially, students termed Long Term EL (LTEL), a site-based rubric and process have been implemented to RFEP students in this category. The key is the student population scoring 3's on all elements of the ELPAC or a 4 overall. Once identified, students are place in courses that offer tiered support, yet also, offer enrichment, like film, stagecraft, and literature studies. Furthermore, these students are provided transportation to and from tutoring to support their academic growth. Through this RFAP mechanism and process, the SAPLC and the Student Services Coordinator re-designate the Long Term EL students.</p> <p>In order to implement and monitor key Anchor Standards and research-based design, instructional, learning, and accountability strategies that support not only the specific needs of our English Language Learners but also the general needs of all our student populations to achieve their college and career goals through relevant and rigorous academic and career courses that prepares them for college and/or career, the percentage of students participating to completion in the formative and/or summative Smarter Balanced assessment batteries (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, Summative Assessments, and ELPAC) will be measured for accessibility and disciplinary literacy (i.e., the effects of courses that are not simply English language arts and mathematics).</p>	\$126,703.00	Yes
1.5	Counseling	<p>The academic counselor collaborates with each student to articulate and build a post-secondary plan. This will be further benchmarked and amplified through the California College Guidance Initiative (CCGI) and the implementation of the Beyond SST system.</p> <p>The work of the academic counselor is further articulated through the Student Articulation Professional Learning Community mechanism. The impact is increased industry pathway offerings and increased need for culminating-capstone courses, especially, for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p>	\$105,980.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Point Arena High School has a one PPS credentialed employees on campus and two PPS credentialed employee through a third-party service agreement. All three have the primary responsibility to counsel our students on career exploration and readiness and social emotional issues. The California College Guidance Initiative (CCGI) and the Beyond SST system will be the synthesis bridge between both sectors of Point Arena's counselor-support mechanisms, especially, for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.</p> <p>Point Arena has an agreement with Sonoma State University, Santa Rosa Community College, and Mendocino Community College to provide dual enrollment opportunities for Point Arena Students, which is an opportunity for students to earn up to 10 credits of college credit per completed course. Point Arena High School is a member of the Dual Enrollment Community of Practice and the Dual Enrollment Partnership, which means the principal and the academic counselor are active members participating in policy directly connecting Point Arena High School with community colleges throughout the region.</p> <p>In order to articulate and facilitate student transition, growth, and achievement from middle school through the entire high school experience with a high level of fidelity, the percentage of 9 - 12 students whose yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score below standard (45-RIT is standard.) will be targeted for intervention.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Build a learning community that values differences by creating a safe, orderly, productive, positive, and healthy learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed in coordination with the District's Strategic Plan: 1) implement clear codes of conduct by following the District Organizational Chart (the governance structure) at all times which support student and staff safety, teamwork, parental engagement, and respect, 2) determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, 3) while eliminating educational barriers and expanding access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility, 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Positive Behavior Interventions & Support  In order to eliminate educational barriers and promote a non-hostile	A. All Students Suspension Rate: 6%.  B. Hispanic Students Suspension Rate: 5.3%			A. All Students Suspension Rate: 3.5%.  B. Hispanic Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students suspended per year (classroom- and home-suspension).</p> <p>In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12</p>	<p>C. White Students Suspension Rate: 5%</p> <p>D. Socioeconomically Disadvantaged Students Suspension Rate: 4.3%</p> <p>E. English Learner Suspension Rate: 0%</p> <p>F. Foster Youth Suspension Rate: 0%</p> <p>A. All Students Expulsion Rate: 0%.</p> <p>B. Hispanic Students Expulsion Rate: 0%</p> <p>C. White Students Expulsion Rate: 0%</p> <p>D. Socioeconomically Disadvantaged Students Expulsion Rate: 0%</p> <p>E. English Learner Expulsion Rate: 0%</p> <p>F. Foster Youth Expulsion Rate: 0%</p>			<p>Suspension Rate: 3.5%.</p> <p>C. White Students Suspension Rate: 3.5%</p> <p>D. Socioeconomically Disadvantaged Students Suspension Rate: 3.5%.</p> <p>E. English Learner Suspension Rate: 3.5%</p> <p>F. Foster Youth Suspension Rate: 3.5%</p> <p>A. All Students Expulsion Rate: maintain 0%.</p> <p>B. Hispanic Students Expulsion Rate: maintain 0%.</p> <p>C. White Students Expulsion Rate: maintain 0%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>students expelled per year.</p> <p>In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students dropping out of school per year.</p> <p>In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students enrolled in the</p>	<p>A. All Students Dropout Rate: 6%.</p> <p>B. Hispanic Students Dropout Rate: 5.3%</p> <p>C. White Students Dropout Rate: 5%</p> <p>D. Socioeconomically Disadvantaged Students Dropout Rate: 4.3%</p> <p>E. English Learner Dropout Rate: 0%</p> <p>F. Foster Youth Dropout Rate: 0%</p> <p>A. 41% of All Students are enrolled in the MTSS.</p> <p>B. 41% of Hispanic Students are enrolled in the MTSS.</p> <p>C. 41% of White Students are enrolled in the MTSS.</p> <p>D. 41% of Socioeconomically</p>			<p>D. Socioeconomically Disadvantaged Students Expulsion Rate: maintain 0%.</p> <p>E. English Learner Expulsion Rate: maintain 0%.</p> <p>F. Foster Youth Expulsion Rate: maintain 0%.</p> <p>A. All Students Dropout Rate: 6%.</p> <p>B. Hispanic Students Dropout Rate: 5.3%</p> <p>C. White Students Dropout Rate: 5%</p> <p>D. Socioeconomically Disadvantaged Students Dropout Rate: 4.3%</p> <p>E. English Learner Dropout Rate:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Multitiered System of Support (MTSS) will be targeted for improvement.</p> <p>In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students Chronically Absent will be targeted for improvement.</p> <p>Data Source:  1. The College and Career Readiness Report on the Dashboard  2. The College and Career Readiness Report from Aeries Analytics and  3. The A-G Readiness Report from Aeries Analytics  4. The California Longitudinal Pupil Achievement Data System (CALPADS)</p>	<p>Disadvantaged Students are enrolled in the MTSS.</p> <p>E. 41% of English Learner Students are enrolled in the MTSS.</p> <p>F. 41% Foster Youth are enrolled in the MTSS.</p> <p>A. 45.1% of All Students are chronically absent.</p> <p>B. 45.5% of Hispanic Students are chronically absent.</p> <p>C. 34.3% of White Students are chronically absent.</p> <p>D. 48% of Socioeconomically Disadvantaged Students are chronically absent.</p> <p>E. 37.5% of English Learner Students are chronically absent.</p>			<p>F. Foster Youth Dropout Rate:</p> <p>A. 47% of All Students will be enrolled in the MTSS.</p> <p>B. 47% of Hispanic Students will be enrolled in the MTSS.</p> <p>C. 47% of White Students will be enrolled in the MTSS.</p> <p>D. 47% of Socioeconomically Disadvantaged Students will be enrolled in the MTSS.</p> <p>E. 47% of English Learner Students will be enrolled in the MTSS.</p> <p>F. 47% Foster Youth will be enrolled in the MTSS.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5. Beyond SST learning management system 6. RULER PBIS learning management system 7. Student Voices Program 8. School Climate Report Card 9. School Accountability Report Card (SARC	F. 100% of Foster Youth are chronically absent.			A. 39.1% of All Students will be chronically absent.  B. 39.5% of Hispanic Students will be chronically absent.  C. 28.5% of White Students will be chronically absent.  D. 42% of Socioeconomically Disadvantaged Students will be chronically absent.  E. 31.5% of English Learner Students will be chronically absent.  F. 94% of Foster Youth will be chronically absent.	
2.2	Facilities and Maintenance	A. 54% of Grade 9 students "Agree" and "Strongly Agree"			A. 60% of Grade 9 students will "Agree" and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning environment, the School Climate Report Card will be monitored and targeted for improvement.</p> <p>Data Source:  1. Aeries learning management system  2. The California Longitudinal Pupil Achievement Data System (CALPADS)</p>	<p>facilities are safe with a high-level of upkeep.</p> <p>B. 60% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p> <p>C. 82% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p>			<p>"Strongly Agree" facilities are safe with a high-level of upkeep.</p> <p>B. 66% of Grade 11 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p> <p>C. 88% of staff will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3. Beyond SST learning management system 4. RULER PBIS learning management system 5. Student Voices Program 6. School Climate Report Card 7. School Accountability Report Card (SARC)					
2.3	<p>Community Partnerships and Outreach</p> <p>In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students assigned to the Student Attendance Review Board (SARB) intervention mechanism and process will be targeted for improvement.</p>	<p>A. 14% of All Students are assigned to the SARB intervention mechanism and process.</p> <p>B. 14% of Hispanic Students are assigned to the SARB intervention mechanism and process.</p> <p>C. 14% of White Students are assigned to the SARB intervention mechanism and process.</p> <p>D. 14% of Socioeconomically Disadvantaged Students are assigned to the SARB</p>			<p>A. 20% of All Students will be assigned to the SARB intervention mechanism and process.</p> <p>B. 20% of Hispanic Students will be assigned to the SARB intervention mechanism and process.</p> <p>C. 20% of White Students will be assigned to the SARB intervention mechanism and process.</p> <p>D. 20% of Socioeconomically Disadvantaged</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning environment by increasing enrollment in our local wellness programs that enhance physical/social emotional well-being for students and staff.</p> <p>Data Source:  1. Aeries learning management system  2. The California Longitudinal Pupil</p>	<p>intervention mechanism and process.</p> <p>E. 14% of English Learner Students are assigned to the SARB intervention mechanism and process.</p> <p>F. 14% Foster Youth are assigned to the SARB intervention mechanism and process.</p> <p>A. 44% of All Students are enrolled in a wellness program mechanism and process.</p> <p>B. 44% of Hispanic Students are enrolled in a wellness program mechanism and process.</p> <p>C. 44% of White Students are enrolled in a wellness program mechanism and process.</p> <p>D. 44% of Socioeconomically</p>			<p>Students will be assigned to the SARB intervention mechanism and process.</p> <p>E. 20% of English Learner Students will be assigned to the SARB intervention mechanism and process.</p> <p>F. 20% Foster Youth will be assigned to the SARB intervention mechanism and process.</p> <p>A. 50% of All Students will be enrolled in a wellness program mechanism and process.</p> <p>B. 50% of Hispanic Students will be enrolled in a wellness program mechanism and process.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Achievement Data System (CALPADS)</p> <p>3. Beyond SST learning management system</p> <p>4. RULER PBIS learning management system</p> <p>5. Student Voices Program</p> <p>6. School Climate Report Card</p> <p>7. School Accountability Report Card (SARC)</p>	<p>Disadvantaged Students are enrolled in a wellness program mechanism and process.</p> <p>E. 44% of English Learner Students are enrolled in a wellness program mechanism and process.</p> <p>F. 44% of Foster Youth are enrolled in a wellness program mechanism and process.</p> <p>G. 16% of Staff are enrolled in a wellness program mechanism and process.</p>			<p>C. 50% of White Students will be enrolled in a wellness program mechanism and process.</p> <p>D. 50% of Socioeconomically Disadvantaged Students will be enrolled in a wellness program mechanism and process.</p> <p>E. 50% of English Learner Students will be enrolled in a wellness program mechanism and process.</p> <p>F. 50% of Foster Youth will be enrolled in a wellness program mechanism and process.</p> <p>G. 22% of Staff will be enrolled in a wellness program mechanism and process.</p>	
2.4						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5						
2.6						
2.8						

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions & Support	<p>Maintain Positive Behavior Interventions and Support, and Restorative Practices, including staff time, professional development, and coordinator stipends. We have a campus supervisor and one MFT that work with our students on behavior. PAHS uses a culturally responsive model to leverage English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities, which has been showing results. Culturally responsive positive behavior strategies are built into the New Tech Network set of standards and strategies. Universal Design for Learning plays a key part galvanizing all offerings. We are in the second year of a 6 year plan to implement UDL to a high fidelity.</p> <p>Furthermore, the administrative team has supplement all prior strategies with "push-in" actions, wherein, a teacher experiencing a student with disruptive behavior contacts the office, and the principal arrives to offer the disruptive student the opportunity to remain in the learning environment. If the student chooses to cease the behavior, then learning continues. If the student cannot maintain the norms of the learning environment, then the student and the administrator "push-out." A push-out results in a progressive consequence based on that particular student's behavior record and a loss of merits.</p> <p>A merit system has been reinstated and tracked through the Aeries System. All positive event, e.g., sport event participation and spectating, school and class field trips, dances, quarterly celebrations, monthly celebrations, and weekly celebrations, require students to have 95 - 100 merits in order to participate. If a student has 94 merits or less, then that particular student cannot participate in the positive event. A student can restore merits through various restorative mechanisms and processes. For example, a student can attend "conflict resolution" with the teacher or student with whom the student's conflict resulted in a progressive consequence. Community Service is another mechanism and process, wherein, student can restore merit loss after a progressive consequence.</p> <p>Students exhibiting a pattern of pervasive behavior counter to the Point Arena code of conduct will be placed on a "30-day Behavior Contract," wherein, they are monitored for behavior each day by checking in with the principal before school and after school. All privileges remain intact. The</p>	\$90,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>contract is signed off by each teacher based on behavior performance per class period. A student must achieve in the 85th percentile to pass their daily contract. This achievement is tied to a daily award system.</p> <p>If a given student continue to exhibit a pattern of pervasive behavior despite the 30-day Behavior Contract, then that student is placed within the "Cocoon" system, wherein, all privileges are revoked and that student spends their free time with the principal. It is a 5-day process, wherein, each class is monitored by the principal, and the principal escorts that student to-and-from each classroom. This proximity is effective in reducing patterned-disruptive behavior. If after the 5-day period, each day is a positive success, then the Cocoon is removed, and the student returns to a 30-day Contract. The Cocoon Contract is signed off by each teacher based on behavior performance per class period, as well.</p> <p>In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students suspended per year (classroom- and home-suspension).</p> <p>In order to eliminate educational barriers and promote a non-hostile working and learning environment, the clear codes of conduct based on California Education Code and the District Organizational Chart (the governance structure), which is designed to support student and staff safety, teamwork, parental engagement, and respect at all times, will be measured through the percentage of 9 - 12 students expelled per year.</p> <p>In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students enrolled in the Multitiered System of Support (MTSS) will be targeted for improvement.</p> <p>In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective</p>		

Action #	Title	Description	Total Funds	Contributing
		outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students Chronically Absent will be targeted for improvement.		
2.2	Facilities and Maintenance	<p>The original Point Arena High School was built in 1909 and replaced with a new building constructed in 1939, which was then replaced with the Administration Building and Auditorium in 2003. In addition, the campus now includes a large gymnasium/cafeteria, a library, and 17 classrooms including a band room, computer lab, science lab, and auto/wood shop. There is a greenhouse and garden space for student use in the agriculture classes. Our surveillance cameras have recently been upgraded. Three sports fields are mowed and maintained regularly and a tennis court is on campus. The buildings are well maintained and cleaned at least once a day by our maintenance team. Our school provides a safe and clean environment for learning through proper facilities maintenance, campus surveillance and campus supervision. Campus repairs and general maintenance are prioritized and completed as resources allow. The process for changing the campus to the Makerspace model is ramping up. The library was cleared out during the 23.24 school year, and the library's transformation into the Lake Street Recording Studio will begin the summer of 24.25. Moreover, the process of cutting a fully functional culinary department will be the second Makerspace project for the 24.25 school year. The old physics and chemistry room will be converted into a fully functional culinary lab.</p> <p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning environment, the School Climate Report Card will be monitored and targeted for improvement.</p>	\$671,262.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Community Partnerships and Outreach	<p>In order to determine which restorative process and intervention mechanism (alternatives to suspension) facilitates a more effective outcome towards increasing student attendance and increasing student learning opportunities, the percent of 9 - 12 students assigned to the Student Attendance Review Board (SARB) intervention mechanism and process will be targeted for improvement.</p> <p>In order to eliminate educational barriers and expand access to educational programs focused on engagement and rigor for every student, e.g., the Makerspace Model, the New Tech Network (NTN) project-based learning management system, flexible scheduling, concurrent enrollment, dual enrollment, sports (inter-schoolastic, intramural, and recreational) and our enriched visual performing arts/media production facility and ensure that our facilities support us in maintaining a safe learning environment by increasing percent of enrollment in our local wellness programs that enhance physical/social emotional well-being for students and staff.</p> <p>Promote community partnerships that nurtures community support, collaboration, and networks for English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. There are several community partnerships we work closely with such as EduAct and Action Network. Furthermore, Point Arena has instituted a community-wide health fair sponsored by the MENDONOMA Health Alliance, which takes place the first week of October, annually.</p> <p>In 22.23, Point Arena High School and the Rotary Club partnered to build a radio lab for the CTE course Radio Tech. In 23.24, Point Arena High School and the Rotary Club partnered with Action Network to build the Lake Street Teen Health Clinic. In 24.25, Point Arena High School and the Rotary Club are partnering to build the Lake Street Recording Studio for the CTE department.</p>	\$5,229.00	No

Action #	Title	Description	Total Funds	Contributing
2.7				



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Build positive relationships and create schools that are welcoming places for students, families, community members, staff, and board members.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was developed in coordination with the District's Strategic Plan: 1) continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), 2) enhance opportunities for parents, teachers and community to partner in supporting student learning at school and home, 3) partner with educational and business agencies to strengthen college and career opportunities for our students, and 4) hold consistent District English Learner Advisory Committee (DELAC) and Native American Education Advisory Committee (NAEAC) meetings.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Communications with Educational Partners  In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings,	A. 4 total DELAC meetings offered.  B. 1 total DELAC meetings offered per quarter.  C. 11% of the English Learner community attended DELAC meetings on average.			A. 8 total DELAC meetings will be offered.  B. 2 Total DELAC meetings will be offered per quarter.  C. 17% of the Hispanic community will attend DELAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the District English Learner Advisory Committee DELAC in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement.</p> <p>In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the SELPA Parent Advisory Committee in the form of a well</p>	<p>A. 0 total meetings offered.</p> <p>B. 0 total meetings offered per quarter.</p> <p>C. 0% of the Special Education community attended meetings on average.</p> <p>A. 0 total meetings offered.</p> <p>B. 0 total meetings offered per quarter.</p> <p>C. 0% of the Low Income, Foster Youth, and McKinney-Vento community attended meetings on average.</p> <p>A. 4 total Site Council meetings offered.</p> <p>B. 1 total Site Council meetings offered per quarter.</p> <p>C. 3.8% of the community attended</p>			<p>meetings on average.</p> <p>A. 4 total meetings will be offered.</p> <p>B. 1 Total meeting will be offered per quarter.</p> <p>C. 6% of the Special Education community will attend meetings on average.</p> <p>A. 4 total meetings will be offered.</p> <p>B. 1 Total meeting will be offered per quarter.</p> <p>C. 6% of the Low Income, Foster Youth, and McKinney-Vento community will attend meetings on average.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement.</p> <p>In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the Parent Equity Advisory Committee in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement.</p> <p>In order to continuously improve scope and</p>	<p>Site Council meetings on average.</p> <p>A. 3 total Rotary Club meetings offered.</p> <p>B. Less than 1 total Rotary Club meetings offered per quarter.</p> <p>C. 8.3% of the staff attended Rotary Club meetings on average.</p> <p>D. 1 total joint project completed.</p> <p>A. 3 total Action Network meetings offered.</p> <p>B. Less than 1 total Action Network meetings offered per quarter.</p> <p>C. 8.3% of the staff attended Action Network meetings on average.</p> <p>D. 0 Total joint projects completed.</p>			<p>A. 8 total Site Council meetings will be offered.</p> <p>B. 2 Total Site Council meetings will be offered per quarter.</p> <p>C. 9.8% of the community will attend Site Council meetings on average.</p> <p>A. 6 total Rotary Club meetings will be offered.</p> <p>B. 1 Total Rotary Club meetings will be offered per quarter.</p> <p>C. 14.3% of the staff will attend Site Council meetings on average.</p> <p>D. 4 total joint projects will be completed.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>amplification of opportunities for parents, teachers, and community to partner in supporting student learning at school and home, the Professional Learning Community strategy will be applied to the Site Council in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement.</p> <p>In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to the Rotary Club in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage</p>				<p>A. 6 total Action Network meetings will be offered.</p> <p>B. 1 Total Action Network meetings will be offered per quarter.</p> <p>C. 14.3% of the staff will attend Action Network meetings on average.</p> <p>D. 3 total joint projects will be completed.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>increased joint project outcomes.</p> <p>In order to continuously improve scope and amplification of partnerships with educational and business agencies to strengthen college and career opportunities for our students, the Professional Learning Community strategy will be applied to Action Network in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes.</p> <p>Data Source:</p> <ol style="list-style-type: none"> <li>1. Agenda log</li> <li>2. Meeting minutes log</li> <li>3. Google Form attendance log</li> <li>4. Google Form exit ticket parent surveys</li> <li>5. Google Calendar</li> <li>6. ParentSquare log</li> <li>7. Student Voices Program</li> <li>8. School Climate Report Card</li> </ol>					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	9. School Accountability Report Card (SARC)					
3.2	<p>Community Liaisons and Programs</p> <p>In order to continuously improve scope and amplification of communication with educational partners, including strategies that eliminate language and cultural barriers (e-mail, facebook, phone calls, face to face meetings, community meetings, Professional Learning Community strategy), the Professional Learning Community strategy will be applied to the Native American Education Advisory Committee (NAEAC) in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement.</p> <p>Data Source: 1. Agenda log 2. Meeting minutes log</p>	<p>A. 4 total NAEAC meetings offered.</p> <p>B. 1 total NAEAC meetings offered per quarter.</p> <p>C. 30% of the Native American community attended NAEAC meetings on average.</p>			<p>A. 8 total NAEAC meetings will be offered.</p> <p>B. 2 Total NAEAC meetings will be offered per quarter.</p> <p>C. 36% of the Native American community will attend NAEAC meetings on average.</p>	