

Point Arena Schools LCAP Goals 2024-2027

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

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

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

Point Arena Schools Board Priorities 2025-2026

1a) Adopt and implement curricula that engage our diverse student population through relevance, accessibility, and honesty.

Action: Curricula includes Native and Hispanic histories and cultures.

Metric: Increased percentage of students TK-12 engaged in these newly adopted curricula.

1b) Support and acknowledge classroom staff and administrators that strive to develop Spanish language proficiency.

Actions: Provide resources to support professional learning in Spanish language acquisition.

Determine appropriate Board acknowledgement procedures.

Metric: Increased number of staff participating in Spanish language acquisition.

1c) Build diversity when recruiting for new teachers, particularly fluent Spanish speakers, to better reflect the demographics of our schools and community.

Actions: Prioritize ways to expand teacher hiring searches to attract fluent Spanish speaking applicants.

Evaluate effectiveness and seek creative alternatives of recruiting tools.

Metrics: Increase numbers for fluent Spanish speaking applicants and new teacher hires.

1d) Prioritize reclassification of Long Term English Learners (LTEL) and continue to support all Multilingual Learners toward EL reclassification within 3 years.

Actions: Provide tiered supports as designated by MTSS teams.

Ensure equitable access to enrichment activities, transportation, and tutoring support.
Metrics: Total number of LTEL students and percentage that are redesignated, including the number of all redesignated students compared to previous year data.

1e) Increase hands-on learning opportunities by expanding Career and Technical Education, electives, athletics and extracurricular activities and supporting work experience and other community partnerships.

Actions: Prioritize funding for CTE (including information technology), electives, athletics and extracurricular activities, based on expense, student interest and teacher availability.

Analyze student engagement when enrolled in the above activities.

Metric: Enrollment numbers and participant satisfaction.

2a) Continue to address chronic absenteeism.

Action: Use data from Multi-Tiered System of Support (MTSS) meetings to identify school strengths and eliminate policies and practices that result in inequities.

Strengthen ways to provide attendance recovery opportunities and make-up work.

Metrics: Develop baseline data for links between school climate and chronic absenteeism.

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

Actions: Maintain or increase professional counselors to provide:

Anti-bullying/violence prevention programs and social emotional support for all students, and Stay Well support for teachers and staff.

Seek and implement alternatives to the CHKS.

Metrics: Counselor reports on effectiveness of programs and student participation.

Survey results and comparison to prior year CHKS or alternative survey.

3a) Encourage feedback from families and staff through surveys, which may include but are not limited to CHKS.

Actions: Seek user friendly surveys to determine family and staff satisfaction.

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

Metrics: Establish baseline data from family feedback surveys.

Use survey results from staff to compare to prior year results from CHKS or alternate survey.