

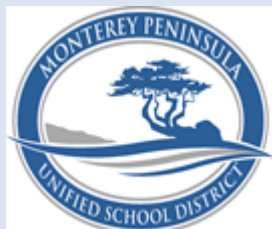


Central Coast High School

200 Coe Ave. • Seaside, CA 93955 • (831) 392-3560 • Grades 9-12

Alan Crawford, Principal
acrawford@mpusd.k12.ca.us

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Monterey Peninsula Unified School District

700 Pacific St.
Monterey, CA 93942-1031
(831) 645-1200
www.mpusd.net

District Governing Board

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Mr. Tom Jennings, Clerk Vice
President
Ms. Wendy Root Askew
Mr. Tim Chaney
Dr. Jon Hill
Ms. Debra Gramespacher
Dr. Bettye Lusk

District Administration

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Superintendent
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**Associate Superintendent
Educational Services**
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**Assistant Superintendent
Secondary**
Brett W. McFadden
**Associate Superintendent Business
Services**
Bijou S. Beltran
**Assistant Superintendent Human
Resources**
Ryan Altemeyer
Chief of Technology
Marci McFadden
**Chief of Communication and
Engagement**

School Description

Principal's Message

Central Coast High School, which opened its doors on May 2, 1995, provides educational opportunities for students from Monterey, Del Rey Oaks, Seaside, and Marina who have fallen behind in credits, have experienced personal difficulties, or who function more effectively in an alternative school setting. Through our individualized instruction, we can restore our students' ability to earn a high school diploma. In recognizing individual student needs, we offer personalized instruction, with a student to teacher ratio of 25 to one. Like the larger schools in the area, we also offer Career and Technical Education (CTE) classes, a counselor, individual counseling services, and a limited athletic program. The Credit Recovery program, implemented with well-designed computer software and project-based teacher led curricula, helps students gain enough credits to meet state standards for graduation and grade promotion. The class also offers one-on-one tutoring by the program teacher. Extended day classes in core subject areas are offered after school to help students earn high school credits.

Mission:

To provide a flexible setting for students with unique academic and social emotional needs. We encourage students to develop an enthusiasm for life-long learning and pursue a post-secondary education.

Vision:

Central Coast High School, where second chances happen.

At Central Coast High School we are very proud of our commitment to each student's needs regarding improved school attendance, increased academic performance, and renewed attitude for success. Many challenges still lie ahead for our campus. Central Coast must continue to address the needs of at-risk, under performing students. We will continue to implement interventions for struggling students. We will also focus on increasing graduation rates, reducing drop-out rates, and providing the needed instruction for all of our students to perform well on the Smarter Balanced Assessments (SBAC). The Central Coast High School staff is committed to improving our quality of teaching and learning.

Alan Crawford, Principal

Major Achievements:

Central Coast High School is currently working to re-imagine our school with a focus on curriculum, CTE Pathways, positive school culture, and flexible scheduling. School discipline rates are down and positive climate measures are up. The school has created a highly innovative master schedule that is student focused and bring about positive results.

Focus for Improvement:

- Most of the students arriving at Central Coast High School are deficient in credits. Our focus for improvement is to help them gain those credits so they can graduate from high school. Many of those deficient credits are in courses required for graduation such as English, math, and science. To help students remedy the credit deficiency, all instruction is based on California State Content Standards.
- Students, teachers, and counselors plan academic strategies to help all students achieve high school graduation, progress at grade level, and realize their academic and career aspirations. Student progress reports are always available to parents, and conferences are easily scheduled with our office staff so that parents can be partners in their children's success.
- As a staff we have committed to implement the following, with a focus on student achievement:
- Implementation of professional learning communities within grade level courses
- Use instructional strategies that differentiate instruction for all students based on their needs
- Encourage increased parent involvement by providing parents information on school events
- Schedule monthly meetings with staff to collaborate and review student data
- Implementation of a schoolwide behavior program (PBIS)

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	33
Grade 12	42
Total Enrollment	75

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	1.3
Filipino	1.3
Hispanic or Latino	77.3
Native Hawaiian or Pacific Islander	0
White	13.3
Two or More Races	4
Socioeconomically Disadvantaged	78.7
English Learners	18.7
Students with Disabilities	10.7
Foster Youth	1.3

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			
Central Coast High School	15-16	16-17	17-18
With Full Credential	11	12	9
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	2	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central Coast High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

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

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

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, 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 August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>2009, Public Speaking: Concepts & Skills for a Diverse Society - Adopted 2010 Holt, Holt Literature and Language Arts - Adopted 2010 Holt, Elements of Literature World Literature - Adopted 2010 Prentice Hall Literature Series - Adopted 2007 Holt 2009, Holt Literature and Language Arts: Third Course - Adopted 2012 English 3D Kate Kinsella - Adopted 2011 Scholastic Read 180 - Adopted 2013 Teacher-Developed Units of Study Supplement - Adopted 2016 Textbook and Instructional Materials reviewed August 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>AGS Life Skills Math Mathematics, Pearson 2008 2008 AGS Consumer Mathematics Mathematics, Pearson 2008 2008 AGS Math for the World of Work Mathematics, Pearson 2008 2008 Pre-Integrated Course I 2014 Carnegie Math Integrated Course 1, Vol1/Vol2 2014 Cole, Single Variable Essential Calculus 2012 McDougal Littell California Series, Algebra 2 Mathematics 2008 2008 Prentice Hall, Calculus AP Mathematics 2008 2008 Addison Wesley, Precalculus Mathematics 2008 2008 Prentice Hall, Geometry, California Edition Mathematics 2008 2008 Glencoe/McGraw Hill, Geometry: Concepts, Skills... Mathematics 2008 2008 CAHSEE Success 2005 Brooks/Cole Cengage Learning, Introduction to Statistics & Data Analysis 2007 and 2012 (AP) Harcourt Brace, Harcourt Mathematics Program 2008 McDougal Littell, Mathematics Course 1&2 Concepts and Skills 2008 Teacher-Developed Units of Study Supplement - Adopted 2016 Textbook and Instructional Materials reviewed August 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Prentice Hall 2006, Biology - Adpoted 2007 Addison-Wesley 2005, Biology Concepts and Connections - Adopted 2007 McDougal Littell 2007, World of Chemistry - Adpoted 2007 Prentice Hall, Chemistry: The Central Science Holt, Rinehart & Winston 2007, Earth Science 2007 McGraw-Hill 2007, Introduction to the World's Ocean 9th Edition - Adopted 2012 Harcourt Inc 1998, Environment 2nd Edition - Adopted 2011 McGraw-Hill 2010, Marine Biology 8th Edition - Adopted 2009 Current Publishing 2006, Life on an Ocean Planet - Adopted 2007 Mosby Yearbook Publishing, Anthony's Textbook of Anatomy & Physiology 16th Edition - Adopted 2001 Holt, Rinehart & Winston 2006, Physics - Adopted 2007 Holt, Rinehart & Winston 2007, Physics (Honors) - Adopted 2012 Teacher-Developed Units of Study Supplement - Adopted 2016 Textbook and Instructional Materials reviewed August 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>McDougal-Littell, World Geography and Cultures - Adopted in 2006 McGraw-Hill 2010, Human Geography: Landscapes of Human Activities 11th Edition - Adopted in 2012 McDougal-Littell, The Americans: Reconstruction to the 21st Century - Adopted in 2006 Houghton Mifflin Co., The American Pageant: A History of the Republic - Adopted in 2006 Houghton Mifflin Co., The Earth and Its Peoples: A Global History (AP Edition) - Adopted in 2011 McDougal-Littell, Patterns of Interaction - Adopted in 2006 McGraw-Hill/Glencoe, US Government: Democracy in Action - Adopted in 2006 Pearson/Longman 2009, Government in America: People, Politics, and Policy - Adopted in 2011 McGraw-Hill/Glencoe, Principals and Practices - Adopted in 2006 Prentice Hall, Principles in Action - Adopted in 2006 McGraw-Hill, Understanding Psychology - Adopted in 2006 McGraw-Hill, Sociology and You - Adopted in 2006 Teacher-Developed Units of Study Supplement - Adopted 2016 Textbook and Instructional Materials reviewed August 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Glencoe/McGraw-Hill, Bon Voyage! - Adopted 2003 Poemes Pour Le Cours, En Mouvement - Adopted 2003 McGraw-Hill, In Giro per L'Italia - Adopted 2003 McDougal Littell, ¡En Espanol! - Adopted 2003 McDougal Littell 2003, Abriendo Puertas: antologia de literature en Espanol Tomo 1 y 2 - Adopted 2011 Longman 1993, Una vez mas 2nd Edition - Adopted 2011 Holt Rinehart & Winston 1997, Encuentros: Primer y Segundo Curso - Adopted 2011 Pearson/Prentice-Hall 2007, AP Spanish: Preparing for the Language Examination 3rd Edition - Adopted 2011 Pearson/Prentice-Hall 2003, Momentos Cumbres de las Literaturas Hispanicas - Adopted 2011 Teacher-Developed Units of Study Supplement - Adopted 2016 Textbook and Instructional Materials reviewed August 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe, Health - Adopted 2006 Pearson/AGS Globe, Life Skills - Adopted 2008 Textbook and Instructional Materials reviewed August 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Central Coast High School is located on the Hayes Campus situated in the Seaside Learning Community. Recent improvements to this location include updated bathrooms, painted interior and exterior structures, an additional computer lab, wireless access, and increased security lighting. We have spacious, well-lighted classrooms and an efficient custodial staff. Graffiti is nearly nonexistent.

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit www.mpusd.net for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Various classrooms: water stains on ceiling tiles; ceiling tiles loose; floor tiles have holes at door threshold
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Light cover rand outlet covers missing in men's restroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Faucet is leaking/dripping; sinks are rusted at base
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trip hazard on asphalt cement; seam at gate entry; gopher holes outside playground
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	19	6	40	38	48	48
Math	2	2	27	27	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science		--		43		54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	63	95.45	6.45
Male	41	40	97.56	10
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	52	51	98.08	4
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	50	94.34	6.12
English Learners	26	26	100	3.85
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	63	95.45	1.59
Male	41	40	97.56	2.5
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	52	51	98.08	1.96
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	50	94.34	2
English Learners	26	26	100	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement remains an area of growth at Central Coast High School. In the last year, we have increased communication efforts to parents and guardians using Parent Link, our system that generates messages of events and upcoming meetings. Our counselor is the main contact for parent involvement. During this year we meet with many parents to discuss graduation progress and also post secondary education options available to our students. Our school also hosts a back to school night, conferences, and an open house to encourage parents to attend the school and communicate with staff. We have seen a significant increase in parent engagement during the 2017-18 school year.

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.

School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

Central Coast High School employs one campus supervisor and one community liaison who supervise the students during arrivals and departures, breaks, lunch periods, and passing periods. We believe that a well-monitored environment maintains security and student safety. Central Coast is a closed campus; students may not leave during the school day without permission.

Our campus safety plan and School Crisis Intervention plan are on file and both are readily available to the public and parents in the main office. Each year our management team, staff and parents review the plans and make any necessary updates. The plan was last updated in March of 2017. Staff and students review and conduct a variety of safety drills including fire, earthquake and lock-down drills. These drills take place on a frequent basis throughout the year. At the beginning of each academic year, staff are trained on each type of emergency and all classrooms contain a file with emergency procedures guidelines, evacuation maps and student rosters. Moreover, our school is focusing on a gradual implementation of the ALICE safety protocols that is happening district-wide.

All visitors must check into the main office where they provide a signature and obtain a visitors pass.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	14.0	8.3	15.6
Expulsions Rate	0.9	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	174

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	9	9	7	10	14	12						
Mathematics	4	11	5	9	6	10						
Science	5	12	7	5	4	7						
Social Science	11	11	9	6	9	11						

* 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.

Professional Development provided for Teachers

Through structured meetings and professional development, our site works with teachers to improve their teaching skills and to extend their knowledge of the subjects they teach. The site also works in collaboration with the district's Implementation of the Instructional Framework Implementation Tool (IFIT). Each quarter we provide two to three professional development sessions on the instructional focus for that quarter. This year, we have focused on Student Engagement, Language and Learning Objectives, and the Gradual Release of Responsibility. There are various opportunities provided by our school district for professional development during the academic year. The school administration supports the ongoing focus of professional development through ongoing coaching cycles with instructors on campus.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$15,242	\$33	\$15,209	\$79,431
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			62.2	19.7
Percent Difference: School Site/ State			79.3	6.4

* Cells with ♦ do not require data.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Central Coast High School	2013-14	2014-15	2015-16
Dropout Rate	35.2	6.3	16.7
Graduation Rate	62.96	87.5	83.33
Monterey Peninsula Unified School	2013-14	2014-15	2015-16
Dropout Rate	8.2	3.8	3.9
Graduation Rate	88.72	92.84	93.77
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	66
% of pupils completing a CTE program and earning a high school diploma	39.3%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	94.67
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	62.79	88.18	87.11
Black or African American	0	84.85	79.19
American Indian or Alaska Native	0	50	80.17
Asian	100	91.89	94.42
Filipino	0	98.04	93.76
Hispanic or Latino	61.29	87.16	84.58
Native Hawaiian/Pacific Islander	0	88.89	86.57
White	62.5	88.2	90.99
Two or More Races	100	86.96	90.59
Socioeconomically Disadvantaged	68.75	89.39	85.45
English Learners	50	57.32	55.44
Students with Disabilities	80	70.89	63.9
Foster Youth	0	66.67	68.19

Career Technical Education Programs

We have four newly developed high quality CTE pathways on campus and are extremely proud of what we have accomplished. One is design and media arts pathway and another is Health Services Pathway with a focus on patient care. This year we also created a Hospitality, Tourism, and Recreation pathway with an emphasis on Culinary arts and a Transportation pathway with an emphasis on auto mechanics. to address the needs of all students, we have aligned our pathway with local job force needs and work hard to ensure student participation is aligned with students' long term career goals.

Moreover, by collaborating with our local community college, we are able to provide our students guidance about college options. We have a counselor intern from Monterey Peninsula college at our campus twice a week, where she meets with our students to facilitate the application process for the community college and also to ensure that student are aware of financial aid options.

Given the recent development of these programs, we are still developing appropriate metrics for success. These programs are completely integrated with our academic courses and aligned with our academic goal of deepening student literacy across the whole campus. We are working closely with our district CTE coordinator Lisa Glick who is our primary representative and are currently building our advisory committees.

DataQuest

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

Internet Access

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