

# Pacific Coast High (Continuation)

## 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.

## Jon Larson, Principal/Teacher

 Principal, Pacific Coast High (Continuation)

### About Our School

Pacific Coast High School is a continuation high school located on the Arcata High School campus at 1720 M Street, Arcata, CA, 95521. The school is a credit recovery program that helps students earn credits toward meeting the graduation requirements of the Northern Humboldt Union High School District.

### Contact

*Pacific Coast High (Continuation)*  
1720 M St.  
Arcata, CA 95521-5741

Phone: 707-825-2443  
E-mail: [jl Larson@nohum.k12.ca.us](mailto:jl Larson@nohum.k12.ca.us)

## About This School

### Contact Information (School Year 2016-17)

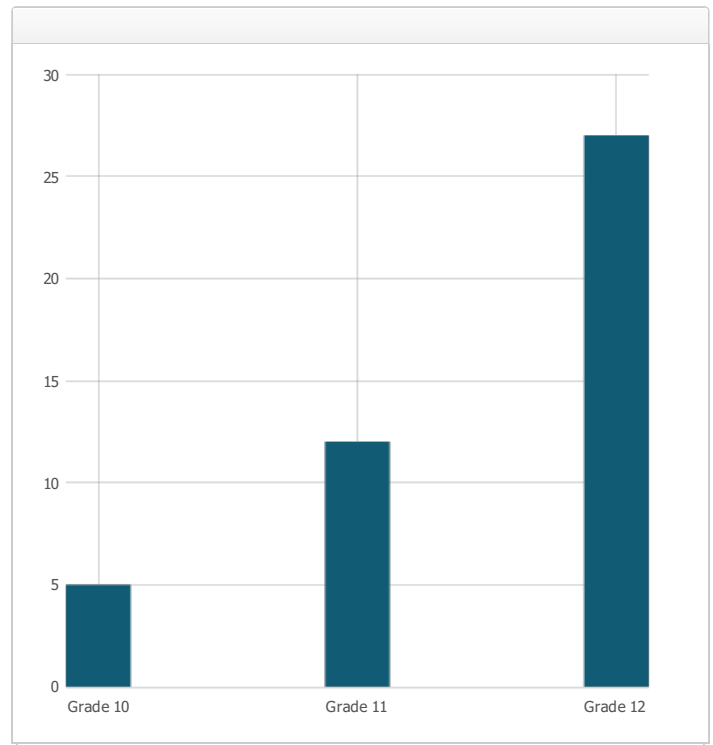
| District Contact Information (School Year 2016-17) |  | School Contact Information (School Year 2016-17) |  |
|--|--|--|--|
| <b>District Name</b>                               | Northern Humboldt Union High   | <b>School Name</b>                               | Pacific Coast High (Continuation)  |
| <b>Phone Number</b>                                | (707) 839-6481   | <b>Street</b>                                    | 1720 M St.   |
| <b>Superintendent</b>                              | Chris Hartley  | <b>City, State, Zip</b>                          | Arcata, Ca, 95521-5741   |
| <b>E-mail Address</b>                              | <a href="mailto:chartley@nohum.k12.ca.us">chartley@nohum.k12.ca.us</a> | <b>Phone Number</b>                              | 707-825-2443   |
| <b>Web Site</b>                                    | <a href="http://www.nohum.k12.ca.us">www.nohum.k12.ca.us</a>           | <b>Principal</b>                                 | Jon Larson, Principal/Teacher  |
|  |  | <b>E-mail Address</b>                            | <a href="mailto:jl Larson@nohum.k12.ca.us">jl Larson@nohum.k12.ca.us</a> |
|  |  | <b>County-District-School (CDS) Code</b>         | 12626871230044   |

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

Pacific Coast High School is a continuation high school located on the Arcata High School campus at 1720 M Street, Arcata, CA, 95521. The school is a credit recovery program that helps students earn credits toward meeting the graduation requirements of the Northern Humboldt Union High School District. The instructional program includes: self-paced academic curriculum, direct instruction classes, goal setting, academic plan and transcript review, and computerized and textbook instructional materials. Students are encouraged with guidance from staff to become actively involved developing, implementing, and following through with their education, job and career aspirations, along with post-secondary education. The staff believes with a fair and consistent approach to classroom management and discipline, every student can be motivated to grow and mature where they learn to respond appropriately and communicate effectively. Our goal is to help facilitate students to earn their high school diploma in our program or return to the comprehensive high school setting.

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

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 10         | 5                  |
| Grade 11         | 12                 |
| Grade 12         | 27                 |
| Total Enrollment | 44                 |

**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    | 11.4 %                      |
| Asian                               | 2.3 %                       |
| Filipino                            | 0.0 %                       |
| Hispanic or Latino                  | 13.6 %                      |
| Native Hawaiian or Pacific Islander | 0.0 %                       |
| White                               | 50.0 %                      |
| Two or More Races                   | 9.1 %                       |
| Other                               | 13.6 %                      |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 88.6 %                      |
| English Learners                    | 2.3 %                       |
| Students with Disabilities          | 22.7 %                      |
| Foster Youth                        | 6.8 %                       |

Last updated: 2/1/2017

## A. Conditions of Learning

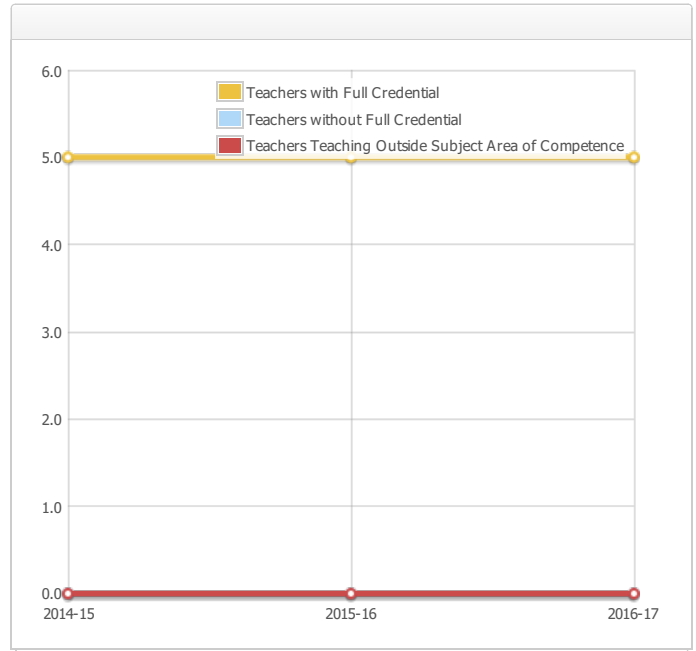
### State Priority: Basic

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

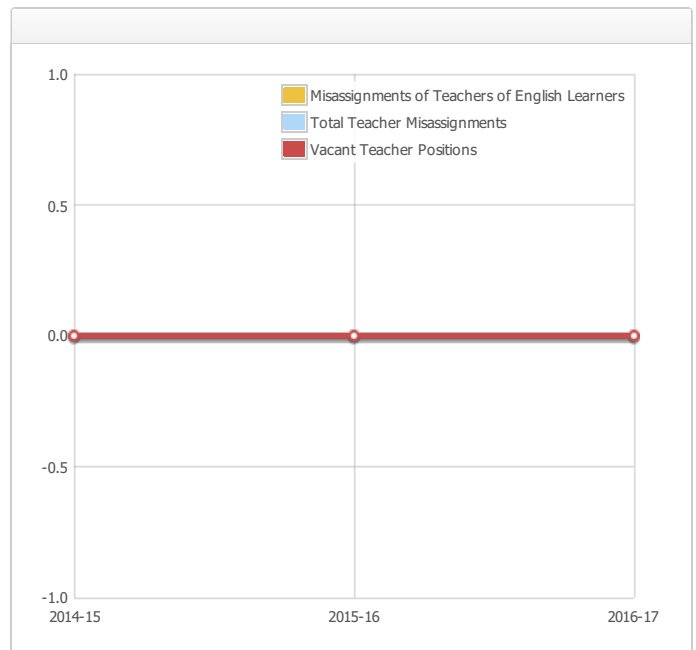
#### Teacher Credentials

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



#### 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                      | 100.0% | 0.0% |
| All Schools in District          | 99.0%  | 1.0% |
| High-Poverty Schools in District | 96.0%  | 4.0% |
| Low-Poverty Schools in District  | 100.0% | 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:

| Subject                         | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           |  | Yes                        | 0.0 %                                      |
| Mathematics                     |  | Yes                        | 0.0 %                                      |
| Science                         |  | Yes                        | 0.0 %                                      |
| History-Social Science          |  | Yes                        | 0.0 %                                      |
| Foreign Language                |  | Yes                        | 0.0 %                                      |
| Health                          |  | Yes                        | 0.0 %                                      |
| Visual and Performing Arts      |  | Yes                        | 0.0 %                                      |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                        | 0.0 %                                      |

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

### School Facility Conditions and Planned Improvements

Pacific Coast Continuation High School works closely with Arcata High School and Six Rivers Charter High School in evaluating the site facility conditions and plans for improvement. The site is evaluated minimally on a quarterly basis and repairs are made immediately if necessary or through the District's rigorous Summer Maintenance Program. The site is in good working order that provides for safety of students and staff.

### School Facility Good Repair Status

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

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| Interior: Interior Surfaces                                     | Good   |   |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| Electrical: Electrical  | Good   |   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Good   |   |
| Safety: Fire Safety, Hazardous Materials                        | Good   |   |
| Structural: Structural Damage, Roofs                            | Good   |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

### Overall Facility Rate

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

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

*Last updated: 2/1/2017*

## 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) | 14.0%  | 21.0%   | 66.0%    | 54.0%   | 44.0%   | 48.0%   |
| Mathematics (grades 3-8 and 11)                      | 0.0%   | 7.0%    | 35.0%    | 36.0%   | 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**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 17                      | 14                   | 82.4%                 | 21.4%                          |
| Male  | 12                      | 10                   | 83.3%                 | 20.0%                          |
| Female  | --                      | --                   | --                    | --                             |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | --                      | --                   | --                    | --                             |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 14                      | 12                   | 85.7%                 | 25.0%                          |
| 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**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 17                      | 14                   | 82.4%                 | 7.1%                           |
| Male  | 12                      | 10                   | 83.3%                 | 10.0%                          |
| Female  | --                      | --                   | --                    | --                             |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | --                      | --                   | --                    | --                             |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | --                      | --                   | --                    | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 14                      | 12                   | 85.7%                 | 8.3%                           |
| 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) | --   | 8.0%    | 25.0%   | 69.0%    | 60.0%   | 52.0%   | 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                                  | 14               | 12                                   | 85.7%                                 | 25.0%                          |
| Male  | --               | --                                   | --                                    | --                             |
| Female  | --               | --                                   | --                                    | --                             |
| 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                            | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| Native Hawaiian or Pacific Islander           | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| White   | --               | --                                   | --                                    | --                             |
| Two or More Races                             | --               | --                                   | --                                    | --                             |
| Socioeconomically Disadvantaged               | --               | --                                   | --                                    | --                             |
| English Learners                              | 0                | 0                                    | 0.0%                                  | 0.0%                           |
| 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)**

Pacific Coast Continuation High School students have the opportunity to enroll and take part in Arcata High School vocational and elective classes that include: Industrial Arts (metal/wood/auto shop) Art, Photography, Culinary Arts, Computer Game Development, Agriculture, and Technology Essentials. Through our academic instruction and Work Experience Program, students are supported throughout to help them learn and earn their high school diploma per Northern Humboldt Union High School graduation requirements. Special Education students receive services through our Staff Resource Specialist, Workability Program, and through the Workforce Investment Act (WIA). Students build a resume and utilize it for job search opportunities. Staff assists students with Community College, Vocational Schools, and FAFSA Student Aid Applications. Students also have access to Arcata High School's Career and College Center. Students are evaluated by grades earned, course completion, and staff monitoring.

**Career Technical Education Participation (School Year 2015-16)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE  | 0                         |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma                                   | 0.0%                      |
| 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          | 31.7%   |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 3.7%    |

## 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

## 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)

Parents and community members are encouraged to establish a rapport with staff and our school site through periodic communication by phone, e-mail, and/or visitation. Informational letters are sent home on a regular basis outlining activities and student progress.

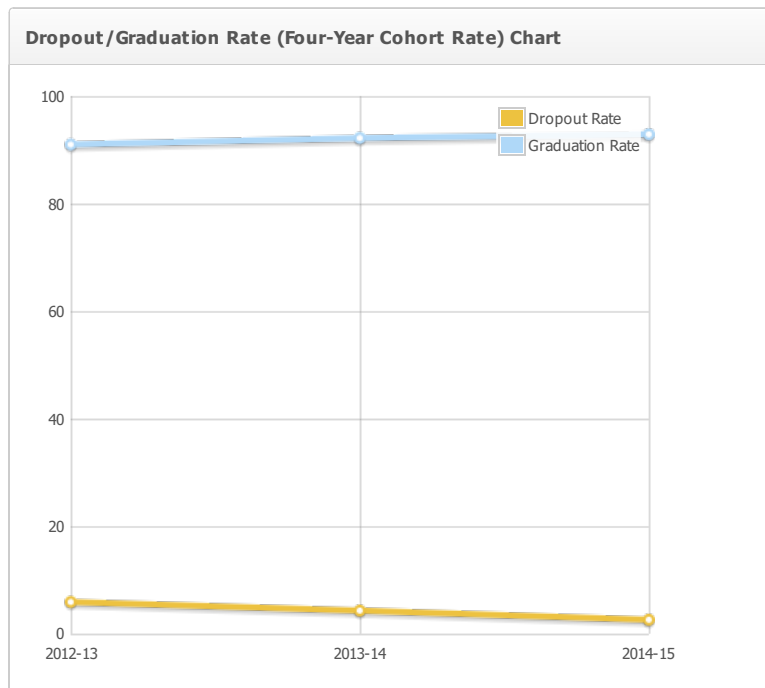
### State Priority: Pupil Engagement

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    | 5.9%    | 4.3%    | 2.6%    | 5.9%     | 4.3%    | 2.6%    | 11.4%   | 11.5%   | 10.7%   |
| Graduation Rate | 91.00   | 92.20   | 92.90   | 96.00    | 97.60   | 98.60   | 80.44   | 80.95   | 82.27   |



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

| <b>Student Group</b>                | <b>School</b> | <b>District</b> | <b>State</b> |
|-------------------------------------|---------------|-----------------|--------------|
| All Students                        | 96            | 91              | 85           |
| Black or African American           | 50            | 67              | 77           |
| American Indian or Alaska Native    | 50            | 90              | 75           |
| Asian                               | 0             | 82              | 99           |
| Filipino                            | 0             | 0               | 97           |
| Hispanic or Latino                  | 100           | 88              | 84           |
| Native Hawaiian or Pacific Islander | 0             | 67              | 85           |
| White                               | 100           | 93              | 87           |
| Two or More Races                   | 33            | 81              | 91           |
| Socioeconomically Disadvantaged     | 100           | 100             | 77           |
| English Learners                    | 100           | 33              | 51           |
| Students with Disabilities          | 100           | 76              | 68           |
| Foster Youth                        | --            | --              | --           |

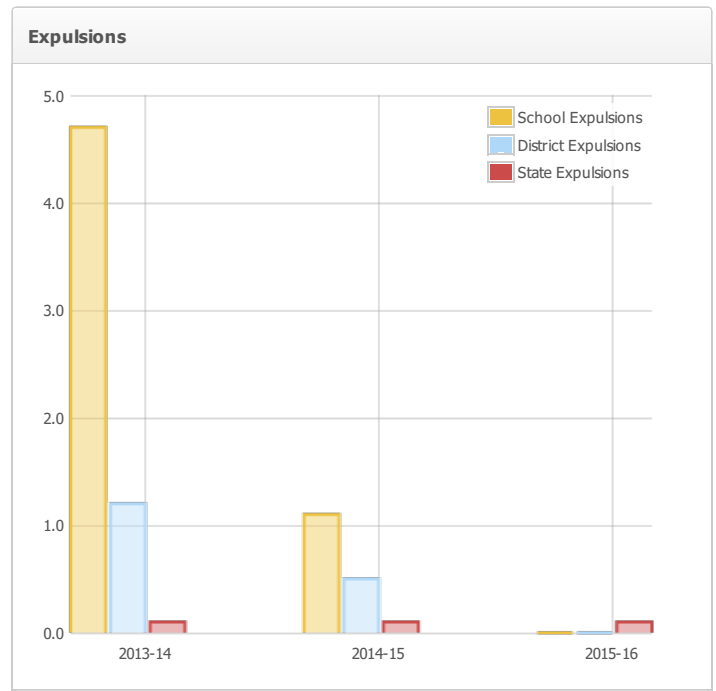
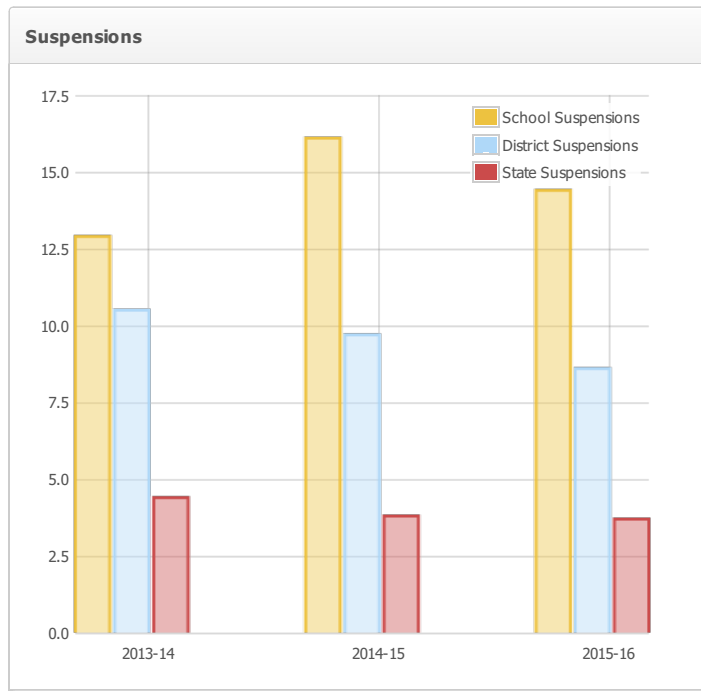
# State Priority: School Climate

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 | 12.9    | 16.1    | 14.4    | 10.5     | 9.7     | 8.6     | 4.4     | 3.8     | 3.7     |
| Expulsions  | 4.7     | 1.1     | 0.0     | 1.2      | 0.5     | 0.0     | 0.1     | 0.1     | 0.1     |



## School Safety Plan (School Year 2016-17)

Since Pacific Coast Continuation High School is located on the Arcata High School campus, the School Safety Plan is embedded in the Arcata High School Plan and the two schools, along with Six Rivers Charter High School that is also on the Arcata High School campus, work collaboratively to provide a safe environment for all students. The schools on the Arcata High School campus have close working relationships with the Arcata Police Department, Arcata Fire Department, First Responders, and the Humboldt Office of Education Risk Management Team. Each semester provides a safety week that includes ongoing training and practice with earthquake, fire, and lock down drills. The major goals of the Safety Committee is developing and improving emergency readiness plans at the school site. Providing the emergency drills with coordination with local law enforcement and emergency agencies are an integral part of this endeavor.

*Last updated: 2/1/2017*

## 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                          | Not in PI | Not in PI |
| First Year of Program Improvement                   |           |           |
| Year in Program Improvement                         |           |           |
| Number of Schools Currently in Program Improvement  | N/A       | 0         |
| Percent of Schools Currently in Program Improvement | N/A       | 0.0%      |

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        | 16.0               | 1                   | 0     | 0   | 10.0               | 1                   | 0     | 0   | 0.0                | 0                   | 0     | 0   |
| Mathematics    | 0.0                | 0                   | 0     | 0   | 0.0                | 0                   | 0     | 0   | 12.0               | 1                   | 0     | 0   |
| Science        | 0.0                | 0                   | 0     | 0   | 0.0                | 0                   | 0     | 0   | 0.0                | 0                   | 0     | 0   |
| Social Science | 0.0                | 0                   | 0     | 0   | 0.0                | 0                   | 0     | 0   | 18.0               | 1                   | 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                               | 45.0  |
| Counselor (Social/Behavioral or Career Development) | 1.0                               | N/A   |
| Library Media Teacher (librarian)                   | 1.0                               | N/A   |
| Library Media Services Staff (paraprofessional)     | 1.0                               | N/A   |
| Psychologist  | 1.0                               | N/A   |
| Social Worker                                       | 0.0                               | N/A   |
| Nurse   | 0.5                               | N/A   |
| Speech/Language/Hearing Specialist                  | 0.5                               | N/A   |
| Resource Specialist (non-teaching)                  | 0.6                               | N/A   |
| Other   | 0.4                               | 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                                   | \$11752.7                    | \$3888.6   | \$7864.1                                    | \$67018.5              |
| District                                      | N/A                          | N/A  | \$7864.1                                    | \$67018.5              |
| Percent Difference – School Site and District | --                           | --   | 0.0%  | 0.0%                   |
| State   | N/A                          | N/A  | \$5677.0                                    | \$75859.0              |
| Percent Difference – School Site and State    | --                           | --   | --  | --                     |

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

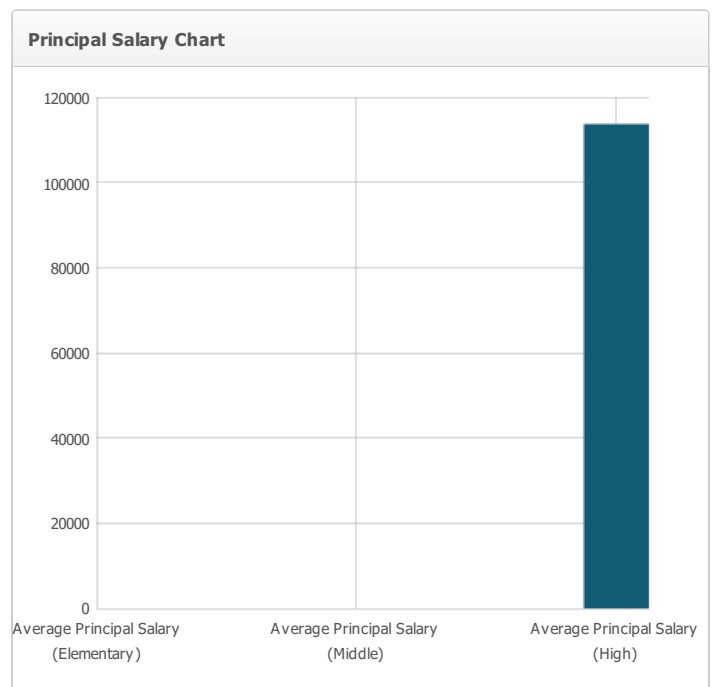
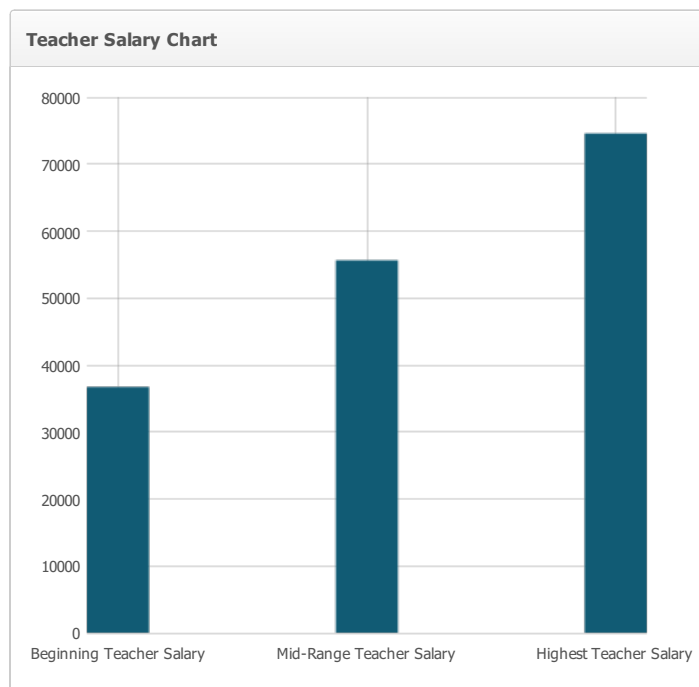
### Types of Services Funded (Fiscal Year 2015-16)

Pacific Coast Continuation High School works closely with Arcata High School and Six Rivers Charter High School to share services for the benefit of all students. Specific areas of expenditures for the students at Pacific Coast Continuation High School are in the areas of Special Education Services, an Instructional Aide, the Transition Partnership Program, Workability, and Crisis Counseling.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$36,732        | \$45,265                                     |
| Mid-Range Teacher Salary                      | \$55,634        | \$72,281                                     |
| Highest Teacher Salary                        | \$74,577        | \$94,342                                     |
| Average Principal Salary (Elementary)         | \$              | \$   |
| Average Principal Salary (Middle)             | \$              | \$   |
| Average Principal Salary (High)               | \$113,670       | \$127,317                                    |
| Superintendent Salary                         | \$              | \$168,625                                    |
| Percent of Budget for Teacher Salaries        | 35.0%           | 34.0%  |
| Percent of Budget for Administrative Salaries | 5.0%            | 6.0%   |

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



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

| <b>Subject</b>           | <b>Number of AP Courses Offered*</b> | <b>Percent of Students In AP Courses</b> |
|--------------------------|--------------------------------------|--|
| Computer Science         | 0                                    | N/A                                      |
| English                  | 0                                    | N/A                                      |
| Fine and Performing Arts | 0                                    | N/A                                      |
| Foreign Language         | 0                                    | N/A                                      |
| Mathematics              | 0                                    | N/A                                      |
| Science                  | 0                                    | N/A                                      |
| Social Science           | 0                                    | N/A                                      |
| All Courses              | 0                                    | 0.0%                                     |

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

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

**Professional Development**

Administration and staff have opportunities for professional development such as CPI-Nonviolent Crisis Intervention and through CCEA-California Continuation Education Association. Instructors are afforded the opportunity to attend conferences/workshops throughout the year. In addition, the District provides its own professional development through designated staff days before the school year and during the school year. The most recent example is through the District's THRIVE Initiative that is through a federal grant where the schools in the District have received professional development to embrace the mission statement of: To improve student learning by supporting effective teaching practices based on collegial collaboration, staff development, and the implementation of systemic improvements in the organization, assessment, and delivery of instruction.