

Point Arena High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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/
Grade Span	9-12
County-District-School (CDS) Code	23-655990000000

2024-25 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

2024-25 School Description and Mission Statement

Point Arena High School Overview

Point Arena High School (PAHS) is situated on California's West Coast in southern Mendocino County, serving a diverse student population from areas south of Stewart's Point in Sonoma County to just north of Point Arena. The school is a rural, comprehensive institution with an enrollment of 140 students, where nearly 60% identify as Hispanic or Latino, 27% as White, 11% as Native American, and the remaining 2% as Asian or unknown.

Located 140 miles north of San Francisco, Point Arena boasts a vibrant community for artisans and poets, featuring a local theater, charming restaurants, shops, and a public library. The town is approximately an hour and a half away from larger

2024-25 School Description and Mission Statement

suburbs and shopping districts.

Community and Learning Environment

The PAHS community—comprising school board members, staff, students, families, and local residents—actively participates in creating a safe and supportive educational environment. This collaboration focuses on the following key questions:

What must Point Arena students achieve to be considered college-and-career ready?

How will we assess each student's readiness?

What actions will we take if a student has not achieved readiness?

How can we enhance the experience for those who have achieved readiness?

Vision and Commitment

Our vision is to foster a safe, supportive, and collegial learning environment that prioritizes trauma-informed instruction. We are dedicated to a holistic educational approach that addresses the diverse needs of our students, empowering them to heal, grow, and thrive. By nurturing a culture of safety, compassion, and understanding, we aim to support all students and learning partners in their academic, social, and emotional development. Our trauma-informed practices will equip students with the tools to overcome challenges, build resilience, and achieve their full potential, preparing them for college, career, and life.

Core Values and Goals

As we pursue our vision, we reflect on our core values each year:

Authenticity: Upholding integrity and originality, demonstrated through effective communication.

Respectfulness: Cultivating self-awareness, social awareness, and collaboration, as shown in teamwork.

Responsibility: Fostering ethical decision-making and digital citizenship through informed agency and knowledge.

These core values are essential for achieving excellence and balance in life, promoting a culture that champions diversity, equity, courage, resilience, lifelong learning, and a sense of belonging. Engaging in collaborative educational practices and interdisciplinary research will prepare students for future challenges.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	35
Grade 10	36
Grade 11	29
Grade 12	34
Total Enrollment	134

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	7.5
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.5
White	26.9
English Learners	9
Foster Youth	2.2
Homeless	15.7
Migrant	1.5
Socioeconomically Disadvantaged	56
Students with Disabilities	20.1

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	6.00	46.66	7.00	50.50	231142.40	83.24
Intern Credential Holders Properly Assigned	1.70	13.43	1.70	12.46	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	10.56	1.30	9.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	28.18	3.60	26.15	11746.90	4.23
Unknown/Incomplete/NA	0.10	1.09	0.10	1.01	14303.80	5.15
Total Teaching Positions	12.80	100.00	13.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.70	0.7
Misassignments	0.00	1.80	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	3.50	1.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.8
Local Assignment Options	3.10	2.80	2.8
Total Out-of-Field Teachers	3.10	2.80	3.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	22.2	6.3
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	2

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

2024-25 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 - Pilot 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, Impact California Social Studies, Principals of Democracy. Board Adopted 6/7/2023 McGraw Hill, AP Human Geography - Board Adopted 10/14/2015	Yes	0

	McGraw Hill, Principals of Economics - Board Adopted 06/07/2023 Economics: Plato Courseware - Pilot CDE Ethnic Studies Model Curriculum - Pilot		
Foreign Language	EMC Que Chevere! - Board Adopted 06/26/2024 Textbooks and Workbooks (Spanish I, II, III,)	Yes	0
Health	Pearson Education: Health - Board Adopted 10/16/2013	Yes	0

Note: Cells with N/A values do not require data.

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

2025 January

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			A stove top in the Workability room needs repaired.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Some ceiling tiles needed to be replaced in the Auditorium due to a roof leak, which was repaired. Some ceiling tiles need replaced in the music room, staff room, rooms 15 and 16. Hanging lights need replaced in room 15.
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	41	35	43	32	46	47
Mathematics (grades 3-8 and 11)	15	4	14	4	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	29	26	89.66	10.34	34.62
Female	11	9	81.82	18.18	--
Male	18	17	94.44	5.56	23.53
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	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	29	26	89.66	10.34	3.85
Female	11	9	81.82	18.18	--
Male	18	17	94.44	5.56	0.00
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	16	15	93.75	6.25	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0	0	0
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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.58	13.33	23.08	13.85	30.29	30.73

2023-24 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	62	60	96.77	3.23	13.33
Female	24	22	91.67	8.33	4.55
Male	38	38	100.00	0.00	18.42
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	35	34	97.14	2.86	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	11	91.67	8.33	9.09

2023-24 Career Technical Education Programs

Point Arena High School (PAHS) Course Offerings Overview

All PAHS course offerings, including Career and Technical Education (CTE) and A-G, are hybrid, incorporating a blended remote-access digital component. The entire CTE and A-G aligned curriculum is sourced from third-party vendors such as Edmentum, eDynamics, Trades Learning Suite, and Learning by Making (Sonoma State University). This allows PAHS to classify course accountability into three categories:

Instructor: taught by staff with a relevant credential.

Facilitated: taught by staff without a relevant credential.

Learner Led: remote access courses with no on-site instruction.

This accountability is documented in the Aeries Learning Management System (LMS), which operates under the State Board of Education's Title 5 Regulations general waiver, ensuring flexibility for small, rural school districts while maintaining compliance with the law. PAHS is committed to providing an accountable, viable-curriculum pathway for all students. During the 2023-2024 school year, 12 CTE students completed their Capstone course, a significant increase from previous years. The master schedule featured re-branded CTE courses culminating in Capstone offerings across various pathways, including:

AME: Design, Visual, and Media Arts (Media Arts Tech I/II), Production and Managerial Arts (Radio Communication Tech I/II),

2023-24 Career Technical Education Programs

Performing Arts (Theater Arts Tech I/II).
 EEU: Environmental Resources (C-STEM Tech/Marine Science Tech).
 MPD: Welding and Materials Joining (Welding Tech I/II).
 BCT: Cabinetry, Millwork, and Woodworking (Wood Tech I/II).
 TI: Systems Diagnostics, Service, and Repair (Auto Tech I/II).

The Student Articulation Professional Learning Community (SAPLC) and Curriculum Adoption and Resource Allocation Professional Learning Community (CARAPLC) have successfully tracked student achievement and academic standards implementation. Focused on addressing English proficiency, PAHS aims to close both the opportunity and learning gaps, especially for underrepresented groups, including English Learners, McKinney-Vento students, socioeconomically disadvantaged students, foster youth, and students with disabilities. The Curriculum and Adoption Professional Learning Community has been established, involving administrators, counselors, and teachers in the curriculum design and resource adoption process. All curriculum aligns with A-G requirements and is tailored for diverse learners. Edmentum provides 90% of the remote-access solutions, significantly contributing to overcoming opportunity gaps for general education and intervention programs.

To enhance educational access and engagement, PAHS employs various initiatives, including the Makerspace Model, New Tech Network project-based learning, flexible scheduling, concurrent and dual enrollment, and enriched visual and performing arts/media production facilities. The school will measure growth in the percentage of graduating students completing A-G aligned courses and CTE competencies.

CTE Pathways Offered at PAHS for the 2024-2025 School Year:

Agriculture and Natural Resources (AMR): Agriculture Mechanics (Agriculture Tech I)
 Arts, Media, and Entertainment (AME): Design, Visual, and Media Arts (Media Arts Tech I and II), Production and Managerial Arts (Music Tech I), Performing Arts (Theater Arts Tech I and II)
 Hospitality, Tourism, and Recreation (HTR): Food Service and Hospitality (Culinary Arts Tech I)
 Energy, Environment, and Utilities (EEU): Environmental Resources (C-STEM Tech and Marine Science Tech)
 Transportation (TI): Systems Diagnostics, Service, and Repair (Auto Tech I and II)

PAHS continues to innovate and ensure a comprehensive educational experience for all students.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	141
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

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.

2023-24 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 requires only participation results 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	85	91	100	85	91

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.

2024-25 Opportunities for Parental Involvement

Point Arena High School: Professional Learning Community Initiatives

Point Arena High School conducts monthly and quarterly Professional Learning Community (PLC) meetings aimed at parents and community members. Key committees involved include the District English Learner Advisory Committee (DELAC), Native American Education Advisory Committee (NAEAC), Site Council, and the Accrediting Commission for Schools (WASC). These committees focus on outreach to parents and the community, adhering to state and institutional guidelines.

Engagement and Support for Diverse Student Needs

The Site Council invites participation from teacher union members, classified union members, parents, students, and community members to foster governance. Participation from educational partners is crucial in supporting English Learners, McKinney-Vento students, socioeconomically disadvantaged students, foster youth, and students with disabilities during the Local Control Accountability Plan (LCAP) process. Point Arena High School utilizes ParentSquare, linked to the Learning Management System Aeries, to communicate effectively, achieving a 97% parent engagement rate.

Equity in Educational Partnerships

A consistent theme in these partnerships is equity. The DELAC-PLC partnership exemplifies the District's commitment to bridging communication gaps for the 55% of the population who are English Learners. Spanish-language interpreters are available in classrooms, at the front desk, during DELAC meetings, and through ParentSquare. DELAC and NAEAC are the most developed PLCs, with Spanish-speaking paraeducators enhancing support for Hispanic students. Positive feedback is evident in both quantitative measures (attendance data, student engagement) and qualitative assessments (Healthy Kids Survey, New Tech Network student surveys).

Fostering Continuous Improvement

To maintain the effectiveness of the DELAC, NAEAC, Site Council, and WASC feedback mechanisms, Point Arena High School will continue to implement the PLC strategy, focusing on four fundamental questions regarding student proficiency.

Expanding Communication and Engagement Strategies

Point Arena High School aims to enhance communication with educational partners by utilizing multiple strategies to eliminate

2024-25 Opportunities for Parental Involvement

language and cultural barriers, such as emails, Facebook, phone calls, and community meetings. The PLC strategy will be applied to several committees, including:

District English Learner Advisory Committee (DELAC): Developing a clear organizational chart and increasing sub-committee meetings to boost parental engagement.

SELPA Parent Advisory Committee: Similar strategies to enhance involvement and collaboration.

Parent Equity Advisory Committee: Implementing defined structures and increased meetings to foster participation.

Site Council: Encouraging partnerships for student learning at both school and home.

Rotary Club and Action Network: Strengthening partnerships to improve college and career opportunities for students.

Engaging the Community

Regular communication with parents and the community includes meetings, newsletters in English and Spanish, and surveys. A yearly survey has been implemented to gather feedback from parents, particularly regarding the educational experiences of English Learners and other vulnerable student groups.

Framework for Parent Involvement

Point Arena High School has established the Parent and Community Outreach Professional Learning Community, focusing on Dr. Joyce Epstein's framework of six types of parent involvement:

Parenting: Establishing supportive home environments for students.

Communicating: Ensuring effective communication about school programs and student progress.

Volunteering: Organizing parent support and involvement in school activities.

Learning at Home: Providing resources for families to assist with homework and curriculum-related activities.

Decision-Making: Involving families in school decisions and fostering parent leadership.

Collaborating with Community: Coordinating community resources and services to support families and students.

Community Partnerships and Initiatives

Point Arena High School actively nurtures partnerships with organizations such as EduAct and Action Network, and hosts a community health fair annually in October, sponsored by the MENDONOMA Health Alliance. Recent collaborations with the Rotary Club have resulted in significant projects, including building a radio lab, Lake Street Teen Health Clinic, and upcoming Lake Street Recording Studio for the CTE department.

In conclusion, Point Arena High School is committed to continuously improving communication and partnerships to enhance educational opportunities and support for all students, particularly those facing challenges. By implementing a structured PLC strategy across various committees and fostering community involvement, the school aims to create an equitable and supportive educational environment.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	11.1	3.7	0.0	12.5	10.8	2.6	7.8	8.2	8.9
Graduation Rate	88.9	88.9	100.0	87.5	81.1	97.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	33	33	100.0
Female	13	13	100.0
Male	20	20	100.0
Non-Binary	0.0	0.0	0.0
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	19	19	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	29	29	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	140	138	77	55.8
Female	63	62	37	59.7
Male	77	76	40	52.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	9	81.8
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	49	55.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	38	36	18	50.0
English Learners	20	20	11	55.0
Foster Youth	--	--	--	--
Homeless	23	23	14	60.9
Socioeconomically Disadvantaged	82	81	48	59.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	27	13	48.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
13.38	7.52	12.14	14.29	7.75	11.33	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.14	0.00
Female	7.94	0.00
Male	15.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	14.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.89	0.00
English Learners	30.00	0.00
Foster Youth	0.00	0.00
Homeless	8.70	0.00
Socioeconomically Disadvantaged	8.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Point Arena Union School District Emergency Operations Plan

Introduction: This document provides an overview of the Point Arena Union School District's Emergency Operations Plan

2024-25 School Safety Plan

(EOP). It addresses critical topics such as student discipline, emergency preparedness, response protocols, and non-discrimination policies, all aimed at fostering a safe and supportive learning environment while being ready for various emergencies.

Key Themes and Important Ideas

Student Safety and Well-being: The EOP prioritizes the safety and well-being of students, emphasizing policies related to discipline, harassment, emergency drills, and responses to threats.

Comprehensive Emergency Preparedness: The EOP prepares for diverse emergencies, including natural disasters (earthquakes, tsunamis, floods), man-made threats (active assailants, bomb threats, cyber attacks), and other incidents (transportation accidents, utility failures).

Positive Discipline and Due Process: The plan favors positive interventions and alternative disciplinary actions over exclusionary measures like suspension and expulsion, ensuring that due process is upheld, especially for students with disabilities.

Non-Discrimination and Harassment Prevention: Clear policies are established against discrimination and harassment based on protected characteristics, with particular attention to intersex, nonbinary, transgender, and gender-nonconforming students.

Defined Roles and Responsibilities: The EOP designates specific roles for district staff, law enforcement, and other agencies in emergency response and management.

Situational Awareness and the OODA Loop: The plan promotes situational awareness and applies the OODA loop model (Observe, Orient, Decide, Act) to enhance emergency response effectiveness.

Communication Protocols: The EOP outlines communication strategies for internal and external audiences during emergencies, including parent/guardian notification procedures.

Specific Policies and Procedures

A. Student Discipline and Conduct: Grounds for Suspension and Expulsion: The document categorizes offenses leading to suspension or expulsion, such as violence, weapon possession, drug-related activities, theft, harassment, and terrorist threats. It distinguishes between mandatory expulsions for severe acts and discretionary suspensions.

Emergency Drills FAQ

Types of Emergency Drills: Point Arena schools conduct fire drills (4 times/year), Duck, Cover, and Hold drills (1 time/year), lockdown drills (2 times/year), shelter-in-place drills (2 times/year), and evacuation drills (1 time/year). Active assailant drills are conducted annually for adult staff, students, and community. Earthquake drills occur quarterly in elementary and once a semester in secondary schools.

Grounds for Suspension and Expulsion: Suspension or expulsion can result from behaviors such as causing physical injury, possessing weapons, drug sales, robbery, property damage, and sexual offenses. Suspension is a last resort after other corrective measures.

Disciplinary Actions for Students with Disabilities: Disciplinary actions for students with disabilities follow standard procedures while adhering to protections under the Individuals with Disabilities Education Act (IDEA). Extended suspensions are reported, and students receive necessary services.

Policy for Transgender and Gender Non-conforming Students: The district fosters an inclusive environment for all students, ensuring confidentiality and allowing access to facilities consistent with their gender identity.

Sexual Harassment Policies: Sexual harassment is prohibited, and all reports must be communicated to the principal. The district encourages immediate reporting of incidents.

Student Conduct Expectations: Students are expected to behave responsibly, with prohibited behaviors including class disruptions, offensive language, violence, and dress code violations.

OODA Loop in Emergency Management: The OODA loop—Observe, Orient, Decide, Act—is emphasized for effective decision-making in emergencies, with all staff contributing to situational awareness.

Natural Disaster Preparedness: The district has specific procedures for various natural disasters, including drills and education

2024-25 School Safety Plan

on recognizing warning signs.

Instructional Continuity Plan FAQ

Instructional Models: PAUSD considers three models: Schoolhouse (in-person), Hybrid (part in-person, part remote), and Distance Learning (fully remote). Each model has specific instructional minute requirements.

Distance Learning Expectations: Distance learning involves remote instruction, requiring students to have access to technology, engage in activities, and submit assignments. Teachers must prepare rigorous lessons and maintain communication.

Instructional Minute Requirements: Daily requirements vary by grade level, with elementary students needing 180-240 minutes and secondary students requiring 240 minutes. Participation and completion of work are tracked for all models.

Support for Students with Disabilities and English Learners: Lessons must reflect IEP goals for students with disabilities, and comprehensive programs for English learners are emphasized to develop language and literacy skills.

Assessment Roles: Assessments are vital for monitoring progress, including local and state assessments. The plan includes provisions for students with special learning needs.

Attendance Procedures: Traditional attendance practices apply to in-person learning, while distance learning requires documentation of daily participation. Engagement records are mandatory.

Grading and Support for Struggling Students: Grading policies follow district guidelines, with regular updates to parents. Support for struggling students includes targeted interventions and scheduled assistance.

[This synthesized briefing captures the essential elements of the Point Arena Union School District's Emergency Operations Plan and Instructional Continuity Plan.]

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	
Mathematics	12	9		
Science	10	3		
Social Science	14	9		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10	11		
Mathematics	8	16	1	
Science	5	14		
Social Science	11	10		

2023-24 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	134

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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)	1
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	40,364.52	8,630.93	31,733.59	65,731.00
District	N/A	N/A	3,691.74	
Percent Difference - School Site and District	N/A	N/A	158.3	0.0
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	98.6	

Fiscal Year 2023-24 Types of Services Funded

Point Arena High School Overview

Point Arena High School invests \$40,364.52 per student, exceeding the State average. This funding allows our small, rural district to provide a range of courses comparable to larger districts while maintaining small class sizes. We offer A-G required courses for CSU-UC admissions and Career Pathways through Career Technical Education (CTE). Our New Tech Network Model emphasizes a growth mindset and ownership of learning through project-based learning. Students can enroll in college courses at Mendocino College, with costs covered by the school.

Services Offered:

- Athletics
- Band, Drama, Art, Poetry
- Cafeteria
- College and Career Counseling
- Community Tech Center
- Counseling Services

Fiscal Year 2023-24 Types of Services Funded

Field Trips
Library Services
Professional Development
Teen Health Clinic
Transportation

Students have access to academic counseling, tutoring, and Chromebooks. Support classes, electives, Advanced Placement (AP) courses, and college classes are available. Mental health professionals (MFTs) connect students with various agencies for additional services, including:

RCMS: Mental, physical, emotional, and dental healthcare

SCHIP: Physical healthcare for Native Youth

Action Network: Internships, anti-drug groups, youth leadership training, social groups, food support, and environmental education camps

Mendonoma Health Alliance: Case management, financial assistance, internet access, and food support

Curriculum and Professional Development:

A Curriculum and Adoption Professional Learning Community (PLC) aligns curriculum design and resource adoption across disciplines. All curriculum is aligned with A-G standards and tailored for diverse learners, including English Learners, students qualifying as McKinney-Vento, socioeconomically disadvantaged students, foster youth, and students with disabilities. Edmentum provides 90% of our remote-access solutions, significantly reducing opportunity gaps.

Engagement and Growth Initiatives:

To enhance educational access and engagement, we offer various programs such as the Makerspace Model, flexible scheduling, and enriched visual performing arts/media production facilities. We will measure the growth of students completing A-G aligned courses.

The New Tech Network continues to play a crucial role in our branding and pedagogical framework, expanding to 80% project-based learning in the CTE program for the 2024-2025 school year.

Professional Growth and Staff Development:

Every Wednesday, Point Arena High School hosts a System of Professional Growth, where teachers and paraeducators collaborate. Currently, 25% of instructional staff are CTE qualified, with a goal of reaching 50% by the 2027-2028 school year, leveraging the local workforce's expertise.

College and Career Readiness:

The California College Guidance Initiative (CCGI) will be implemented across all pathways during the 2024-2025 school year, integrating A-G readiness with career readiness. This will serve as a central benchmark for academic counseling for various student groups.

Leadership and Social Emotional Learning:

The Lead4Change Student Leadership Program will anchor all CTE pathways, promoting essential leadership skills across diverse categories. Additionally, we will implement Social Emotional Learning (SEL) menus integrated within the CTE program to enhance accountability and instruction quality.

Dual Enrollment Opportunities:

Point Arena High School offers dual enrollment opportunities in partnership with Sonoma State University, Santa Rosa Community College, and Mendocino Community College, allowing students to earn college credits while still in high school. Participation in the Dual Enrollment Community of Practice connects us with regional community colleges.

Capstone Projects and Pathway Development:

Capstone projects for all CTE pathways will commence in the 2024-2025 school year, including a new culinary arts pathway, ensuring students experience sequential course advancements with a focus on achievement standards.

Conclusion:

Point Arena High School is committed to eliminating educational barriers and providing engaging, rigorous educational programs for every student, measuring growth in the completion of CTE competencies and dual enrollment pathways.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	45,167	
Mid-Range Teacher Salary	68,009	
Highest Teacher Salary	90,851	
Average Principal Salary (Elementary)	100,385	
Average Principal Salary (Middle)	100,385	
Average Principal Salary (High)	114,472	
Superintendent Salary	149,800	
Percent of Budget for Teacher Salaries	22.687	
Percent of Budget for Administrative Salaries	3.77	

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	9
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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

Curriculum and Professional Development

A Curriculum and Adoption Professional Learning Community (PLC) at Point Arena High School focuses on aligning curriculum design and resource adoption across various disciplines. All curriculum is developed in accordance with A-G and/or CTE standards and is tailored for diverse learners, including English Learners, McKinney-Vento students, socioeconomically disadvantaged students, foster youth, and students with disabilities. Edmentum supplies 90% of our remote-access solutions,

Professional Development

significantly reducing opportunity gaps.

Professional Growth and Staff Development

Every Wednesday, Point Arena High School conducts a System of Professional Growth, where teachers and paraeducators collaborate. Currently, 25% of instructional staff are CTE qualified, with the goal of reaching 50% by the 2027-2028 school year, utilizing local workforce expertise. Point Arena High School has contracted with the New Tech Network (NTN) for professional development until the 2024-2025 school year. NTN offers annual training seminars on various topics to improve student learning and instructional quality. Additionally, other professional development opportunities are available for staff as needed. To facilitate staff development, students are released early at 1:30 PM each Wednesday during the school year. Weekly staff development sessions focus on implementing the PLC strategy, fostering a data-driven culture, engaging in a collaborative WASC process, articulating student needs without bias, and cultivating a vibrant, student-centered culture. Addressing Rick Dufour's Corollary Questions has been integral to these efforts: What must Point Arena students achieve to be considered college-and-career ready? How will we assess each student's college-and-career readiness? What actions will we take if a student has not achieved college-and-career readiness? How can we enhance the experience for those who have achieved college-and-career readiness? These inquiries have fostered a more productive and inclusive culture, strengthening community across the campus and improving school culture among staff.

Current Reality of Student Awareness in Learning

Students exhibit high awareness of learning content (95%) and assessment methods (96%). However, there is a significant gap in understanding the relevance of their learning (only 56%). This disconnect between "what" and "why" poses a challenge, alongside an overemphasis on grades as the primary success metric and limited student ownership of their learning journey.

Leveraging High-Impact Strategies to Enhance Learning Research by John Hattie identifies key high-impact factors influencing student achievement, including: Collective Teacher Efficacy (1.57): Teachers' shared belief in their ability to positively impact student learning. Student Expectations (1.33): Students' beliefs about their capabilities and the value of their education. Response to Intervention (1.29): Providing targeted support based on individual student needs. Student Efficacy (0.92): Students' belief in their ability to succeed in specific tasks. Teacher Clarity (0.75): Teachers' ability to clearly communicate learning goals, expectations, and feedback. Current practices align with these factors, incorporating Universal Design for Learning, multi-tiered support systems, and CTE and A-G aligned profiles that offer students opportunities to showcase their learning.

Success Stories Demonstrating the Effectiveness of These Strategies

Successful practices in classrooms include: Implementation of the Cognitive, Affective, and Experiential (CEA) learning structure, engaging students on multiple levels. Regular use of rubrics for self-assessment, empowering students to monitor their own progress. Choice boards offering autonomy, fostering motivation and ownership of learning. Project-based learning opportunities providing authentic, hands-on experiences. Real-world connections, such as integrating Sports Psychology and Ethnic Studies, making learning relevant. Laboratory engagement in Science, promoting active learning and exploration. These practices have led to positive indicators of student engagement, such as active participation and enthusiasm for choice-based projects.

Priority Areas for Moving Forward to Enhance Student Learning

Key focus areas for improvement include: Enhance Understanding of Relevance: Connect learning to future applications and demonstrate the value of knowledge and skills. Expand Success Criteria: Implement diverse assessment methods beyond grades to capture a broader range of student learning. Build Student Agency: Increase peer learning opportunities, strengthen student voice, and foster self-directed learning skills, empowering students to take ownership of their education.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6+	50	