Point Arena High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/.

2025-26 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

2025-26 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

2025-26 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 suburbs and shopping districts.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	29
Grade 10	36
Grade 11	34
Grade 12	32
Total Enrollment	131

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	6.1
Hispanic or Latino	64.1
Two or More Races	1.5
White	28.2
English Learners	9.2
Homeless	12.2
Migrant	3.8
Socioeconomically Disadvantaged	56.5
Students with Disabilities	16.8

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.

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)	6.9	46.69	7.9	50.03	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	23.91	3.5	22.42	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.8	19.1	2.8	17.91	11953.1	4.28
Unknown/Incomplete/NA	1.5	10.22	1.5	9.58	15831.9	5.67
Total Teaching Positions	14.9	100	15.9	100	279044.8	100

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	46.66	7	50.5	231142.4	83.24
Intern Credential Holders Properly Assigned	1.7	13.43	1.7	12.46	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	10.56	1.3	9.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.6	28.18	3.6	26.15	11746.9	4.23
Unknown/Incomplete/NA	0.1	1.09	0.1	1.01	14303.8	5.15
Total Teaching Positions	12.8	100	13.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	7.4	50.96	8	51.99	230039.4	100
Intern Credential Holders Properly Assigned	0.7	5.29	0.7	4.95	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	28.71	4.1	26.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	14.35	2.4	15.55	12112.8	4.34
Unknown/Incomplete/NA	0	0.48	0	0.45	13705.8	4.91
Total Teaching Positions	14.5	100	15.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.70	0.7	0.7
Misassignments	1.80	0.6	3.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.50	1.3	4.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.8	0
Local Assignment Options	2.80	2.8	2
Total Out-of-Field Teachers	2.80	3.6	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.2	6.3	27.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2025 August

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0
Mathematics	Carnegie Learning Inc. Clear Math - Integrated Math - Board Adopted 6/11/2025 Pearson Precalculus, 7th Edition- Board Adopted 9/10/2025 Pearson Personal Financial Literacy - Board Adopted 9/10/2025 Edmentum Financial Mathematics A & B - Board Adopted 10/8/2025	0
Science	Pearson, Exploring Chemistry in the Earth System, Board Adopted 04/8/2020 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	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, Principals of Economics - Board Adopted 06/07/2023 Economics: Plato Courseware - Pilot	0

	CDE Ethnic Studies Model Curriculum - Board Adopted 10/8/2025	
Foreign Language	EMC Que Chevere! - Board Adopted 06/26/2024 Textbooks and Workbooks (Spanish I, II, III,)	0
Health	Pearson Education: Health - Board Adopted 10/16/2013	0
Science Laboratory Equipment (grades 9-12)	500 Aluminum Weighing Dishes 2 Metal Rings (for ring stands) Large 6 Beaker 600ml 3 Metal Rings (for ring stands) Medium 9 Beaker Tongs 2 Metal Rings (for ring stands) Small 14 Beakers 1000ml 4 Metal Test Tube Racks 17 Metal Spatulas 6 Meter Sticks 21 Beakers 100ml 24 Micro Calorimeters 10 Beakers 150 ml 4 Monocular Microscopes 10 Beakers 250ml 1 Neon Discharge Tube 6 Beakers 400 ml 5 Nichrome Innoculation Loops 10 Beakers 50ml 5 boxes Nitrile gloves - various sizes 1 Bell Jar with Vacuum Plate 2 Ohaus Navigator Scales 3 Binocular Microscopes 1 Ohaus Scout Scale 5 Bunsen Burner hoses 1 Oxygen Discharge Tube 5" Bunsen Burners 4 Packages of Filter paper, 55mm, 90 mm and 240 mm 6 Burret Tube Clamps 8 Pipet Bulbs Large 16 Burret Tubes 15 Pipet Bulbs Small 5 Calorimeters 500 Plastic Beral-type Pipets 100 Capillary Tubes - 1.5-1.8 x 10 mm 7 Plastic Forcepts 6 Ceramic Curcibles with lids 40 "Plastic Funnels 12 Ceramic Evaporation Dishes 15 Plastic Micro-tip Beral-type Pipets 8 Ceramic Motars and Pestels 1 Plastic Petri Dishes - pack of 20 6 Ceramic Trianagles"40 14 Plastic Reaction Trays 25 Chemical Resistant Aprons 19 Plastic Test Tube Racks 200+ Corks 600 Plastic Weighting Boats 12 Digital Thermometers 36 Protective Goggles 5 Dissection Kits 6 Ring Stand Clamps 20 Dissection Trays 8 Ring Stands 2 Drying Chambers 4 Rubber Scoopes 1 Electric Bell for Vacuum Jar 100+Rubber Stoppers 14 Erlymeyer Flask 300ml 26 Safety glasses 2 "Erlymeyer Flask 50 ml, 250 ml 12 Spectra Scopes 33 Erlymeyer Flasks 125 ml 1 Spectrum Tube Power Supply 4 Erlymeyer Flasks 500ml 10 Test Tube-Thick Wall-12mm x 120 mm 5 Eye Droppers 6 Test Tube Tongs 6" Faucet Vaccum Adapters 6 Test Tubes 10mm x 100mm 6 Flash lights "12 36 Test Tubes 12mm x 100mm 9 Flint Strikers 45 Test Tubes 13mm x 75mm 25 Glass Pipets 1ml 30 Test Tubes 15mm x 150mm 11 Glass Pipets 25ml 62 Test Tubes 18mm x 150mm	

	26 Glass Pipets 2ml 21 Test Tubes 25mm x 200 mm 28 Glass Stirring Rods 24 Thermometers, -20 to 110 C 6 Graduated Cylindars 100ml 3 Triple Beam Balances 12 Graduated Cylindars 10ml 3 Triple Beam Pan Balances 6 Graduated Cylindars 250ml 6 Vaccum Flasks 15 Graduated Cylindars 25ml 3 Vacuum Pumps 6 Graduated Cylindars 500ml 1 Venier Projectile Launcher 25 Graduated Cylindars 50ml 1 Vernier Lab Quest Mini Model 2 8 Heat Proof Gloves 3 Volumetric Flask 250ml 1 Helium Discharge Tube 1 Volumetric Flask 500ml 6 Hot Plates 8 Volumetric Flasks 100ml 1 Hydrogen Discharge Tube 6 Wash Bottles 6 Magnetic Stirrers 5 Watch Glasses 1 Mercury Discharge Tube 1 Water Electrolysis Kit 8 Metal Forceps 1 Water Vapor Discharge Tube 6 Wire Guaze with Ceramic Centers	

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 November

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		Extension cords are for temporary use or covered and secured
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Some shelving and furniture needs to be anchored in case of seismic activity.

School Facility Conditions and Planned Improvements

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	35	9	32	8	47	48
Mathematics (grades 3-8 and 11)	4	3	4	5	35	37

2024-25 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	34	33	97.06	2.94	9.09
Female	17	16	94.12	5.88	6.25
Male	17	17	100.00	0.00	11.76
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	26	26	100.00	0.00	7.69
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	21	20	95.24	4.76	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 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	34	33	97.06	2.94	3.03
Female	17	16	94.12	5.88	0.00
Male	17	17	100.00	0.00	5.88
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	26	26	100.00	0.00	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	21	20	95.24	4.76	0.00
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 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.33	20.59	13.85	20	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	61	91.04	8.96	15.00
Female	33	30	90.91	9.09	13.79
Male	34	31	91.18	8.82	16.13
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	42	39	92.86	7.14	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	18	90.00	10.00	27.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	34	97.14	2.86	21.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	11	84.62	15.38	0.00

2024-25 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. New Tech Network has been deconstructed and replaced by Google Suite, Aeries, and Clever as the key learning management system mechanisms and interfaces across Point Arena High School. Google Classroom and Aeries are the current grade books for realtime school stats. Google Classroom is for the student/teacher interface and Aeries is for the parents. Clever is the single-sign on system, wherein, Google Classroom and Aeries nexus. Point Arena High School provides a System of Professional Growth held every Wednesday, wherein, teachers and para-educators collaborate after a school on an early release workday.

2024-25 Career Technical Education Programs

The Point Arena System of Professional Growth is driven by a vision, wherein, all instructional staff are A - G and/or CTE qualified. Though 25% of the instructional staff is CTE qualified, and we did not reach 40% CTE qualified by 23.24, we have correlated third-party curriculums in A - G and CTE courses to correlate with our current growth of CTE offerings manifest on the 25.26 master-schedule design. Thus we can offer complete pathways. Naviance has been replaced by the California Cradle-to-Career Data System across all pathways. The California Cradle-to-Career Data System will benchmark student experiences in Point Arena High School's CTE pathways, A-G curriculums, and Dual Enrollment with the community college system. Moreover, the California Cradle-to-Career Data System integrates A-G readiness with career readiness and will be a central benchmark for the academic counseling department for English Learners, students qualifying as Mckinney-Vento, students qualifying as socioeconomically disadvantaged, foster youth, and students with disabilities. 63% of the 25.26 Graduate Cohort are on track to complete at least one CTE class and, therefore, could complete the SEL menu of competencies. 95% of the 9th, 10th, and 11th grade student population are enrolled in at least one CTE pathway and, therefore, could complete the SEL menu of competencies. 63% of the 25.26 Graduate Cohort are enrolled in at least one CTE pathway and, therefore, could complete the SEL menu of competencies. The other 5% of the student population will reach college and career ready, because they are either dually enrolled at Mendocino Community College, Santa Rosa Junior College, or (if qualified) a local Workability program. During the 2024-2025 school year, 12 CTE students completed their Capstone course, a significant increase from previous years. The 25.26 master schedule featured re-branded CTE courses culminating in Capstone offerings across all pathways, including:

The Arts, Media, and Entertainment Industry Sector (AME): the Design, Visual, and Media Arts Pathway (Ceramics I and II); the Arts, Media, and Entertainment Industry Sector (AME): the Production and Managerial Arts Pathway (Music Tech I and II); the Arts, Media, and Entertainment Industry Sector (AME): the Performing Arts Pathway (Theater Arts Tech I and II; Sports Psychology); the Energy, Environment, and Utilities Sector (EEU): the Environmental Resources Pathway (Integrated Science I and II); the Transportation Sector (TI): the Systems Diagnostics, Service, and Repair Pathway (Auto Tech I and II). The Manufacturing and Product Development Sector (MPD): the Welding and Materials Joining Pathway (Welding Tech I and II); the Building and Construction Trades Sector (BCT): the Cabinetry, Millwork, and Woodworking Pathway (Wood Tech I and II); and the Hospitality, Tourism, and Recreation Pathway (HTR): the Food Service and Hospitality (Culinary I and 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 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, Google Suite, flexible scheduling, concurrent and dual enrollment, and enriched visual and performing arts/media production facilities. The school will continue to measure growth in the percentage of graduating students completing A-G aligned courses and CTE competencies. PAHS will continue to innovate and ensure a comprehensive educational experience for all students.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	111
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.47
Graduates Who Completed All Courses Required for UC/CSU Admission	18.75

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.

2024-25 California Physical Fitness Test Participation Rates

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	80	90	90	80	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.

2025-26 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

2025-26 Opportunities for Parental Involvement

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 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.7	0	0	10.8	2.6	5.4	8.2	8.9	8
Graduation Rate	88.9	100	97	81.1	97.4	91.9	86.2	86.4	87.5

2024-25 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	32	97.0
Female	14	14	100.0
Male	19	18	94.7
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	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	20	19	95.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	137	134	78	58.2
Female	70	70	44	62.9
Male	67	64	34	53.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	87	46	52.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	39	37	26	70.3
English Learners	13	13	3	23.1
Foster Youth	--	--	--	--
Homeless	21	19	12	63.2
Socioeconomically Disadvantaged	81	79	41	51.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	25	23	15	65.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.52	12.14	7.3	7.75	11.33	6.85	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.30	0.00
Female	0.00	0.00
Male	14.93	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	9.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.13	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	6.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.00	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.

2025-26 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 (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), evacuation drills (1 time/year), shelter-in-place drills (2 times/year), lockdown drills (2 times/year), and Run, Hide, Fight drills (1 time/year). The active-assailant trainings for the later is 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.

2025-26 School Safety Plan

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 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.

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

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	17		
Mathematics	8	14	1	
Science	5	13		
Social Science	11	13		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	1	
Mathematics	16	6	1	
Science	13	4		
Social Science	15	8		

2024-25 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

2024-25 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)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	38,301.28	7,986.54	30,314.74	66,909
District	N/A	N/A	3,691.74	
Percent Difference - School Site and District	N/A	N/A	156.6	0.0
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	92.5	

Fiscal Year 2024-25 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 2024-25 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.

New Tech Network and Echo have been replaced by the single-sign on system Clever. Under Clever, Google Classroom is the student/teacher interface and Aeries is the parent/teacher interface. This trifecta plays a crucial role in our branding and pedagogical framework.

Professional Growth and Staff Development:
Every Wednesday, Point Arena High School hosts a System of Professional Growth, where teachers and para-educators 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 Yale Ruler SEL management system has replaced the Lead4Change Student Leadership Program and now anchors our 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 are fully implemented for the 2025-2026 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 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.2

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	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

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

Professional Development

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, 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. 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. To remedy said gap, we have contracted with the Mendocino County Office of Education Instructional Coaching Program with Richard Becker. 36% of the instructional staff are currently in said program.

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 and real-world connections, such as integrating Sports Psychology, Ethnic Studies, Music Technology, and Culinary Academy, make learning relevant. Laboratory engagement in Science, promoting active learning and exploration are the practices that 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: 1. enhance understanding of relevance, 2. connecting learning to future applications, and 3. demonstrating 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, and empowering students to take ownership of their education.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	50		