Coast Union High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

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

Entity	Contact Information
District Name	Coast Unified School District
Phone Number	(805) 927-3880
Superintendent	Scott Smith
Email Address	ssmith@coastusd.org
Website	www.coastusd.org

School Description and Mission Statement (School Year 2019-20)

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

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

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

During the 2019/20, 190 9th-12th grade students were enrolled at the school, with classes arranged on an alternating block schedule and traditional school calendar.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	61
Grade 10	46
Grade 11	46
Grade 12	39
Total Enrollment	192

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Filipino	1.6
Hispanic or Latino	63
White	32.8
Socioeconomically Disadvantaged	65.6
English Learners	22.9
Students with Disabilities	9.4
Foster Youth	0.5
Homeless	11.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	17	17	42
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Coast Unified held a public hearing on September 12, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The overall rating

Year and month of the most recent FIT report: April, 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	71	50	52	50	50
Mathematics (grades 3-8 and 11)	31	31	41	38	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100.00	0.00	71.43
Male	22	22	100.00	0.00	68.18
Female	20	20	100.00	0.00	75.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	25	25	100.00	0.00	60.00
Native Hawaiian or Pacific Islander					
White	15	15	100.00	0.00	93.33
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	25	25	100.00	0.00	64.00
English Learners	16	16	100.00	0.00	37.50
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	42	100.00	0.00	30.95
Male	22	22	100.00	0.00	36.36
Female	20	20	100.00	0.00	25.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	25	25	100.00	0.00	12.00
Native Hawaiian or Pacific Islander					
White	15	15	100.00	0.00	60.00
Two or More Races					
Socioeconomically Disadvantaged	25	25	100.00	0.00	20.00
English Learners	16	16	100.00	0.00	0.00
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	122
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	54.9

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	11.7	15.0	55.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	0	1.8	3.4	0	4.7	9.7	9.1	9.6
Graduation Rate	98	92.5	90.9	93.1	88.3	87.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	4.5	1.0	1.5	3.1	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.5	0.1	0.0	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Coast Union High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in June of 2019 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	13	19	1		17	9	4		16	11	3	
Mathematics	12	20	2		12	19	2		10	21	1	
Science	11	15			13	10	1		15	8	2	
Social Science	18	7	2		16	7	2		15	7	2	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	213.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	23,891	14,294	9,597	79,477
District	N/A	N/A	16,178	77,635
Percent Difference - School Site and District	N/A	N/A	-51.1	2.3
State	N/A	N/A	$7,506.64	$64,732.00
Percent Difference - School Site and State	N/A	N/A	48.3	6.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,295	$43,574
Mid-Range Teacher Salary	$73,339	$63,243
Highest Teacher Salary	$92,682	$86,896
Average Principal Salary (Elementary)	$109,936	$103,506
Average Principal Salary (Middle)	$123,734	$108,961
Average Principal Salary (High)	$118,896	$108,954
Superintendent Salary	$201,421	$136,125
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All courses	12	29

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Topics for staff development during the 2016-17 school year included: Instructional techniques, student assessment, technology, curriculum development, safety, Response to Intervention and others, along with working on developing our WASC plan. During the 2016-17 there were 2 staff Development days. In 2017-18 there are 2 staff development days, focusing on Social Emotional concerns and Technical Writing across the curriculum. In the 2018-19 year, we dedicated a full day of Professional Development to English Language Learner strategies, and we have spent time in subsequent staff meetings on that same topic. in the 2019-20 school year, our staff attended an inservice focusing on AVID strategies, as the middle school is implementing AVID and we are looking to support those incoming students.