

Coast Union High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, 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/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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Coast Union High School |
| Street | 2950 Santa Rosa Creek Road |
| City, State, Zip | Cambria CA, 93428 |
| Phone Number | (805) 927-3889 |
| Principal | Scott Ferguson |
| E-mail Address | sferguson@coastusd.org |
| Web Site | http://www.coastusd.org/index.php/schools/coast-union-high-school |
| CDS Code | 40-75465-4032009 |

| District Contact Information | |
|------------------------------|-------------------------------|
| District Name | Coast Unified School District |
| Phone Number | (805) 927-3880 |
| Superintendent | Dr. Victoria Schumacher |
| E-mail Address | vschumacher@coastusd.org |
| Web Site | www.coastusd.org |

School Description and Mission Statement (School Year 2017-18)

Principal's Message

The School Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides a variety of information about the school, its resources, its successes, and the areas in which improvements are needed. Coast Union High School has a solid academic record and one whose strength is drawn from a dedicated, professional, caring faculty, and small class size committed to meeting the needs of each student. Coast Union offers a secure environment where the students have opportunities to grow and achieve to the utmost of their individual abilities.

Mission Statement

Coast Union High School is committed to the success of each individual student by promoting a healthy school environment which fosters the development of academic, technological, social and physical skills, including the development of positive self-esteem, through the combined efforts of students, faculty, staff, parents, administration and the community.

School Profile

Coast Union High is one of 2 high schools in the Coast Unified. Curriculum is focused on meeting High School graduation and UC/CSU college entrance requirements. The school supports cultural awareness on a daily basis through its diverse literature selections and classroom instruction.

During the 2016/17, 215 9th-12th grade students were enrolled at the school, with classes arranged on an alternating block schedule and traditional school calendar.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 50 |
| Grade 10 | 49 |
| Grade 11 | 63 |
| Grade 12 | 54 |
| Total Enrollment | 216 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.9 |
| American Indian or Alaska Native | 1.4 |
| Asian | 1.9 |
| Filipino | 0.5 |
| Hispanic or Latino | 50 |
| Native Hawaiian or Pacific Islander | 1.4 |
| White | 40.7 |
| Two or More Races | 0 |
| Socioeconomically Disadvantaged | 55.1 |
| English Learners | 22.2 |
| Students with Disabilities | 9.3 |
| Foster Youth | 0.5 |

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 |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 14 | 19 | 18 | 43 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Coast Unified held a public hearing on September 8, 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | AGS Publishing Adopted 1997 AGS Publishing Adopted 1999 Houghton Mifflin Adopted 1989 Prentice Hall Adopted 2005 | Yes | 0.0 |
| Mathematics | McDougal Littell Adopted 2008 Pearson/Addison Wesley Adopted 2008 College Preparatory Mathematics (CPM) Adopted 2015 | Yes | 0.0 |
| Science | Addison Wesley Adopted 2000 Glencoe/McGraw Hill Adopted 1999 McGraw Hill Adopted 2005 Prentice Hall Adopted 2002 | Yes | 0.0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| History-Social Science | Glencoe/McGraw Hill Adopted 2006 Prentice Hall Adopted 2002 Prentice Hall Adopted 2003 Prentice Hall Adopted 2007 | Yes | 0.0 |
| Foreign Language | McDougal Littell Adopted 2007 McDougal Littell Adopted 2004 | Yes | 0.0 |
| Health | Prentice Hall Adopted 2004 | Yes | 0.0 |
| Visual and Performing Arts | Glencoe (MacMillan/McGraw Hill) Adopted 2000 | Yes | 0.0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Coast Union High was originally constructed in 1925 and is comprised of 21 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, and 3 computer labs. Recent remodeling included addition of 12 permanent classrooms, including a photo lab and 2 science labs.

Cleaning Process

The Director of Maintenance and Operations works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. During the 2006/07 school year, the district's governing board did approve deferred maintenance projects for the school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 9/9/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 9/9/2016 | | | | |
|--|-----------|------|------|------|
| Overall Rating | 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, 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. 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); 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 Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 63 | 74 | 59 | 53 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 37 | 41 | 42 | 41 | 36 | 37 |

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 61 | 57 | 93.44 | 73.68 |
| Male | 40 | 37 | 92.5 | 72.97 |
| Female | 21 | 20 | 95.24 | 75 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 29 | 29 | 100 | 58.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 29 | 25 | 86.21 | 92 |
| Socioeconomically Disadvantaged | 33 | 33 | 100 | 57.58 |
| English Learners | 18 | 18 | 100 | 27.78 |
| Students with Disabilities | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 61 | 58 | 95.08 | 41.38 |
| Male | 40 | 38 | 95 | 39.47 |
| Female | 21 | 20 | 95.24 | 45 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 29 | 29 | 100 | 31.03 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 29 | 26 | 89.66 | 50 |
| Socioeconomically Disadvantaged | 33 | 33 | 100 | 24.24 |
| English Learners | 18 | 18 | 100 | 5.56 |
| Students with Disabilities | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 64 | 67 | 63 | 68 | 60 | 56 |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Coast Union High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Coast Union High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Guidance Counselors offer additional support through various programs, including: 10th and 11th grade interest inventories and career/educational planning, 12th grade post-secondary planning, and yearly individual 4 year educational and career planning.

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 139 |
| % of pupils completing a CTE program and earning a high school diploma | 0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 14% |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.62 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 55.1 |

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 14.3 | 26.5 | 34.7 |

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 2017-18)

Coast Union High greatly benefits from its supportive parents who regularly work with students and staff to support Coast programs. Parents are also welcome to join the Bronco Boosters, the Cambria Education Foundation, the School Site Council and English Learner Advisory Committee.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Coast Union High School 805-927-3889.

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 | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 0 | 0 | 0 | 0 | 1.9 | 3.4 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 98.39 | 97.92 | 98 | 98.53 | 96.3 | 93.1 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 94.23 | 90 | 87.11 |
| Black or African American | 0 | 0 | 79.19 |
| American Indian or Alaska Native | 0 | 0 | 80.17 |
| Asian | 66.67 | 66.67 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 100 | 90.32 | 84.58 |
| Native Hawaiian/Pacific Islander | 100 | 100 | 86.57 |
| White | 90.48 | 91.67 | 90.99 |
| Two or More Races | 100 | 100 | 90.59 |
| Socioeconomically Disadvantaged | 80 | 66.67 | 63.9 |
| English Learners | 40 | 33.33 | 55.44 |
| Students with Disabilities | 93.33 | 88.57 | 85.45 |
| Foster Youth | 0 | 0 | 68.19 |

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 3.11 | 7.3 | 0.9 | 2.47 | 4.15 | 1.49 | 3.79 | 3.65 | 3.65 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0.15 | 0.09 | 0.09 | 0.09 |

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Coast Union High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in June of 2016 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff and principal, and principal supervises students during lunch. Certificated staff help with supervision during break periods and before and after school. There is a designated area for student drop off and pick up. Visitors must sign in at the front office upon arrival to campus.

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 2017-18)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement* | | |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 100 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 15 | 14 | 1 | | 17 | 10 | 4 | | 13 | 19 | 1 | |
| Mathematics | 14 | 11 | 4 | | 14 | 14 | 2 | | 12 | 20 | 2 | |
| Science | 14 | 13 | | | 17 | 10 | 2 | | 11 | 15 | | |
| Social Science | 18 | 10 | 5 | | 20 | 8 | 4 | | 18 | 7 | 2 | |

Note: 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 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .90 | 193 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .33 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .33 | N/A |
| Speech/Language/Hearing Specialist | .33 | N/A |
| Resource Specialist | 0 | N/A |
| Other | 0 | 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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$13,170 | \$3,194 | \$9,976 | \$76,971 |
| District | N/A | N/A | \$14,244 | \$74,752 |
| Percent Difference: School Site and District | N/A | N/A | -30.0 | 3.0 |
| State | N/A | N/A | \$6,574 | \$62,381 |
| Percent Difference: School Site and State | N/A | N/A | 51.7 | 23.4 |

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, Coast Union High School receives state and federal funding for the following categorical funds and other support programs.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,670 | \$41,164 |
| Mid-Range Teacher Salary | \$70,839 | \$61,818 |
| Highest Teacher Salary | \$89,522 | \$84,567 |
| Average Principal Salary (Elementary) | \$125,491 | \$96,125 |
| Average Principal Salary (Middle) | \$112,654 | \$103,336 |
| Average Principal Salary (High) | \$125,491 | \$101,955 |
| Superintendent Salary | \$182,580 | \$126,855 |
| Percent of Budget for Teacher Salaries | 29% | 32% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

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 2016-17)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | 3 | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 2 | N/A |
| All courses | 9 | 29 |

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Topics for staff development during the 2016-17 school year included: Instructional techniques, student assessment, technology, curriculum development, safety, Response to Intervention and others. During the 2016-17 there were 2 staff Development days. In 2017-18 there are 2 staff development days, focusing on Social Emotional concerns and Technical Writing across the curriculum.