

Point Arena High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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	23-655990000000

2023-24 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	www.pointarenaschools.org

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	34
Grade 10	29
Grade 11	35
Grade 12	27
Total Enrollment	125

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.8%
Male	58.4%
American Indian or Alaska Native	9.6%
Hispanic or Latino	59.2%
Two or More Races	2.4%
White	28.8%
English Learners	16.8%
Homeless	13.6%
Migrant	2.4%
Socioeconomically Disadvantaged	66.4%
Students with Disabilities	17.6%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	22.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

2023 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Carnegie Learning, Inc. Mirrors & Windows: Connecting with Literature, ELD and Differentiated Instruction. Board Adopted 06/07/2023 Houghton, Mifflin, Harcourt: Language & Writing Portfolio. Board Adoption 06/07/2023	Yes	0
Mathematics	Carnegie Learning - Board Adopted 9/16/2020 Edmentum: Plato Courseware - Piloting UC Scout Pre-Calculus, Calculus A/B Asynchronous - Pilot	Yes	0
Science	Savvas Learning Company, LLC, 2021 - Board Adopted 04/08/2020 Plato Courseware - Pilot Code.org Learning Company LLC - Pilot Pearson: Physics - Board Adopted 11/13/19 Pearson Biology - Board Adopted 11/13/2019 Integrated STEM Environmental and Biological Sciences – Sonoma State Curriculum on-line - Board Adopted 2019	Yes	0
History-Social Science	World History - Plato Courseware - Pilot McGraw Hill: Impact California Social Studies, World History, Culture, & Geography, The Modern World - Board Adopted 08/08/2018 McGraw Hill, Impact California Social Studies, US History - Board Adopted 08/18/2021 McGraw Hill, AP Human Geography - Board Adopted 10/14/2015 McGraw Hill, Principals of Economics - Board Adopted 06/07/2023 Economics: Plato Courseware - Pilot Pearson, American Government - Board Adopted 4/21/2005 CDE Ethnic Studies Model Curriculum - Pilot	Yes	0
Foreign Language	Houghton Mifflin Harcourt: Advancemos! - Board Adopted 06/17/2015 Textbooks and Workbooks (Spanish I, II, III,) Spanish II, Edoptions Virtual Academy, Plato Courseware - Pilot	Yes	0
Health	Pearson Education: Health - Board Adopted 10/16/2013	Yes	0

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		

B. Pupil Outcomes

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	41	52	43	47	46
Mathematics (grades 3-8 and 11)	18	15	17	14	33	34

2022-23 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	34	34	100.00	0.00	41.18
Female	13	13	100.00	0.00	30.77
Male	21	21	100.00	0.00	47.62
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	81.82
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	26.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 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	35	34	97.14	2.86	14.71
Female	14	13	92.86	7.14	0.00
Male	21	21	100.00	0.00	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	5.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	36.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	23	95.83	4.17	8.70
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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.42	22.58	24.19	23.08	29.47	30.29

2022-23 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	63	62	98.41	1.59	22.58
Female	25	24	96.00	4.00	4.17
Male	38	38	100.00	0.00	34.21
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	6.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	47.62
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	97.83	2.17	17.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Point Arena High School offers the following CTE programs on site:
 C-STEM and it's capstone Marine Science Tech
 Media Arts Tech I and capstone Media Arts Tech II
 Wood Tech I and capstone Wood Tech II
 Welding Tech I and capstone Welding Tech II
 Radio Communication Tech I and capstone Radio Communication Tech II
 Theater Arts Tech I and capstone Theater Arts II

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	49
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.19
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	21.21

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	87	94	94	90	90

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.

2023-24 Opportunities for Parental Involvement

Point Arena High School provides monthly and quarterly Professional Learning Community (PLC) meetings for parents and community members. We have District English Learner Advisory Committee (DELAC), Native American Education Advisory Committee (NAEAC), Site Council, and Accrediting Commission for Schools (WASC) organizational plans, wherein, parent and community outreach are the aim. All elements operate within the compliance manifest either within the state guidelines or institutional guidelines agreed upon. For example, Site Council encourages teacher union members, classified union member, parents, students, and community members to attend and join the governance structure outlined in Site Council guidelines. Educational partners' attendance to support English Learners, students qualifying as McKinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities at DELAC and NAEAC were pivotal during the LCAP process. The lynchpin for informing and, thus, getting educational partner engagement is Point Arena High School's mass communication mechanism ParentSquare, which is linked to the Learning Management System Aeries. Parent engagement relative to ParentSquare is 97%.

A common theme among the various educational partnerships is equity. The DELAC - PLC partnership is the District's commitment to implement a high-leverage communication systems that bridge the English-language barrier between 55% of the population and the English-first language reality of the school system. Point Arena provides Spanish-language interpreters in the classrooms, at the front desk, at DELAC meetings, and as a consideration attached to ParentSquare. DELAC and NAEAC are our most developed professional learning communities. Providing Spanish-speaking para educators is a strategy that became a viable solution through the professional learning community process. Developing relationships, developing knowledge, and developing grass-roots leadership has led to positive outcomes for our Hispanic students. The feedback from high-leverage actions at the staff level when it comes to the Spanish-speaking population is positive both quantitatively, e.g., the attendance data, the non-chronic absenteeism data, leading and lagging student engagement data, and educational partner attendance and engagement with the PLC system, and qualitatively, e.g., Healthy Kids Survey implementation scores and New Tech Network student surveys. To reach the level of fidelity realized through the DELAC, NAEAC, Site Council, and WASC feedback loops, Point Arena must continue to implement the professional learning community strategy, and, thus, continue norming our entire school culture to ruminate upon the four fundamental questions: 1. What must Point Arena students achieve to be considered proficient, 2. How will we know each Point Arena student has achieved proficiency, 3. How will we respond when Point Arena students have not achieved proficiency, and 4. how can we extend and enrich the experience for Point Arena students who have achieved proficiency?

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	11.1	3.7	12.5	12.5	10.8	9.4	7.8	8.2
Graduation Rate	88.9	88.9	88.9	79.2	87.5	81.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	27	24	88.9
Female	--	--	--
Male	17	15	88.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	12	10	83.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	10	90.9
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	22	20	90.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	133	128	65	50.8
Female	55	52	31	59.6
Male	77	75	33	44.0
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	13	12	8	66.7
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	76	74	30	40.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	40	38	24	63.2
English Learners	23	22	8	36.4
Foster Youth	1	1	1	100.0
Homeless	21	19	10	52.6
Socioeconomically Disadvantaged	94	89	47	52.8
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	23	23	9	39.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	13.38	7.52	0.00	14.29	7.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.52	0
Female	1.82	0
Male	11.69	0
Non-Binary		
American Indian or Alaska Native	7.69	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5	0
English Learners	4.35	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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.

2023-24 School Safety Plan

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.

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	13		
Mathematics	10	14		
Science	8	6		
Social Science	9	11		

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	12		
Mathematics	14	10		
Science	10	5		
Social Science	15	7		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	12	2	0
Mathematics	12	11	0	0
Science	10	3	0	0
Social Science	14	9	0	0

2022-23 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	125

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	37,212.24	8,498.36	28,713.88	67,747.00
District	N/A	N/A	32,255.17	
Percent Difference - School Site and District	N/A	N/A	-11.6	0.0
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	116.2	

Fiscal Year 2022-23 Types of Services Funded

Point Arena High School spends \$37,212.24 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.7
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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	0
Mathematics	1
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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6+	50