

Coast Unified School District

Cambria Grammar School

2008-2009 School Accountability Report Card

**Carol Stoner,
Principal**

**School Address:
3223 Main St.
Cambria, CA
93428-3304
805-927-4400**

**Chris Adams,
Superintendent**

**District Address:
1350 Main St.
Cambria, CA
93428-3506
(805) 927-3880**

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

Principal's Message

Cambria Grammar School provides a nurturing environment where students are inspired by their teachers, family, and community to pursue excellence in academics and in their physical and social development. At CGS students prepare for the future by acquiring a love of learning, an appreciation for the arts and a reliance on personal competence and creativity. We celebrate student accomplishments and help students become responsible, caring citizens who strive to better their community and build positive relationships.

Mission Statement

At Cambria Grammar School, we believe in creating a positive school climate where we have the right to be ourselves and the freedom to learn, work and play in a safe environment. We strive to implement an academically challenging program which meets the needs of all students and develops in each child a foundation for lifelong learning and an appreciation for the value of diversity, self-esteem and respect for others.

School Profile

Cambria Grammar school is an elementary school located in rural San Luis Obispo County. There are 304 students enrolled in kindergarten through fifth grade. The school provides a standards driven curriculum in a nurturing learning environment. Students are inspired by their teachers, family, and community to pursue excellence in academics and in their physical and social development. At CGS students prepare for the future by acquiring a love of learning, an appreciation for the arts and a reliance on personal competence and creativity. The school has been recognized by the California Department of Education as a 2006 Distinguished School.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	2.3%
Caucasian	40.4%
Filipino	0.3%
Hispanic or Latino	52.8%
Pacific Islander	0.7%
Multiple or No Response	3.6%

Discipline & Climate for Learning

Students at Cambria Grammar School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All students in the school participate in the Peace Leader Program which is based on extensive research about school climate. This program has been successfully used in the school for ten years and has decreased discipline problems significantly. Parents and students are informed of school rules and discipline policies through the school newsletters and by teachers on Back-to-School Night in the beginning of 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	2	0	4	28	37	36
Suspension Rate	0.6%	0.0%	1.3%	3.2%	4.6%	4.7%
Expulsions	1	0	0	7	1	1
Expulsion Rate	0.3%	0.0%	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: Cambria Youth Athletic Association, YMCA After School Program, Girl Scouts, Cub Scouts, and 4-H.

The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during monthly awards assemblies by their classroom teacher and weekly Peace Leader Rallies that promote positive citizenship.

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
K	48	49	53
1st	58	47	47
2nd	50	56	46
3rd	57	45	60
4th	55	59	47
5th	68	48	54

Enrollment By Program

During the 2006/07 school year 340 students were enrolled at Cambria Grammar School, of which 17% were students with disabilities, 50% were English Learners, and 61% 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
K	20	16	18	2	3	3	-	-	-	-	-	-
1	20	19	19	2	2	2	-	-	-	-	-	-
2	20	19	18	3	2	2	-	-	-	-	-	-
3	19	18	20	3	2	3	-	-	-	-	-	-
4	28	30	24	-	-	-	2	2	2	-	-	-
5	34	24	27	-	-	-	-	2	2	2	-	-
K-3	19	19	20	1	2	1	-	-	-	-	-	-

Governing Board Members

During the 2008/09 the Coast Unified was governed by the following Board of Education Members:

Dr. Robert Gong, President
 Dianne Brooke, Board Clerk
 Del Clegg
 Victoria Dandurand
 Cindy Fratto

Instructional Time (Includes Minimum Days)

For the 2006/2007, Cambria Grammar School offered 180 days of instruction. 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
K	36,000	0
1st	50,400	0
2nd	50,400	0
3rd	50,400	0
4th	54,000	0
5th	54,000	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.

Individualized Instruction

Cambria Grammar School provides special education services to students who have active IEPs. 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.

Counseling & Support Staff

It is the goal of Cambria Grammar 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. The counselor is at the school site two days a week. In addition the school has implemented both the Primary Intervention Program and Second Step to assist children who need help with self-esteem, getting along with other students or instruction in social skills.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Lab Aide	1	.3
District Nurse	1	As Needed
Instructional Aides	2	1.25
Library Clerk	1	.375
Noon Duty Aides	5	.875
Primary Intervention Program (PIP) Staff	1	.1
Psychologist	1	1
RSP Aide	2	1
Speech and Language Specialist	1	1

GATE

Cambria Elementary does not receive state funding for the Gifted and Talented Education (GATE) program. The classroom teachers differentiates the instruction to meet the academic and or artistic needs of the gifted student.

Teacher Assignment

Coast Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Cambria Grammar 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	21	22	56
Without Full Credentials	0	0	0	0
Working Outside Subject	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 2008/2009 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		

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 Cambria Grammar 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.

School Leadership

Leadership at Cambria Grammar 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 year, leadership duties were assumed by Principal Mrs. Carol Stoner. 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.

Parent Involvement

Cambria Grammar greatly benefits from its supportive parents. Most parents visit the school frequently to talk with teachers. Parents and community members volunteer in the classrooms, the library, on the playground and for special events. On an average day ten to twelve parents are on site volunteering. Parents are encouraged to join PTA, School Site Council, and the English Learner Advisory Committee. The school also benefits from several community partnerships, including the Garden Club, the Cambria Educational Foundation, the YMCA, a local Learning Center, and the Avalon Foundation. Parent education classes are offered several times during the school year and are well attended by parents.

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. 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
K-5	ELD	Hampton Brown	2004	Yes	0.0%
K-5	Mathematics	MacMillan/McGraw Hill	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2009	Yes	0.0%
K-5	Science	MacMillan/McGraw Hill	2008	Yes	0.0%
K-5	Social Science/ History	Harcourt School Publishers	2007	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.

School Facilities

Cambria Grammar School is a new school constructed in 2005 and is comprised of 20 classrooms, a multipurpose room/cafeteria, library, staff lounge, computer labs, and 4 playgrounds.

The principal works daily with the custodial staff of 1 full-time and 1 part-time custodian to ensure that 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: 8/18/2009				
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			

Safe School Plan

Safety of students and staff is a primary concern of Cambria Grammar 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 March 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 monthly basis throughout the school year. Lockdown drills are held once a year as needed. Students are supervised before school, at recess, lunch and after school by both certificated and classified staff. The principal monitors the playground during the day. Parent volunteers help with supervision on the playground and in the Quiet Garden which is a special play area for students after lunch. There is a designated area for student drop off and pick up. Visitors are required to sign in at the office and wear a visitor's tag.

Library Information

The school's library, staffed by a part/full-time Library Clerk/Library Media Technician/Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school. Computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Local Measures

Cambria Grammar School provides a number of local assessments including STAR Reading and MAP through Northwest Evaluation Association (NWEA).

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	41	47	50	50	53	54	43	46	50
Mathematics	59	51	58	45	41	44	40	43	46
Science	29	36	54	52	54	62	38	46	50
History/Social Science	*	*	*	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	38	47	33	*
Pacific Islander	*	*	*	*
Caucasian	63	70	75	*
Males	51	59	52	*
Females	48	57	57	*
Socioeconomically Disadvantaged	37	47	38	*
English Learners	36	45	27	*
Students with Disabilities	25	36	*	*
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	5	6	5	
Similar Schools Rank	5	7	5	
All Students				
Actual Growth	5	3	28	790
Socioeconomically Disadvantaged				
Actual Growth	17	-15	22	731
Hispanic or Latino				
Actual Growth	4	-17	20	735
Caucasian				
Actual Growth	13	16	35	847
English Learners				
Actual Growth	-4	-18	24	727

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.

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.

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.

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

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

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)				
	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	N/A		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
5	11.1%	33.3%	46.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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

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	\$62,635
District	\$67,150
Percentage of Variation	6.73%
School & State	
All Unified School Districts	\$56,376
Percentage of Variation	11.10%

Salaries as a Percentage of Total Budget		
Teacher Salaries	37.5%	34.8%
Administrative Salaries	7.2%	6.5%

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	\$7,430
From Restricted Sources	\$1,260
From Unrestricted Sources	\$6,170
District	
From Unrestricted Sources	\$10,495
Percentage of Variation between School & District	41.21%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	11.94%

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.