

Coast Unified School District

Coast Union High School

2008-2009 School Accountability Report Card

**Karl Dearie,
Principal**

**School Address:
2950 Santa Rosa
Creek Rd.
Cambria, CA
93428-3506**

805-927-3889

**Chris Adams,
Superintendent**

**District Address:
1350 Main St.
Cambria, CA
93428-3506**

(805) 927-3880

**www.cambria.
k12.ca.us**

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 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, 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 2008/09, 300 9th-12th grade students were enrolled at the school, with classes arranged on an alternating block schedule and traditional school calendar.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.4%
American Indian	0.0%
Asian	2.3%
Caucasian	60.8%
Filipino	0.0%
Hispanic or Latino	31.3%
Pacific Islander	0.0%
Multiple or No Response	5.3%

Discipline & Climate for Learning

Students at Coast Union High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Coast Union High discipline program is to foster development of self-directed, responsible citizens. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook and newsletters which are sent home at the beginning of the school year and through out the school year. 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	19	28	18	28	37	36
Suspension Rate	6.0%	9.4%	6.8%	3.2%	4.6%	4.7%
Expulsions	0	1	0	7	1	1
Expulsion Rate	0.0%	0.3%	0.0%	0.8%	0.1%	0.1%

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. Extracurricular activities, clubs, and programs include: American Field Service (AFS), Associated Student Body (ASB), Bronco Band, California Scholarship Federation (CSF), Christian Club, Drama Club, Environmental Club, Federation of Christian Athletes (FCA), Future Business Leaders of America (FBLA), Interact club, and Mock Trial. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Football, Girls Volleyball, Girls and Boys Tennis, Cross Country, Girls and Boys Basketball, Girls and Boys Soccer, Girls Softball, Boys Baseball, and Golf. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies.

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
9th	65	82	53
10th	92	66	84
11th	72	80	58
12th	87	70	70

Enrollment By Program

During the 2005/06 school year 342 students were enrolled at Coast Union High, of which 7.9% were students with disabilities, 17% were English Learners, and 31% 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	19	17	16	14	18	16	5	-	3	-	-	-
Mathematics	18	16	17	11	12	11	2	1	1	-	-	-
Science	18	19	17	11	10	13	3	3	-	-	-	-
Social Science	21	21	20	8	8	13	4	7	1	-	-	-

Instructional Time (Includes Minimum Days)

For the 2006/07, Coast Union High offered 180 days of instruction, comprised of 170 regular days. The additional 10 minimum days were utilized for Final exams. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	0

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. Teachers 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 Coast Union High 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. The counselor to pupil ratio is 1:150. The table lists the support service personnel available at Coast Union High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Athletic Director	1	.5
Attendance Clerk	1	1
Band/Music Director	1	.35
Bilingual Aide	1	.75
Counselor	2	2.00
District Nurse	1	As Needed
English Language Development (ELD) Teacher	1	1
Instructional Aides	1	.75
Library Media Specialist	1	1
Physical Education Teacher	2	2
Resource Specialist Program (RSP) Teacher	2	2
Testing Coordinator	1	As Needed

Individualized Instruction

Coast Union High provides special education services to students who are in need. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP).

The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. All students may access individualized instruction through tutoring provided by certificated staff at lunch, after school, and during the students P.A.S.S. (study hall) class. Individualized instruction is also provided to students in preparation for taking the CAHSEE.

Teacher Assignment

Coast Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Coast Union High had 25 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	21	20	20	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

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

School Leadership

Leadership at Coast Union High 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 3 years, leadership duties were assumed by Principal Karl Dearie. Principal Dearie has 23 years of experience in education with positions as a teacher and administrator. Staff members and parents participate on various committees that 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. Leadership teams include: School Site Counsel, WASC accreditation Teams.

Parent Involvement

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 or the School Site Council.

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.

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 Curriculum Coordinator, to align with the state standards, district goals, and the statewide assessment program. During the 2007/08, changes to the curriculum included: English Language Development program and materials and computer technology/business courses.

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. 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD	AGS	1997	Yes	0.0%
9th-12th	ELD	AGS	1999	Yes	0.0%
9th-12th	ELD Reading	AGS	1999	Yes	0.0%
12th	English/ Language Arts	Houghton Mifflin	1989	Yes	0.0%
9th-11th	English/ Language Arts	Prentice Hall	2005	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2007	Yes	0.0%
9th-12th	Foreign Language	McDougal Littell	2004	Yes	0.0%
9th-12th	Health	Prentice Hall	2004	Yes	0.0%
11th	History/Social Studies	Glencoe/ McGraw Hill	2006	Yes	0.0%
12th	History/Social Studies	Prentice Hall	2002	Yes	0.0%
9th	History/Social Studies	Prentice Hall	2003	Yes	0.0%
10th	History/Social Studies	Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
11th-12th	Mathematics	Pearson/ Addison Wesley	2008	Yes	0.0%
10th-12th	Science	Addison- Wesley	2000	Yes	0.0%
10th-12th	Science	Glencoe/ McGraw Hill	1999	Yes	0.0%
9th-12th	Science	McGraw-Hill	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2002	Yes	0.0%
9th-12th	Visual and Performing Arts	Glencoe (MacMillan/ McGraw Hill)	2000	Yes	0.0%

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.

Safe School Plan

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 August 2008 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.

School Facilities

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 principal 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. 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. During the 2006/07 school year, the district's governing board did approve deferred maintenance projects for the school.

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			

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Coast Union High does not offer a college admission test preparation course. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
05-06	75	48.0%	538	528	555
06-07	87	47.1%	560	549	556
07-08	70	52.9%	0	509	500
District					
05-06	75	0.48%	538	528	555
06-07	97	0.42%	560	549	556
07-08	83	0.46%	0	496	487
State					
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492
07-08	465,901	35.9%	0	513	492

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	61	61	63	50	53	54	43	46	50
Mathematics	31	24	25	45	41	44	40	43	46
Science	55	58	65	52	54	62	38	46	50
History/Social Science	49	57	63	48	48	56	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	34	21	29	28
Pacific Islander	*	*	*	*
Caucasian	76	27	83	77
Males	56	30	68	69
Females	73	18	62	54
Socioeconomically Disadvantaged	39	23	35	32
English Learners	3	26	8	11
Students with Disabilities	25	9	38	50
Migrant Education	*	*	*	*

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

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	9	9	8	
Similar Schools Rank	10	10	8	
All Students				
Actual Growth	4	-26	32	810
Socioeconomically Disadvantaged				
Actual Growth	19	-49	45	729
Hispanic or Latino				
Actual Growth	16	-56	54	709
Caucasian				
Actual Growth	2	-11	24	856

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.

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)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria	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	

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%

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
9	9.8%	39.2%	45.1%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	62.5	62.2	48.6	72.6	72.3	52.9	62.0	59.8	52.0
Mathematics	56.3	56.2	49.9	71.0	68.2	51.3	58.4	57.5	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	38.0	26.6	35.4	41.6	37.7	20.8
Males	38.1	21.4	40.5	33.3	42.9	23.8
Females	37.8	32.4	29.7	51.4	31.4	17.1
Hispanic or Latino	73.1	15.4	11.5	69.2	26.9	3.8
Caucasian	18.4	30.6	51.0	23.4	44.7	31.9
English Learners	93.3	6.7	-	86.7	13.3	-
Socioeconomically Disadvantaged	75.0	7.1	17.9	67.9	25.0	7.1
Students with Disabilities	78.6	-	21.4	78.6	7.1	14.3

Advanced Placement Classes

Coast Union High encourages students to continue their education past high school. Coast Union High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2007/08, 64 students participated in taking 118 exams. 52 exams received a score of "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	1	13
Social Science	2	36
English	1	15
Foreign Language	1	24
Mathematics	1	16
Totals	6	104
Percent of Students in AP Courses	5.6%	

UC/CSU Course Completion

Students at Coast Union High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	59.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

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	100.0%	*	*

* Data was not available at the time of publication.

Dropout & Graduation Rates

Coast Union High 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: Tutoring, summer school and alternative educational programs.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	0.60%	1.30%	0.70%
Graduation Rate	-	96.50%	98.50%

Career Technical Education (CTE) Programs

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.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
ROP Business Applications	Coast Union High School			
ROP Accounting	Coast Union High School			
ROP Intro to Business	Coast Union High School			
ROP Animation	Coast Union High School			
ROP Professional Imaging	Coast Union High School			
ROP Portrait Techniques	Coast Union High School			

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	134
What percent of the school's pupils complete a CTE program and earn a high school diploma?	100.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

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	\$65,514
District	\$67,150
Percentage of Variation	2.44%
School & State	
All Unified School Districts	\$56,376
Percentage of Variation	16.20%

District Expenditures

Coast Unified spent an average of \$10,4954 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	\$9,707
From Restricted Sources	\$2,221
From Unrestricted Sources	\$7,486
District	
From Unrestricted Sources	\$10,495
Percentage of Variation between School & District	28.67%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	35.81%

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.