

Point Arena High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Point Arena High School
Street	PO Box 7, 270 Lake Street St
City, State, Zip	Point Arena, CA 95468
Phone Number	(707) 882-2134
Principal	Marc Feliz
Email Address	mfeliz@pauhs.org
School Website	http://pointarenaschools.org/pahs/
County-District-School (CDS) Code	23-65599000000

2022-23 District Contact Information

District Name	Point Arena Joint Union High School District
Phone Number	(707) 882-2803
Superintendent	Warren Galletti
Email Address	wgalletti@mcn.org
District Website Address	www.pointarenaschools.org

2022-23 School Overview

Point Arena Joint Union High School is a small, rural, coastal high school serving the diverse population of the Northern Sonoma and Southern Mendocino county coast. Members of the school board, staff, students, their families, and the community of Point Arena High School are involved in a learning process that honors each element of a healthy, happy, and safe school where education is valued and respected.

Vision: Preparing our students today for the challenges of tomorrow...College, Career, and Life.

Mission: Our Student Learning Outcomes core values of Authentic, Respectful, and Responsible are in direct service of our underlying vision of preparing our students today for the challenges of tomorrow. We are all held accountable to these core values, as they are essential to achieving excellence in Academics, Activities, Arts, Athletics, and Life. We believe that this school-wide focus allows us to develop and sustain a culture that promotes diversity, courage, resilience, lifelong learning, and a sense of belonging. Through student-centered learning, cooperative educational practices, and adaptive interdisciplinary research students will be aware and prepared to pursue post-secondary education or training.

Goals (Student Learning Outcomes):

Authentic – Integrity with high personal standards and originality in thought and work as evidenced through oral and written communication rubrics

Respectful – Self-awareness, self-management, social awareness, collaboration, adaptive behavior, civic engagement as evidenced through collaboration rubric

Responsible – Response – agency and ethical responses; Ability – knowledge and thinking, digital citizenship as evidenced through agency and knowledge and thinking rubrics

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	33
Grade 10	38
Grade 11	31
Grade 12	33
Total Enrollment	135

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.0
Male	59.3
American Indian or Alaska Native	8.9
Asian	0.0
Black or African American	0.0
Filipino	0.7
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.5
White	35.6
English Learners	15.6
Foster Youth	0.0
Homeless	11.1
Migrant	1.5
Socioeconomically Disadvantaged	63.7
Students with Disabilities	17.0

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.20	33.52	4.90	35.52	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.89	1.00	7.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	24.68	3.60	26.21	12115.80	4.41
Unknown	4.20	33.83	4.20	30.97	18854.30	6.86
Total Teaching Positions	12.60	100.00	13.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	46.69	7.90	50.03	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	23.91	3.50	22.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	19.10	2.80	17.91	11953.10	4.28
Unknown	1.50	10.22	1.50	9.58	15831.90	5.67
Total Teaching Positions	14.90	100.00	15.90	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.70
Misassignments	0.00	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	3.50

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.10	2.80
Total Out-of-Field Teachers	3.10	2.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	22.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.20	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2022 August	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Prentice Hall: 9th Grade Reader's Companion & Student Edition Gold Prentice Hall: Platinum Level, The Finisher by David Baldacci, Various Novels Prentice Hall: Literature: The American Experience, Timeless Voices, Timeless Themes Prentice Hall: British Tradition, Various Novels	Yes	0
Mathematics	Carnegie Learning, Edmentum Burton/Shelton Business Math Using Excel Personal Finance Curriculum, Consumer Math.org Pearson: Calculus Graphical, Numerical Algebraic	Yes	0
Science	Savvas Learning Company, LLC, 2021 California Experience Chemistry in the Earth System BioZone Corporation: Biology For NGSS* Pearson: Physics Pearson Biology Integrated STEM Environmental and Biological Sciences – Sonoma State Curriculum on-line	Yes	0
History-Social Science	McGraw Hill: Impact California Social Studies, World History, Culture, & Geography, The Modern World McGraw Hill, Impact California Social Studies: United States History and Geography Continuity and Change McGraw Hill, AP Human Geography Pearson, American Government	Yes	0
Foreign Language	Houghton Mifflin Harcourt: Advancemos! Textbooks and Workbooks (Spanish I, II, III,)	Yes	0
Health	Pearson Education: Health	Yes	0
Science Laboratory Equipment (grades 9-12)	Burret Tubes Vaccum Flasks Faucet Vaccum Adapters Wash Bottles Calorimeters Micro Calorimeters Mercury Discharge Tube Neon Discharge Tube Oxygen Discharge Tube Water Vapor Discharge Tube Hydrogen Discharge Tube Helium Discharge Tube Spectrum Tube Power Supply Bupper Car Kit GDx Dynamics System Kit Motion/Gravity Rail Binocular Microscopes Monocular Microscopes Packages of Filter paper, 90 mm and 240 mm Sensor Cart Accessory Kit - Vernier		

Dissection Kits			
Metal Forceps			
Plastic Forceps			
Eye droppers			
Watch Glasses			
Plastic Weighting Boats			
Aluminum Weighing Boats			
Glass Specimen dishes			
Glass Stirring Rods			
Erlenmeyer Flasks 125 ml			
Erlenmeyer Flask 50 ml			
Erlenmeyer Flasks 250ml			
Erlenmeyer Flask 300ml			
Erlenmeyer Flasks 500ml			
Bunsen Burners			
Bunsen Burner hoses			
Flint Strikers			
Volumetric Flask 500ml			

School Facility Conditions and Planned Improvements

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 Soccer and baseball fields have recently been renovated with the installation of gopher wire under new soil, new sprinklers and sod and grass seed. The 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 surveillance cameras have recently been upgraded. Campus repairs and general maintenance are prioritized and completed as resources allow.

Year and month of the most recent FIT report

2021 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			One ceiling tile missing, 3 unsecured cabinets. Maintenance will secure cabinets and install tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Electrical Panel obscured. Maintenance will remove obstruction.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			14 stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	28	100.00	0.00	53.57
Female	11	11	100.00	0.00	63.64
Male	17	17	100.00	0.00	47.06
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	16	100.00	0.00	37.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	21	21	100.00	0.00	52.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	28	100.00	0.00	17.86
Female	11	11	100.00	0.00	0.00
Male	17	17	100.00	0.00	29.41
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	16	16	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	21	21	100.00	0.00	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.42	NT	24.19	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100	0	25.42
Female	26	26	100	0	19.23
Male	33	33	100	0	30.3
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100	0	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100	0	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100	0	24.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Point Arena High School offers the following CTE programs on site:

Integrated STEM
 Desktop Publishing
 Woodshop
 Agriculture

Additionally, we offer a Workability Program to develop job readiness skills and the transition Partnership Program for select students to explore career options.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	53
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.26
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93%	90%	93%	90%	96%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Point Arena High School welcomes and encourages parents to visit the campus and share in the educational experience of their student/s. Several opportunities are provided for parental volunteers, including the following:

- Athletic Events/Coaching
- Boosters Club
- Band Concerts/Drama Productions
- Native American Advisory (NAEAC)
- District English Learner Advisory (DELAC)
- Site Council
- Volunteer in classroom
- Field Trips

Point Arena High is fortunate to have an active parent, staff and community Boosters Club, which contributes considerable funds, service, time and energy to our educational and athletic programs.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		11.1	11.1		11.9	12.5		8.9	7.8
Graduation Rate		77.8	88.9		73.8	87.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	36	32	88.9
Female	18	15	83.3
Male	18	17	94.4
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	21	18	85.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	12	12	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	27	26	96.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	142	137	70	51.1
Female	59	55	32	58.2
Male	82	81	37	45.7
American Indian or Alaska Native	14	13	10	76.9
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	73	72	32	44.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	50	47	26	55.3
English Learners	22	22	11	50.0
Foster Youth	1	1	1	100.0
Homeless	24	24	18	75.0
Socioeconomically Disadvantaged	94	90	50	55.6
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	24	23	8	34.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.36	6.88	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	13.38	0.00	14.29	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.38	0.00
Female	5.08	0.00
Male	19.51	0.00
American Indian or Alaska Native	21.43	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.00	0.00
English Learners	22.73	0.00
Foster Youth	0.00	0.00
Homeless	25.00	0.00
Socioeconomically Disadvantaged	18.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	25.00	0.00

2022-23 School Safety Plan

Point Arena High is committed to the safety and security of each student and staff member—not only physically but, moreover, the mindset regarding school safety in general. Social, emotional safety and overall health is just as important at Point Arena High School. To maintain these conditions, which contribute to the best possible learning environment, school safety issues are discussed as needed on a daily and weekly basis at staff meetings. The Comprehensive School Safety Plan is reviewed and updated annually in the winter. Currently, a Tactical Plan has been added to the Comprehensive Safety Plan for the 22.23 school year. The mechanism and the process for updating the Comprehensive Safety Plan and newly introduced Tactical Plan began in August 2022 and will be fully updated every winter starting January 2023.

1. The plan includes the following components:

2. School crime assessment: Information is analyzed to determine what steps may be taken to reduce incidents of crime.

Measures to ensure a safe campus include 12 surveillance cameras and a campus security employee.

3. Child-abuse reporting: Teachers and all other school employees are required to complete a mandated reporter training and are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by Health and Human Services to determine if any follow-up on the report is necessary.

4. Disaster procedures: A comprehensive Disaster Preparedness Plan is reviewed annually. Practice safety drills are held for various kinds of emergency situations (fire, earthquake, lock down). Each classroom has a disaster pack, which includes basic first-aid supplies.

5. School discipline: The school discipline plan is given to every student and reviewed throughout the year. Point Arena High holds students accountable for their behavior, and staff members consistently enforce the school-wide standards.

6. Procedures to notify teachers of dangerous pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student. The superintendent and transportation supervisor are also notified.

7. Sexual-harassment policy: Point Arena High strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. Employees are required to complete a sexual harassment prevention training annually. The Principal is the Title IX investigator and coordinator for the site.

8. School wide Dress Code: The primary standards for student dress and grooming must be based on whether or not the clothing compromises safety, Title VI, Title IX, and Point Arena Board Policy regarding alcohol, drugs, and/or tobacco promotion and/or consumption.

9. Safe and orderly environment: Point Arena High believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	11	2	
Mathematics	9	10		
Science	10	7		
Social Science	13	6	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	11		
Mathematics	10	9		
Science	8	6		
Social Science	9	9		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	10		
Mathematics	14	10		
Science	10	8		
Social Science	15	7		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	135

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	27,575.99	6,710.57	20,865.43	65,341.44
District	N/A	N/A	23,735.24	
Percent Difference - School Site and District	N/A	N/A	-12.9	0.0
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	103.9	

2021-22 Types of Services Funded

Point Arena High School spends \$27,575.99 per student, higher than the State average. This higher figure allows our small rural, remote district to offer courses comparable to larger districts while retaining our small class size. In addition to offering A-G required courses for CSU-UC admissions, Point Arena High School has invested in the New Tech Network Model where elements of a growth mindset and taking ownership of learning are emphasized through project based learning. Students are offered concurrent enrollment in college courses through Mendocino College that are paid for by Point Arena High School.

Other services funded include:

- Athletics
- Band/Drama/Art/Poetry
- Cafeteria
- College and Career
- Community Tech Center
- Counseling
- Field Trips
- Library Services
- Professional Development
- Teen Health Clinic
- Transportation

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	41,772	
Mid-Range Teacher Salary	60,023	
Highest Teacher Salary	84,022	
Average Principal Salary (Elementary)	108,205	
Average Principal Salary (Middle)	108,205	
Average Principal Salary (High)	108,205	
Superintendent Salary	147,400	
Percent of Budget for Teacher Salaries	18.47	
Percent of Budget for Administrative Salaries	3.67	

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	6.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

New Tech Network (NTN) is contracted with Point Arena High School to supply professional development for the faculty through the 2024-2025 school year. NTN provides training seminars each year on various topics in an effort to improve student learning and overall instruction. Other Professional Development is available for staff as needed. Point Arena High School students are released early at 1:30 PM each Wednesday during the school year to allow for staff development time.

Weekly staff development time focuses on the implementation of the Professional Learning Community strategy, the growth of a data-driven culture, a collaborative-WASC process, a bias-free articulation of student needs, and a vibrant student-centered culture. Answering Rick Dufour's Corollary Questions has been the backbone of the mechanism and the processes stemming from collaboration.

1. What do we want all students to know and be able to learn?
2. How will we know if they learn it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who are already proficient?

Seeking these answers has focused meetings toward a more productive- and inclusive culture. This has encouraged a growing sense of community across the campus. It has helped greatly in improving the school culture among the staff at Point Arena High School this year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6+