

Coast Unified School District

Leffingwell High (Continuation) School

2008-2009 School Accountability Report Card

**Bob Watt,
Principal**

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Principal's Message

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As you read this report, I think you will find that Leffingwell provides a quality academic program based on real-life activities. As an award winning Model Continuation School, Leffingwell reflects the dedication and talents of its staff in meeting the diverse needs of the students. It provides a safe, secure environment where each student can grow and achieve to the utmost of their abilities. The report reflects a summary of the 2007-2008 school year as well as information about the current year.

Mission Statement

Leffingwell High School is committed to establishing a positive learning environment for its divergent student population, with the competencies and real life needs of each student as the focus.

School Profile

Leffingwell High School is one of 5 schools in the Coast Unified. Curriculum is focused on real-life learning skills and preparation for post-secondary education. The school supports cultural awareness on a daily basis through its diverse literature selections and cultural awareness classes and activities.

Enrollment at Leffingwell during 2008-09 averaged 20 students.

Discipline & Climate for Learning

Students at Leffingwell High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Leffingwell discipline program is to provide a safe learning environment for all students. Parents and students are informed of school rules and discipline policies through the Parent/Student enrollment packet, newsletters and parent meetings. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Leffingwell recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during class meetings.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	52.0%
Filipino	0.0%
Hispanic or Latino	32.0%
Pacific Islander	0.0%
Multiple or No Response	16.0%

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	2	4	5	28	37	36
Suspension Rate	9.1%	16.7%	20.0%	3.2%	4.6%	4.7%
Expulsions	1	0	0	7	1	1
Expulsion Rate	4.5%	0.0%	0.0%	0.8%	0.1%	0.1%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
10th	-	-	1
11th	12	12	8
12th	10	12	16

Enrollment By Program

During the 2007/08 school year 23 students were enrolled at Leffingwell High School, of which 17% were students with disabilities, 35% were English Learners, and 21% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from instructional assistants, tutorial teachers, and volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	-	23	25	-	-	-	-	1	1	-	-	-
Mathematics	-	23	25	-	-	-	-	1	1	-	-	-
Science	-	23	25	-	-	-	-	1	1	-	-	-
Social Science	-	23	25	-	-	-	-	1	1	-	-	-

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Coast Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Staff Development

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 2008-2009 school year included: Instructional techniques, student assessment, technology, curriculum development, safety, Response to Intervention and others. During the 2008-2009 there were 2 staff Development days.

Counseling & Support Staff

It is the goal of Leffingwell High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Leffingwell shares a counselor with the comprehensive high school and employs a part-time personal counselor who provides individual and group counseling. The table lists the support service personnel available at Leffingwell.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.2
District Nurse	1	As Needed

Teacher Assignment

Coast Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Leffingwell High School had 3 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	2	2	2	56
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Substitute Teachers

Coast Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Leffingwell High School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute or other teachers fill in as necessary.

School Leadership

Leadership at Leffingwell High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 6 years, leadership duties were assumed by Principal Michael Schackel. Principal Schackel has 35 years of experience in education with positions as teacher, program director, vice principal, principal, Director of Student Services/Technology. Staff members and parents participate work together to make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Parent Involvement

Leffingwell High School greatly benefits from its supportive parents who are in regular contact with the school. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including Friends of the Library, CAN, the Lions Club and many local businesses. The school holds a number of family activities during the year, including the Thanksgiving Meal, Spaghetti Feed, BBQ's and others.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Cambria Grammar School 805-927-4400.

Instructional Materials

Coast Unified held a Public Hearing in September 10, 2009 and determined that each school within the District has 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
12th	American Government	Glencoe	2006	Yes	0.0%
11th	American History	Glencoe	2006	Yes	0.0%
9th-12th	Consumer Math	AGS	1998	Yes	0.0%
9th-12th	Earth Science	Heath	1998	Yes	0.0%
12th	Economics	Glencoe	2005	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2005	Yes	0.0%
9th	Geography	Glencoe	2005	Yes	0.0%
9th-12th	Geometry	Houghton Mifflin	2006	Yes	0.0%
9th-12th	Life Science	Heath	1998	Yes	0.0%
9th-12th	Physical Science	Heath	1998	Yes	0.0%
10th	World History	Glencoe	2005	Yes	0.0%

Textbooks and supplementary materials are adopted according to a cycle developed by the State 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.

Curriculum Development

All curriculum development in the Coast Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Principal to align with the state standards, district goals, and the statewide assessment program. During the 2007-08 school year, changes to the curriculum included: Updates to the English, Math, Science and Social Science curriculum.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cambria and Morro Bay which contain numerous computer workstations.

Computer Resources

All classrooms have at least 21 computers that are connected to the Internet. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	06-07	07-08	08-09
Computers	17	21	16
Students per computer	1.3	1.2	1.4
Classrooms connected to Internet	3	3	3

Safe School Plan

Safety of students and staff is a primary concern of Leffingwell High School. 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 May of 2007 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. There is a designated area for student drop off and pick up. Visitors must sign into the office before being allowed on campus.



School Facilities

Leffingwell High School was established at its current location the 1996-1997 school year and is comprised of 3 classrooms. Cleaning Process: The principal works daily with 1 part-time custodian 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.

School Facility Conditions				
Date of Last Inspection: 08/18/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Subject	California Standards Test (CST)								
	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	15	20	*	50	53	54	43	46	50
Mathematics	*	*	*	45	41	44	40	43	46
Science	*	*	*	52	54	62	38	46	50
History/Social Science	9	13	*	48	48	56	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	*	*	*	*
Females	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	-	-	-	
Similar Schools Rank	-	-	-	
All Students				
Actual Growth	-	-	-	-

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Physical Fitness

In the spring of each year, Coast Unified's schools are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	*	*	*

** Data was not available at the time of publication.*

Dropout & Graduation Rates

Leffingwell High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Individualized learning plans, regular meetings with parents and counselors, on-campus school resource officer two days a week.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	21.40%	27.30%	12.00%
Graduation Rate	86.40%	80.00%	75.00%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$37,746	\$38,000
Mid-Range Teachers	\$63,382	\$55,721
Highest Teachers	\$78,637	\$71,548
Elementary School Principals	\$105,235	\$85,858
Middle School Principals	\$105,229	\$91,479
High School Principals	\$110,497	\$93,937
Superintendent	\$163,041	\$115,980
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.5%	34.8%
Administrative Salaries	7.2%	6.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$64,760
District	\$67,150
Percentage of Variation	3.56%
School & State	
All Unified School Districts	\$56,376
Percentage of Variation	14.87%

District Expenditures

Coast Unified spent an average of \$10,495 to educate each student, based on 2007-2008 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$14,671
From Restricted Sources	\$9,001
From Unrestricted Sources	\$5,670
District	
From Unrestricted Sources	\$10,495
Percentage of Variation between School & District	45.97%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	2.87%

District Revenue Sources

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

Data Sources

Data within the SARC was provided by Coast Unified School District, retrieved from the 2008-2009 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.