

Point Arena

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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.

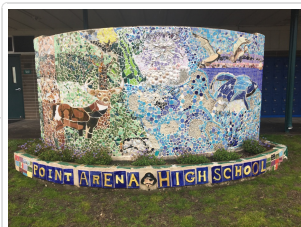
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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).

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.



Dr. Rebekah Barakos-Cartwright, Principal

Principal, Point Arena High

About Our School

Welcome to Point Arena High School.

We are proud to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision.

Point Arena High School is partnering with New Tech Network (NTN) to create an environment in which all students are career and or college ready upon graduation. As we access the coaching and collaboration available through NTN, PAHS staff and students grow and advance to a heightened level of learning and instruction. We recognize we must support all PAHS students to develop the characteristics necessary to take ownership of their academic and social growth so they may enter their career, college and civic lives with focus and purpose.

As a New Tech Network School, we embrace the opportunity to collaborate and integrate learning through Project and Problem Based Learning. These methods provide access to Progressive Learning for all PAHS students.

We welcome your inquiries, involvement and active participation in supporting Point Arena High Students.

Contact

Point Arena High
270 Lake St.
Point Arena, CA 95468-0007

Phone: 707-882-2134
E-mail: rcartwright@mcn.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Point Arena Joint Union High
Phone Number	(707) 882-2803
Superintendent	Brent Cushenbery
E-mail Address	bcushenbery@mcn.org
Web Site	www.pointarenaschools.org

School Contact Information (School Year 2016-17)	
School Name	Point Arena High
Street	270 Lake St.
City, State, Zip	Point Arena, Ca, 95468-0007
Phone Number	707-882-2134
Principal	Dr. Rebekah Barakos-Cartwright, Principal
E-mail Address	rcartwright@mcn.org
Web Site	http://pointarenaschools.org/pahs/
County-District-School (CDS) Code	23655992333649

School Description and Mission Statement (School Year 2016-17)

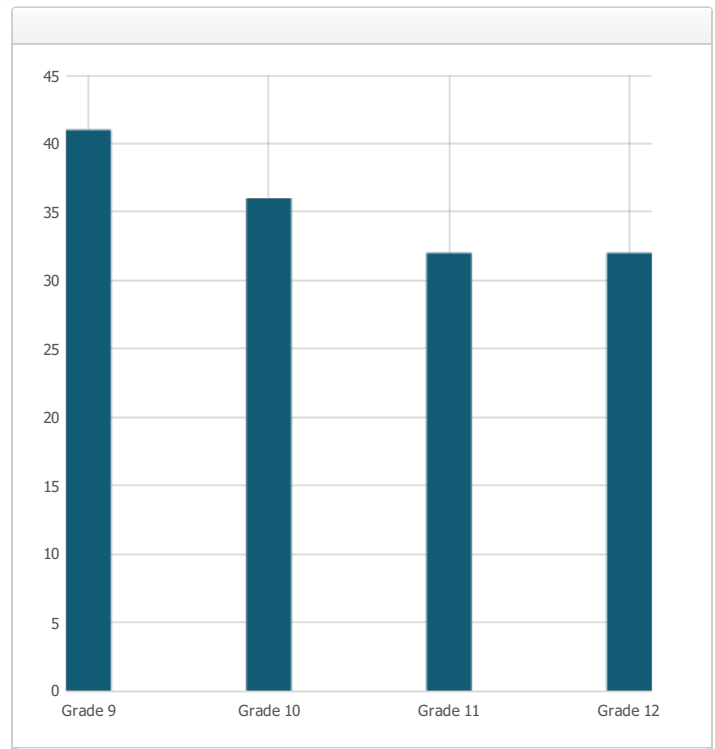
Point Arena Joint Union High School is a small, rural, coastal high school serving the diverse population of the northern Sonoma and southern Mendocino county coast. Members of the school board, staff, students, their families, and the community of Point Arena High School are involved in a learning process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

We are committed to equipping all students for lifelong success in the 21st Century through rigorous academics, relevant activities and supportive relationships. The Mission of Point Arena Schools is for staff, students, parents and community to work as partners to ensure that all students master grade level standards to become:

- Effective communicators and collaborators
- Respectful of self and others
- Independent life-long learners
- Creative critical thinkers and problem solvers
- Responsible, contributing members of society who graduate prepared for college and/or career

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	41
Grade 10	36
Grade 11	32
Grade 12	32
Total Enrollment	141



Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	9.2 %
Asian	0.7 %
Filipino	0.0 %
Hispanic or Latino	50.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	38.3 %
Two or More Races	1.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.0 %
English Learners	14.9 %
Students with Disabilities	8.5 %
Foster Youth	0.0 %

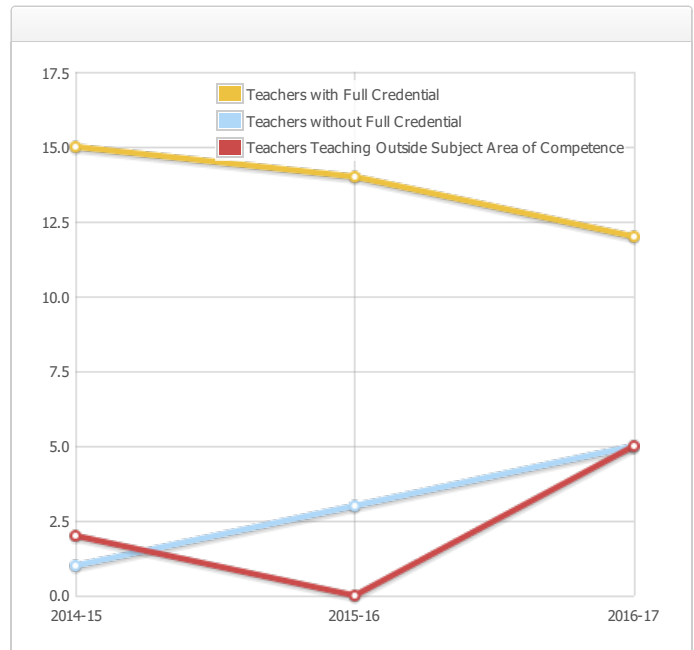
A. Conditions of Learning State Priority: Basic

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

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

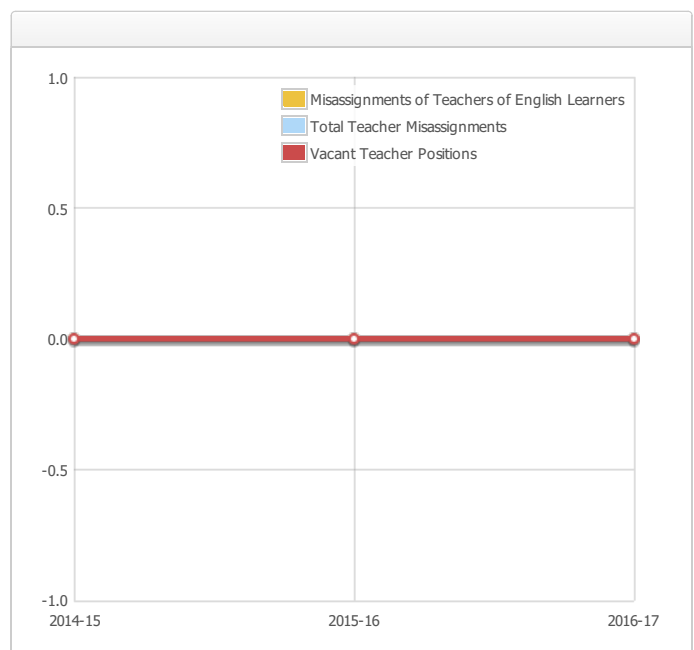
Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	14	12	12
Without Full Credential	1	3	5	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	5	5



Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	82.0%	18.0%
All Schools in District	82.0%	18.0%
High-Poverty Schools in District	82.0%	18.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall - <i>9th Grade Reader's Companion & Student Edition Gold, 10th - Platinum Level, 11th - The American Experience, Timeless Voices, Timeless Themes, 12th - British Tradition</i> (2005) <i>The Finisher and various Novels</i> ELD - Hampden Brown <i>Edge!</i> (2009)	Yes	0.0 %
Mathematics	McDougal Littell, <i>Algebra I, Math Course 2</i> (2008) Cengage - <i>Intermediate Algebra</i> (2014) CPM Math - <i>Core Connections e-books</i> (2005) Burton/Shelton <i>Business Math Using Excel Personal Finance Curriculum, Consumer Math.org</i> (2014) Pearson - <i>Graphical, Numerical Algebraic</i> (2013) Pearson - <i>Calculus</i> (2005)	Yes	0.0 %
Science	Addison-Wesley - <i>Biology CK 12 Textbooks online</i> (2011) Prentice Hall - <i>2nd Edition Chemistry, CK12 Textbooks online (CA DT13)</i> (2011) Addison-Wesley - <i>Physics CK12 Textbooks online</i> (2011) Prentice Hall - <i>Earth Science</i> (2013) Integrated STEM Environmental and Biological Sciences - <i>Sonoma State Curriculum on-line</i> Computer Science - <i>Online Resources - UCLA, ecs.org</i> O'Reilly Media, Inc. <i>Make Electronics</i> (2013)	Yes	0.0 %
History-Social Science	Bedford/St. Martins - <i>Ways of the World, A Global History</i> (2016) Teacher's Curriculum Institute - <i>Geography Alive!</i> (2016) McGraw Hill/Glencoe - <i>American Odyssey (2005), American History (2012), Human Geography (2015)</i> McDougal Littell - <i>Modern World History</i> (2015) Prentice Hall - <i>American Government, Economics</i> (2005)	Yes	0.0 %
Foreign Language	Houghton Mifflin Harcourt - <i>Advancemos! Textbooks and Workbooks</i> (2015)	Yes	0.0 %

School Facility Conditions and Planned Improvements

The original Point Arena High School was built in 1909 and replaced with a new building constructed in 1939. A bond passed in 2000 replaced the old building and brought in 4 new modulars. The campus now includes a large gymnasium/cafeteria, a library, an auditorium, an administration building, and classrooms including a band room, computer lab, science lab, and auto shop. There are 3 sports fields, a tennis court and a greenhouse. The grounds are mowed and maintained regularly and the buildings are well maintained and cleaned at least once a day. Our Maintenance team is on campus from 7 a.m. to 8 p.m. in various shifts.

Our school provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Campus repairs and general maintenance are prioritized and completed as resources allow. Prop 39 funds will be used to replace the boiler in our Gymnasium in the Spring and new energy efficient lighting will be installed throughout the campus.

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The HVAC does not work in the Counseling/Independent Study office. Maintenance and Operations Director is aware of the problem and has directed staff to remedy.
Interior: Interior Surfaces	Fair	Two of the classrooms, the cafeteria and gym showed evidence of roof leaks. One classroom had aging carpet, one had a rip and another had a carpet ripple. Maintenance and Operations Director is aware of these issues and is working within means to correct.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	A few classrooms had light tubes out and they have been replaced with working tubes.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	A roof leak caused rot in the north soffit of the Counseling/Independent Study office and one classroom had rust on the landing porch. Maintenance and Operations Director is aware of the problem and is working within means to correct.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
----------------	------

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	31.0%	53.0%	31.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	25.0%	20.0%	25.0%	20.0%	34.0%	36.0%

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

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.0%	31.0%
Male	17	17	100.0%	5.9%
Female	13	13	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	23.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	30	100.0%	20.0%
Male	17	17	100.0%	5.9%
Female	13	13	100.0%	38.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	29.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	16.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	17.0%	45.0%	23.0%	17.0%	45.0%	23.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	38	35	92.1%	22.9%
Male	19	16	84.2%	18.8%
Female	19	19	100.0%	26.3%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	23	22	95.7%	4.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	12	11	91.7%	54.6%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	27	24	88.9%	12.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Point Arena High School offers the following CTE programs:

- Electronics, Computer Science and AP Computer Science
- Digital Media and Desktop Publishing
- Automotive Tech
- Woods

We offer a Workability Program to develop job readiness skills and the Transition Partnership Program for select students to explore career options.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	76
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	24.1%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.0%	27.8%	0.0%

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

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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

- Athletic events/Coaching
- Boosters Club
- Band concerts/Drama productions
- Native American Advisory
- English Learner Advisory
- Volunteer in classroom
- Field Trips

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.1%	4.4%	0.0%	12.5%	12.5%	2.6%	11.4%	11.5%	10.7%
Graduation Rate	96.90	93.30	100.00	87.50	87.50	97.40	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	97	100	85
Black or African American	0	0	77
American Indian or Alaska Native	100	83	75
Asian	0	0	99
Filipino	100	100	97
Hispanic or Latino	97	94	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	100	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	100	100	77
English Learners	97	50	51
Students with Disabilities	--	80	68
Foster Youth	--	--	--

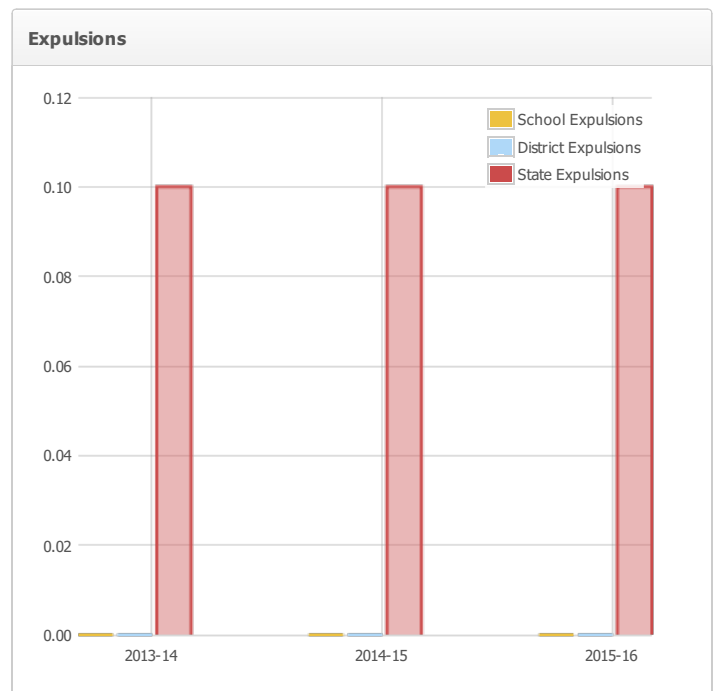
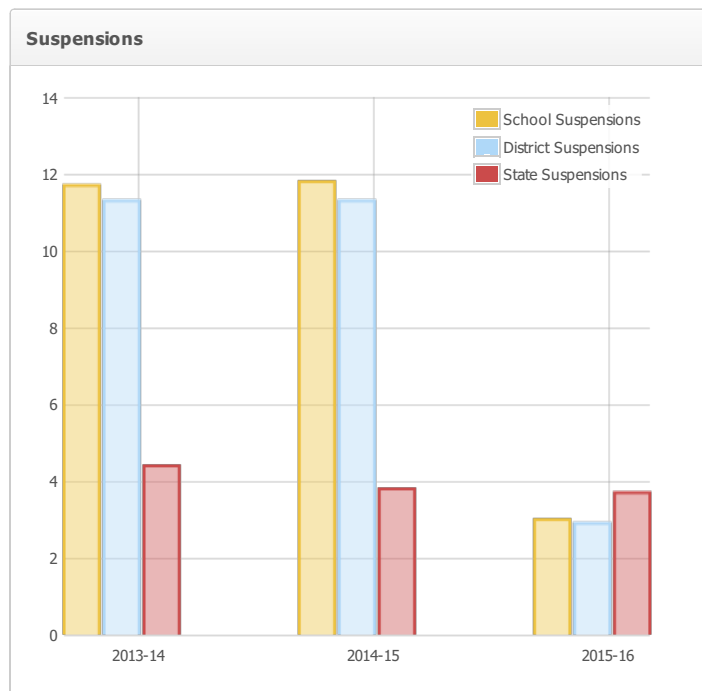
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.7	11.8	3.0	11.3	11.3	2.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



School Safety Plan (School Year 2016-17)

The School Site Safety Plan Committee met February 3, 2015, to examine school data and set the following goals:

Component I: People and Programs - Supports and Engagement

Goal #1 - Engage staff through 1:1 conversations and staff meetings to establish what physical and cultural factors will be established and acted upon to increase an atmosphere of safety and support for staff.

Goal #2 - Support students to be respectful and responsible within classrooms, on the school campus and when engaged in all extracurricular activities through implementing and monitoring a consistent unified school wide behavior plan.

Goal #3 - Educate students and parents regarding the benefits of healthy lifestyle choices, personal responsibility and the dangers of drug and alcohol use.

Goal #4 - Engage parents as a partner in all aspects of their student's education (academic, social-emotional and disciplinary) through immediate and consistent feedback.

Component II: Place

Goal #1 - Develop a plan to make the PAHS site "appear" to be a secure environment through the use of physical structures, signage and communication of expectations to parent/community, students and staff.

Goal #2 - Establish and create a communication system for immediate contact of all site and district personnel in an emergency. School Safety Plan includes:

- Copy of the District Disaster/Crisis Response Plan
- Map of campus indicating safe ingress and egress
- Board Policies

School Board adopted after a Public Hearing on 2/11/15 and School Site Council adopted 2/23/15.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.0	14	0	0	10.0	15	0	0	15.0	8	0	0
Mathematics	8.0	24	1	0	10.0	16	0	0	14.8	10	0	0
Science	17.0	5	2	0	12.0	9	1	0	11.9	9	0	0
Social Science	16.0	9	1	0	10.0	9	1	0	14.8	7	0	0

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	148.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.7	N/A
Psychologist	0.0	N/A
Social Worker	0.5	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$24152.2	\$3668.5	\$20483.7	\$51143.2
District	N/A	N/A	\$23408.7	\$51143.2
Percent Difference – School Site and District	--	--	14.3%	0.0%
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

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

Types of Services Funded (Fiscal Year 2015-16)

Point Arena High School spends \$24,152. per student, higher than the State average. This higher figure allows our small rural district to offer courses comparable to larger urban districts while retaining our small class size. In addition to offering A-G required courses for CSU-UC admissions, Point Arena High School has invested in the New Tech Network Model where elements of a growth mindset and taking ownership of learning are emphasized. Other services funded include:

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

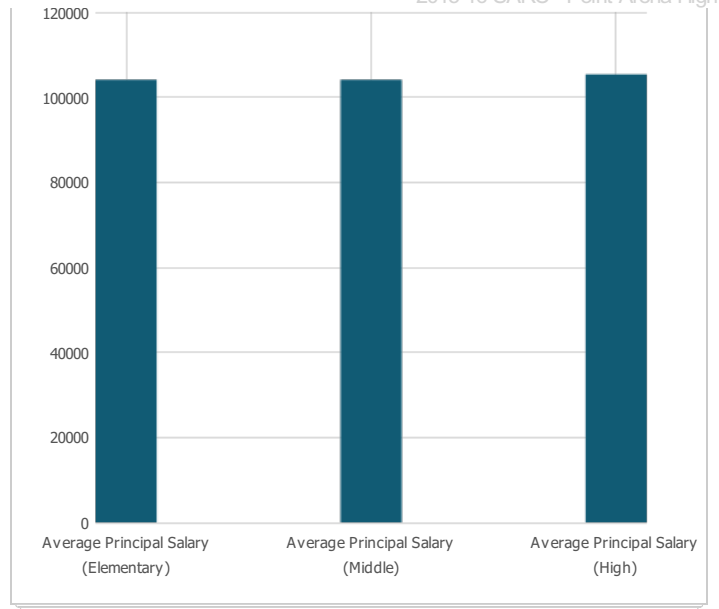
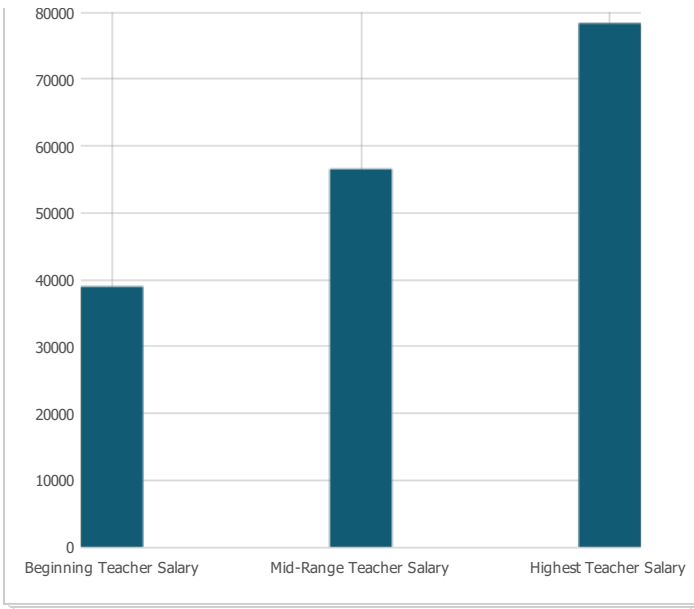
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,946	\$
Mid-Range Teacher Salary	\$56,528	\$
Highest Teacher Salary	\$78,339	\$
Average Principal Salary (Elementary)	\$104,112	\$
Average Principal Salary (Middle)	\$104,112	\$
Average Principal Salary (High)	\$105,359	\$
Superintendent Salary	\$136,581	\$
Percent of Budget for Teacher Salaries	17.4%	0.0%
Percent of Budget for Administrative Salaries	4.2%	0.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>.

Teacher Salary Chart

Principal Salary Chart



Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	4.3
English	1	1.4
Fine and Performing Arts	1	1.4
Foreign Language	1	13
Mathematics	1	4.3
Science		4.3
Social Science	3	23
All Courses	8	38.0%

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

*Where there are student course enrollments of at least one student.

Professional Development

Point Arena High School has four Staff development days and on Wednesdays students leave early throughout the year. Additionally, staff have been attending New Tech Network workshops and trainings. Teacher focus is to increase collaboration, integrate subject areas, team teach and design units of learning which are engaging, applicable to real life situations and which prepare our students for college and/or career.