Budget Overview for Parents Update - February 2026

Arena Union Elementary School District				
Budget Item	**Projected 25-26 Budget Amount**	**Estimated Actual 25-26 Budget Amount @ Mid-Year Update**	***Variance***	***Variance Notes***
Total LCFF funds (8001-8099)	$3,404,726	$3,429,652	*$24,926*	*- P-1 property tax updates (+25k)*
LCFF supplemental and concentration grants (8011)	$48,384	$48,384	*$0*	*n/a*
All other state funds (8300-8599)	$588,114	$783,081	*$194,967*	*- higher Student Support & Professional Development Block Grant (+67k)* *- less SPED PreK funds (-23k)* *- higher Mental Health funds (+2k)* *- additional Learning Recovery Emergency Block Grant funds (+15k)* *- higher estimated ELOP (+134k)*
All local funds (8600-8799)	$294,655	$314,655	*$20,000*	*- higer estimated interest (+20k)*
All federal funds (8100-8299)	$264,021	$264,722	*$701*	*- higher Title V (+1k)*
Transfers In (8900-8999)	$15,000	$15,000	*$0*	*n/a*
Total projected revenue	$4,566,516	$4,807,110	*$240,594*	*- see above variance explanations*
Total budgeted general fund expenditures (1xxx-7xxx)	$4,695,076	$4,851,819	*$156,743*	*- higher insurance (+32k)* *- higher Nurse, Psych, LMFT estimate (+22k)* *- higher curricula (+29k)* *- ELOP after school services (+45k)* *- Add SPED aide (+12k)* *- Prop 28 (+14k)* *- Step/Column & other position changes (-22k)* *- Additional Duty, Sub Duty, and OT Duty estimate changes (+13k)* *- 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 25-26 Budget Amount**	**Estimated Actual 25-26 Budget Amount @ Mid-Year Update**	***Variance***	***Variance Notes***
Total LCFF funds (8001-8099)	$5,318,261	$5,405,590	*$87,329*	*- P-1 property tax updates (+87k)*
LCFF supplemental and concentration grants (8011)	$16,251	$16,251	*$0*	*n/a*
All other state funds (8300-8599)	$329,140	$376,875	*$47,735*	*- higher Student Support & Professional Development Block Grant (+38k)* *- additional Learning Recovery Emergency Block Grant funds (+9k)*
All local funds (8600-8799)	$98,188	$121,388	*$23,200*	*- higer estimated interest (+23k)*
All federal funds (8100-8299)	$187,973	$192,714	*$4,741*	*- higher Title V (+4k)*
Transfers In (8900-8999)	$15,000	$35,000	*$20,000*	*- added Fund 17 related technology expenses (+20k)*
Total projected revenue	$5,948,563	$6,131,568	*$183,005*	*- see above variance explanations*
Total budgeted general fund expenditures (1xxx-7xxx)	$6,036,751	$6,193,197	*$156,445*	*- added Fund 17 related technology expenses (+20k)* *- higher insurance (+29k)* *- higher Nurse, Psych, LMFT estimate (+15k)* *- Athletics (+5k)* *- Maintenance (+66k)* *- Cafeteria adjustments (+59k)* *- Step/Column & other position changes (-51k)* *- Additional Duty, Sub Duty, and OT Duty estimate changes (+43k)* *- 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)*

2025-26 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.	$ 382,906	$ 259,273	A. Local Benchmarks, MAPs Assessments, CAASPP, ELPAC Scores. B. Teachers are appropriately assigned and fully credentialed. C. Curriculum materials are CCSS and NGSS aligned. D. The EL pupils reclassification rate.	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. For the 2025-26 school year our demographics are reported as 18.4% Caucasian, 5.3% Native American, 73% Hispanic or Latino and 3.3% Multi-ethnic. The Fall 25 - 26 MAP assesments were completed in October 2025 and the Winter 2025 assessments will take place January 28 -February 13th in grades 3-8. The Results are 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 3rd - 8th grades scored as follows: 3rd grade Math - 17% scored moderately below, 17% scored slightly below, 33% scored average, 17% scored slightly or moderately above. In Reading, 33% scored moderately below, 28% scored slightly below, 12% scored average, 8% scored slightly and moderately above. 4rd grade Math - 20% scored moderately below, 36% scored slightly below, 16% scored average,, 28% scored slightly abour and moderately above. In Reading, 31% scored moderately below, 21% scored slightly below, 31% scored average, 26% scored slightly and moderately above. 5th grade Math - 34% scored moderately below, 35% scored slightly below, 16% scored average,, 12% scored slightly above and moderately above. In Reading, 26% scored moderately below, 22% scored slightly below, 35% scored average, 17% scored slightly and moderately above. 6th grade Math - 38% scored moderately below, 21% scored slightly below, 29% scored average, 12% scored slightly and moderately above. In Reading, 77% scored moderately below, 15% scored slightly below, 8% scored average, 0% scored slightly and moderately above. 7th grade Math - 34% scored moderately below, 33% scored slightly below, 25% scored average,, 8% scored slightly moderately above. In Reading, 62%scored moderately below, 15% scored slightly below, 15% scored average, 8% scored slightly and moderately above. And finally, 8th grade Math - 48% scored moderately below, 22% scored slightly below, 8% scored average, 22% scored slightly and moderately above. Reading - 52% scored moderately below, 22% slightly below, 14% scored average and 14% scored slightly and 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.	$ 68,397	$ 20,152	E. Percentage of EL pupils progressing towards English proficiency. F. Implement "Elevating Student Voices" program K-8 supported by Mendocino County Office of Education	Currently, 4 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.	$ 89,658	$ 48,700	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. 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, interventions, content area planning time, scheduling, Building Thinking Classroom and UDL strategies.
4. English Language Development: Provide ELD monitoring, program implementation and professional development.	$ 142,897	$ 114,111		So far this 2025-26 school year, Arena Elementary to focus on English language development by a variety of methods. This includes direct instruction, intentional student grouping, teacher training, Rossetta Stone, Inside Language, Literacy and content curriculum, 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.	$ 131,014	$ 19,120		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 settting. 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	$ 814,872	$ 461,356		

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.	$ 24,316	$ 7,521	A. Student attendance rates 2022-23: TK- 5th grade 88% ADA, 6th-8th 90% ADA 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 C. Decrease in suspension rate. D. M.S dropout and expulsion rate . E. Parent participation, including parents of low income, English learner an foster youth students.	So far in the 2025-26 school year, four staff development days have been devoted to developing our UDL and BTC 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 third 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 more days planned for the Spring of 2026. 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, Repectful 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.
2. Facilities and Maintenance: Perpetuate facilities planning, maintenance, staff time, and funding in order to maintain facility and grounds integrity.	$ 181,386	$ 97,391	F. Continue the "Elevating Students Voices" program K-8 supported by Mendocino County Office of Education G. Teachers receive professional development on successful language acquisition, differentiating instruction and diverse social and cultural awareness strategies though Universal Design of Learning implementation.	To date, Arena Elementary has used Deferred Maintenance funds on plumbing repairs, and has used Facilities related funds on security cameras, classroom ramps, window shades 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.
3. Community Partnerships and Outreach: Promote community partnerships that nurtures community support, collaboration, and networks.	$ 5,499	$ 2,784	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. I. Campus will continue to be updated and repaired as needed. 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.	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 for the 2025-26 school year.
Subtotal LCAP Goal #2	$ 211,201	$ 107,696		

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. Specifically designed to meet the needs of parents of unduplicated student groups and students with special needs.

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.	$ 6,482	$ 2,782	A. Increased Family Engagement-(Back to School Open House Family Literacy/Math nights) B. School Climate Survey C. Increased participation in the English Learner Parent Advisory Committee	Regular Site Council, DELAC and NAEAC meetings have been scheduled and held. The 2025 - 26 California Healthy Kids Survey will be administered in February 2026. Students in grades 5 - 8 will participate. Additionally, the Mendocino County Office of Education is surveying county schools regarding school climate. The survey will be shared with staff members during the first two weeks of February. Students (3rd-12th grade), teachers and staff, and parents and caregivers will take the survey. This partnership will assist our school/district create a place where every child can thrive. 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 prinicpal 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. Family Fun Nights are taking place once per quarter through out the school year.
2. Community liaisons and programs: Maintain important community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Arena Tech Center.	$ 21,567	$ 9,877	D. Increased participation in the Native American Parent Advisory Committee E. Monthly school communication on upcoming events, student successes, and other announcements.	Community liaison positions at Arena Elementary include a Native American/NAEAC representive, 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.
Subtotal LCAP Goal #3	$ 28,049	$ 12,659		

GRAND TOTAL (LCAP) (AUESD)	**$ 1,054,122**	**$ 581,711**

2025-26 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: 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 Google Classroom 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.

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.	$ 432,254	$ 209,678	Core Subject Areas. 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) 9. Program Quality Surveys: student, parent, and teacher Technology and Mentorship 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. Healthy Kids Survey	62% of All students (9-12) have been evaluated and are currently enrolled in courses designed to meet their A-G requirements. 35% of students from the 25.26 "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. 63% of the 25.26 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. 63% of the 25.26 Graduate Cohort 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.	48.51%
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.	$ 94,929	$ 71,211		New Tech Network has been deconstructed and replaced by Google Suite, Aeries, and Clever as the key learning management system mechanisms and interfaces across Point Arena High School. Google Classroom and Aeries are the current grade books for realtime school stats. Google Clasroom is for the student/teacher interface and Aeries is for the parents. Clever is the single-sign on system, wherein, Google Classroom and Aeries nexus. 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 25.26 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, A-G curriculums, and Dual Enrollment with the community college system. 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. 63% of the 25.26 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. 63% of the 25.26 Graduate Cohort 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.	75.01%
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.	$ 462,388	$ 353,697		All students from the 25.26 ""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. 63% of the 25.26 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. 63% of the 25.26 Graduate Cohort 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. 62% of All students (9-12) have been evaluated and are currently enrolled in courses designed to meet their A-G requirements. 35% of students from the 25.26 "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. 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. 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.	76.49%
4. English Language Development: Provide ELD monitoring, program implementation and professional development.	$ 72,302	$ 50,267		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. Since 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. In order to RFEP a student, candidates must score a 4 overall on the ELPAC. Currently, we have 12 students, ranging from Lvl 1 through Lvl 2 enrolled and receiving ELD support and instruction. Currently, ELD is being taught by 1 TESOL credentialed teachers and a bilingual paraprofessional.	69.52%
5. Counseling: Sustain counseling and social/emotional support.	$ 126,332	$ 72,713	Electives and Extra-Curricular Activities 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) ELD 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)	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 25.26 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). 82 formal interventions have been processed between August 2025 and the end of January 2026. These Interventions are requests made by staff through our Aeries LMS system. We have a policy: if you think you see something...say something. 6.1% of those interventions were recommended for Academic Study Teams (AST). 2.4% 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 5.4%.	57.56%
Other - General	n/a	n/a	Counseling 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)	All students from the 25.26 ""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, 100% of Mckinney-Vento 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.	

Other - General	n/a	n/a	5. Aeries Student Profiles 6. NWEA Learning Management System 7. CAASPP Test Operational Management System (TOMS) 8. California Educators Reporting System (CERS)	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.	
Subtotal LCAP Goal #1	$ 1,188,206	$ 757,566			63.76%

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 developedin 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

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.	$ 95,596	$ 45,282	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.	47.37%
2. Facilities and Maintenance: Perpetuate facilities planning, maintenance, staff time, and funding in order to maintain facility and grounds integrity.	$ 715,224	$ 357,394	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.	49.97%
3. Community Partnerships and Outreach: Promote community partnerships that nurtures community support, collaboration, and networks.	$ 5,563	$ 2,802	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, 3.1% of All Students are assigned to the SARB intervention mechanism and process. This will bode well for our 28.29 goals, wherein, we will adjust the aiming point from 20% usage of the mechanism to a reduced measurement based on a correlatetion with Chronic Absenteeism. The new goal and metric is to apply Tier II and III systems to reduce Chronic Absenteeism prior to SARB. This has impacted the midyear SARB data compared to last year. In 24.25, the SARB utilization at the midyear benchmark was 14%. Using the MTSS to combat Chronic Absenteeism has reduced the applicaition of SARB by 10.9%.	50.37%
Other - General	n/a	n/a		Currently, 45% of All Students 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, and 22% of Staff will be enrolled in a wellness program mechanism and process.	
Subtotal LCAP Goal #2	$ 816,383	$ 405,478			49.67%

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: 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.

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.	$ 6,331	$ 2,658	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) 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 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 25.26 school year. Thus, we are on track to offer 4 total DELAC meetings, 1 total DELAC meetings per quarter with 0% of the English Learner community in attendance. We are rebranding the process to include a more community celebration format with food and celebration along with the vital information natural to these settings. We feel this will up community participation (as it has done with NAEAC). This rebranding 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 25.26 school year. Thus, we are on track to offer 4 total NAEAC meetings, 1 total NAEAC meetings per quarter with 16% 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.	41.98%
2. Community liaisons and programs: Maintain important community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Arena Tech Center.	$ 34,375	$ 17,510		Currently, we have 1 Native American Laiason, 1 ELAC/DELAC coodinator, and 1 Arena Tech Center attendant. Note: regarding expenditures, the ATC transfer takes place at closing.	50.94%
Other - General	n/a	n/a		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 25.26 school year. Thus, we are on track to offer 4 total Site Council meetings per year, 1 total Site Council meetings per quarter with 4% 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 not met with the Rotary Club in either the 1st or 2nd quarter of the 25.26 school year. Thus, 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, and 1 project completed. This does not bode 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 36 times in the first semester of the 25.26 school year and have completed 2 projects with over 80% of the staff in attendance on average. This exceeds 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. We will rewrite this goal and adjust the metric.	
Subtotal LCAP Goal #3	$ 40,706	$ 20,168			49.55%

Goal 4: Point Arena High School received Equity Multiplier funds to address the stability rate at the continuation high school (South Coast Continuation) (SCHS). The funds are spent on salary for an additional 0.5 teacher to support EL Students, Hispanic Students, and all students with their credit recovery needs as they transfer between Point Arena High School and South Coast Continuation.
LCAP Priorities: Basic (Priority 1), State Standards (Priority 2), Pupil Achievement (Priority 3), Pupil Engagement (Priority 5), Course Access (Priority 7), and Other Pupil Outcomes (Priority 8)

This Goal 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. Goal 4 was developed specifically to support 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.

Action/Service	Budgeted Amount	Estimated Actuals to Date	Metric(s)*	Implementation Notes and Mid-Year Update Metric Outcome Data	
1. Student Access to Transition Support for Credit recovery	$ 40,397	$ 20,198	Equity Multiplier 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)	The overall implementation strategy described aims to eliminate educational barriers, such as the instability rate for students transitioning between tiered programs, and to expand access to educational programs focused on engagement and rigor. Specifically, El Students, Hispanic Students, and all students identified for transition support are planned to receive credit recovery support one year prior to leaving Tier 1 for Tier 3. Credit Deficit Reduction: In 23.24, the plan was for 100% of identified students transitioning from Tier 1 to Tier 3 to do so with a 75 or more credit deficit. For 24.25, the goal is for 100% of identified students to transition from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. This represents a planned reduction in the acceptable credit deficit range, indicating a target for improved student preparedness. Midyear 25.26, 100% of identified students have transitioned from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. Credit Recovery Enrollment: For 23.24, 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 were intended to receive credit recovery. For 24.25, the target is to increase this to 82.1% of Unduplicated Pupils identified for transition receiving credit recovery. Midyear 25.26, 52% of Unduplicated Pupils have been identified for transition and are receiving credit recovery.	50.00%
Subtotal LCAP Goal #4	$ 40,397	$ 20,198			50.00%

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

GRAND TOTAL (LCAP) (PAJUHSD)	**$ 2,085,692**	**$ 1,203,411**	57.70%

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)

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 Google Classroom 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.

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. 62% of All students met A-G requirements and		A. 46% of All students will meet A-G requirements	A. Because 62% of All students met A-G requirements and were college

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	B.100% of English Learner students met A-G requirements and are college and career ready. A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. All Students * Baseline: Math (31) Reading (34) Language Usage (41.2) * Growth: Math (41.5) Reading (37) Language Usage (43) B. English Learner Students * Baseline: Math (31) Reading (34) Language Usage (41.2) * Growth: Math (41.5) Reading (37) Language Usage (43) A. 0% of 9th Grade students met CAASPP Interim Assessment Completion Percentage.	were college and career ready. B. 100% of English Learner students met A-G requirements and are college and career ready. A. 62% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. All Students *Baseline: Math (45) Reading (42) Language Usage (55) *Growth: Math (41.5) Reading (37) Language Usage (43) B. English Learner Students *Baseline: Math (28.5) Reading (29) Language Usage (1)		and be college and career ready. B. Maintain 100% of English Learner students meeting A-G requirements and maintaining college and career readiness. A. 51% of all students will complete at least one CTE class and, therefore, complete the SEL menu. A. All students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (winter administration) algorithm. B. English Learner students exhibit 6% growth through MAP baseline (fall administration) versus MAP growth (winter	and career ready, we reset our goal to 68%. B. Maintain 100% of English Learner students meeting A-G requirements and maintain college and career readiness. A. Because 62% of all students completed at least one CTE class and, therefore, completed the SEL menu, we reset our goal to 68%. A. Because All students exhibited 6% or more growth through MAP baseline (fall administration) versus MAP growth (winter administration) algorithm, we reset our goal to 12%. B. Because English Learner students exhibited 6% growth through

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. 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 and Hispanic Students 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	B. 0% of 10th Grade students met CAASPP Interim Assessment Completion Percentage. C. 0% of 11th grade students met CAASPP Interim Assessment Completion Percentage. D. 100% of 11th Grade students met Summative CAASPP Summative Assessment Completion Percentage. A. AP Course Completion Total: 7 Students A. Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program: 23%.	*Growth: Math (41.5) Reading (37) Language Usage (43) A. NA of 9th Grade students met CAASPP Interim Assessment Completion Percentage: begins 26.27. B. NA of 10th Grade students met CAASPP Interim Assessment Completion Percentage: begins 26.27. C. NA of 11th Grade students met CAASPP Interim Assessment Completion Percentage: begins 25.26. D. 100% of 11th Grade students met Summative CAASPP Summative		administration) algorithm. A. 95% of 9th Grade students will meet CAASPP Interim Assessment Completion Percentage. B. 95% of 10th Grade students will meet CAASPP Interim Assessment Completion Percentage. C. 95% of 11th Grade students will meet CAASPP Interim Assessment Completion Percentage. D. 95% of 11th Grade students will meet CAASPP Summative Assessment Completion Percentage. A. AP Course Completion Total:	MAP baseline (fall administration) versus MAP growth (winter administration) algorithm, we reset our goal to 12%. A. 0% of 9th Grade students met CAASPP Interim Assessment Completion Percentage, because it starts 26.27. B. 0% of 10th Grade students met CAASPP Interim Assessment Completion Percentage, because it starts 26.27. C. 0% of 11th Grade students met CAASPP Interim Assessment Completion Percentage, because it starts 25.26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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, 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). 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		Assessment Completion Percentage. A. AP Course Completion Total: 16 Students A. Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program: INC%.		6% increase in total students. A. Students demonstrating college preparedness pursuant to the Early Assessment Program will increase by 6%.	D. 100% of 11th Grade students met CAASPP Summative Assessment Completion Percentage. A. Because we had an AP Course Completion Total of 16 students in 24.25, which is a 128% increase, we have reset our goal for maintaining at least 16 students in AP courses. 23.24 - Total percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program 23% versus 24.25 total percentage of students who demonstrate college preparedness pursuant to the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measure the percentage of students who have passed an advanced placement examination with a score of 3 or higher on the AP examination. 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 measured for growth. 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					Early Assessment Program: INC%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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) 9. Program Quality Surveys: student, parent, and teacher					
1.2	Technology and Mentorship 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	A. 45% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. 21% of Grade 9 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress. B. 27% of Grade 11 students reported "Pretty Much True" or "Very Much True" about being in social-emotional distress.	A. 62% of all students completed at least one CTE class and, therefore, completed the SEL menu. A. Grade 9 students scored a 102.5 on the California Student Wellness Index, which is greater than the California State average by 1.2.		A. 95% of all students will complete at least one CTE class and, therefore, complete the SEL menu. A. Grade 9 students will score a 108 on the California Student Wellness Index. B. Grade 11 students will score a 104 on the	A. 62% of all students completing at least one CTE class and, therefore, completing the SEL menu. is a 17% increase from baseline. A. Grade 9 - 102.5 is 5.5 Student Wellness Index points away from the goal of 108. B. Grade 11 - 98.8 is 5.2 Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CTE program, will be measured for growth. 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. Healthy Kids Survey		B. Grade 11 students scored a 98.8 on the California Student Wellness Index, which is just shy of the California State average of 100.		California Student Wellness Index.	Wellness Index points away from the goal of 104.
1.3	Electives and Extra-Curricular Activities 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 Google Classroom project-based learning management system, flexible scheduling, concurrent enrollment,	A. 40% of all students completed 1 or more CTE pathways and were career ready. B. 40% of all students completed at least 1 dual enrollment course. C. All student graduation rate: 88.9%.	A. 47% of Aal students completed 1 or more CTE pathways and were career ready. B. 47% of all students completed at least 1 dual enrollment course. C. All student graduation rate: 100%.		A. 46% of all students will complete 1 or more CTE pathways and be career ready. B. 46% of all students will complete at least 1 dual enrollment course. C. 100% of all students will graduate.	A. Because 47% of all students completed 1 or more CTE pathway and were career ready exceeds the 3-year goals, we reset the goal to 53%. B. Because 47% of all students completed at least 1 dual enrollment course exceeds the 3-year goals,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. 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					we reset the goal to 53%. C. Because the all student graduation rate exceeded the 3-year goal of 100%, we reset our goal to maintain a graduation rate of 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Achievement Data System (CALPADS)					
1.4	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. Data Source: 1. The College and Career Readiness Report on the Dashboard 2.The College and Career Readiness	A. In 23.24, 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. In 23.24, 100% of 9th graders were Lvl 1 (oral) and 100% Lvl 1 (written). 80% of 10th graders were Lvl 1 (oral) and 20% Lvl 2 (oral); 80% of 10th	In 24.25, 100% of 9th graders were Lvl 4 (oral), 50% LVL 2 (written), and 50% Lvl 3 (written). 50% of 10th graders were Lvl 1 (oral) and 50% Lvl 2 (oral); 50% of 10th graders were Lvl 1 (written) and 50% Lvl 2 (written). 66% of 11th graders were Lvl 1 (oral) and 33% Lvl 3 (oral); 83% of 11th graders were Lvl 1 (written) and 16% Lvl 3 (written). 50% of 12th graders were Lvl 1 (oral) and 50% Lvl 4 (oral); 50% of 12th graders were were Lvl 1 (written) and 50% Lvl2 (written).		9th graders will increase oral and written scores by 6%. 10th graders will increase oral and written scores by 6%. 11th graders will increase oral and written scores by 6%. 12th graders will increase oral and written scores by 6%.	23.24 - 100% of 9th graders were Lvl 1 (oral) and 100% Lvl 1 (written) versus 24.25 (those same students as 10th graders) 50% of 10th graders Lvl 1 (oral) and 50% Lvl 2 (oral); 50% of 10th graders were Lvl 1 (written) and 50% Lvl 2 (written). 23.24 - 80% of 10th graders were Lvl 1 (oral) and 20% Lvl 2 (oral); 80% of 10th graders were Lvl 1 (written) and 20% Lvl 2 (written) versus 24.25 (those same students as 11th graders) 66% of 11th graders were Lvl 1 (oral) and 33% Lvl 3 (oral); 83% of 11th graders were Lvl 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	graders were Lvl 1 (written) and 20% Lvl 2 (written). 100% of 11th graders were Lvl 3 (oral) and 100% Lvl 2 (written). 100% of 12th graders were Lvl 4 (oral) and 100% were Lvl 2 (written).				(written) and 16% Lvl 3 (written). 23.24 - 100% of 11th graders were Lvl 3 (oral) and 100% Lvl 2 (written) versus 24.25 (those same students as 12th graders) 50% of 12th graders were Lvl 1 (oral) and 50% Lvl 4 (oral); 50% of 12th graders were were Lvl 1 (written) and 50% Lvl2 (written).
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	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. English Learner Students	A. All Students *Baseline: Math (45) Reading (42) Language Usage (55) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (76.2%)		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. G. 95% of English Learner students identified through the MAP baseline	23.24 - Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (70.9%) versus 24.25 Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (76.2%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	is standard.) will be targeted for intervention. 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)	*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. English Learner Students *Baseline: Math (28.5) Reading (29) Language Usage (1) *Growth: Math (41.5) Reading (37) Language Usage (43) *Enrolled in 1-on-1 Targeted Intervention and/or Triage-Style Tutoring (76.2%)		versus growth algorithm for intervention will be enrolled in 1-on-1 targeted intervention and/or triage-style tutoring.	

Goal Analysis [2024-25]

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.

The system has actively engaged in galvanizing the master schedule to ensure comprehensive academic and career preparation. This includes offering A-G aligned courses to position the system to guarantee viable access to competitive A-G transcripts for post-secondary academics. Similarly, a wide selection of CTE aligned offerings has been integrated into the master schedule to guarantee viable access to competitive CTE transcripts for post-secondary careers. A key aspect of this implementation is managing and increasing the administration of quality assessments in conjunction with precise A-G and CTE curriculum pathways, which are articulated with post-secondary schools. Project-based learning in Makerspaces is also being used to expose and increase the number of students who are career-able. Another significant component is the integration of Social Emotional Learning (SEL) with Career and Technical Education (CTE). By aligning the SEL curriculum offering with CTE, needed SEL support and learning are attached to a department where 95% of the school's student body is already enrolled. For students requiring additional support, a targeted intervention system has been galvanized, expanding triage-style tutoring. This system aims to guarantee viable access to a competitive and systemic guided instruction mechanism and process, utilizing precise application of MAP data per student. Furthermore, for English Language Learners, the ELPAC assessment serves as a roadmap and accountability mechanism to guide the EL department's focus, ensure compliance, and inform instructional programs aimed at increasing oral and written English language proficiency.

A notable success, representing a substantive difference from planned actions, is in the area of college and career readiness (A-G alignment). The original expectation was for a 6% growth in Unduplicated Pupils graduating college and career ready. However, actual implementation has led to 63% of Unduplicated Pupils reaching this benchmark, which exceeded the original 6% growth expectation by 26.27 percentage points. This indicates a significantly more successful outcome than initially projected for this specific area. For other areas such as CTE pathway completion, dual enrollment, ELPAC scores, and targeted interventions, the sources primarily present current benchmarks and future growth expectations or mandates rather than explicit differences between past planned actions and their actual achievement. For instance, an additional 6% growth is expected for both CTE pathway completion and dual enrollment over the next three years, and a 25% growth is mandated for targeted intervention over the same period. Similarly, ELPAC scores "must" be increased by 6% for all high school grades, indicating an ongoing target rather than a reported variance from a previous plan.

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.

Goal 1 Action 1: The difference between Budgeted Expenditures ($455k) and Estimated Actual Expenditures ($422k) is primarily due to - 1) lower salary & benefit related expenditures for intervention time and Early Release sessions based on staffing and step/column changes (-25k), and 2) less MAP testing additional duty (-8k).urc
Goal 1 Action 2: The difference between Budgeted Expenditures ($118k) and Estimated Actual Expenditures ($216k) is primarily due to - 1) higher technology expenses (+103k), 2) and lower credential program related expenses (-5k).

Goal 1 Action 3: The difference between Budgeted Expenditures ($383k) and Estimated Actual Expenditures ($474k) is primarily due to - 1) higher instructional educational programs purchased (+10k), 2) higher CTE expenses (+39k), and 3) higher athletic related expenses (+42k).
Goal 1 Action 4: The difference between Budgeted Expenditures ($126k) and Estimated Actual Expenditures ($96k) is primarily due to - 1) lower ELD related salaries and benefits due to a staffing adjustment (-20k), 2) lower ELD/ELA related curricula purchased (-13k), and 3) higher expenditures for intervention salaries based on step & column changes (+3k).
Goal 1 Action 5: The difference between Budgeted Expenditures ($106k) and Estimated Actual Expenditures ($121k) is primarily due to - 1) higher LMFT services (+15k).

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

Successes (Effectiveness):
1. Exceeding College and Career Readiness Goals: A significant success is the 63% benchmark achieved for Unduplicated Pupils graduating college and career ready, which exceeded the original 6% growth expectation by a remarkable 26.27 percentage points. This highlights the effectiveness of A-G aligned offerings and curriculum pathways.

2. Guaranteed Access to Pathways: The implementation has successfully positioned the system to guarantee viable access to competitive A-G transcripts for post-secondary academics and competitive CTE transcripts for post-secondary careers. It also guarantees a systemic guided instruction mechanism and process through targeted intervention.

3. High CTE Enrollment and Integrated SEL: The high enrollment rate of 95% of the student body in at least one CTE course is a major success, as it provides a broad and effective platform for integrating and delivering SEL support directly to students.

4. Strong Grade 9 Student Wellness: Grade 9 students achieved a score of 102.5 on the California Student Wellness Index, surpassing the California State average by 1.2 points.

5. Established Benchmarks in CTE and Dual Enrollment: The system has reached benchmarks of 40% for Unduplicated Pupils graduating with at least one CTE pathway completion and 20% for those completing at least one dual enrollment course.

6. Extensive Intervention Coverage: A substantial 70% of Unduplicated Pupils are currently receiving targeted intervention and/or triage-style tutoring.

Challenges (Potential for Ineffectiveness):
1. Grade 11 Student Wellness Gap: While Grade 9 students show strong wellness, Grade 11 students scored 98.8 on the California Student Wellness Index, which is just shy of the California State average of 100. This indicates a potential challenge in maintaining or improving wellness outcomes for older students compared to their younger peers and the state average.

2. Ongoing ELPAC Growth Mandates: The requirement to increase ELPAC oral and written scores by 6% for 9th, 10th, 11th, and 12th graders represents an ongoing challenge or a target that still needs to be fully achieved, necessitating continued focused instructional programs and departmental efforts.

3. Significant Mandated Intervention Growth: Although a high percentage of students already receive intervention, a mandated additional 25% growth over the next three years for targeted intervention and/or triage-style tutoring presents a considerable future implementation challenge, requiring further expansion and optimization of the existing system.

4. Future Growth Targets: We consistently highlight expected or mandated future growth for various metrics, such as an additional 6% for CTE pathway completion and dual enrollment over the next three years. These represent ambitious goals that the implementation will need to address to continue its trajectory of student readiness and growth.

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.

Based on reflections on prior practice, the system has implemented several changes and refined its goals, metrics, and target outcomes for the coming year across various key areas:
Changes Made to Planned Goals, Metrics, Target Outcomes, or Actions:

College and Career Readiness (A-G Alignment):
Reflection on Prior Practice: The system successfully exceeded its original growth expectation for Unduplicated Pupils graduating college and career ready. The actual benchmark reached was 63%, which surpassed the initial 6% growth expectation by 26.27 percentage points. This demonstrates a greater achievement than initially planned.
Resulting Changes/Refinements for the Coming Year: While the overarching goal of enhancing A-G readiness remains, the reflection on significant success has led to a refinement in how progress is measured. New specific metrics for growth have been introduced: Measuring the percentage of graduating students completing an A-G aligned Common Core Standards-based course profile. Measuring the percentage of students participating to completion in formative and/or summative Smarter Balanced assessment batteries (e.g., Interim Comprehensive Assessments, Interim Assessment Blocks, Focused Interim Assessment Blocks, and Summative Assessments) for accessibility and disciplinary literacy. The ongoing action of "managing and increasing the percentage of students being administered quality assessments in conjunction with precise A-G and CTE curriculum pathways" continues, informed by the achieved success and the need to further address the need for greater numbers of college and career-able students.

Social Emotional Learning (SEL) & Student Wellness:
Reflection on Prior Practice: An analysis of student wellness showed a disparity: Grade 9 students scored 102.5 on the California Student Wellness Index, exceeding the state average, while Grade 11 students scored 98.8, just shy of the state average of 100. This indicates a need to ensure consistent wellness outcomes across all grade levels.
Resulting Changes/Refinements for the Coming Year: In response to this reflection, a new metric for growth has been established: Measuring the percentage of students in grades 9-12 completing Social Emotional Learning (SEL) menus. This metric is directly correlated with CTE course completion, as the SEL menu is integrated into the CTE program, where 95% of the student body is already enrolled. This suggests a refined focus on directly tracking engagement with the integrated SEL program to ensure it addresses student needs effectively.

Career and Technical Education (CTE) & Dual Enrollment:

Reflection on Prior Practice: The system has reached benchmarks of 40% for Unduplicated Pupils graduating with at least one CTE pathway completion and 20% for those completing at least one dual enrollment course.
Resulting Changes/Refinements for the Coming Year: Based on these current benchmarks, new, specific target outcomes have been established for the coming years:
An additional 6% growth is expected for both CTE pathway completion and dual enrollment over the next three years. This sets a clear, forward-looking target for increasing student engagement and achievement in these areas.
The metrics for the coming year will continue to focus on measuring the growth in the percentage of graduating students completing Career and Technical Education (CTE) competencies aligned course pathways and student dual enrollment completions. The action of "managing and increasing the percentage of students being exposed to project-based learning in the Makerspaces" will continue to support these goals.

English Language Proficiency (ELPAC):
Reflection on Prior Practice: Strong mandates for improvement imply a reflection on the need for substantial growth in English language proficiency.
Resulting Changes/Refinements for the Coming Year: As a direct result, clear and ambitious target outcomes have been mandated:
ELPAC oral and written scores must increase by 6% for 9th, 10th, 11th, and 12th graders. This is a concrete adjustment to the expected performance levels for English Language Learners.
The metric for the coming year will measure the percentage of English Language Learner students meeting these mandated ELPAC Assessment growth percentages. The ELPAC assessment will continue to serve as the roadmap and accountability mechanism, informing instructional programs to achieve this growth.

Targeted Intervention:
Reflection on Prior Practice: The system has achieved a benchmark of 70% of Unduplicated Pupils receiving targeted intervention and/or triage-style tutoring.
Resulting Changes/Refinements for the Coming Year: Based on this, a significant and ambitious new target outcome has been established:
An additional 25% of growth is mandated for targeted intervention and/or triage-style tutoring over the next three years. This represents a substantial increase in the reach and intensity of student support services.
To support and track this ambitious goal, refined metrics have been introduced: measuring the yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score for students in grades 9-12. These scores will be measured for growth and directly used for targeting intervention and/or triage-style tutoring. This shift in metrics emphasizes data-driven decision-making for intervention. The action of "managing and increasing the percentage of students receiving targeted intervention... with precise application of MAP data per student" will be central to achieving this mandate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Subject Areas	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 conferences. 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 Edmendtum 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. 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 Google Classroom 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. Learning Recovery Emergency Block Grant (LREBG) funds are used within this Goal and Action (1.1) - for Tutoring additional duty salary & benefits ($12,396), for Credit Recovery salary & benefits ($24,051), and for NWEA MAP testing services ($2,175). The rationale for spending LREBG funds within LCAP Goal and Action (1.1) on Tutoring, Credit Recovery and NWEA MAP testing is because Tutoring and Credit Recovery provides students with one-on-one and small group support to target specific areas of need to help bridge the achievement gap, and MAP testing enables our LEA to assess progress and measurable outcomes amongst our student population. Tutoring falls within LREBG Allowable Use (B.i.), "Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff". Credit Recovery falls within LREBG Allowable Use (D), "Access to instruction for credit-deficient pupils to complete graduation or	$432,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grade promotion requirements and to increase or improve pupils' college eligibility". MAP testing falls within LREBG Allowable Use (E), "Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning". For an explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment, please refer to the "Metric" and "Baseline" explanations, as well as the "Scope" section of this Goal and Action.		
1.2	Technology and Mentorship	New Tech Network and Echo have been replaced with the single-sign on tool Clever with Google Suite as the student/teacher interface. 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. 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, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. All 9th and 10th grade CTE pathways will be anchored to the Ruler system 25.26. The Ruler system is a tool for Social Emotional Learning and student leadership development. Ruler is differented for English Learners,	$94,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. All CTE pathways have been anchored further to the Social Emotional Learning Menu implementation sponsored by Action Network during the 24.25 school year. Ruler will be standard operation 25.26. Enrollment in Ruler will be measured for growth. 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.		
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, CTE, and A-G 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. Capstone projects are implemented for the all CTE pathways. During the 24.25 school year, said projects were underway for a new pathways in culinary arts, Music Tech, and Agriculture Tech. 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-	$462,389.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. Point Arena has an agreement with 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. 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 single-sign on tool Clever with Google Suite as the student/teacher interface, 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.		
1.4	English Language Development	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.	$72,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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).		
1.5	Counseling	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). 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. 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) will be the 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. Point Arena has an agreement with Mendocino Community College to provide dual enrollment opportunities for Point Arena Students, which is an	$126,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. Learning Recovery Emergency Block Grant (LREBG) funds are used within this Goal and Action (1.5) - for mental health services ($25k). The rationale for spending LREBG funds within LCAP Goal and Action (1.5) on mental health services is to support the whole student, foster a positive learning environment, and improve academic progress. Mental health services falls within LREBG Allowable Use (C), "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs". For an explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment, please refer to the "Metric" and "Baseline" explanations, as well as the "Scope" section of this Goal and Action.		

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	In 23.24, the Suspension Rate was 6.3% for All Students, 4.9% for Hispanic Students and 3.8% for students with special	In 24.25, the Suspension Rate was 11.3% for All Students, 14% for Hispanic Students and 10.7% for		All Students Suspension Rate: 3.5%.	23.24 - the Suspension Rate was 6.3% for All Students, 4.9% for Hispanic Students and 3.8% for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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). 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	needs. This is attributed to maintaining positive behavior interventions and support (PBIS) and restorative practices, as well as using a culturally responsive model to leverage diverse student groups, which has shown positive results. All Students Expulsion Rate: 0%. All Students Dropout Rate: 6%. 41% of All Students are enrolled in the MTSS. In 23.24, the chronic absenteeism rates were reported for various groups, including 45.1% for All Students, 45.5% for Hispanic Students, and 41.7% for student with special needs.	students with special needs. The 14% for Hispanic Students puts said student group in the low performing (red) category. However, the Point Arena High School population is approximately 70% Hispanic. Though an uptick from 24.25, there were zero assaults, zero mutual combats, and the Native American Suspension Rate was zero: this is attributed to maintaining positive behavior interventions and support (PBIS) and restorative practices, as well as using a culturally responsive model to leverage diverse student groups, which has shown positive results. The increase in the Suspension Rate was caused by our		All Students Expulsion Rate: maintain 0%. All Students Dropout Rate: 0%. 47% of All Students will be enrolled in the MTSS. 39.1% of All Students will be chronically absent.	students with special needs versus 24.25 the Suspension Rate was 11.3% for All Students, 14% for Hispanic Students and 10.7% for students with special needs. 23.24 - All Students Expulsion Rate 0% versus 24.25 All Students Expulsion Rate 0%. 23.24 - All Students Dropout Rate 6% versus 24.25 All Students Dropout Rate 0%. 23.24 - 41% of All Students are enrolled in the MTSS versus 24.25 52% of All Students are enrolled in the MTSS. 23.24 - the chronic absenteeism rates were reported for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students expelled per year. 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. 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		Zero Tolerance for Racial Slurs and post-Diversion Program 2nd-time vape offenders. All Students Expulsion Rate: 0%. All Students Dropout Rate: 0%. 52% of All Students are enrolled in the MTSS. In 24.25, the chronic absenteeism rates were reported for various groups, including 58.5% for All Students, 57.1% for Hispanic Students, and 48.1% for student with special needs.			various groups, including 45.1% for All Students, 45.5% for Hispanic Students, and 41.7% for student with special needs versus 24.25 the chronic absenteeism rates were reported for various groups, including 58.5% for All Students, 57.1% for Hispanic Students, and 48.1% for student with special needs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Multitiered System of Support (MTSS) will be targeted for improvement. 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. 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)					

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)					
2.2	Facilities and Maintenance 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	A. 54% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. B. 60% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. C. 82% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.	A. 56% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. B. 63% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. C. 84% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.		A. 60% of Grade 9 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. B. 66% of Grade 11 students will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. C. 88% of staff will "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.	23.24 - 54% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep versus 24.25 56% of Grade 9 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. 23.24 - 60% of Grade 11 students "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep versus 63% of Grade 11 students "Agree" and "Strongly Agree" facilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	environment, the School Climate Report Card will be monitored and targeted for improvement. 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)					are safe with a high-level of upkeep. 23.24 - 82% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep versus 24.25 84% of staff "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.
2.3	Community Partnerships and Outreach 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	14% of All Students are assigned to the SARB intervention mechanism and process. 44% of All Students are enrolled in a wellness program mechanism and process. 16% of Staff are enrolled in a wellness	16% of All Students are assigned to the SARB intervention mechanism and process. 63% of All Students are enrolled in a wellness program mechanism and process.		20% of All Students will be assigned to the SARB intervention mechanism and process. 50% of All Students will be enrolled in a wellness program mechanism and process.	23.24 - 14% of All Students are assigned to the SARB intervention mechanism and process versus 24.25 16% of All Students are assigned to the SARB intervention mechanism and process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. 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	program mechanism and process.	19% of Staff are enrolled in a wellness program mechanism and process.		22% of Staff will be enrolled in a wellness program mechanism and process.	23.24 - 44% of All Students are enrolled in a wellness program mechanism and process versus 24.25 63% of All Students are enrolled in a wellness program mechanism and process. 23.24 - 16% of Staff are enrolled in a wellness program mechanism and process versus 24.25 19% of Staff are enrolled in a wellness program mechanism and process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	physical/social emotional well-being for students and staff. 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)					

Goal Analysis [2024-25]

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.

The overall implementation plan encompasses initiatives focused on student and staff well-being, academic support, and facility improvements.

Description of Overall Implementation:

Student Well-being and Academic Support:
The plan aims to maintain low suspension (6%) and expulsion (0%) rates for 9-12 grade students.

A key component is to increase enrollment in the Multitiered System of Support (MTSS) by identifying 6% more students annually over the next three years. This involves galvanizing the targeted intervention system and expanding triage-style tutoring. The precise application of MAP data per student will be used to manage and increase the number of students receiving targeted interventions and tutoring.

Another crucial goal is to reduce Chronic Absenteeism by 6% growth over the next three years. To address this, the Student Attendance Review Board (SARB) intervention mechanism and process will be galvanized.
The plan also includes increasing wellness programs for both students and staff to enhance physical, social, and emotional well-being and improve overall mental health. A 6% growth in enrollment for these programs is expected.

Facility Improvement:
Actions are planned to address the perception that facilities are neither safe nor well-maintained by a significant percentage of students and staff.
Specific steps include repairing Room 18's floor to make it usable for instruction and counseling.
Re-painting damaged and scarred walls is planned to ensure a uniform appearance.
Major areas such as the library, shop, weight room/field house, and art center are slated to be reimagined into MakerSpaces.
These facility projects are expected to lead to a 6% decrease in the percentage of Grade 9 and 11 students, and staff, who perceive facilities negatively over the next year. The ultimate goal is to create a competitive, secure, and modern learning space conducive to positive thinking.

Substantive Differences in Planned Actions and Actual Implementation:
MTSS Enrollment: There has been a significant increase in MTSS enrollment by 70%, which has already reached a benchmark. This far exceeds the planned action of continuing to identify 6% more students for enrollment annually, suggesting a strong success in expanding this support system.

Chronic Absenteeism: A substantial divergence between planned action and actual experience is that Chronic Absenteeism has "skyrocketed post COVID". This directly contrasts with the planned action to reduce Chronic Absenteeism by 6% growth over the next three years, highlighting a significant challenge in this area. Currently, Chronic Absenteeism stands at 34%.

Facility Improvements: While specific actions like repairing Room 18's floor, repainting walls, and reimagining areas into MakerSpaces are detailed as planned future implementations, the sources do not explicitly state whether these specific projects have been completed or if the expected 6% decrease in negative facility perception has been realized yet. The description is primarily forward-looking regarding these facility changes.

Relevant Challenges and Successes Experienced with Implementation:
Challenges:
Chronic Absenteeism: The most prominent challenge identified is the "skyrocketing" of Chronic Absenteeism post-COVID. This issue is further underscored by the current 34% rate of Chronic Absenteeism.
Negative Facility Perception: A foundational challenge driving the facility improvement plan is the existing negative perception of facility safety and upkeep, with 44% of Grade 9 students, 37% of Grade 11 students, and 16% of staff agreeing or strongly agreeing that facilities are not safe or well-maintained.

Successes:
Low Suspension and Expulsion Rates: A notable success is the maintenance of a low suspension rate of 6% and an expulsion rate of 0% for unduplicated pupils. This indicates effective strategies in place for managing student conduct.
High MTSS Enrollment: The 70% increase in MTSS enrollment is a significant achievement, demonstrating success in identifying and providing support to a large number of students.
Wellness Program Enrollment: 44% of all students and 16% of staff are currently enrolled in wellness programs. While further growth is expected, this establishes a solid base for enhancing physical, social, and emotional well-being.

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.

Goal 2 Action 1: There is no material difference between Budgeted Expenditures ($91k) and Estimated Actual Expenditures ($90k).
Goal 2 Action 2: The difference between Budgeted Expenditures ($671k) and Estimated Actual Expenditures ($665k) is primarily due to - 1) lower maintenance and custodial related benefits (-6k).
Goal 2 Action 3: There is no material difference between Budgeted Expenditures ($5k) and Estimated Actual Expenditures ($5k).

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

Areas of Effectiveness:
Maintaining Low Suspension and Expulsion Rates: The system has been highly effective in maintaining low rates of student disciplinary actions. The percentage of Unduplicated Pupils suspended or expelled has reached a benchmark of 6% suspended and 0% expelled. This indicates that existing mechanisms for student conduct and support are effective in preventing severe disciplinary outcomes.

Increase in Multitiered System of Support (MTSS) Enrollment: The goal of increasing MTSS enrollment has been met with significant success. There has been an increase in MTSS enrollment of 70%, which "has reached a benchmark". This far exceeds the stated future goal of identifying 6% more students annually, demonstrating a strong capability in identifying and integrating students into support systems.

Areas of Ineffectiveness or Significant Challenge:
Reducing Chronic Absenteeism: This area presents a major challenge and demonstrates ineffectiveness in making progress toward the goal of reduction. Despite plans to "reduce Chronic Absenteeism by 6% of growth over the next 3 years" and galvanize the Student Attendance Review Board (SARB) mechanism, Chronic Absenteeism has "skyrocketed post COVID". Currently, 58.5% of students are chronically absent. While 16% of Unduplicated Students are assigned to the SARB intervention mechanism, this action has not yet been effective in reversing the overall trend of increased absenteeism.

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.

Based on reflections on prior practice, several changes, continuations, and intensifications have been made to planned goals, metrics, target outcomes, and actions for the coming year across different areas:

1. Addressing Chronic Absenteeism:
Reflection on Prior Practice: Prior practice revealed a significant challenge: Chronic Absenteeism has "skyrocketed post COVID," currently standing at 58.5% of students. While 16% of unduplicated students are assigned to the Student Attendance Review Board (SARB) intervention mechanism, this has not been sufficient to curb the overall rise.
Changes/Intensified Actions for the Coming Year:
Goal/Target Outcome: The plan is to "reduce Chronic Absenteeism by 6% of growth over the next 3 years". This is a direct response to the "skyrocketing" rates.
Actions: This reduction will be achieved by "Galvanizing the SARB mechanism and process". This indicates an intensified focus on an existing intervention, recognizing its critical role in addressing high absenteeism.

2. Enhancing Student Academic Support (MTSS) and Intervention:
Reflection on Prior Practice: There has been a successful "increase in MTSS enrollment of 70%", which has "reached a benchmark". This demonstrates the effectiveness of the Multitiered System of Support.
Changes/Continued Actions for the Coming Year:
Goal/Target Outcome: The plan is to "continu[e] to identify 6% more students for MTSS enrollment". This reflects a decision to build upon a successful program by setting a new growth target, rather than ceasing expansion.
Actions: To support this, actions include "Galvanizing the targeted intervention system and expanding the triage-style tutoring available". This aims to "guaranteeing viable access to a competitive and institutionalized guided instruction mechanism and process". Furthermore, the plan involves "Managing and increasing the percentage of students receiving targeted intervention and triage-style tutoring in conjunction with precise application of MAP data per student". This is a refinement of how interventions will be managed, specifically incorporating data to better target students, based on the identified "need for greater numbers of students" to receive support.

3. Maintaining Low Suspension and Expulsion Rates:
Reflection on Prior Practice: A positive reflection is that "The percentage of Unduplicated Pupils suspended or expelled has reached a benchmark of 6% suspended and 0% expelled". This indicates current practices are effective in keeping these rates low.
Changes/Continued Goal for the Coming Year: The plan is to "maintain the low suspension rate and expulsion rate". This is a continuation of a successful goal, demonstrating confidence in existing disciplinary and support structures.

4. Improving Facility Perception and Functionality:
Reflection on Prior Practice: A significant reflection on prior practice revealed negative perceptions of facilities. 44% of Grade 9 students, 37% of Grade 11 students, and 16% of staff "Agree" or "Strongly Agree" that facilities are neither safe nor have a high-level of upkeep.
Changes/New Actions for the Coming Year:
Goal/Target Outcome: Due to planned project implementations, the expectation is a "6% decrease in all three data points" (negative perception from Grade 9 students, Grade 11 students, and staff) over the next year.
Actions: Specific actions resulting from this reflection include:

Repairing Room 18's floor to make it usable for instruction and counseling.
Re-painting walls that are damaged and scarred from past repairs to achieve a uniform look.
Reimagining the library, shop, weight room/field house, and art center areas into MakerSpaces to offer a modern aesthetic "conducive to positive thinking about the image of our facilities". These actions aim to create a "competitive, secure, and modern learning space".

5. Expanding Wellness Programs:
Reflection on Prior Practice: Currently, 44% of all students and 16% of staff are enrolled in wellness programs. This provides a baseline of current engagement.
Changes/Continued Goal for the Coming Year:
Goal/Target Outcome: A "6% growth in all data points is expected". This indicates a commitment to expanding the reach of these programs, building on current enrollment to further enhance "staff and student wellbeing and overall mental health".
Actions: The "increases in wellness programs for both students and staff" are combined with the galvanized SARB mechanism to achieve overall well-being.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions & Support	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 third year of a 6 year plan to implement UDL to a high fidelity. 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	$95,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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 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. 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. 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		

Action #	Title	Description	Total Funds	Contributing
		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). 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. 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. 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.		
2.2	Facilities and Maintenance	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	$715,224.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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 single-sign on tool Clever with Google Suite as the student/teacher interface. , 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.		
2.3	Community Partnerships and Outreach	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. 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 single-sign on tool Clever with Google Suite as the student/teacher interface, 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.	$5,563.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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 partnered to build the Lake Street MakerSpace for the CTE department.		

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. 0 total meetings offered.	A. 4 total DELAC meetings offered. B. 1 total DELAC meetings offered per quarter. C. 13% 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 meetings on average.	23.24 - 4 total DELAC meetings offered, 1 total DELAC meetings offered per quarter, and 11% of the English Learner community attended DELAC meetings on average versus 24.25 4 total

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. 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	B. 0 total meetings offered per quarter. C. 0% of the Special Education community attended meetings on average. A. 4 total Site Council meetings offered. B. 1 total Site Council meetings offered per quarter. C. 3.8% of the community attended Site Council meetings on average. A. 3 total Rotary Club meetings offered. B. Less than 1 total Rotary Club meetings offered per quarter. C. 8.3% of the staff attended Rotary Club meetings on average. D. 1 total joint project completed. A. 3 total Action Network meetings offered. B. Less than 1 total Action Network meetings offered per quarter. C. 8.3% of the staff attended Action	A. 1 total meetings offered. B. Less than 1 total meetings offered per quarter. C. 22% of the Special Education community attended meetings on average. A. 4 total Site Council meetings offered. B. 1 total Site Council meetings offered per quarter. C. 4.6% of the community attended Site Council meetings on average. A. 2 total Rotary Club meetings offered. B. Less than 1 total Rotary Club meetings offered per quarter. C. 11.7% of the staff attended Rotary Club meetings on average.		A. 4 total meetings will be offered. B. 1 Total meeting will be offered per quarter. C. 6% of the Special Education community will attend meetings on average. A. 8 total Site Council meetings will be offered. B. 2 Total Site Council meetings will be offered per quarter. C. 9.8% of the community will attend Site Council meetings on average. A. 6 total Rotary Club meetings will be offered. B. 1 Total Rotary Club meetings will be offered per quarter. C. 14.3% of the staff will attend Rotary Club meetings on average.	DELAC meetings offered, 1 total DELAC meetings offered per quarter, and 13% of the English Learner community attended DELAC meetings on average. 23.24 - 0 total meetings offered, 0 total meetings offered per quarter, and 0% of the Special Education community attended meetings on average versus 24.25 1 total meetings offered, less than 1 total meetings offered per quarter, and 22% of the Special Education community attended meetings on average. 23.24 - 4 total Site Council meetings offered, 1 total Site Council meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	defined organizational chart with increased sub-committee meetings per quarter to encourage increased parental attendance and engagement. 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. In order to continuously improve scope and	Network meetings on average. D. 0 Total joint projects completed.	D. 1 total joint project completed. A. 4 total Action Network meetings offered. B. 1 total Action Network meetings offered per quarter. C. 10% of the staff attended Action Network meetings on average. D. 1 Total joint projects completed.		D. 4 total join projects will be completed. A. 6 total Action Network meetings will be offered. B. 1 Total Action Network meetings will be offered per quarter. C. 14.3% of the staff will attend Action Network meetings on average. D. 3 total joint projects will be completed.	offered per quarter, and 3.8% of the community attended Site Council meetings on average versus 24.25 4 total Site Council meetings offered, 1 total Site Council meetings offered per quarter, and 4.6% of the community attended Site Council meetings on average. 23.24 - 3 total Rotary Club meetings offered, less than 1 total Rotary Club meetings offered per quarter, 8.3% of the staff attended Rotary Club meetings on average, and 1 total joint project completed versus 24.25 2 total Rotary Club meetings offered, less than 1 total Rotary Club meetings offered per quarter, 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. 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					of the staff attended Rotary Club meetings on average, and 1 total joint project completed. 23.24 - 3 total Action Network meetings offered, less than 1 total Action Network meetings offered per quarter, 8.3% of the staff attended Action Network meetings on average, and 0 Total joint projects completed versus 24.25 4 total Action Network meetings offered, 1 total Action Network meetings offered per quarter, 10% of the staff attended Action Network meetings on average, and 1 Total joint projects completed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increased joint project outcomes. 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. 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					

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	Community Liaisons and Programs 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. Data Source: 1. Agenda log 2. Meeting minutes log	A. 4 total NAEAC meetings offered. B. 1 total NAEAC meetings offered per quarter. C. 10% of the Native American community attended NAEAC meetings on average.	A. 4 total NAEAC meetings offered. B. 1 total NAEAC meetings offered per quarter. C. 25% of the Native American community attended NAEAC meetings on average.		A. 8 total NAEAC meetings will be offered. B. 2 Total NAEAC meetings will be offered per quarter. C. 30% of the Native American community will attend NAEAC meetings on average.	23.24 - 4 total NAEAC meetings offered,1 total NAEAC meetings offered per quarter, and 10% of the Native American community attended NAEAC meetings on average versus 24.25 4 total NAEAC meetings offered, 1 total NAEAC meetings offered per quarter, and 25% of the Native American community attended NAEAC meetings on average.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)					
3.5						

Goal Analysis [2024-25]

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.

The overall implementation strategy focuses on enhancing community and staff engagement through various meetings and the application of the Professional Learning Community (PLC) strategy across all partnerships. The PLC strategy is envisioned with a well-defined organizational chart and increased sub-committee meetings per quarter, aiming to encourage increased joint project outcomes and parental attendance and engagement. The guiding principle is "More contact: more opportunity".

Substantive Differences in Planned Actions and Actual Implementation:
Meeting Frequency: The plan called for "increased sub-committee meetings per quarter" for DELAC, SELPA Parent Advisory Committee (Special Education community), Site Council, Rotary Club, and Action Network. In practice, DELAC, Site Council, and Action Network consistently offered 1 meeting per quarter (4 total annually). NAEAC also offered 1 meeting per quarter (4 total annually). However, the Special Education community and the Rotary Club offered less than 1 total meeting per quarter, with only 1 and 2 total meetings offered, respectively. This indicates a discrepancy between the planned increased frequency and the actual, lower frequency for these specific groups.

Joint Project Outcomes:

The PLC strategy aims for "increased joint project outcomes". Despite this goal, only 1 total joint project was completed across the partnerships, including DELAC, SELPA Parent Advisory Committee, Site Council, Rotary Club, and Action Network. This suggests that the goal of increasing joint project outcomes has not yet been fully realized.

Relevant Challenges Experienced with Implementation:
Low Attendance Rates: A significant challenge is the consistently low average attendance across most community and staff meetings. Site Council meetings saw the lowest average attendance at 4.6% of the community. Staff attendance at Action Network meetings was 10% and at Rotary Club meetings was 11.7%. The English Learner community's attendance at DELAC meetings averaged 13%. The Special Education community's attendance averaged 22%. Even the Native American community, which had the highest attendance, only reached 25% for NAEAC meetings. These low percentages highlight a pervasive challenge in actively engaging a larger portion of the target communities and staff, despite the strategy to increase contact. The PLC strategy explicitly aims to improve this, focusing on "increased parental attendance and engagement" for various groups including Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families.

Inconsistent Meeting Frequency: As noted above, the failure to offer at least one meeting per quarter for the Special Education community and Rotary Club indicates a challenge in maintaining consistent implementation of planned meeting schedules across all targeted groups.

Relevant Successes Experienced with Implementation:
Consistent Meeting Offerings (for some groups): Despite overall low attendance, several key groups, including DELAC, Site Council, Action Network, and NAEAC, successfully offered 1 meeting per quarter, totaling 4 meetings annually as planned for those specific instances.
Strategic Framework for Engagement: The establishment of the Professional Learning Community (PLC) strategy itself represents a success in developing a structured framework for engagement. This strategy, with its emphasis on a well-defined organizational chart and increased sub-committee meetings, provides a clear, ongoing approach to fostering collaboration and improving engagement, particularly for parental involvement.
Highest Engagement with NAEAC: The Native American community showed the highest average attendance at 25% for NAEAC meetings. This group is specifically identified for "galvanizing" through the PLC strategy to further encourage increased parental attendance and engagement.
Completion of Joint Projects: The completion of 1 total joint project demonstrates that despite the aspiration for increased outcomes, successful collaborative efforts did materialize.

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.

Goal 3 Action 1: There is no material difference between Budgeted Expenditures ($6k) and Estimated Actual Expenditures ($5k).
Goal 3 Action 2: There is no material difference between Budgeted Expenditures ($34k) and Estimated Actual Expenditures ($33k).

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

The effectiveness of the specific actions to date in making progress toward the overarching goals of increased community and staff engagement, higher parental attendance, and increased joint project outcomes presents a mixed picture, with more evidence pointing to ineffectiveness in achieving desired levels of progress.

Ineffectiveness in Achieving Engagement and Attendance Goals:
Low Meeting Attendance Persists: A primary goal is to increase parental and staff attendance and engagement across various groups, driven by the principle of "More contact: more opportunity". However, the data reveals consistently low average attendance rates for most groups, indicating a significant ineffectiveness of current actions in converting contact opportunities into meaningful engagement: site council meetings saw the lowest average attendance at 4.6% of the community, staff attendance for Action Network meetings was 10%, and for Rotary Club meetings, it was 11.7%, the English Learner community's attendance at DELAC meetings averaged 13%, the Special Education community's attendance averaged 22%. These figures suggest that despite the provision of meeting opportunities, the actions taken so far have been largely ineffective in galvanizing broad participation from the target communities and staff. The Professional Learning Community (PLC) strategy explicitly aims to improve parental attendance for specific families, including Students with Disabilities and English Learner families. The current low attendance rates indicate that this aspect of the strategy has not yet been effective.

Inconsistent Meeting Frequency for Some Groups: While the plan aimed for "increased sub-committee meetings per quarter" for all partnerships, including DELAC, SELPA Parent Advisory Committee, Site Council, Rotary Club, and Action Network, this was not consistently achieved for all groups.
The Special Education community and the Rotary Club offered less than one meeting per quarter, with only 1 and 2 total meetings offered respectively. This indicates an ineffectiveness in consistently implementing the planned increased contact for these specific groups, directly hindering progress toward engagement goals.

Ineffectiveness in Achieving Joint Project Outcomes:
Minimal Joint Project Completion: A key objective of the PLC strategy, with its emphasis on increased sub-committee meetings, is to encourage "increased joint project outcomes".
To date, only 1 total joint project has been completed across all partnerships. This figure strongly suggests that the actions taken, including the initial implementation of the PLC strategy and various meetings, have been largely ineffective in fostering the intended increase in collaborative project outputs. The aspiration for "increased joint project outcomes" remains largely unfulfilled.

Areas of Limited or Nascent Effectiveness:
Consistent Meeting Offerings for Select Groups: Some actions have been effective in terms of their intended provision of opportunities, even if engagement is low. DELAC, Site Council, Action Network, and NAEAC all consistently offered 1 meeting per quarter (4 annually), aligning with the planned frequency for these specific groups. This ensures that the "More contact: more opportunity" principle is being applied in terms of meeting availability for these partnerships. Highest Engagement with Native American Community: The Native American community, through NAEAC meetings, achieved the highest average attendance at 25%. While still relatively low, this represents a comparatively more effective engagement point than other groups. The PLC strategy specifically aims to further galvanize NAEAC to encourage increased parental attendance and engagement, indicating that this area is recognized as having potential for greater effectiveness.

Establishment of the PLC Strategy: The implementation of the Professional Learning Community (PLC) strategy itself represents a foundational action. By establishing a "well-defined organizational chart" and a framework for increased sub-committee meetings, a structured approach to engagement has been put in place. While its impact on goals like attendance and joint projects has been limited to date, the strategy's presence lays the groundwork for future progress. Its effectiveness, at this stage, lies more in its establishment as a strategic framework rather than its immediate outcomes.

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.

The Professional Learning Community (PLC) strategy is a foundational element of the overall implementation plan, designed to enhance community and staff engagement across all partnerships. This strategy is characterized by a well-defined organizational chart and a commitment to increased sub-committee meetings per quarter. The guiding principle underpinning the PLC strategy is "More contact: more opportunity".

The PLC strategy specifically aims to achieve two main objectives:
Encourage increased joint project outcomes across various partnerships. Encourage increased parental attendance and engagement with liaisons, with a particular focus on Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families.
To achieve these goals, the strategy mandates increased sub-committee meetings per quarter for DELAC, SELPA Parent Advisory Committee (representing the Special Education community), Site Council, Rotary Club, and Action Network. It also specifically seeks to "galvanize" the Native American Education Advisory Committee (NAEAC) through this structured PLC approach to boost parental attendance and engagement.

Implementation and Results: Current Status and Recommendations for Improvement
While the PLC strategy provides a structured framework, its implementation has yielded mixed results, with significant room for improvement in meeting attendance, consistency of contact, and the generation of joint project outcomes.
1. Addressing Low Attendance Rates (e.g., Site Council at 4.6%, DELAC at 13%, Special Education community at 22%): The guiding principle of "More contact: more opportunity" and the explicit goal of "increased parental attendance and engagement" are currently undermined by consistently low average attendance figures. To enhance effectiveness: refine the "well-defined organizational chart" for targeted outreach: The existing organizational chart within the PLC should be actively leveraged to assign clear, actionable responsibilities for pre-meeting outreach and post-meeting follow-up to specific sub-committee members or liaisons. This goes beyond simply scheduling meetings, ensuring that dedicated efforts are made to remove barriers to attendance and personally invite and engage target families, particularly Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families. Enhance the relevance and accessibility of "increased sub-committee meetings": For groups exhibiting low attendance, such as the English Learner community at DELAC and the Special Education community's meetings, simply increasing the number of meetings may not suffice. The content and format of these "increased sub-committee meetings" need to be critically evaluated and tailored to be more compelling and directly relevant to the specific needs and interests of the target demographics. This could involve offering meetings at different times, in different languages, with childcare, or with clear, tangible benefits for attendees. Learning from the comparatively higher engagement with

the Native American community through NAEAC (25% attendance) might offer insights into effective "galvanizing" strategies that could be adapted for other groups.
2. Improving Meeting Frequency and Consistency (e.g., Special Education community 1 total meeting, Rotary Club 2 total meetings vs. planned "increased sub-committee meetings per quarter"): The plan for "increased sub-committee meetings per quarter" has not been consistently met for all partnerships, notably the Special Education community and the Rotary Club. To improve consistency: strengthen Accountability through the "well-defined organizational chart": The PLC's "well-defined organizational chart" must clearly delineate specific individuals or roles responsible for ensuring that the planned quarterly meeting frequency is consistently met across all designated partnerships. This would involve regular checks and support mechanisms to prevent lapses in scheduling and execution, particularly for the SELPA Parent Advisory Committee. Proactive Planning and Resource Allocation: sub-committees that consistently fall short of the quarterly meeting goal should be provided with additional resources, administrative support, or training to overcome logistical challenges. This proactive approach would ensure that the "More contact: more opportunity" principle is consistently applied where it is most needed.
3. Enhancing Joint Project Outcomes (only 1 total joint project completed vs. goal of "increased joint project outcomes"): the PLC strategy aims to "encourage increased joint project outcomes" through its framework of increased sub-committee meetings, yet only a single joint project has been completed across all partnerships. To significantly improve this outcome: integrate Project Incubation and Development into Sub-Committee Mandates: the "increased sub-committee meetings per quarter" must be more intentionally structured to facilitate joint project development. This means explicitly dedicating portions of meeting agendas, or even entire meetings, to brainstorming, planning, and assigning responsibilities for collaborative initiatives. Sub-committees should be empowered and tasked not just with discussion, but with the active generation and execution of tangible projects.
Develop a Clear Project Pipeline within the "well-defined organizational chart": the "well-defined organizational chart" could be expanded to include a clear process or "pipeline" for how joint project ideas are identified, vetted, approved, resourced, and ultimately implemented by sub-committees. This would move beyond informal ideation to a structured project management approach, ensuring that the "increased sub-committee meetings" translate into measurable "increased joint project outcomes". Establish Metrics and Regular Reporting for Project Progress: beyond tracking meeting attendance, the PLC strategy needs to implement metrics for tracking the progress of potential and active joint projects. Regular reporting on these metrics during broader PLC meetings could foster accountability and drive momentum toward achieving the goal of increased joint project outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communications with Educational Partners	Foster regular communications with parents and the community, including educational partners meetings, DELAC and NAEAC meetings, site newsletters in English and Spanish, surveys and Parent Square. Beyond Parent Square, a yearly survey for parent input has been implemented to determine how parents feel about their students' educations, especially, English Learners, students qualifying as Mckinney-Vento, students	$6,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
		qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at Point Arena High School. Most importantly, Point Arena High School has been implementing the Parent and Community Outreach Professional Learning Community, and this PLC will focus on Dr. Joyce Epstein of Johns Hopkins University and the framework for defining six different types of parent involvement starting 24.25. This framework will assist Point Arena High School in developing school and family partnership programs. Epstein's Framework of Six Types of Involvement is as follows: 1. Parenting: Help all families establish home environments to support children as students. *Parent education and other courses or training for parents (e.g., GED, college credit, family literacy). *Family support programs to assist families with health, nutrition, and other services. *Home visits at transition points to elementary, middle, and high school. 2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. *Conferences with every parent at least once a year. *Language translators to assist families as needed. *Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. 3. Volunteering: Recruit and organize parent help and support. *School/classroom volunteer program to help teachers, administrators, students, and other parents. *Parent room or family center for volunteer work, meetings, and resources for families. *Annual postcard survey to identify all available talents, times, and locations of volunteers. 4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. *Information for families on skills required for students in all subjects at each grade. *Information on homework policies and how to monitor and discuss schoolwork at home.		

Action #	Title	Description	Total Funds	Contributing
		5. Decision-making: Include families as participants in school decisions and develop parent leaders and representatives. *Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation. *District-level advisory councils and committees. 6. Collaborating with Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community. *Provide information for students and families on community health, cultural, recreational, social support, and other programs or services. *Provide information on community activities that link to learning skills and talents, including summer programs for students. 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. 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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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. 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 Makerspace for the CTE department. 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. 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.		
3.2	Community Liaisons and Programs	Maintain important community liaison positions and programs, including the Native American Liaison, ELAC/DELAC Coordinator, and Point Arena Radio Program to support English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities.	$34,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Need to increase percentage of parental engagement for Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families through increased parent attendance at PLC meetings, while providing Spanish speaking staff to assist the collaboration process.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Point Arena High School received Equity Multiplier funds to address the stability rate at the continuation high school (South Coast Continuation) (SCHS). The funds are spent on salary for an additional 0.5 teacher to support EL Students, Hispanic Students, and all students with their credit recovery needs as they transfer between Point Arena High School and South Coast Continuation.	Equity Multiplier Focus 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 4 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. Goal 4 was developed specifically to support 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	In order to eliminate educational barriers, like the instability rate for students moving between tiered programs, and, thus, expand access to educational programs	*100% of students identified with a 75 or more credit deficit prior to transition from Tier 1 to Tier 3. *Students identified for transition support by the	* 100% of students identified with a 50 to 75 credit deficit prior to transitioning from Tier 1 to Tier 3.		* 100% of students will have a 35 or less credit deficit prior to transitioning from Tier 1 to Tier 3.	23.24 - 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit versus 24.25 100% of identified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	focused on engagement and rigor, El Students, Hispanic Students, and all students will have access to transition support for credit recovery 1 year prior to leaving Tier 1 for Tier 3. 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)	Student Articulation PLC enrolled in 1-on-1 credit recovery (65%).	*Students identified for transition support by the Student Articulation PLC enrolled in 1-on-1 credit recovery (82.1%).		*100% of students identified for transition support by the Student Articulation PLC will be enrolled in 1-on-1 credit recovery.	students transitioned from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. 23.24 - 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery versus 24.25 82.1% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery. An additional 17.9% of growth is mandated over the next 3 years.

Goal Analysis [2024-25]

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.

The overall implementation strategy described aims to eliminate educational barriers, such as the instability rate for students transitioning between tiered programs, and to expand access to educational programs focused on engagement and rigor. Specifically, El Students, Hispanic Students, and all students identified for transition support are planned to receive credit recovery support one year prior to leaving Tier 1 for Tier 3.

Planned Actions and Their Evolution:

The program outlines clear, progressively ambitious targets across different academic years for both credit deficit reduction and credit recovery enrollment:

- Credit Deficit Reduction:

< In 23.24, the plan was for 100% of identified students transitioning from Tier 1 to Tier 3 to do so with a 75 or more credit deficit.

< For 24.25, the goal is for 100% of identified students to transition from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. This represents a planned reduction in the acceptable credit deficit range, indicating a target for improved student preparedness.

< Looking further ahead to 26.27, the most ambitious goal is for 100% of students to have a 35 or less credit deficit prior to transitioning from Tier 1 to Tier 3.

- Credit Recovery Enrollment:

< For 23.24, 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 were intended to receive credit recovery.

< For 24.25, the target is to increase this to 82.1% of Unduplicated Pupils identified for transition receiving credit recovery.

< By 26.27, the ultimate goal is for 100% of students identified for transition support by the Student Articulation PLC to be enrolled in 1-on-1 credit recovery.

Substantive Differences in Planned Actions and Actual Implementation:

The source provides a baseline for 23.24 and then outlines targets for 24.25 and 26.27, which can be seen as an ongoing implementation plan rather than a report on differences between initial plan and actual outcome for a single period. The 23.24 figures serve as the initial state of implementation against which future targets are set:

- Credit Deficit: In 23.24, 100% of identified students transitioned with "75 or more credit deficit". The subsequent targets for 24.25 (50-75 credit deficit) and 26.27 (35 or less credit deficit) represent planned, progressive improvements rather than a deviation from an initial 23.24 plan.
- Credit Recovery Provision: For 23.24, 65% of Unduplicated Pupils identified for transition received credit recovery. The plan for 24.25 represents a significant intended increase to 82.1%. This 17.1% increase demonstrates a clear proactive step in expanding support.

Relevant Challenges and Successes Experienced with Implementation:

While the source doesn't explicitly label "challenges" or "successes," we can infer them from the data and targets:

- Successes:

< The establishment of clear, measurable, and progressively challenging goals for both reducing credit deficits and increasing credit recovery enrollment indicates a structured approach to improving student outcomes.

< The planned increase from 65% to 82.1% in credit recovery for Unduplicated Pupils for 24.25 suggests a successful initiation of expanded

support and a commitment to reaching more students. The explicit mandate for "1-on-1 credit recovery" by 26.27 highlights a focus on individualized support, which can be seen as a key success in program design.

- Challenges:

< The initial state in 23.24, where 100% of transitioning students had a "75 or more credit deficit," indicates a significant academic hurdle for a large portion of students that the program is designed to address.
< The statement that an "additional 17.9% of growth is mandated over the next 3 years" beyond the 82.1% target for 24.25 suggests that achieving full (100%) credit recovery enrollment for identified students is an ongoing challenge requiring sustained effort and commitment.
< Reaching the long-term goal of 100% of students having a 35 or less credit deficit by 26.27 will likely be a substantial challenge, given the higher initial deficits observed.
The implementation relies on various data sources for monitoring and reporting, including The College and Career Readiness Report (from the Dashboard and Aeries Analytics), The A-G Readiness Report (from Aeries Analytics), CALPADS, Aeries Student Profiles, NWEA Learning Management System, CAASPP Test Operational Management System (TOMS), and California Educators Reporting System (CERS). This comprehensive data collection system is crucial for tracking progress and identifying areas for further focus.

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.

- Credit Deficit Reduction:

< 2023-2024 Baseline: 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit.
< 2024-2025 Planned Percentage: The plan aims for 100% of identified students to transition with between a 50 and 75 credit deficit. This represents a planned improvement by reducing the upper threshold of acceptable credit deficit.
< 2026-2027 Planned Percentage: The long-term goal is for 100% of students to have a 35 or less credit deficit prior to transitioning. This signifies a substantial planned improvement over the initial 2023-2024 baseline.

- Credit Recovery Enrollment:

< 2023-2024 Baseline: 65% of Unduplicated Pupils identified for transition received credit recovery.
< 2024-2025 Planned Percentage: The target is to increase this to 82.1% of Unduplicated Pupils receiving credit recovery. This is a planned increase of 17.1% over the 2023-2024 figure.
< 2026-2027 Planned Percentage: The ultimate goal is for 100% of students identified for transition support to be enrolled in 1-on-1 credit recovery. This indicates a mandated additional 17.9% growth over three years beyond the 82.1% target for 2024-2025.
http://www.doc-tracking.com/screenshots/24LCAP/Instructions/24LCAPInstructions.htm#GoalAnalysis

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

The effectiveness of specific actions to date in making progress toward the goal of eliminating educational barriers and expanding access to educational programs can be assessed by examining the baseline data for the 2023-2024 academic year. The program aims to provide transition support for credit recovery to EL Students, Hispanic Students, and all students one year prior to leaving Tier 1 for Tier 3.

Regarding the reduction of credit deficits for transitioning students:

- As of the 2023-2024 academic year, the data indicates a significant challenge rather than demonstrated effectiveness in reducing credit deficits. 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit. This figure represents the current state or baseline from which future improvements are planned.
- The planned actions aim to reduce this significantly, targeting 100% of students to transition with between a 50 and 75 credit deficit by 2024-2025, and ultimately with a 35 or less credit deficit by 2026-2027. However, the 2023-2024 data does not yet show progress in achieving these reductions; instead, it highlights the initial magnitude of the credit deficit problem that the program is designed to address. Therefore, to date, the specific actions have not yet demonstrated effectiveness in reducing credit deficits for the students transitioning in 23.24.

Regarding the expansion of access to credit recovery services:

- In the 2023-2024 academic year, 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery. This indicates that the action of providing credit recovery is being implemented and is reaching a substantial portion of the target population.
- While 65% represents a current level of service provision, it also signifies that 35% of identified students did not receive this support. The program has set ambitious targets for future improvement, aiming to increase this percentage to 82.1% by 2024-2025 and to 100% of identified students enrolled in 1-on-1 credit recovery by 2026-2027. The explicit statement that "An additional 17.9% of growth is mandated over the next 3 years" further suggests that while progress is being made in providing access, the current level (65%) is not yet considered fully effective in meeting the ultimate goal of universal access to credit recovery for transitioning students.

In summary, to date, the available information primarily establishes a baseline for the challenge (high credit deficits for all transitioning students) and an initial level of service provision (65% of students receiving credit recovery). While credit recovery services are being provided to a majority of identified students, the program's full effectiveness in reducing credit deficits and achieving universal access to support remains a future objective, with clear, progressive targets set for subsequent years.

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.

Based on reflections on prior practice, particularly the baseline data from the 2023-2024 academic year, significant changes and ambitious adjustments have been made to the planned goals, metrics, and target outcomes for the coming year (2024-2025) and subsequent years (up to 2026-2027). These changes are designed to improve student outcomes and expand support in credit recovery.
The overarching goal remains to eliminate educational barriers, such as instability rates for students transitioning between tiered programs, and to expand access to educational programs focused on engagement and rigor for EL Students, Hispanic Students, and all students requiring transition support for credit recovery.
Here are the specific changes made as a result of reflecting on prior practice:
1. Changes to Credit Deficit Target Outcomes:
? Prior Practice (23.24): The baseline showed that 100% of identified students transitioned from Tier 1 to Tier 3 with a 75 or more credit deficit. This indicates a significant challenge in student preparedness.

? Change for Coming Year (24.25): As a direct response to this high deficit, the target outcome has been changed. For 2024-2025, the plan is for 100% of identified students to transition from Tier 1 to Tier 3 with between a 50 and 75 credit deficit. This is a planned reduction in the acceptable maximum credit deficit, reflecting an effort to improve student academic standing prior to transition.
? Long-term Goal (26.27): Building on this reflection, the ultimate goal for 2026-2027 is even more ambitious: 100% of students will have a 35 or less credit deficit prior to transitioning from Tier 1 to Tier 3. This progression demonstrates a clear intent to systematically reduce credit deficits based on the initial high deficit observed.
2. Changes to Credit Recovery Enrollment Target Outcomes/Actions:
? Prior Practice (23.24): In the 2023-2024 academic year, 65% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 received credit recovery. While a majority, this still left 35% without this critical support.
? Change for Coming Year (24.25): Reflecting on the need to expand access, the target for 2024-2025 has been increased significantly. The plan is for 82.1% of Unduplicated Pupils identified for transition by the Student Articulation PLC from Tier 1 to Tier 3 to receive credit recovery. This represents a planned 17.1% increase in service provision for the coming year.
? Long-term Goal (26.27): Further emphasizing this commitment to expanded access, the program mandates "An additional 17.9% of growth over the next 3 years" beyond the 24.25 target. The long-term target for 2026-2027 is for 100% of students identified for transition support by the Student Articulation PLC to be enrolled in 1-on-1 credit recovery. This indicates a clear shift towards universal and individualized support, driven by the realization from prior practice that not all identified students were receiving necessary recovery services.
In essence, the data from 2023-2024 served as a baseline, revealing the scale of the credit deficit issue and the existing coverage of credit recovery services. The subsequent adjustments to targets for 2024-2025 and 2026-2027 are direct responses to this prior practice, aiming for progressive improvements in student academic standing and comprehensive access to individualized credit recovery support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Access to Transition Support for Credit recovery	Equity Multiplier funds address the stability rate at the continuation high school (South Coast Continuation) (SCHS). The funds are spent on salary for an additional .5 teacher to support EL Students, Hispanic Students, and all students with their credit recovery needs as they transfer between Point Arena High School and South Coast Continuation.	$40,397.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$169,487	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.994%	0.000%	$0.00	8.994%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Core Subject Areas **Need:**	Galvanizing the master schedule with A-G aligned offerings has put the system in a position to begin guaranteeing viable access to a competitive A-G transcript for students to qualify for post secondary academics upon graduation. Managing and increasing the percentage of students being administered quality assessments in conjunction with precise A-G and CTE curriculum pathways articulated with post-secondary schools will target and address the need for greater numbers of students college and career able.	The percentage of graduating students completing an A-G aligned Common Core Standards based course profile will be measured for growth. The percentage of students participating to completion in the formative and/or summative Smarter Balanced assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The percentage of Unduplicated Pupils graduating college and career ready has reached a benchmark of 63%. This exceeded the original 6% of growth expected by 26.27. **Scope:** LEA-wide		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) will be measured for growth.
1.2	**Action:** Technology and Mentorship **Need:** Grade 9 students scored a 102.5 on the California Student Wellness Index, which is greater than the California State average by 1.2. Grade 11 students scored a 98.8 on the California Student Wellness Index, which is just shy of the California State average of 100. **Scope:** LEA-wide	95% of the student body is enrolled in at least one CTE course. Aligning the SEL curriculum offering with the CTE curriculum offering attaches the needed SEL support and learning to a department, wherein, 95% of the school is enrolled.	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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Electives and Extra-Curricular Activities **Need:** The percentage of Unduplicated Pupils graduating with at least one CTE pathway completion has reached a benchmark of 40%, and an additional 6% of growth is expected over the next 3 years. The percentage of Unduplicated Pupils graduating with at least one dual enrollment course completion has reached a benchmark of 20%, and an additional 6% of growth is expected over the next 3 years. **Scope:** LEA-wide	Galvanizing the master schedule with a wide selection of CTE aligned offerings has put the system in a position to begin guaranteeing viable access to a competitive CTE transcript for students to qualify for post secondary careers upon graduation. Managing and increasing the percentage of students being exposed to the project-based learning in the Makerspaces in conjunction with precise CTE curriculum pathways articulated with post-secondary schools will target and address the need for greater numbers of students career able.	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.
1.5	**Action:** Counseling **Need:** The percentage of Unduplicated Pupils receiving targeted intervention and/or triage-style tutoring has reached a benchmark of	Galvanizing the targeted intervention system an expanding the triage-style tutoring available will put the system in a position to begin guaranteeing viable access to a competitive and systemic guided instruction mechanism and process. Managing and increasing the percentage of students receiving targeted intervention and triage-style tutoring in conjunction with precise application of MAP data per student will target and address the need for greater numbers of students.	The percentage of 9 - 12 students yearly fall-MAP Assessment baseline and yearly winter-MAP Assessment growth factor score will be measured for growth and targeted for intervention and/or triage-style tutoring.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	70%, and an additional 25% of growth is mandated over the next 3 years. **Scope:** LEA-wide		
2.1	**Action:** Positive Behavior Interventions & Support **Need:** The percentage of Unduplicated Pupils suspended or expelled has reached a benchmark of 6% suspended and 0% expelled with an increase in MTSS enrollment of 70%--but Chronic Absenteeism has skyrocketed post COVID. We will maintain the low suspension rate and expulsion rate, while continuing to identify 6% more students for MTSS enrollment and reduce the Chronic Absenteeism by 6% of growth over the next 3 years. **Scope:** LEA-wide	Galvanizing the targeted intervention system and expanding the triage-style tutoring available will put the system in a position to begin guaranteeing viable access to a competitive and institutionalized guided instruction mechanism and process. Managing and increasing the percentage of students receiving targeted intervention and triage-style tutoring in conjunction with precise application of MAP data per student will target and address the need for greater numbers of students.	The percent of 9 - 12 students suspended per year (classroom- and home-suspension), the percent of 9 - 12 students expelled per year. the percent of 9 - 12 students enrolled in the Multitiered System of Support (MTSS), and the percent of 9 - 12 students Chronically Absent will be targeted for improvement.
2.2	**Action:** Facilities and Maintenance	Galvanizing the facility in the Makerspace model will put the system in a position to begin guaranteeing viable access to a competitive, secure, and modern learning space.	Percent of Grade 9 students that "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep. Percent of Grade 11 students that "Agree" and "Strongly

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Because 44% of Unduplicated Grade 9 students "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep. 37% of Unduplicated Grade 11 students "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep. 16% of staff "Agree" and "Strongly Agree" facilities are neither safe nor have a high-level of upkeep; we will begin repaired room 18's floor, so this room could be used for instruction and counseling. Furthermore, we will re-paint walls damaged and scarred from past repairs, so the look is uniform. Lastly, we will reimagine our library, shop, weight room/field house, and art center areas into MakerSpaces, so we can offer a modern look more conducive to positive thinking about the image of our facilities. Due to project implementations over the next year, we expect a 6% decrease in all three data points. **Scope:**		Agree" facilities are safe with a high-level of upkeep. Percent of staff that "Agree" and "Strongly Agree" facilities are safe with a high-level of upkeep.
2.3	**Action:** Community Partnerships and Outreach **Need:** 14% of Unduplicated Students are assigned to the SARB intervention mechanism and process, while Chronic Absenteeism is 34%. 44% of All Students are enrolled in a wellness program mechanism and process. 16% of Staff are enrolled in a wellness program	Galvanizing the SARB mechanism and process combined with increases in wellness programs for both students and staff will increase staff and student wellbeing and overall mental health.	The percent of 9-12 students chronically absent assigned to the Student Attendance Review Board (SARB) intervention mechanism and process. The percent of enrollment in our local wellness programs that enhance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mechanism and process. 6% growth in all data points is expected. **Scope:**		physical/social emotional well-being for students and staff.
3.1	**Action:** Communications with Educational Partners **Need:** Addressing Low Attendance Rates (e.g., Site Council at 4.6%, DELAC at 13%, Special Education community at 22%)...the guiding principle of "More contact: more opportunity" and the explicit goal of "increased parental attendance and engagement at educational partner meetings." For example, 4 total DELAC meetings offered. 1 total DELAC meetings offered per quarter. 13% of the English Learner community attended DELAC meetings on average. 1 total meetings offered for the Special Education community. Less than 1 total meetings offered per quarter for the Special Education community. 22% of the Special Education community attended meetings on average. 4 total Site Council meetings offered. 1 total Site Council meetings offered per quarter. 4.6% of the community attended Site Council meetings on average. 2 total Rotary Club meetings offered. Less than 1 total Rotary Club meetings offered per quarter. 11.7% of the staff attended Rotary	The Professional Learning Community strategy will be applied to all partnerships in the form of a well defined organizational chart with increased sub-committee meetings per quarter to encourage increased joint project outcomes. More contact: more opportunity.	Increased sub-committee meetings per quarter for DELAC, SELPA Parent Advisory Committee, Site Council, Rotary Club, and Action Network.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Club meetings on average. 1 total joint project completed. 4 total Action Network meetings offered. 1 total Action Network meetings offered per quarter. 10% of the staff attended Action Network meetings on average. 1 Total joint projects completed. **Scope:** LEA-wide		
3.2	**Action:** Community Liaisons and Programs **Need:** Addressing Low Attendance Rates...the guiding principle of "More contact: more opportunity" and the explicit goal of "increased parental attendance and engagement at educational partner meetings." For example, 4 total NAEAC meetings offered. 1 total NAEAC meetings offered per quarter. 25% of the Native American community attended NAEAC meetings on average. **Scope:** LEA-wide	The PLC strategy specifically aims to achieve two main objectives: Encourage increased joint project outcomes across various partnerships. Encourage increased parental attendance and engagement with liaisons, with a particular focus on Native American families. To achieve these goals, the strategy mandates increased sub-committee meetings per quarter. It also specifically seeks to "galvanize" the Native American Education Advisory Committee (NAEAC) through this structured PLC approach to boost parental attendance and engagement. By Galvanizing the Native American Education Advisory Committee (NAEAC) through the Professional Learning Community strategy in the form of a well defined organizational chart with increased sub-committee meetings per quarter will encourage increased parental attendance and engagement with the liaison.	Percentage of parental engagement for Students with Disabilities, English Learner, Hispanic, Native American, Low Income, Foster Youth, and McKinney-Vento families through increased parent attendance at PLC meetings.
4.1	**Action:**	Adding a .5 FTE teacher to manage credit recovery for identified students 1-year prior to	The quantity of students and the quantity of their

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student Access to Transition Support for Credit recovery **Need:** Students identified with high levels of credit recovery (a 75 or more credit deficit) prior to transfer from Tier 1 to Tier 3. **Scope:** Schoolwide	transitioning from Tier 1 to Tier 3 will decrease the quantity of credits transferred and, thus, set each student up to succeed in their graduation pathway.	credit deficit prior to transitioning from Tier 1 to Tier 3 will be measured. The quantity of students identified for transition from Tier 1 to Tier 3 enrolled in credit recovery 1-year prior to transition will be measured.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Language Development **Need:** There is a need for substantial growth in English language proficiency development and, therefore must increase ELPAC 9th graders oral and written scores by 6%. Must increase ELPAC 10th graders oral and written scores by 6%. Must increase ELPAC 11th graders oral and written scores by 6%. Must	Increasing the percentage of students developing their oral and written English language proficiency to fluent before graduation with the ELPAC assessment as the roadmap and accountability mechanism keeps the EL department compliant, focused, and informs instructional programs.	The percentage of English Language Learner students meeting ELPAC Assessment growth percentages will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	increase ELPAC 12th graders oral and written scores by 6%. **Scope:** Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

The above students have access to academic counseling and two MFT. Tutoring and Chromebooks are made available. Students have access to support classes, elective classes, AP, and college classes. The MFTs also put these students in contact with other agencies that provided the following services:

RCMS: mental, physical, emotional, dental healthcare

SCHIP: physical healthcare for our Native Youth

Action Network: Internships, anti-drug groups, youth leadership training, social groups, food support. shelter info and vouchers, and counseling (legal access in the future), environmental ed camps

Mendonoma Health Alliance: Case management, monetary help, internet access, food support

RCS: Supposedly does some therapy, but has not made good on referrals lately

Gualala Arts Center: Art Summer camp, various art opportunities/scholarships

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We utilize the additional concentration grant add-on funding for staff who provide direct intervention services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:13.77
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:8.77