Coronado High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Coronado High School
Street	650 D Avenue
City, State, Zip	Coronado, CA 92118
Phone Number	619-522-8907
Principal	Shane Schmeichel
Email Address	shane.schmeichel@coronadousd.net
Website	chs.coronadousd.net
County-District-School (CDS) Code	37 68031 3731478

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Coronado Unified School District
Phone Number	619-522-8900
Superintendent	Karl Mueller
Email Address	karl.mueller@coronadousd.net
Website	www.coronadousd.net

School Description and Mission Statement (School Year 2020-2021)

Coronado High School is a comprehensive high school which offers a full slate of core academic courses and electives as well as programs such as Advanced Placement (AP courses), arts conservatories through the Coronado School of the Arts (CoSA), NJROTC, Career Technical Education Pathways (Arts, Media & Entertainment, Patient Care, Woodworking, Engineering, Computer Science), Adult Education (ELL), and CIF freshman, junior varsity, and varsity athletics.

CHS: Our Vision
"We inspire, innovate, and create limitless opportunities to thrive."

CHS: Our Mission
Quality Education for Life
Through rigorous academic standards, high expectations, and a coordinated curriculum, 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	290
Grade 10	280
Grade 11	280
Grade 12	285
Total Enrollment	1,135

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.5
Asian	2.1
Filipino	2.2
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	0.4
White	56.7
Two or More Races	9.3
Socioeconomically Disadvantaged	8
English Learners	1.1
Students with Disabilities	8.9
Homeless	0.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	63	63	60	154
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature Gr. 9-12, 2000 Various novels ([http://outlining our department's most recent outline of core texts: https://docs.google.com/document/d/1_3A8ps2x6IBvpl6ehI39ms4y0T0V4mWYQOXN1rDCSao/edit?usp=sharing]outline of core texts) Read 180 (Intervention & designated ELD) Merriam-Webster's Collegiate Dictionary (Eleventh Edition) No Red Ink (online writing and grammar resource) CommonLit (online reading resource) Membean (Personalized Online Vocabulary Resource) They Say/I Say: The Moves That Matter in Academic Writing (English 12) ERWC modules and texts available on the website (ERWC English 12) CRF.org resources and curricula provided by The San Diego County Bar Association (Mock Trial)	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	College Preparatory Mathematics (CPM) 2015 Larson, R., Hostetler, R., and Edwards, B. Calculus of a Single Variable 6th ed. New York: Houghton Mifflin Company, 1998. Calculus. Graphical, Numerical, Algebraic. Finney RL, Demana FD, Waits BK and Kennedy D. Addison Wesley, 1999. Statistics: Statistics and Probability with Applications, 3rd edition, Bedfore, Freeman & Worth, 2017 AP Statistics: Stats Modeling the World, 4e; Bock, Vellman and De Veaux; Pearson Education, Inc; 2015 Mathematics with Business Applications. Lange, Rousos, and Mason. Glenco/McGraw-Hill, 1998. Life Skills Math (AGS Life Skills Math 3rd edition). AGS Secondary, 2006. Consumer Math. Kathleen M. Harmeyer. AGS Secondary, 2001	Yes	0
Science	College Prep Physics: physicsclassroom.com & College Physics, Openstax AP Physics 1 and 2: Physics (5e) Giancoli Chemistry: Does not use textbook, but has a surplus of old textbooks AP Chemistry: Experience Chemistry, SAVVAS Learning Co. LLC, 2021 Biology: CK-12 Biology Advanced Concepts AP Biology: Campbell Biology in Focus AP Edition 2E 2017, Pearson Marine Biology (2e) McGraw Hill AP Environmental Science: Withgott: Environment: The Science Behind the Stories 6E 2018, Pearson Education	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	APWH/9 Honors: Traditions and Encounters, 3rd edition, 2006. Earth and Its Peoples, 6th edition, 2014 WH 10: World History: Perspectives on the Past, 1992 AP Gov: American Government: Roots & Reform, 2011 Gov 12: American Government: Continuity and Change, 2008, Karen O'Conner and Larry Sabato, Published by Pearson/Longman US History: "America: Pathways to Present" Apprentice Hall, 2000 AP US History: The American Pageant 17th Ed., Cengage Learning, 2020 Economics: Economics Principles & Practices; Clayton, Gary; Glencoe/McGraw-Hill; 2008 AP Psychology: Updated Myers' Psychology for the AP Course, 3e; Myers, David; Bedford, Freeman, and Worth, 2021	Yes	0
Foreign Language	Descubre 1 and 2, Vista Higher Learning digital textbook 2016 (Spanish levels 1 and 2); Descubre 3, Vista Higher Learning textbook edition 2008 (Spanish 3) Temas, Vista Higher Learning 2016 (AP Spanish) D'accord, Vista Higher Learning, 2019 (French Levels 1-3) Themes, Vista Higher Learning, supplemental APprenons, Wayside Publishing (AP French)	Yes	0
Health	Fitness for Life & Positive Prevention PLUS, Sexual Health Education for American's Youth, 2016	Yes	0
Visual and Performing Arts	DoDEA Arts 4 Learning, Adobe Suite,	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Coronado Unified School Board. Coronado Schools Foundation provides funding for lab equipment that expands the learning experience beyond the foundational experiences of the standards.	Yes	0

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

School Facility Conditions and Planned Improvements

Classroom space at Coronado High 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 High School's custodial staff performs basic cleaning operations daily.

School Facility Good Repair Status
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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys Restroom Aquatics: D-#3 Repair floor drains & covers Girls Restroom Aquatics: D-#3 Repair floor drains & covers Room 411: D-#2 Repair heater Theatre: D-#2 Repair A/C

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Room 103 CoSA Office: D-#4 Paint interior Room 303 Woodshop: D#4 & D#5 Housekeeping (fire compliance) Room 603: D-#4 Replace ceiling tiles as needed Room 701: D-#4 Repair water intrusion at floor (east wall)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 303 Woodshop: D#4 & D#5 Housekeeping (fire compliance)
Electrical: Electrical	Good	Gym: D-#7 Repair exterior lighting breezeway Kiln Area: D-#7 Replace outlet cover Restrooms Stadium Visitor Side: D-#7 Repair lighting - lights not working Room 310: D-#7 Replace light bulbs that are not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Restroom Theatre: D-#8 Repair toilet leaking Nurse's Office: D-#8 Repair restroom door
Safety: Fire Safety, Hazardous Materials	Good	Kitchen: D-#10 Stock/storage is not in compliance with fire code MPR: D-#10 Exits are blocked. Fire compliance for emergency egress.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Locker Rooms: D-#15 Repair door lock set Boys Restroom 300 Building: D-#15 Repair door. Will not close properly Room 305: D-#15 Replace window screen
Overall Rating	Good	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	84	N/A	78	N/A	50	N/A
Mathematics (grades 3-8 and 11)	62	N/A	68	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	57	N/A	60	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Coronado Unified School District offers approved CTE curriculum in five industry sectors. We offer pathways in:

Arts, Media, and Entertainment

Design, Visual, and Media Arts - 4 years (plus 2 years in middle school)
Performing Arts - 4 years (plus 2 years in middle school)
Production and Managerial Arts - 4 years (plus 1 year in middle school)
Game Design and Integration - 4 years

Building and Construction Trades
Cabinetry, Millwork, and Woodworking Pathway - 3 years

Health Science and Medical Technology
Patient Care Pathway - 3 years

Information and Communication Technologies
Software and Systems Development Pathway - 2 years

Coronado High School offers an extended school day (3 extra periods a day) to allow students access to AME CTE courses. CHS is a six-period a day school that offers an E/0 (early) period and 7th and 8th periods in AME courses.

Students in the CUSD/CHS CTE courses are expected to write, compute and evaluate using rigorous standards in all well-rounded subject areas. Our 95%+ graduation rate, high college acceptance and overall standing as a high achieving high school show that our CTE students have the foundation and skills in all areas of learning.

Many special education students'-IEP teams recommend CTE courses as the hands-on approach is a learning environment that lends itself well to success for all students, including those with special needs.

All CTE courses meet state competencies for the respective field. 98% of students in a capstone course receive a C or above, which shows that students are successful in the standards for that pathway.

Every pathway has a minimum of three advisors in that respective field. All CTE teachers and CTE administrators meet with the advisors at least once a year to:
Review the curriculum/units/lessons and provide feedback,
Discuss emerging occupations and skills needed,
Review industry credentials/certifications,
Provide information on skills needed in the workplace,
Safety concerns, training, and equipment,
Help with work-based learning activities,
Provide advice on new equipment,
Credibility,
Assistance in adapting skill standards for local needs

CHS is planning new Southwestern College Dual Enrollment CTE courses to start the 21-22 school year.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	661
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	9.8

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.68
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	59.48

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents and community members are involved in the life and planning of Coronado High School through our School Site Council, Parent Teacher Organization, Coronado Schools Foundation, Coronado School of the Arts Foundation, Islander Sports Federation, Athletics and Arts Booster organizations, and volunteer opportunities in classrooms, on field trips, and extracurricular events.

www.cosafoundation.com
www.csfkids.org
www.islandersportsfoundation.com

Coronado High School
619-522-8907

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3	6.1	3.2	3.3	7	3.9	9.1	9.6	9
Graduation Rate	95	92.9	95.4	94.7	92.1	94.7	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.4	4.0	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The CHS school safety plan is developed by administrators and faculty and classified staff and reviewed by shareholders and approved by the School Board. Our safety plan outlines emergency response protocols and responsibilities of various staff in the event of disaster or emergency. Students and staff practice lockdown and response to fire and earthquakes, including evacuation and accountability and reunification.

During the winter of 2020, CHS planned for and implemented a drill that included parent and student reunification. About 15 parent volunteers were present to test our organization and effectiveness of the CHS reunification plan. In the summer of 2020 CUSD added security cameras to the campus of CHS.

Updated fall of 2020:
Use of cameras during an emergency.
An amendment was added with information about evacuation during the COVID pandemic.
Update individual student safety plans for students with physical disabilities.

12/9/20 - School Site Council Approval of CHS Safety Plan

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	23	17	17	16	24	17	14	19	22	21	15	16
Mathematics	21	25	20	10	23	17	20	11	22	20	17	12
Science	28	8	17	14	28	5	20	14	26	9	19	12
Social Science	28	6	11	19	27	6	17	13	26	7	18	11

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	283.8

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,931.17	$1,988.70	$6,942.47	$89,167.19
District	N/A	N/A	$13,180.78	$77,735
Percent Difference - School Site and District	N/A	N/A	-62.0	18.8
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-7.8	20.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Coronado High School offers a section of English Language Development using Read 180 in accordance with the needs of our students who are English Language Learners.

With funding support from the city, we provide a clinical counselor to address students' social/emotional needs and crisis interventions.

Grant funding provides a section of a district Teacher on Special Assignment that supports analysis of data to provide personalized math instruction for students.

Grant funding provides sections of Career/Technical Education and a grant coordinator/Teacher on Special Assignment.

Grand funding provides Arts Integration to engage students in learning experiences supporting the Arts and ELA standards.

Private foundations (501c3) funding supports elective course offerings (Coronado Schools Foundation, Coronado School of the Arts Foundation, and Islander Sports Foundation) to expand our students' College and Career readiness and athletic opportunities.

The Navy provides funding to partially support our NJROTC program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,423	$47,145
Mid-Range Teacher Salary	$76,258	$74,952
Highest Teacher Salary	$101,747	$96,092
Average Principal Salary (Elementary)	$139,776	$116,716
Average Principal Salary (Middle)	$136,233	$120,813
Average Principal Salary (High)	$135,546	$131,905
Superintendent Salary	$192,850	$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	5	N/A
Science	10	N/A
Social Science	17	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	40	48.5

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4

Professional Development for Coronado Unified School District

In June of 2020 CUSD provided 9 days of professional development and curriculum writing/planning for the district to be prepared to start in the fall using a fully remote/distance learning model. Intensive professional development supported a successful transition to a high-stakes distance learning model. CUSD negotiated with the union one additional day for professional development. This year that date was in September and was dedicated to learning skills related to distance learning.

2020-2021 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.

Tier I: In 2019-20, District-wide professional development: All staff participated in three days (2-hour sessions on each day) of professional development centering on Multi-Tiered Systems of Support (MTSS) with a focus on behavioral, social-emotional and academic learning.

Tier II: Each year, weekly collaboration and professional growth for school sites: All teachers received approximately 1 hour each Thursday (early release days for Coronado High School staff, and early release days for all other schools) for staff meetings, site- and district- based professional development, department/grade levels meetings, and articulation between grades, departments, and sites.

Tier III: Active Leadership Teams for 2019-2020 included the MTSS Representatives in collaboration with the Learning Department. The focus of the Tier III professional development was on MTSS across all school and district systems.

Funding: Funding for professional development for 2020-2021 was provided by federal Title IIA funds in order to personalize professional learning for all staff. Additional professional development related to literacy and mathematics was provided by the Department of Defense Educational Activity (DoDEA) organization via Project STEM Read-I, a grant awarded to CUSD for the 2018-2023 school years.