

Coronado Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Coronado Middle School
Street	550 F Avenue
City, State, Zip	Coronado, CA 92118
Phone Number	619-522-8921
Principal	Brooke Falar
Email Address	brooke.falar@coronadousd.net
School Website	https://cms.coronadousd.net/
County-District-School (CDS) Code	37 68031 6059570

2022-23 District Contact Information

District Name	Coronado Unified School District
Phone Number	619-522-8900
Superintendent	Karl Mueller
Email Address	karl.mueller@coronadousd.net
District Website Address	https://coronadousd.net/

2022-23 School Overview

Coronado Middle School is proud to be a California Distinguished School. Our mission statement communicates our school-wide philosophy and vision: Through rigorous academic standards, high expectations, and a coordinated curriculum, Coronado Middle School and the Coronado Unified School District, in partnership with our small, involved community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures. CMS strives to create a culture of invested and empowered learners who recognize and respect personal learning approaches. Our vision and student learning outcomes (listed below) is the nexus for our staff's approach to teaching and our student's approach to learning.

THINKERS who:

- Seek, interpret, and evaluate evidence to support and defend arguments
- Read, write, listen, and speak to effectively communicate ideas with real, authentic audiences
- Apply a variety of tools and media to publish their best, original work
- Continue to seek learning opportunities outside the walls of the classroom as 21st century learners
- Apply learning to real world connections
- Analyze and explain academic concepts
- Critically assess and problem solve
- Ask questions and take risks to deepen understanding of content

COMMUNITY TEAMmates who:

- Solve problems using multiple solutions and innovative approaches.
- Collaborate and cooperate with diverse learning teams on shared goals
- Foster integrity and respect so that all individuals may thrive
- Listen and communicate to provide kind, specific, and constructive feedback

2022-23 School Overview

- Motivate each other to persevere and develop growth mindsets
- Welcome multiple perspectives in order to learn from others
- Recognize the diverse talents of others and contribute their own to enrich the school community
- Uplift one another, show empathy and concern for fellow citizens

INVESTED LEARNERS who

- Demonstrate understanding of content
- Prioritize and manage tasks
- Reflect for continual growth by monitoring progress, determining when to adjust strategies or when to seek more resources for mastery of challenging concepts
- Embrace personal learning styles, strengths, and needs
- View mistakes as opportunities for growth
- Build confidence and independence to take risks when approaching new learning
- Develop a passion for lifelong learning.

Coronado Middle School opened our new school site in August 2001 and currently serves 645 sixth, seventh, and eighth graders. Committed to putting students first, CMS is known for its excellent and innovative programs and its technology rich environment. Visionary in both plan and action, Coronado Middle School embraces families, volunteers, and business partners in order to support its educational programs in a well-maintained facility. Working together with all stakeholders, CMS provides a caring and compassionate learning community that nurtures and supports exemplary education for every student.

CMS provides a 1:1 environment where students utilize the Google platform and access academic content, assignments, grades, announcements, communication, and more through Canvas, our learning management system. Our involved and supportive parent community also have individual, password protected access to Canvas. Furthermore, our standards based mathematics, science, social sciences, and English curriculum are accessible to students via online techbooks as well as physical textbooks.

Coronado Middle School has an expert faculty and staff, committed parents, and talented students. CMS teachers and staff pride themselves on their professional collegiality and dedication to putting students first. The faculty's diligent work in providing relevant, rigorous, standards-based curriculum that focuses on individual success prepares students for college and career readiness as members of the 21st century global society.

CMS continues to implement practices and procedures to support all students in a variety of ways, provide collaborative learning experiences and motivate students to embrace character education through "The Triton 3", and our advisory period. Dedicated efforts to provide students above and beyond learning make CMS a distinctively special place. A broad offering of electives is available: broadcasting, Spanish, performing arts, STEM, yearbook, art, digital media, choir, band, and leadership as well as clubs such as robotics, art, Jr. Optimist and more. Through the combination of extracurriculars, electives, and academics, students can pursue their passions and be an integral part of the CMS and Coronado community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	188
Grade 7	198
Grade 8	246
Total Enrollment	632

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	1.6
Filipino	1.6
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.7
White	56.6
English Learners	4.3
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	8.1
Students with Disabilities	11.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.20	92.32	138.70	95.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.40	1.01	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.07	12115.80	4.41
Unknown	2.50	7.68	4.80	3.33	18854.30	6.86
Total Teaching Positions	32.80	100.00	145.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.60	92.88	136.40	93.79	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.61	1.80	1.28	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.82	2.50	1.78	11953.10	4.28
Unknown	1.50	4.67	4.50	3.13	15831.90	5.67
Total Teaching Positions	33.00	100.00	145.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.60

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	3.40

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify, 2018 Language! Live (Gr 4-5; Special Education) Voyager Sopris, 2016 Handwriting Without Tears, 2012 (Handwriting Intervention & Special Education) No Red Ink (online writing and grammar resource) System 44 and Read 180 (Intervention & designated ELD) Read 180	Yes	0

Mathematics	Core Connections Series, College Preparatory Mathematics (CPM), 2015 Transmath, Voyager Sopris (Special Education)	Yes	0
Science	CA Elevate Science, SAVVAS Learning Co., 2020 Project Lead the Way, Gateway Program	Yes	0
History-Social Science	Discovery Education, 2018 Various local historical resources	Yes	0
Foreign Language	Somos, 2019	No	0
Health	Sexual Health and Development Curriculum (Grade 7) Fitnessgram (Grade 7) Positive Prevention Plus, 2018 CUSD Units of Instruction based on CA Physical Education Framework	No	0
Visual and Performing Arts	DoDEA Arts 4 Learning Repository Various teacher curated materials for Wheel (Performing Arts, Digital Media) (Grade 6) and VAPA electives on CMS master schedule	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Classroom space at Coronado Middle School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Coronado Middle School's custodial staff performs basic cleaning operations daily.

Year and month of the most recent FIT report

07/21/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Staff Woman's Restroom: D-#2 Repair Exhaust System Staff Men's Restroom: D-#2 Repair Exhaust System
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			Conference Room: D-#15 Repair window hardware as to secure

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	73	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	64	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	643	628	97.67	2.33	72.61
Female	312	307	98.40	1.60	80.13
Male	331	321	96.98	3.02	65.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	184	178	96.74	3.26	64.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	63	94.03	5.97	79.37
White	359	355	98.89	1.11	75.49
English Learners	18	12	66.67	33.33	41.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	161	159	98.76	1.24	79.87
Socioeconomically Disadvantaged	36	35	97.22	2.78	37.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	82	82	100.00	0.00	29.27

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	644	634	98.45	1.55	59.62
Female	313	309	98.72	1.28	57.61
Male	331	325	98.19	1.81	61.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	184	183	99.46	0.54	46.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	63	94.03	5.97	63.49
White	360	356	98.89	1.11	65.17
English Learners	18	18	100.00	0.00	33.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	161	159	98.76	1.24	66.04
Socioeconomically Disadvantaged	36	35	97.22	2.78	28.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	82	82	100.00	0.00	31.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	54.67	58.37	54.35	57.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	248	245	98.79	1.21	58.37
Female	120	118	98.33	1.67	58.47
Male	128	127	99.22	0.78	58.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100	0	44.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	24	92.31	7.69	79.17
White	133	132	99.25	0.75	60.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	48	48	100	0	77.08
Socioeconomically Disadvantaged	14	14	100	0	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100	0	25.81

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.5	100	99	100	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There is a strong relationship between parent involvement and increased student achievement, positive behavior, and enhanced self-esteem. The Coronado Schools Foundation (CSF) and the CMS Parent Teacher Organization (PTO) are just two of the many significant ways that we urge parents to stay involved with their children's education during the middle school years.

Our school website and Facebook page have information posted regularly to keep parents informed of school activities. Teachers post information regarding homework, grades, etc. on our learning management system, Canvas. Parents are encouraged to email questions and concerns to their student's teachers and counselors, and administrators encourage open lines of communication regarding needs of students and how the school can best serve them.

The CMS PTO supports school spirit with active communication between parents, faculty, and administration. Their fund raising efforts and consistent support of the CMS Community provides educational and recreational enrichment of our children. PTO meetings are held at CMS the first Friday of the month. Beginning in August, the PTO serves as partners with CMS to conduct registration, welcome new students and their families, and prepare a school directory. PTO volunteers work on various committees including Staff Appreciation, Character Education and Drug Awareness / Healthy Lifestyle Choices and provide sponsorship of the Spring Fair and Eighth Grade Promotion. Monies are allocated to staff grants, library books, character education enhancements, campus beautification, 6th Grade Camp scholarships, 7th and 8th grade field trip scholarships, PE uniforms, and more.

Our School Site Council (SSC) is comprised of parents, staff, and students who meet four to five times a year to discuss CMS emergency plan, interventions, character education, and our site SPSA.

The Coronado Schools Foundation (CSF) is a committed group of parents and community business partners in support of maintaining the educational excellence for every student in the Coronado Unified School District. As a nonprofit organization, the Foundation primarily consists of parents and school community stakeholders who raise funds to bridge the gap created by insufficient government funding to our public schools. These funds provide essential programs, materials, and equipment to help meet the district board goals and community's expectations of an exemplary education for every student. The Coronado Schools Foundation funding has a critical role in working side by side with our school to support the learning needs of students

2022-23 Opportunities for Parental Involvement

by providing STEAM related programs. Thanks to the generosity of CSF donors, CMS is fortunate to offer courses such as STEM, broadcasting, coding, digital media, visual art, robotics, and performing arts, as well as purchase curriculum materials, technology tools, and create our brand new, 21st century innovation lab.

For more information, visit the Coronado Schools Foundation (CSF) website at: <http://csfkids.org/>. PTO information can be found on the CMS website <https://cms.coronadousd.net/>

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	665	660	44	6.7
Female	325	322	24	7.5
Male	340	338	20	5.9
American Indian or Alaska Native	2	2	0	0.0
Asian	8	7	0	0.0
Black or African American	12	12	2	16.7
Filipino	11	11	1	9.1
Hispanic or Latino	192	191	13	6.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	39	38	2	5.3
White	370	368	24	6.5
English Learners	31	31	3	9.7
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	65	65	14	21.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	85	12	14.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.66	1.09	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.15	2.86	0.07	1.24	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.86	0.00
Female	1.23	0.00
Male	4.41	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	9.09	0.00
Hispanic or Latino	4.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.16	0.00
English Learners	6.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.75	0.00

2022-23 School Safety Plan

At CMS, our comprehensive safety plan is reviewed annually by the School Site Council and approved by the Governing Board. The Site Council approved the 22-23 plan on October 25, 2022. Emergency plans are reviewed with staff to ensure understanding and to explain specific roles. Following drills, administration debriefs to trouble shoot any potential gaps in the plan. We conduct at least five drills a year: at least three fire drills, two lockdown drills and one earthquake/evacuation drill per year. Coronado police support us with the lockdown drills. Students learn emergency procedures within the first week of school, and they are reviewed throughout the year and after each drill. The plan is in compliance with state and federal requirements. A copy of the plan can be found in the CMS office.

CMS is a closed campus. Students are not allowed to leave during regular school hours unless appropriately checked out by parents/guardians. CMS is small in scale, and the limited entrances and exits around the facility are easy to monitor. There is very limited access to gain entrance to the campus during the day since any foot traffic is directed to one entrance. Entrance gates and doors are secure due to one-way mechanisms. Any person within the campus can exit through designated areas, but once outside the campus, if a gate or door is closed properly, no re-admittance can be gained. All visitors are required to sign in at the office using the Raptor system and they must wear a visitor badge at all times while on campus. Visitors must also sign out when leaving. CMS is fortunate to have a campus security supervisor to ensure safety in all areas of the school.

Any time parents wish to confer with a teacher, the classroom teacher should be contacted for an appointment. If an outside party wishes to observe in the classroom, permission from the principal must be approved and obtained 48 hours prior to the visit and limited to one visit per semester, per school board policy.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	11	6
Mathematics	26	4	13	3
Science	31		9	7
Social Science	31		10	6

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	12	3
Mathematics	24	4	15	
Science	29	2	12	2
Social Science	28	1	15	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	6	14	1
Mathematics	22	9	11	
Science	26	4	11	2
Social Science	26	4	10	3

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	632

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7938.95	1300.77	6638.18	76119.41
District	N/A	N/A	10688.18	\$82,106
Percent Difference - School Site and District	N/A	N/A	-46.7	-7.6
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	0.7	-3.9

2021-22 Types of Services Funded

The majority of funds and grants to our school are provided by the state of California. These funds are characterized by the type of restrictions on the uses to which the funds can be spent. Unfortunately, the state continues to reduce, and in many cases take away grant monies previously awarded, as a result of state economics. Coronado Middle School maintains and provides supplemental services in many different areas.

Funding that supports supplemental services through the new state Local Control Funding Formula (LCFF) which provides additional monetary support for students who qualify under the following criteria 1) Low socio-economic 2) English Language Learners (ELL) or non-primary English speaking students and 3) Foster children. Since Coronado Middle School has very few students in all of these categories, the state LCFF support is minimal. Supplemental school counseling comes from state funding as well.

Most of our federal monies come in the form of services required through IDEA legislation under special education mandates. A portion of the overall budget for special education is supplemented by the federal government. Additionally, due to serving a large military student population (42% of our school) based on our proximity to military housing and a military base, we receive federal funding for educating military children. In addition, the government has dedicated one full time Military Family Life Consultant (MFLC) or counselor because of the large military student and family population at the school. This MFLC assists with transition to the school, working closely with school personnel to provide support services and guides students and parents in the direction of services provided by the government and military in particular.

Other federal program support includes free breakfast and lunch for students.

CMS benefits from a Department of Defense DoDEA grant. Funding for this STEM grant supports our innovation lab and our STEM and robotics programs. A new DoDEA grant will support professional learning for mathematics instruction.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,584	\$48,503
Mid-Range Teacher Salary	\$75,582	\$74,912
Highest Teacher Salary	\$104,348	\$100,321
Average Principal Salary (Elementary)	\$135,339	\$122,160
Average Principal Salary (Middle)	\$141,039	\$127,632
Average Principal Salary (High)	\$145,968	\$137,578
Superintendent Salary	\$208,528	\$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional Development for Coronado Unified School District

2022-2023: Professional Development for Coronado Unified School District's certificated and classified staff is robust and organized into three tiers: district-wide professional development; weekly collaboration and professional growth for school sites, departments or grade level teams; and District leadership teams, collaboration, and curriculum development beyond the scope of the school day for which teachers are paid. The instructional focus at the district level and each school site is academic discourse. This instructional focus is directly aligned to the CUSD mission, vision, 21st century outcomes for students, college career readiness and the goals and actions within the CUSD Local Control Accountability Plan (LCAP).

Tier I: In collaboration with each school site administration, district-wide professional development is focused on academic discourse, the speaking and listening standards, MTSS (social-emotional-behavioral supports, academic supports, and PBIS), and course pacing and essential learnings at CHS.

Tier II: Each year, weekly collaboration and professional growth for school sites: All teachers received approximately 1 hour each Wednesday (early release days for all school sites) for staff meetings, site- and district- based professional development, department/grade levels meetings, and articulation between grades, departments, and sites. Site-level topics of professional development include co-teaching, literacy, learning walks, collaborative discussion routines, instructional technology and software, content area specific trainings, and trainings related to new elementary assessments.

Tier III: Active Leadership Teams for 2022-2023 include the MTSS site committees in collaboration with the Learning Department and Student Services Department. The focus of the Tier III professional development is on MTSS across all school and district systems.

Funding: Funding for professional development for 2021-2022 is provided by federal Title IIA funds and the Educator Effectiveness Block Grant funds in order to personalize professional learning for all staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	6