

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

POINT ARENA HIGH SCHOOL

270 Lake Street

Point Arena, CA 95468

Point Arena Joint Union High School District

April 3 – 5, 2017

Visiting Committee Members

Mrs. Sherri Hicks, Chairperson
English Teacher, Hoopa Valley High School

Ms. Leigh Nicolaisen
Teacher (retired)

Mr. Mike Spinrad
Teacher/Department Head, San Marin High School

Preface

Point Arena High School is a place of potential. Staff and students respect each other and programs are in place for learning. However, the school's culture has been in disarray for the past several years. Staff did not use the WASC self-study process to the benefit of the school. One teacher stated to the VC team that they are "masters at not following through." That said, the former principal directed the WASC coordinator to use the incorrect template for their WASC study (2017 instead of 2016), took over the WASC schedule of meetings for Focus Groups and instead implemented 16 to 20 hours of Mental Health training. When the 2014-15 Health Kids Survey results were brought up in discussion by the VC members as a possible reason for the focus on mental health, the group members were somewhat embarrassed as they were unaware of the statistics.

The stakeholders feel that the school has not made acceptable progress on the issues identified as critical areas of need by previous WASC VC reports. The school board looked at the "dismal results" that were occurring in the school and made a change to move away from a traditional school to a New Technology Network (NTN) school in hope of improving student outcomes on standardized tests. Five years ago, there was an analysis of student learning which prompted the change. First, a trial Project-based Learning assignment was to have three specified teachers develop a lesson plan over the summer of 2014; it did not happen as envisioned. The next step was a team of teachers and board members who took training and toured NTN schools to bring this PBL program to Point Arena High School. The transition created a clear divide between teachers who liked doing the same thing the same way and teachers who were whole-heartedly on board with NTN. The result was an exodus of teachers. New teachers, however, state they are struggling with implementation of NTN, and all teachers were pressured by the then principal to immediately be at a level that other NTN schools took up to five years to attain. One board member sees NTN as a "panacea" to the change needed to bring about success for all students. Other board members are equivocating along with some vocal teachers who do not have buy-in with the new teaching model. There are several teachers who have indicated they may leave at the end of this year.

Mendocino County Office of Education has provided rotational leadership to fill the principal's role since Principal Rebekah Barakos-Cartwright resigned in January of 2017. The school's culture is shifting and staff is beginning to become a more cohesive group. The superintendent, Brent Cushenbery, stated that staff meetings are becoming more professional. Staff meeting agendas were under the direction of the principal which was one of the causes of the lack of support from teachers. The WASC coordination was put on the back burner. All stakeholders were not involved in the writing, in evaluating data, and in even executing the WASC process.

Dr. Melody Hood was given the task of coordinating the WASC self-study. The report was rushed to meet the deadline and was written almost exclusively by Dr. Hood and Mr. Cushenbery. During the focus group meetings, several people mentioned they never saw, much less read, the report. At one point in the report, one of the self-study authors stated the document “has seemingly become more important than the change and improvement process itself” and “distracted the staff” from implementing the change the school is making with NTN. This may explain why the self-study was put on the back burner while the staff focused on learning the NTN. The process of collaboration was severely missing as were the actual evaluation of the effectiveness of the processes that guide the school. Other stakeholders were not included in the process either. The current staff seems to be aware of this shortcoming. Dr. Hood created a schedule of WASC action items that appear to be on the mark for future success and implementation of the WASC process that will take them through the next school year with their new principal and WASC coordinator. PAHS staff are cognizant of the need to work together, to have a leadership team that will include all stakeholders in decision making, and of the issues they will be working to resolve, i.e. discipline, consistency, gathering and evaluating data, and using data to inform their future fidelity to the NTN program.

NTN, New Tech Network, is a “non-profit organization that helps students gain the knowledge and deeper learning skills they need to succeed in life, college, and the careers of tomorrow” according to their training literature. Echo is the online learning platform connected to NTN that features an innovative gradebook and supports project-based learning. PAHS has invested \$250,000 in this program with 100% board approval. Not all trustees, however, believe the program should have been implemented this year with teachers being forced to create and facilitate PBL from day one. This seems to be the impetus to the concerns about teacher retention and satisfaction. A School Culture survey in March 2017 supports this inference as 65% of teachers feel there are teachers who only trust certain colleagues. The lack of trust came up often in the focus group meetings. The survey continues to provide evidence that trust has been an issue between teachers, site administration, and district administration since the decision to adopt NTN. There were teachers who spoke up about their disillusionment with the poorly planned implementation NTN and it appears that several were disciplined or let go for voicing their concerns. With the dedication of the school board to NTN, their Action Plan goals must show how they are going to achieve full implementation over the course of the next few years and how they are going to include all teachers’ voices in the process. According to the WASC commission, as the school develops their Action Plan goals, they must include the following sections:

- Statement of the area for improvement
- Rationale for area based on self-study findings

- Impact on student learning of academic standards and schoolwide learner outcomes
- Who is responsible and involved
- Specific steps
- Timeline
- Resources
- Ways of assessing progress, including student achievement of the schoolwide learner outcomes and academic standards
- Means to report progress to all stakeholders

Chapter I: Student/Community Profile

Brief Description of the Students and Community

Point Arena High School (PAHS) is located on California’s West Coast in southern Mendocino County. The district serves students from schools as far south as Stewart’s Point in Sonoma County to points just north of Point Arena. It is a rural comprehensive high school that serves a diverse population of students: nearly 50% are Hispanic or Latino; 40% are White; 8% are American Indian or Asian; 2% are listed as Unknown.

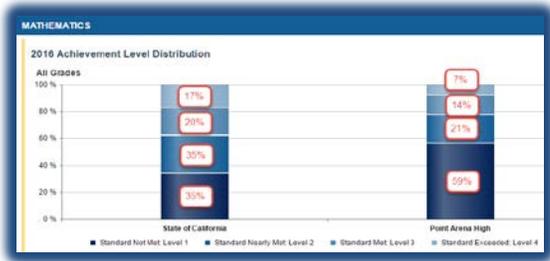
Ethnic Codes	Female	Male	Total	Percent
HISPANIC OR LATINO	44	37	81	49.69%
700 - WHITE (NON-HISPANIC)	29	37	66	40.49%
100 - AMERICAN INDIAN (NON-HISPANIC)	3	9	12	7.36%
200 - ASIAN (NON-HISPANIC)	0	1	1	0.61%
UNKNOWN	1	2	3	1.84%
Note: Totals include special programs.	Totals:	77	86	163

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

School’s Analysis of Student Achievement Data

- CAASPP (California Assessment of Student Performance and Progress)

Point Arena High School has consistently been a decile 1-3 school with STAR and more recently CAASPP, scores have been below county and state averages. In English Language-arts, PAHS has 31% of students performing at standard met or exceeded compared to Mendocino County’s 46% and California’s 59% of students. In Mathematics, PAHS has only 20% performing at standard met or exceeded with a similar rating of 21% for Mendocino County and 33% for California.



- CAHSEE

According to their 2015 Progress Report, PAHS had a 79% ELA and 77% Math pass rate in 2013 and dropped to 61% in ELA and 75% in Math in the 2014 school year. Since the exam has been suspended by the state, the school is turning to the SBAC data.

- CELDT

According to their 2015 Progress Report, PAHS had 32% of their EL students meeting the CELDT goal of advancing one year; 2014 showed a stronger growth of 56%. The self-study reports that six students did not change their levels of achievement in 2016 with two new students in the beginning category; one student went down a level.

GRADE	Current CELDT score (2016)					2015
	Overall	Listening	Speaking	Reading	Writing	
9	1	1	1	1	1	1
9	3	3	4	3	3	3
9	3	3	3	2	3	2
9	1	2	3	1	1	1
10	4	4	4	3	4	4
10	4	3	4	3	4	4
11	3	4	4	1	3	3
11	4	4	4	3	3	3
12	1	1	1	1	1	2
~	1	1	1	2	1	~
~	1	1	1	1	1	~

KEY:

New comer- early English

IEP-SPED student

CELDT:

1=Beginning

2=Early Intermediate

3=Intermediate

4=Early Advanced

5=Advanced

- AYP & PI Status

PAHS was placed in the first year of PI implementation in 2012-13. Due to a late PI determination in 2013-14, they were held at a year one PI status and was placed in year 2 PI for the 2014-15 school year. Even though PAHS met the proficiency target in ELA and fell short in Math, they remain in PI status as of the writing of their self-study report.

Content Area		Target
English Language Arts/Literacy (ELA)		100.0%
Mathematics		100.0%

Student Groups	ELA Valid Scores	ELA Number At or Above Proficient	ELA Percent At or Above Proficient	Math Valid Scores	Math Number At or Above Proficient	Math Percent At or Above Proficient
Schoolwide	34	18	52.9	28	7	25.0
Black or African American	1	--	--	1	--	--
American Indian or Alaska Native	3	--	--	0	--	--
Asian	0	--	--	0	--	--
Filipino	0	--	--	0	--	--
Hispanic or Latino	17	7	41.2	15	2	13.3
Native Hawaiian or Pacific Islander	0	--	--	0	--	--
White	12	8	66.7	11	4	36.4
Two or More Races	1	--	--	1	--	--
Socioeconomically Disadvantaged	27	11	40.7	22	4	18.2
English Learners	6	--	--	5	--	--
Students with Disabilities	0	--	--	0	--	--

- API & Graduation Rates

PAHS report states that the school did not meet the 2012 API criteria score of 240 or the growth of at least one point. They state that the school had a graduation rate of 86.49% instead of their 90% rate goal. Their 2015 Progress Report shows an 81.3% graduation rate in 2012-13, 94.6% in 2011-12, 77.8% in 2010-11, and 80% in 2009-10. Besides the 2011-12 school year, PAHS has not been able to achieve and maintain their 90% graduation goal. The Progress Report also shows that 16 of 42 graduates, or 36%, completed A-G college required classes.

- AP Exams 2014-15 Results

PAHS had 24 students take a 2014-15 AP exam for a total of 40 scores; 12 students scored a three or four on their exam. Compared to 2013-14 results, there were 32 students with a total of 53 scores; 15 students scored a three or four on their exam.

Name	Grade 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
Point Arena High	100	29	24	22	6	10	2	0
Point Arena Joint Union High	117	41	24	22	6	10	2	0
Mendocino County	3,075	1,050	413	93	140	210	175	94
Statewide	1,454,751	496,901	329,412	130,563	137,482	150,815	118,517	83,501

- SAT 2014-15 Report

PAHS is below the state and county with fewer than half of seniors taking either the SAT or ACT exams. The 2013-14 exam results were significantly higher with 23 students tested, average score on reading of 510, in math 498, in writing 471. The chart below shows a significant difference. The 2014-15 ACT offered no results due to fewer than ten students tested.

Name	Grade 12 Enrollment*	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Point Arena High	29	12	472	448	440	3	25.00
Point Arena Joint Union High	41	12	472	448	440	3	25.00
Mendocino County	1,050	279	516	507	501	144	51.61
Statewide	496,901	210,706	489	500	484	93,334	44.30

- California Physical Fitness Report

PAHS freshmen students performed well in the areas of body composition, abdominal strength, upper body strength, and flexibility.

District: Point Arena Joint Union High
 School: -- Select One --

2015-16 California Physical Fitness Report
Overall - Summary of Results
 Point Arena Joint Union High District

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested* in Grade 5	Number Grade 5 Students in HFZ*	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement - Health Risk	Total Tested* in Grade 7	Number Grade 7 Students in HFZ*	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement - Health Risk	Total Tested* in Grade 9	Number Grade 9 Students in HFZ*	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement - Health Risk
Aerobic Capacity	0	0	0.0	0.0	0	0	0.0	0.0	36	19	52.8	33.3
Body Composition	0	0	0.0	0.0	0	0	0.0	0.0	36	28	77.8	16.7
Abdominal Strength	0	0	0.0	0.0	0	0	0.0	0.0	36	28	77.8	22.2
Trunk Extension Strength	0	0	0.0	0.0	0	0	0.0	0.0	36	0	0.0	100.0
Upper Body Strength	0	0	0.0	0.0	0	0	0.0	0.0	36	27	75.0	25.0
Flexibility	0	0	0.0	0.0	0	0	0.0	0.0	36	28	77.8	22.2

Other Pertinent Data

- Attendance in 2012-13 was 89.23% and improved in 2013-14 to 91.24%. Their Progress Report attributed the increase to a focused effort to improve student engagement, emphasis on attendance to parents through a newsletter, truancy letters, and parent meetings, and efforts of school personnel. The school board recently adopted an attendance policy that requires students to have a “cumulative 94% attendance record” to graduate with seniors being held accountable for their senior year.
- The English Learner’s population is 10% at PAHS.
- Sixty-one percent of students at PAHS qualify for free or reduced lunch.

- There are twenty students with disabilities at PAHS, 12 of whom are classified for a Specific Learning Disability, and four are classified for Emotional Disturbance. There is no SDC class as students are served through the “blended service model” with Specialized Academic Instruction provided in the Learning Lab. Special Education students have support from a para-educator while in general education classes.
- PAHS received the College Career Counseling grant and have hired a part-time position for their counseling department as well as extending librarian hours. They also offer a variety of programs at the school to include Career Days, Career Technical Education, Sports, Auto Shop, WorkAbility, County Youth Project, ASB, Peer Mediation, Music, Drama, Concert & Jazz Bands, Agriculture, and several more.
- PAHS have a successful sports program that attracts over 40% of their students to participate in a sport with 20+ years of successes.
- PAHS’s WorkAbility program partners with local establishments to offer students with IEPs to earn marketable job skills.
- Class sizes in core academic classes ranges from a low of eight students in a mathematics class in 2013-14 and a high of 17 students in science the same year. The average class size for the 2014-15 school year was 10.5 students.
- According to PAHS SARC Report, in 2013-14 school year, 15 teachers were fully credentialed; in 2014-15 there were 15 credentialed, one without full credential, and two teachers teaching outside subject area; during the 2015-16 school year, there were 14 credentialed teachers and three without full credential. This shows the difficulty PAHS refers to later in the report about retaining teachers and the high rate of teacher turnover from year to year. However, all students in the 2014-15 school year had highly qualified teachers in their core academic subjects. Financial data shows salaries for PAHS teachers is ~\$6,000 less than a district of similar size yet the superintendent’s salary is ~\$8,000 more; the average teacher salary at PAHS was \$55,453 in the 2013-14 fiscal year.

Chapter II: Progress Report

Since the last self-study, comment on the school's major changes and follow-up process. Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Point Arena High School has experienced several major changes since their 2015 Progress Report.

- 1) The Action Plan should be more specific with respect to student achievement measures.
 - a. This has not occurred. While the school appears to have made some progress during that school year, there 2015 action plan was not revised during the 2016-17 school year.
 - b. The school instead devoted collaboration and staff meeting times to implement the NTN program adopted by the school board and other topics as determined by then Principal Barakos-Cartwright.
- 2) Staff should continue to develop classroom embedded benchmarks in all curricular areas.
 - a. Reading benchmarks are tracked through a Scholastic Reading Inventory with a reading specialist providing guidance to teachers
 - b. Writing benchmarks started strong but the process was drawn out and was only partly useful to the English Department teachers.
 - c. Illuminate was used to assist in creating and updating benchmark assessments; it has the potential of that data being pushed into their ECHO learning management system (a program similar to CANVAS or Blackboard) which also has an assessment component.
 - d. NTN will measure outcomes of Agency, Collaboration, Knowledge and Thinking, Oral and Written Communication and are areas of focus going forward.
- 3) Staff should continue to improve its efforts to engage parents in school programs.
 - a. The ECHO management program gives parents the ability to monitor their student's progress.
 - b. The NTN has a component that includes community engagement and authenticity. Some teachers have created projects that involve the community through activities and through presentations.
- 4) Staff need to more thoroughly analyze data and make programming adjustments based on the information provided by that data.
 - a. With the state's transition from CST and API scores, they are beginning to utilize CAASP scores to determine trends.
 - b. Instruction has not been impacted by analysis of data.
- 5) Staff, students and parents should expand efforts to enhance school spirit through interest-based student clubs, improved communication, and participation in after-school programs.
 - a. Students have a variety of clubs in which they can participate.
 - b. The school has improved communication through a newsletter, a high school bulletin, ECHO, and emails.
- 6) Administration and staff should explore the feasibility of employing a full-time counselor and school librarian and expanded career pathway programming to increase the equity of opportunities for post-graduate study.
 - a. The school has hired a full time academic counselor and increased the school librarian to 0.72 FTE.

- b. Additional time has been allocated to the librarian for college readiness preparation.
 - c. The auto shop program has been expanded with the hiring of a highly-qualified shop teacher who has created a growing, transformed program that has students engaged in projects using NTN.
 - d. There are plans to add another section of Automotive/Metal Working to the 2017-2018 school master schedule.
- 7) Staff and administration should develop curriculum guides that define course content, goals, teaching strategies, assessment techniques and resources related to specific courses.
- a. Staff creates a Course Catalog and Academic Planning Guide that defines each course, outlines the goals, and shows whether the course meets A-G requirements.
- 8) Staff and administration should take greater advantage of the small size of the school to increase personalization of services, including individualized learning plans and portfolios.
- a. There has not been any movement toward the creation of ILPs.
 - b. Portfolios can be collected and kept within the Echo program and varies from teacher to teacher.
- 9) Continue to improve upon efforts to engage Hispanic/Latino and Native American students in improved student learning.
- a. Dr. Hood's English class (many of whom are from the local tribe) is working on a Native American NTN project in collaboration with the elementary school which will include parents and members of the Pomo tribe and culminate in a festival for the Point Arena community.
 - b. There was no evidence (presented or observed) that efforts have been made to engage Hispanic/Latino students.
- 10) A critical area for follow-up not in the current plan is development and management of a disciplinary program.
- a. Discipline has been haphazard and inconsistent.
 - b. Four staff members received training in restorative practices in the fall of 2016.
 - c. Discipline issues include:
 - i. A three times higher suspension rate for PAHS that the state average
 - ii. Thirteen students were suspended between August 2016 and February 2017.
 - iii. There were 673 disciplinary referrals between August 2014 and September 2016.
- 11) Another area of concern not in the current plan is the number of students who are ineligible for sports or other extracurricular activities.
- a. Semester one 2016-17 grades showed 19% of the student body is ineligible.
 - b. The academic counselor is working with students to develop an academic achievement plan for these students.
- 12) The third area not on the current plan is ongoing management of the WASC process.
- a. Administration, since 2012, has not ensured WASC was incorporated into staff meetings or PD.
 - b. The school administration plans on implementing WASC into staff meetings starting in May 2017.

Chapter III: Self-Study Process

School-wide Learner Outcomes

In 2014-15, PAHS students and staff participated in ESLR activities. PAHS is in the process of revising their ESLRs into SLOs. They have modeled the following from San Marino High School for the 2017-18 school year.

*see PAHS Sample Student Learning Outcomes
for School Year 2017-2018*

STUDENT LEARNING OUTCOMES

Civic Responsibility – Point Arena High School students will:

- Demonstrate a commitment to service beyond self
- Model strong citizenship with school, community, nation, and the world
- Demonstrate a knowledge of critical issues

Critical Thinking – Point Arena High School students will:

- Demonstrate the ability to make choices based upon well-reasoned strategies
- Analyze and evaluate complex issues, problems, and events

Post-Secondary Preparation – Point Arena High School students will:

- Demonstrate mastery of the basic skills of reading, language arts, and math
- Be prepared to successfully enter college and the work force

Technological Proficiency – Point Arena High School students will:

- Demonstrate proficiency in all skills necessary to acquire, process, and communicate information through the use of technology

The school's self-study process with respect to the expected outcomes of the self-study

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
 - Seven early-release sessions were scheduled for WASC collaboration yet other topics took a priority
 - There was little to no collaboration of stakeholders on the document
 - The WASC coordinator and the superintendent wrote the report
 - Focus Group members were put together to meet with the VC team and many had not read the Self-study or were unaware of the document until being told they were to meet with the VC
 - Some teachers were unaware of the process because of their newness to the school
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)
 - NTN measures Knowledge, Agency, Collaboration, Oral Communication, and Written Communication
 - The new NTN program has yet had time to prove whether it will be a successful measurement of academic success at PAHS
 - The schoolwide learner outcomes are in the school's plan to revise next school year
3. The gathering and analyzing of data about students and student achievement
 - The school's self-study did not have evidence of data-driven instruction other than the implementation of the NTN program to remedy what they quoted as "dismal results"
4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
 - This was not evident in the report or from the interviews and group meetings.
5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.
 - There is a plan being developed by the WASC coordinator for the school

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Vision – Mission – Schoolwide Learner Outcomes – Profile: *The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.*

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: *There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: *Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.*

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Governing Board and District Administration: *The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.*

Understanding the Role of Governing Board: *There is clear understanding about the role and responsibilities of the governing board and the professional staff.*

Governing Board and Stakeholder Involvement: *Parents, community members, staff, and students are engaged in the governance of the school.*

Board's Evaluation/Monitoring Procedures: *There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.*

Complaint and Conflict Resolution Procedures: *The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.*

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Broad-Based and Collaborative: *The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.*

Single School Plan for Student Achievement Correlated to Student Learning: *The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.*

Staff Actions/Accountability to Support Learning: *The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.*

Internal Communication and Planning: *The school has effective existing structures for internal communication, planning, and resolving differences.*

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Qualifications and Preparation of Staff: *The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.*

Staff Assignment and Preparation: *The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.*

Defining and Understanding Practices/Relationships: *The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.*

Support of Professional Development/Learning and Measurable Effect on Student Learning: *The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.*

Supervision and Evaluation: *The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.*

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Allocation Decisions and Their Impact: *There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.*

Practices: *There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.*

Facilities: *The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.*

Instructional Materials and Equipment: *The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.*

Well-Qualified Staff: *Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.*

Long-Range Planning: *The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.*

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Site Council meetings are held regularly and attended by a small group of parents
- Translation services are offered during meetings for the Hispanic/Latino parents
- The Native American Committee provides input into Policies and Procedures
- The LCAP, Strategic Action Plan, and Vision statement have been reviewed at Board and Site Council Meetings
- New Tech Network (NTN) has been a transformational change to the school; the staff is receiving coaching from “regularly scheduled virtual professional development”
- Teachers are given input on the Master Schedule and the classes they would like to teach next year
- The Board of Trustees approved a PD incentive to help teachers obtain the desired credential in the amount of up to \$10,000
- The District invested \$250,000 on the NTN program
- The expenditure per pupil is \$17,791 which is well above the state average of \$9,013

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The Vision includes a statement of “mutual respect” that was not evident
- The relationship between the governing board and professional staff has been blurred by trustee actions and by individual staff members
- Showing respect and building trust are vital to the successful implementation of the Action Plan
- The LCAP has replaced the SPSA
- The SLOs, the Mission Statement, and the Vision Statement should produce a coherent sense of goals and priorities
- Teachers who did not agree with the tenets of NTN either resigned or were released at the end of the 2016 school year
- Through interviews and evidence the VC gathered, only a few stakeholders had input on the WASC report even though teachers were offered compensation for their time
- Dissemination of pertinent information and overall communication to all stakeholders is an area for improvement
- The hiring of highly-qualified teachers is challenging for this school and human resources does not provide orientation for staff; new teachers are not paired with an experienced teacher presently
- The parent/student handbook is the only evidence presented in the WASC report; its degree of clarity for administration and faculty was not represented

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

The school board authorized a school culture survey for teachers in January and March 2017. Seventeen teachers responded to statements concerning trust, leadership, expectations about student learning, school improvement, communication obstacles, leadership, and other issues related to the school's culture and its future. The results show an overall sense of caring for the students and what they need to learn, but a real lack of trust between teachers, teachers and leadership, and a clear divide between those who want to continue with the NTN and those who do not. The survey also shows their staff meetings and collaborations are not being used effectively, that leadership has been inconsistent to the detriment of school goals with no clear direction, and a general sense of chaos or lack of stability. The survey provides evidence that some teachers feel isolated and that there are "silos" of teachers trying to either do their best to deliver NTN and those who don't like the program, who want to return to more traditional methods.

The superintendent is in his second year and has taken on a leadership role at the school. He stated that there are a significant number of teachers using NTN and that staff meetings are becoming more professional since January (this is when the principal left). The WASC coordinator supported the superintendent's statement about the shift in culture. A board member was adamant about how NTN is going to be the solution to the school's goal of preparing students for college. However, some staff and board members are dissatisfied with the rate of implementation and want additional training and time to implement the program effectively.

The NTN trainers told staff that implementation would be difficult. Yet the enthusiasm of the board and the teachers who visited the sample schools and went to the training want a swifter implementation which has caused a division between teachers and a lack of trust between leadership and teachers. Since October 2014, standard operating procedures existed, positive relationships have not been nurtured, and students "even took pride in running a teacher off." The atmosphere in the entire district was bad. The VC team met with teachers who were forthcoming about expressing their concerns.

The school is at a precipice. The leadership is working to create a master schedule that is balanced and fair. Teachers are going to have to decide to either work together to make Point Arena High School a NTN school or take another path for employment. They have a need to make discipline a priority, to provide consistent classroom management, and to build trust and respect for all stakeholders. The school's Vision Statement says, "Mutual respect is a goal of students, teachers, staff, the administration, and members of the school board. Each of them behaves in a professional manner, showing a commitment to the valuable work they do at this school."

The involvement of all stakeholders in the refinement of the schoolwide learner outcomes has not happened since their 2015 Action Plan where students were actively engaged through a variety of activities to learn what the ESLRs mean and own them. The plans for other goals or the revision of the Action Plan has not happened for the past two years. The prompts from this section are not adequately addressed as they show that evaluation of the effectiveness of their program has not been done as the school is focused on the path of implementing the NTN program. Instead of writing about the "clarity of board policies and procedures regarding the roles of the board and district administration," the report provides a list of online and other programs they are using.

When asked about the "clear, sustainable understanding regarding the relationship between the governing board and staff," the report states that the professional relationship has been blurred

by individual trustees meeting with staff, nepotism, and social media use as a means of airing out grievances. To the extent that these are true, changes must be made to the governance of the school to build trust and mutual respect.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Current Educational Research and Thinking: *The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.*

Academic and College- and Career-Readiness Standards for Each Area: *The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program.*

Congruence: *There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Integration among Disciplines: *There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Articulation and Follow-up Studies: *The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and to prepare them for the pursuit of their academic, personal, and career goals?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Variety of Programs — Full Range of Choices: *All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Accessibility of All Students to Curriculum, including Real World Experiences: *A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.*

Student-Parent-Staff Collaboration: *Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*

Post High School Transitions: *The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.*

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Students have access to courses that fulfill college A-G requirements
- The school has invested in programs for transition to college
- A wide variety of elective classes are offered

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Benchmarks for analyzing student success and guiding instruction
- Benchmarks to analyze the efficacy of the New Tech Network
- Collaboration of teaching staff, mentoring of new teachers in curriculum planning

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Historically, the school has developed curriculum based on CA state standards. Now, they have adopted Common Core standards for English Language Arts and Math. Benchmark testing is used with Smarter Balanced summative assessment. Science courses are planned using the CA science standards (posted in 2010). Students were pre-assessed with teacher-developed assessments. AP course curriculum is designed to follow the AP descriptions and standards. There is no evidence that test results guide instruction.

In standardized scores (CAASPP) PAHS students perform below county and state averages. The latest test (2015) results indicated that 69% of students did not meet the ELA standards and 80% did not meet the math standards.

The staff and School Board recognized the test score deficiencies and sought an overhaul of the school program. After study of successful schools and current educational research, a school program that encourages agency, collaboration and communication skills was adopted. Staff and school board used peer-reviewed journals and magazines to look at project-based learning and 21st century classroom programs in which students are allowed to make choices within the curriculum and address real-world problems.

In Fall, 2016 implementation of NTN was begun and expected to be applied school wide at the onset. Data has not been presented to show evidence of improvement in the short time the new program has been in place. Anecdotally, it is commented that students are more engaged, particularly the freshman class. Teachers expressed that adjusting to the ECHO grading system has been complex and challenging. Expectations of the impact of the NTN platform vary widely. Some trustees believe that utilizing the system will enhance student involvement, learning, and test scores. Some teachers utilize the platform to post lesson materials. There are no content standards or curriculum embedded in the NTN system. The NTN system includes five “outcomes” that are scored numerically and weighted. All teachers are expected to use the ECHO grading software.

The school has examined the a-g eligibility of their courses and written new descriptions of courses that previously did not qualify for UC approval.

There is no “personal learning plan” and no indication in the self-study that parents are involved in the course selection process. Students meet with a counselor and are able to select courses that are rigorous and can choose college prep classes and career path classes (landscaping, auto). Eighth-graders at the feeder schools are given course lists and meet with the counselors at the “Freshman Palooza” where they talk about their interests and goals and a course of study is planned leading either to college- or career-readiness. Yearly check-ins occur that allow for adjustments. Parents are encouraged to attend, but few take part. Nineteen percent of the student body are on the ineligibility list (GPA 2.0 or below and/or an F in any class). The academic counselor develops an academic plan with these students. Students needing credit recovery use Odyssey Ware for online instruction. Online learning is also available for students to take college-level courses.

At risk students and Special Needs students are eligible for work internship opportunities. The Workability program allows students to learn marketable job skills and places students in local businesses. Students have worked as baristas, at the local library, theater and restaurants, and nearby ranches and learned skills such as welding and sheep shearing, inventory and customer service.

Lack of rigor has been a common theme in discussions regarding the curriculum. Evidence includes low standardized test scores and anecdotal experiences of PAHS graduates at college, where they frequently need extra tutoring or remedial classes. Adoption of project-based learning in the NTN process where student choice and focus on real world applications are components should increase student involvement. PBL projects that students are community focused and include research and a proposal to the School Board for an open campus, the culture of the Native American community, construction of an emergency ham radio tower.

The school has funded part-time college transition counselor. Help is given by the counselors for the college application process. Students and parents were invited to attend a session for help in completing financial aid statements (FAFSA). College tours have been arranged for Latino and Native American students. The triathlon team included a college tour as they traveled to a meet. Teachers and board members expressed concern that graduates that go to college “come back” due to both inadequate academic preparation and the social transition to a large city environment.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Results of Student Observations and Examining Work: *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*

Student Understanding of Performance Levels: *The students understand the standards/expected performance levels for each area of study.*

Differentiation of Instruction: *The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.*

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Current Knowledge: *Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.*

Teachers as Coaches: *Teachers facilitate learning as coaches to engage all students.*

Examination of Student Work: *Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.*

Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

Real World Experiences: *All students have access to and are engaged in career preparation activities.*

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Content standards and learner outcomes are posted in many classrooms.
- Teachers use a variety of educational strategies.
- Teachers are transitioning from traditional lecture format to New Technology Network (NTN).

Key issues for Standards-Based Student Learning: Instruction (if any):

- The visiting team did not see literacy goals posted, i.e. vocabulary for the unit on MLK.
- Many teachers are using direct instruction, and are teaching skillfully and students are learning, but are not adopting NTN in a way that was obvious to the visiting team.

- The visiting team did not observe differentiated instruction outside of the project-based and study skills classes.
- The visiting team did not observe the use of benchmarks to ensure the student work is consistently at a high level and relevant for the students.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Students understand standards/expected performance levels in each area of study; content standards and learner outcomes are posted in many classrooms. The visiting team did not see literacy standards posted, however.

Students are doing challenging and relevant work, which was evident from projects such as the bocce ball field, seed beds, project portfolios, auto shop cars and the excitement that students showed the visiting team when working on these projects. Traditional evidence of mastery—writing samples, worksheets and exams were also evident in all subjects. The school has exhibited concern and care for all students, including special populations. Examples include the sponsoring of a keynote speaker on hidden disabilities and school support of the WorkAbility program, which trains special education students to write resumes, fill out applications, and run a coffee cart. These students are also placed in different work environments throughout the community. Teachers voiced support for Latino students in AP classes, and were adamant in stating that if a student was willing to make a commitment to an advanced class he or she would be invited in.

The visiting team witnessed a variety of educational strategies—project-based learning, direct instruction, ,guided practice, research and filling out worksheets, read alouds with teacher questions, analysis of media, book and online instruction, and essay writing

Teachers are transitioning from the traditional lecture format to the New Technology Network (NTN) philosophy. Some teachers use the new NTN management system and have embraced a project-based learning environment. The visiting team saw examples of project-based learning in Landscaping, English, Business Math, and Electronics. In these classes the visiting team saw evidence of teachers serving as coaches rather than the deliverers of instruction. These teachers also favored community-based projects and use resources beyond the textbook and engage in real-world activities that showed concern for all students.

Teachers stated and students confirmed to the visiting team that 9th grade students were most supportive of NTN and NTN needs to be more student driven in the future. Teachers supportive of NTN expect NTN to be a stronger teaching practice in three to five years and students will be more involved in the curricular decision making.

Many teachers are using multimedia technology to present material for direct instruction. Students are using technology to take notes, turn in assignments, or conduct research, but the visiting team did not see evidence of *student* use of multimedia software (such as video editing) except for the desktop publishing class and computer science classes.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Professionally Acceptable Assessment Process: *The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.*

Monitoring and Reporting Student Progress: *The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Monitoring of Student Growth: *The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.*

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Appropriate Assessment Strategies: *Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.*

Demonstration of Student Achievement: *Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.*

Student Feedback: *Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.*

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent does the system drive the school's program to continually improve and to allocate resources to effectively meet student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

School Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- An assessment system (CAASP, NTN) is in place and can be used to monitor student progress
- Stakeholders used CAASPP data to make decision on assessment program
- Assessment Information was mailed home to parents

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Benchmarks need to be developed for analyzing student success and guiding student learning
- Benchmarks need to be developed and monitored to analyze the efficacy of the New Tech Network
- Assessment results need to be analyzed to guide instruction

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

PAHS staff uses assessments including CAASPP results, CELDT results and other textbook adopted assessments. CAASPP results are mailed to parents and are available in the SARC report and are publicly accessible online. The CAASPP data is disaggregated in a variety of ways. There is no evidence that the teaching staff analyzes the data or collaborates to modify teaching practice. Low CAASPP scores, however, prompted the school district to look at alternative teaching practices and adopt NTN. Prior to adoption of the New Tech Network, local benchmark assessments were used in math and English. This process has fallen out of use. Upon the implementation of NTN in the Fall of 2016, the school revisited the student learning outcomes and instead adopted the five learning outcomes associated with NTN: Agency, Collaboration, Knowledge and Thinking, Oral Communication and Written Communication.

These outcomes are monitored for each student through ECHO, the learning management system. Teachers have developed a weighted scoring system. Parents have access to individual assignment scores in ECHO. Numerical grades are converted to a letter grade and entered into AERIES and are mailed to parents as progress reports, quarter grades and semester grades. Student progress is monitored by grades. Students approach ineligibility when the GPA is at 2.0 or below and after any grading period in which they receive an “F.” Students who need to make up credits for failed graduation-required classes are put into an Independent Study class where they take online instruction.

Individual teachers, in biology, for example, use pre-assessments to gauge students’ previous knowledge and areas where review is required. Samples of student work provided evidence of formative and summative assessments.

The visiting team feels that benchmarks need to be established and monitored to understand the progress of individual students with the new learning system. It is similarly vital to gather data to establish the efficacy of the NTN approach over time.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Regular Parent Involvement: *The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.*

Use of Community Resources: *The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.*

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Safe, Clean, and Orderly Environment: *The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.*

High Expectations/Concern for Students: *The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Atmosphere of Trust, Respect and Professionalism: *The school has an atmosphere of trust, respect, and professionalism.*

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

INDICATORS: *Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.*

Adequate Personalized Support: *The school has available and adequate services to support student's personal needs.*

Support and Intervention Strategies Used for Student Growth/Development: *Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.*

Support Services – Interventions and Student Learning: *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.*

Equitable Support to Enable All Students Access to a Rigorous Curriculum: *Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.*

Co-Curricular Activities: *The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Community involvement is built in the NTN framework.
- Special needs students are supported through a successful WorkAbility program.
- PAHS supports its Latino students through Action Network.
- Students are supported through guest speakers and opportunities to examine different career paths.
- The campus and classrooms were clean and inviting, there were no safety issues, and students got themselves to class in an orderly way without bells.
- Expectations are high in many classes such as AP Human Geography, Autoshop, Sports Medicine, Electronics, and Honors English.
- Teachers universally care about student welfare.
- Students and teachers have excellent technology and technology support.
- Staff and students recognize the counseling team at PAHS for its outstanding work.
- Many students are involved in clubs and athletics.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- The school needs to increase outreach for parental involvement, especially in the Latino community, and increase student involvement so all stakeholders have a part in school decision making.
- Expectations appeared to be low for historically low-achieving students.
- There is a lack of trust between teachers and the Board, teachers and administration, and teachers with each other, affecting teacher retention and student learning.
- The school needs to continue to recruit and retain qualified teachers, especially in math.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

PAHS is blessed with community involvement and community involvement is built in the NTN framework. The visiting team saw examples of invited guests on teacher schedules and students going out into the Native American community and other community events reported in the self-study. The local HAM radio club working alongside the electronics class, guest speakers (one in Landscape class this week), a Careers in Construction field trip, and business community donations are additional examples of community involvement. Parents are also involved through site council, ELAC, Native American outreach and booster groups.

Several PAHS students are involved in WorkAbility opportunities, which offers special need students an opportunity to work within the community in real world application and after a short time for a salary.

However, the visiting team did not see evidence of outreach to Latino parents, which comprise about half of the students and parents. More generally, parental involvement and student involvement was lacking in the making of the 2017 Self-Study report and in the composition of the focus groups.

PAHS supports its Latino students through Action Network, a community resource center to help Latino families. In April 2017 Action Network will be taking students on a Spanish retreat—showing students the possibilities of college. At the beginning of the school year Action Network hosted a College and Careers event for boys and another for girls. A few months later Action Network hosted a Health Fair that was attended by all students. PAHS lacks a college-readiness program such as AVID, which would support college readiness in the student population that has no family members that have gone to college, a large segment of the PAHS students.

Native American students are supported by the Native American Liaison who led a field trip to Humboldt State on Native American Motivation Day (NAMMD).

The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety. Administration has acted to increase the number of courses that were A-G compliant, enabling all students to have access to a college-ready curriculum. While the self-study mentions problems with truancy, tardiness, and classroom management issues, Dr. Hood, the dean of discipline, stated to the visiting team how teacher referrals have diminished. Occasional students were late to class but the visiting team observed only two cases of misbehavior that involved disciplinary action. The visiting team noticed that students were friendly and articulate. The visiting team also observed that the campus and classrooms were clean and inviting, noticed no safety issues, and that students got themselves to class in an orderly way without bells. Respect and caring between teaching staff and students and between students and teaching staff is quite high as reported by staff and student groups in interviews. Most students appeared to be highly engaged in class, and there is high student interest in athletics and school clubs, further increasing student engagement with the school.

Expectations for student achievement appeared to be high in many classes. High expectations were observed by the visiting team in AP Human Geography, Electronics, Auto Shop, Sports Medicine, and Honors English. Expectations occasionally appeared to be low for historically low-achieving students, based on observations of student work.

Stakeholder interviews by the visiting team and recent school culture survey illustrated that perhaps the most important challenge at PAHS is the lack of trust between teachers and the Board, teachers and administration, and teachers with each other. This problem directly affects instruction and student learning at PAHS. Students complained to the visiting team about losing valuable teachers and difficulties due to the high turnover of teachers. The high turnover and difficulty in recruitment has led to the inclusion of some less experienced and non-credentialed teachers and holes in the schedule not being filled. Students complained to the visiting team about being forced to take courses on-line, especially in high level math classes. The visiting team believes that this challenge of staffing could be mitigated somewhat by improving trust between all stakeholders.

Both administration and administrative staff noted that the school lacks “follow through” in student discipline, and that discipline is inconsistent. More accountability is needed in decision making overall, making for smoother execution of the most important stakeholder issues.

Students are supported well at PAHS through high property tax base and a grant for implementing NTN, and every student has a computer. The visiting team observed students using those computers throughout the day. The visiting team also observed that classrooms have interactive whiteboards and ceiling-mounted projector and a working computer for every teacher. Teachers consistently used the technology at their disposal, modeling near-universal use of technology to the students.

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

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

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

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

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. Staff needs to collect data, analyze the information, and use it to drive instruction.
2. Staff meetings need to reflect the needs of the students, staff, and relevant issues.
3. Consistent Discipline Policy must be developed and used with fidelity by all staff.
4. Teachers voices need to be heard and respected.
5. The administrators are the support staff for the teachers and provide guidance for the entire school.

6. Teachers' first priority is their students; everything the school does is for the benefit of their students.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**

Point Arena High School will develop their Schoolwide Action Plan and submit it to the WASC commission within the next two weeks. Therefore, the VC team is unable to add comments of a summary of the school’s Action Plan.

- **Comment on the following school improvement issues:**

- ✓ **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
 - ♦ **Do the action plan sections address the critical areas for follow-up?**
 - ♦ **Will the action plan steps enhance student learning?**
 - ♦ **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (*e.g., II/USP, technology plan, staff development plan*)?**
 - ♦ **Is the action plan feasible within existing resources?**
 - ♦ **Is there sufficient commitment to the action plan, schoolwide and system-wide?**
 - ♦ **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**
- ✓ **Existing factors that will support school improvement**
- ✓ **Impediments to improvement that the school will need to overcome**
- ✓ **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**