



# Central Coast High School

200 Coe Ave. • Seaside, CA 93955 • (831) 392-3560 • Grades 9-12  
Alan Crawford, Principal  
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<https://cchs.mpusd.net/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Monterey Peninsula Unified School District

700 Pacific St.  
Monterey, CA 93942-1031  
(831) 645-1200  
[www.mpusd.net](http://www.mpusd.net)

#### District Governing Board

Mr. Tom Jennings, President

Ms. Wendy Root Askew

Ms. Debra Gramespacher  
**Vice President Clerk**

Dr. Bettye Lusk

Ms. Alana Myles

Dr. Amanda Whitmire

#### District Administration

Dr. PK Diffenbaugh  
**Superintendent**

Cresta McIntosh  
**Associate Superintendent  
Educational Services**

Beth Wodecki  
**Assistant Superintendent  
Secondary**

Ryan Altemeyer  
**Associate Superintendent Business  
Services**

Dr. Manny Nuñez  
**Assistant Superintendent Human  
Resources**

Marci McFadden  
**Chief of Communications and  
Engagement**

Assistant Superintendent Multi  
Tiered Systems of Support  
**Donnie Everett**

### 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, experienced personal difficulties, or who function more effectively in an alternative school setting. Through our highly innovative master schedule and multiple avenues of credit recovery, students can get back on track to earn a high school diploma.

In recognizing individual student needs, we offer small-group instruction with a student to teacher ratio of 25 to one. Like the district's three traditional high schools, CCHS offers Career and Technical Education (CTE) classes and has 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. Extended day classes in core subject areas are offered after school to help students earn additional high school credits.

At CCHS, our mission is to provide a flexible setting for students with unique academic and social emotional needs. Further, we encourage students to develop an enthusiasm for life-long learning and pursue a post-secondary education. Our vision guides everything we do and is the following:

Central Coast High School, where your past will not define your future.

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. In 2017, Central Coast High School received a Model Continuation School Award from the California Department of Education. Central Coast High School is currently continuing build on the work that earned us that award after re-imagining our school with a focus on curriculum, CTE Pathways, positive school culture, and flexible scheduling. We continue to implement interventions for students who may need extra supports. Our main focus is on increasing graduation rates, reducing drop-out rates, and providing the needed instruction for all of our students to perform well on statewide assessments. The Central Coast High School staff is committed to building positive relationships with students, creating a welcoming environment, and improving our quality of teaching and learning. At Central Coast High School, we have always been and will continue to be guided by doing what is best for students.

Alan Crawford, Principal

## 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 <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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	60
Grade 12	43
<b>Total Enrollment</b>	<b>103</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	1
Asian	1
Filipino	1
Hispanic or Latino	78.6
Native Hawaiian or Pacific Islander	1
White	12.6
Socioeconomically Disadvantaged	83.5
English Learners	23.3
Students with Disabilities	16.5
Homeless	17.5

## 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 for Central Coast High	17-18	18-19	19-20
With Full Credential	9	7	10
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Central Coast High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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)

Monterey Peninsula Unified School District held a public hearing on August 2018, 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 2018 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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>2009, Public Speaking: Concepts &amp; 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                      Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 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 &amp; Data Analysis 2007 and 2012 (AP)                      Harcourt Brace, Harcourt Mathematics Program 2008                      McDougal Littell, Mathematics Course 1&amp;2 Concepts and Skills 2008                      Teacher-Developed Units of Study Supplement - Adopted 2016                      Textbook and Instructional Materials reviewed August 2017                      Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 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 &amp; 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 &amp; Physiology 16th Edition - Adopted 2001                      Holt, Rinehart &amp; Winston 2006, Physics - Adopted 2007                      Holt, Rinehart &amp; Winston 2007, Physics (Honors) - Adopted 2012                      Teacher-Developed Units of Study Supplement - Adopted 2016                      Textbook and Instructional Materials reviewed August 2017                      Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<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  Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<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 Español! - 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 &amp; 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 Hispánicas - Adopted 2011  Teacher-Developed Units of Study Supplement - Adopted 2016  Textbook and Instructional Materials reviewed August 2017  Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Glencoe, Health - Adopted 2006  Pearson/AGS Globe, Life Skills - Adopted 2008  Textbook and Instructional Materials reviewed August 2017  Instructional Materials reviewed August 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

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

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

Many school bond projects are underway. Visit [www.mpusd.net](http://www.mpusd.net) and search for Measure I & P Dollars at Work for additional 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 2019**

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

**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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	10	7	39	37	50	50
Math	4	0	27	26	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 Science for All Students**  
**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

**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 area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	66	56	84.85	7.14
Male	44	40	90.91	7.50
Female	22	16	72.73	6.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	38	84.44	5.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	45	86.54	4.44
English Learners	19	17	89.47	0.00
Students with Disabilities	--	--	--	--
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.

**School Year 2018-19 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	59	89.39	0.00
Male	44	43	97.73	0.00
Female	22	16	72.73	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	40	88.89	0.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	47	90.38	0.00
English Learners	19	17	89.47	0.00
Students with Disabilities	--	--	--	--
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.

### 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)

Involving Parents and Guardians is a critical focus at Central Coast High School. We work to communicate regularly to parents and guardians using ParentSquare, our system that generates messages of events and upcoming meetings. Further our academic counselor meets with every family throughout the year 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. Lastly, CCHS will work closely with our School Site Council which includes parent/guardian representation.

#### 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](http://www.mpusd.net).

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

Central Coast High School employs one campus supervisor who along with other staff 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 the fall of 2018. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	15.6	6.3	5.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	103.0

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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	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	7	12			9	14			9	14		
Mathematics	5	10			13	7			16	6		
Science	7	7			8	8			12	5		
Social Science	9	11			10	11			12	10		

\* 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

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

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. Focus areas for this year include student engagement, Standards Based Grading, and Positive Behavior Interventions and Support (PBIS). There are various opportunities provided by our school district for professional development during the academic year which also help develop our instructional capacity. Lastly, the school administration supports the ongoing focus of professional development for teacher through ongoing coaching cycles with instructors on campus which is done in conjunction with our district's newly developed teacher evaluation tool.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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)

Rate for Central Coast High School	2015-16	2016-17	2017-18
Dropout Rate	16.7	17.4	9.4
Graduation Rate	83.3	71.7	71.7

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,696	247	12,449	60,000
District	N/A	N/A	8,757	
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	34.8	-10.2
School Site/ State	63.2	-14.4

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.

Rate for Monterey Peninsula Unified	2015-16	2016-17	2017-18
Dropout Rate	3.9	4.4	5.3
Graduation Rate	93.8	88.4	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	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/>.

#### 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.06
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

#### Career Technical Education Programs

We have three high quality CTE pathways on campus and are extremely proud of what we offer students. One is our Health Services Pathway with a focus on patient care. We also have a Hospitality, Tourism, and Recreation pathway with an emphasis on Culinary arts. Lastly, we have a Public Safety Pathway. 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. Additionally, CCHS has a half time college and career planning specialist who supports our students and is working on developing our work-based learning continuum.

Moreover, by collaborating with our local community college, we are able to provide our students guidance about college options. Each spring, we have counselors from Monterey Peninsula college who come to our campus where they meet with our students to facilitate the application process for the community college and also to ensure that student are aware of financial aid options. We are proud that during the 18-19 school year our students earned \$79,500 dollars in scholarships.

One of our primary metrics is our CTE Pathway completion data. It is important to note that these programs are completely integrated with our academic courses and aligned with our academic goal of deepening student literacy across the whole campus. We work closely with our district CTE coordinator Lisa Glick who helps us coordinate and interact with our local and regional advisory committees.

#### 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.

#### 2018-19 Advanced Placement Courses

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		

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

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