

Coast High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

SCHOOL DESCRIPTION

At Coast High School, an alternative school of choice, coursework is comparable in length, content, and rigor to a traditional high school and students have the opportunity to learn through one of two options. Both options are strategically aligned to cutting edge state standards and include A-G college preparatory courses implemented by highly qualified teachers leading to a fully accredited high school diploma. Advanced Placement courses and NCAA approved curriculum options are also available.

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 highly qualified teachers.

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 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 through a personalized learning model in a supportive environment.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	3
Grade 10	12
Grade 11	50
Grade 12	64
Ungraded Secondary	55
Total Enrollment	184

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	2.7
Asian	11.4
Filipino	0.5
Hispanic or Latino	23.4
Native Hawaiian or Pacific Islander	0.5
White	53.8
Socioeconomically Disadvantaged	25.5
English Learners	9.2
Students with Disabilities	33.7
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	11	12	11	662
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	50

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature - Third Course;Holt, Rinehart, Winston; Adopted Elements of Literature - Fourth Course;Holt, Rinehart, Winston;Adopted 6/24/08	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Elements of Literature - World Literature; Holt, Rinehart, Winston; Adopted 6/24/08 Elements of Literature - Essentials of American Literature - Fifth Course; Holt; Adopted 3/8/11 Language of Composition Reading, Writing, Rhetoric; Bedford/St. Martin's; Adopted Literature British 12; Holt; Adopted 11/12/13 Literature and Composition; Beford/ St. Martin's; Adopted Theory of Knowledge - 3rd Edition; Hodder Education; Adopted Literature and Language Arts - 4th Coourse;Holt, Rinehart, Winston;Adopted 6/24/08 Voices of Literature Gold;Heinle & Heinle; 1996 Edge Fundamentals;Cengage/National Geographic School Pub.; Adopted 7/15/14 Edge 2014 Level A; Cengage Learning; Adopted 7/15/14 Edge 2014 Level B; Cengage Learning; Adopted 7/15/14		
Mathematics	The Practice of Statistics for AP* - Fifth Edition; W.H Freeman and Co; Adopted 7/15/14 Fundamentals of Java; Cengage; Adopted 11/12/13 Algebra 2 Common Cored Edition; Pearson, Prentice Hall; Adopted 11/12/13 Math Geometry/Glencoe; McGraw Hill; Adopted 8/9/11 Precalculus: Enhanced with Graphing Utilities - 6th Edition; Pearson; Adopted 8/9/11 Basic Algebra; McDougal/Littel Brown; Adopted 1999 Algebra 1-California Edition; Prentice Hall; 6/29/10 Geometry (CA)-1st Edition; Holt; Adopted 2008 Geometry (Acele); McGraw Hill; Adopted 2012 Trigonometry-6th Edition;Addison Wesley; Adopted 1997 Elementary Statistics - 4th Edition;McGraw-Hill; Adopted 2001 Calculus for AP - 1st Edition;Cengage; Adopted 2017 Calculus with Analytic Geometry-5th Edition; McDougal-Litton/Houghton-Mifflin; Adopted 1994 Mathematics with Business Applications;McGraw-Hill; Adopted 2003	Yes	0
Science	Marine Science; McGraw-Hill; Adopted 8/14/18 College Physics; A Strategic Approach; Pearson; Adopted 2016 Physics; Houghton Mifflin Harcourt; Adopted 2017 Chemistry; The Central Science; AP 13th Edition; Adopted 6/24/14 Fundamentals of Anatomy & Physiology; Pearson; Adopted 6/24/14 Environmental Science for AP; W.H. Freeman; Adopted 2013 Biological Science (Fourth Edition); Benjamin Cummings/ Pearson; Adopted 2012	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Campbell Biology AP Edition (Ninth Edition); Benjamin Cummings/ Pearson; Adopted 2012 Modern Chemistry; Benjamin Cummings/Pearson; Adopted 2012 Science Spectrum Physical Science (CA); Holt; Adopted 2007 Earth Science (CA) - 1st Edition; Pearson/Prentice Hall; Adopted 2006 Physics: Principles and Problems; Glencoe; Adopted 2005 Conceptual Integrated Science Explorations (Penguin Book) ; Addison Wesley; Adopted 2010 Chemistry in the Community-5th edition; W. H. Freeman; Adopted 2006 Chemistry - 6th edition; Brooks/Cole; Adopted 2003 Physics-Principles with Applications; Pearson; Adopted 2004 Physics for Scientists and Engineers-9th Edition; Brooks/Cole; Adopted 2014 Biology (Macaw); Prentice Hall; Adopted 2010 Biology (CA) Cheetah; Holt, Rinehart and Winston; Adopted 2008 Higher level Physics for the IB Diploma; Pearson; Adopted 2009 Biology IB Diploma HL; Prentice Hall; Adopted 2014		
History-Social Science	Explorations in Economics; B.F. Worth; Adopted 3/8/16 The Cultural Landscape An Introduction to Human AP edition; Pearson; Adopted 3/8/16 Myer Psychology for AP-2nd Edition; Adopted 3/8/16 Psychology Principles in Practice; Houghton Mifflin Harcourt; 3/8/16 Western Civilization Since 1300 - AP Edition; Cengage Learning; Adopted 3/8/16 Give Me Liberty!; An American History; W. W. Norton; Adopted 3/8/16 Krugman's Economics for AP; B.F. Worth Publishing; Adopted 3/8/16 Government in American; Pearson; Adopted 3/8/16 Voyages in World History; Cengage Education; Adopted 8/11/15 Geography Alive! Regions and People; TCI; Adopted 3/8/16 Modern World History-Patterns of Interaction; Houghton-Mifflin-Harcourt; Adopted 3/8/16 History Alive! Pursuing American Ideals; TCI; Adopted 3/8/16 United States Government; Our Democracy; McGraw Hill; Adopted 3/8/16 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14 Psychology; 10th Edition; Worth Publishers; Adopted 6/24/14	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Cultural Landscape an Introduction to Human Geography 10th edition; Pearson; Adopted 3/8/16 The American Pageant; 13th edition; TCI; Adopted 2013 Social Studies Psychology; HMH; Adopted 2018		
Foreign Language	Autentico 1; Pearson; Adopted 2018 Autentico 2; Pearson; Adopted 2018 Autentico 3; Pearson; Adopted 2018 Avancemos; HMH; Adopted 2018 Temas AP Spanish Language and Culture; Vista Higher Learning; Adopted 2014 Nuevas Vista Curso de Introduccion; Holt, Rinehart, and Winston; Adopted 2004 Abriendo puertas: Antologia de literatura en espanol Tomo 1: 1st Edition; McDougal Littell; Adopted 2003 Abriendo puertas Ampliando Perspectivas; Holt McDougal; Adopted 2013 Bien Dit! Level 1; HMH; Adopted 2018 Bien Dit! Level 2; HMH; Adopted 2018 Bien Dit! Level 3; HMH; Adopted 2018 Bravo! 5th Edition; Thomson Heinle; Adopted 2005 Advance Placement French: Preparing for the Language and Culture Examination; Prentice Hall; Adopted 2012 Allons Au-dela! La Langue Et Les Cultures Du Monde Francophone; Prentice Hall; Adopted 2012 Adventures in Japanese 1; Cheng and Tsui; Adopted 2015 Adventures in Japanese 2 4th edition; Cheng and Tsui; Adopted 2015 Adventures in Japanese 3 4th edition; Cheng and Tsui; Adopted 2016 Adventures in Japanese 4 1st edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 2 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 2: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Chinese for Tomorrow; Cheng and Tsui; Adopted 2009 Tieng Viet men yeu A; East Side Union School District; 2010 Tieng Viet men yeu B; East Side Union School District; 2011 Conversational Vietnamese; University of Washington Press; 2003 Tieng Viet men yeu D; East Side Union School District; 2013 Tieng Viet men yeu C; East Side Union School District; 2011 Master ASL Level 1; Sign Media; 2006	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 1; McGraw Hill; Adopted 2014 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 2; McGraw Hill; Adopted 2014 Nuevas Vistas Curso Dos Holt Rinehart and Winston		
Health	Health; Prentice Hall; Adopted 2007	Yes	0
Visual and Performing Arts	Photography 11th edition; Pearson; Adopted 2013 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14	Yes	0
Science Laboratory Equipment (grades 9-12)	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 shares a 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. At this time, there are no repairs needed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New smart irrigation controllers. Replaced HVAC with computer #3oz.
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	New LED lighting in exterior areas
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/8/2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	55.0	57.0	78.0	72.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	21.0	52.0	50.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	77	81.05	57.14
Male	40	31	77.50	58.06
Female	55	46	83.64	56.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	12	63.16	50.00
White	62	54	87.10	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	21	70.00	52.38
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	71	72.45	21.43
Male	40	28	70	32.14
Female	58	43	74.14	14.29
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	9	47.37	22.22
White	65	53	81.54	17.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	17	54.84	5.88
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Coast High School is an Alternative School of Choice and therefore not able to offer as wide a variety of CTE courses as a traditional 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	57
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	62.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	9.4

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 2018-19)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	16.7	11.8	8.5	2.5	2.3	3.6	10.7	9.7	9.1
Graduation Rate	78.8	83.9	61.0	94.2	94.8	89.2	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	53.3	87.6	88.7
Black or African American	0.0	80.4	82.2
American Indian or Alaska Native	33.3	80.8	82.8
Asian	16.7	91.9	94.9
Filipino	100.0	87.5	93.5
Hispanic or Latino	37.9	80.7	86.5
Native Hawaiian/Pacific Islander	0.0	85.7	88.6
White	73.8	90.9	92.1
Two or More Races	25.0	76.1	91.2
Socioeconomically Disadvantaged	50.0	99.1	88.6
English Learners	12.5	42.0	56.7
Students with Disabilities	21.7	41.5	67.1
Foster Youth	0.0	40.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.6	0.8	2.1	3.1	2.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 each school year where input is asked of its members and the plan is approved. The current Safety Plan was reviewed and approved in Spring of 2017. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	4.0	26			4.0	21			3.0	19		
Mathematics	2.0	15			3.0	15			2.0	18		
Science	2.0	4			4.0	6			3.0	4		
Social Science	3.0	26			4.0	25			3.0	25		

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	184
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$17,413	\$4,451	\$12,962	\$85,678
District	N/A	N/A	\$8,092	\$91,486
Percent Difference: School Site and District	N/A	N/A	46.3	-6.6
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	58.1	-0.2

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

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

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,808	\$50,747
Mid-Range Teacher Salary	\$93,347	\$86,127
Highest Teacher Salary	\$116,237	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$159,032	\$150,286
Superintendent Salary	\$302,000	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All courses	3	1.6

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)

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 direct instruction using Edgenuity curriculum, a UC and NCAA approved curriculum which aligns with the HBUHSD curriculum.

In addition to on campus activities which are attended by instructional staff, all Coast High School 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. Coast High School teachers also participate in staff development related to independent study and online instruction. All new teachers participate in Beginning Teacher Support and Assessment (BTSA). 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. Staff review and analyze student data on a regular basis to inform instruction.