

# Coast High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Coast High School
<b>Street</b>	17231 Gothard Street
<b>City, State, Zip</b>	Huntington Beach, CA 92649
<b>Phone Number</b>	(714) 848-5160
<b>Principal</b>	Dr. Angela Harding
<b>E-mail Address</b>	aharding@hbuhd.edu
<b>Web Site</b>	<a href="http://www.coasthighschool.com">www.coasthighschool.com</a>
<b>CDS Code</b>	30665483030368

<b>District Contact Information</b>	
<b>District Name</b>	Huntington Beach Union High School District
<b>Phone Number</b>	(714) 903-7000
<b>Superintendent</b>	Dr. Clint Harwick
<b>E-mail Address</b>	charwick@hbuhdsd.edu
<b>Web Site</b>	www.hbuhdsd.edu

### School Description and Mission Statement (School Year 2016-17)

#### SCHOOL DESCRIPTION

As an alternative school of choice, Coast High School students have the opportunity to learn through one of two different options. Both options are strategically aligned to cutting edge state standards and include A-G college preparatory courses implemented by highly qualified credentialed teachers leading to a fully accredited high school diploma. Coursework is comparable in length, content, and rigor to a traditional high school setting.

The program has been intentionally designed to meet differing learning styles:

**OPTION 1 DAILY INSTRUCTION:** Students enrolled in Daily instruction attend the Coast High School campus for traditional direct instruction courses with very small class sizes in a more personalized learning environment every day Monday through Friday. Courses are A-G approved college preparatory courses delivered face to face by a highly qualified credentialed teacher.

**OPTION 2 INDEPENDENT STUDY:** Students enrolled in Independent Study complete much of their coursework from home and meet with teachers face to face throughout the week to receive individual instruction and support, ask questions, and take proctored exams. This option is for students who need a more flexible schedule and/or who have a more independent and autonomous learning style. For this option students meet with highly qualified credentialed teachers through face to face meetings in addition to lab time, credit monitoring, email, and telephone as they complete A-G college preparatory courses.

#### MISSION STATEMENT

The mission of Coast High School is to empower students to cultivate respect for self and others by offering opportunities for lifelong academic and social development in a supportive environment while establishing and achieving educational, personal, and college and career goals through a personalized learning model.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	5
<b>Grade 10</b>	16
<b>Grade 11</b>	45
<b>Grade 12</b>	141
<b>Total Enrollment</b>	207

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	5.3
Asian	8.7
Filipino	1
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.5
White	56.7
Two or More Races	2.9
Socioeconomically Disadvantaged	15.4
English Learners	9.6
Students with Disabilities	36.1
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	11	11	663
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	49

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	98.8	1.2
<b>High-Poverty Schools in District</b>	98.2	1.8
<b>Low-Poverty Schools in District</b>	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0
<b>Mathematics</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0
<b>Science</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0
<b>Foreign Language</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0
<b>Health</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0
<b>Visual and Performing Arts</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted and computer based instruction in academic, business, and technological programs.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Coast High School has been fortunate enough to move into a brand new state of the art building in the Huntington Beach Union High School District. CHS shares this facility with the Huntington Beach Adult School. The site was completed in 2010 so the mechanical aspects of the school are in excellent condition. The campus is free of any safety hazards and is kept very clean by the custodial staff. Plans are being developed to change room B103 to a College and Career center which will required the relocation of the sprinkler system, building of new walls, additional electrical outlets, and the moving of HVAC supply and returns. At this time, there are no repairs needed.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8-18-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces	X			None
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			None
<b>Electrical:</b> Electrical	X			None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			None
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8-18-2015				
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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	75	80	75	76	44	48
Mathematics	28	21	48	52	34	36

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	84	64	76.2	79.7
Male	11	32	22	68.8	68.2
Female	11	52	42	80.8	85.7
Hispanic or Latino	11	12	10	83.3	80.0
White	11	56	43	76.8	79.1
Socioeconomically Disadvantaged	11	18	10	55.6	70.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	84	64	76.2	20.6
Male	11	32	22	68.8	13.6
Female	11	52	42	80.8	24.4
Hispanic or Latino	11	12	9	75.0	
White	11	56	43	76.8	20.9
Socioeconomically Disadvantaged	11	18	11	61.1	10.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	60	57	41	71	73	70	60	56	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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	59	51	86.4	41.2
Male	25	21	84.0	38.1
Female	34	30	88.2	43.3
Hispanic or Latino	23	18	78.3	38.9
White	26	24	92.3	37.5
Socioeconomically Disadvantaged	12	9	75.0	22.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

## Career Technical Education Programs (School Year 2015-16)

Coast High School is an Alternative School of Choice and therefore not able to offer as wide a variety of CTE courses as a typical comprehensive high school. However, our students, including students with disabilities, are given access to CTE courses at their home school that allow them to explore career options while still attending Coast HS. Coast also offers a Careers class and many of the core classes have embedded project-based learning and applications to real world problems that prepare them for post-secondary life and careers. In addition to the CTE offerings, we work closely with Coastline Regional Occupational Program (ROP) to offer ROP classes on the Ocean View High School campus and a wide variety of ROP classes throughout Orange County. All of our students are encouraged to participate in these programs as a means to diversify their schedule and explore potential college and career options. To support students as they prepare to enter the world of college and career, a school counselor is available to assist students in investigating career options, applying for college or CTE certificate programs and financial aid, inform them of District College visits, College Days, College and Career fairs, College testing, and introduce them to all of the CTE program options that are offered by our Adult School on the same campus as Coast High School.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	86
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.86
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	14.3

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

School site council, PTSA, Back to School Night, Open House, STEAM, ASB, and LCAP team all have opportunities for parental participation and involvement. Teachers and staff make frequent contact with parents to monitor and report student progress. Parents are encouraged to call their students' teachers and visit the school. Parents receive weekly updates of their student's academic progress.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	22.00	11.90	16.70	2.80	2.30	2.50	11.40	11.50	10.70
Graduation Rate	74.00	83.33	78.79	93.08	94.06	94.21	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	79	87	86
Black or African American	0	88	78
American Indian or Alaska Native	100	86	78
Asian	100	92	93
Filipino	0	85	93
Hispanic or Latino	44	79	83
Native Hawaiian/Pacific Islander	0	89	85
White	79	90	91
Two or More Races	50	77	89
Socioeconomically Disadvantaged	100	49	66
English Learners	0	49	54
Students with Disabilities	92	83	78

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.6	0.5	2.8	1.8	2.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Coast High School shares its campus with the the Huntington Beach Adult School. Each year, representatives from each school serve on a site safety committee to review and revise the school safety plan. The Plan is shared with Coast High School's school site council in January of each year where input is asked of its members and the plan is approved. The current Safety Plan was reviewed and approved on 1/11/2016. The Plan outlines emergency procedures for evacuation for a variety of emergencies, lock downs and shelter-in-place, school rules and discipline, and school policies.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	24			4	25			4	25		
Mathematics	3	10			3	19			3	19		
Science	3	5			3	10			3	10		
Social Science	3	16			5	23			5	23		

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	197
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other		N/A

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

\*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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,650	0	\$9,650	\$91.005
District	N/A	N/A	\$9,650	
Percent Difference: School Site and District	N/A	N/A	0.0	-9.4
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	60.8	-0.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

LCFF funds, Title II, and Title V are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training to meet “highly qualified” status, and standards-based curriculum development and alignment. Coast High School also receives private grants from the Simon Youth Foundation to provide student scholarships and professional development opportunities to staff.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,184
Mid-Range Teacher Salary	\$88,671	\$75,179
Highest Teacher Salary	\$110,499	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$152,521	\$137,939
Superintendent Salary	\$291,843	\$217,637
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

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

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)**

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The HBUHSD is recognized statewide for the quality of its curriculum, which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects State Frameworks, teacher recommendations, community needs, and the needs of all students as they pursue post-secondary goals. Coast High School provides both online instruction and daily traditional instruction using Edgenuity curriculum, a UC-approved curriculum which has been adapted to align with the HBUHSD curriculum.

In addition to on campus activities which are attended by all instructional staff, all CHS teachers participate in off campus training programs or workshops. The HBUHSD also promotes staff development through partnerships with Simon Youth Foundation, UC Irvine, CDE, OCDE, and a wide variety of District-sponsored professional development workshops and trainings. CHS teachers also participate in staff development related to independent study and online instruction. All new teachers participate in Beginning Teacher Support and Assessment (BTSA). The emphasis is on continual improvement of curriculum and instruction and student support so that all students graduate college and career ready and with the soft skills to be successful in independent life. Much of the current professional development has focused on Common Core, Multi-Tiered Systems of Support, Dropout Recovery, and the new Edgenuity curriculum.