

# Coronado High 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

<b>School Name</b>	Coronado High School
<b>Street</b>	650 D Avenue
<b>City, State, Zip</b>	Coronado, CA 92118
<b>Phone Number</b>	619-522-8907
<b>Principal</b>	Karin Mellina
<b>Email Address</b>	karin.mellina@coronadousd.net
<b>School Website</b>	<a href="https://chs.coronadousd.net/">https://chs.coronadousd.net/</a>
<b>County-District-School (CDS) Code</b>	37 68031 3731478

## 2022-23 District Contact Information

<b>District Name</b>	Coronado Unified School District
<b>Phone Number</b>	619-522-8900
<b>Superintendent</b>	Karl Mueller
<b>Email Address</b>	karl.mueller@coronadousd.net
<b>District Website Address</b>	<a href="https://coronadousd.net/">https://coronadousd.net/</a>

## 2022-23 School Overview

Coronado High School is a comprehensive high school committed to providing a rigorous academic program and a supportive, caring school culture. Our mission statement communicates our school-wide philosophy and vision: Through rigorous academic standards, high expectations, and a coordinated curriculum, Coronado High 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. CHS provides an outstanding learning community that promotes academic proficiency offering 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, and CIF freshman, junior varsity, and varsity athletics. CHS is home to over 1050 students in grades 9-12. Approximately 18% of our students are inter district transfers who reside in San Diego, 8% of whom apply to one of the six Coronado School of the Arts conservatories.

Dedicated and talented staff members collaborate across curriculum through professional learning communities in support of student learning that responds to evolving student interests and specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies, enabling them to be confident, life-long learners. Our students' creativity, commitment and exposure to rigorous academics have uniquely prepared them for success beyond CHS.

CHS is committed to every student, every day.

Our Vision

"We inspire, innovate, and create limitless opportunities to thrive."

Our vision and student learning outcomes (listed below) are the nexus for our staff's approach to teaching and our student's

## 2022-23 School Overview

approach to learning

### 1. SELF-AWARE and RESILIENT INDIVIDUALS who

- identify areas of strength and growth, and develop, reflect on, and adjust goals
- explore and utilize at least one of the many available learning paths to grow areas of strength and interest
- --Dual enrollment
- --CTE pathways
- --CoSA pre-professional conservatories
- --Competitive academic clubs
- --Internships/work experience
- --NJROTC
- prioritize and manage short- and long-term tasks
- develop original and creative projects or services
- demonstrate confidence in their capability to influence communities local to global

### 2. ANALYSTS who

- read, write, speak, and listen critically
- critically analyze ideas, not people
- evaluate and synthesize multiple media and the reasoning of others to draw conclusions
- question, theorize, experiment, conclude, revise
- develop, defend, and justify claims with evidence
- choose appropriate strategies and resources for research, problem solving, and communication of understanding
- focus on solutions and actions
- are visionary and curious

### 3. COLLABORATIVE TEAMMATES who

- work in person or remotely via technology to:
- contribute to a co-curricular group: club, sport, civic organization, pre-professional conservatories, CTE pathway, or other creative projects
- cooperate with others to develop common goals and outcomes
- balance leadership and contribution
- practice constructive critique of ideas, including our own
- effectively use technology to collaborate and communicate efficiently

### 4. COMMUNITY MEMBERS who

- make informed decisions about collective and personal health and financial literacy
- approach learning, expression, and relationships with respect and integrity
- demonstrate understanding and respect for diverse viewpoints, belief systems, and cultures
- understand the environmental, social, and economic impacts of decisions

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	258
Grade 10	250
Grade 11	270
Grade 12	273
<b>Total Enrollment</b>	<b>1,051</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.6
American Indian or Alaska Native	0.1
Asian	2.1
Black or African American	0.5
Filipino	1.8
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.9
White	55.6
English Learners	2.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	7.7
Students with Disabilities	10.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	52.90	94.00	138.70	95.59	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	2.59	1.40	1.01	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.18	0.10	0.07	12115.80	4.41
<b>Unknown</b>	1.80	3.21	4.80	3.33	18854.30	6.86
<b>Total Teaching Positions</b>	56.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.40	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.10	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

<b>Reading/Language Arts</b>	<p>Elements of Literature Gr. 9-12, 2000  Various novels (<a href="http://outlining">http://outlining</a> our department's most recent outline of core texts:  <a href="https://docs.google.com/document/d/1_3A8ps2x6lBvpl6ehl39ms4y0T0V4mWYQOXN1rDCSao/edit?usp=sharing">https://docs.google.com/document/d/1_3A8ps2x6lBvpl6ehl39ms4y0T0V4mWYQOXN1rDCSao/edit?usp=sharing</a> outline of core texts)  Read 180 (Intervention &amp; 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)</p>	No	0
<b>Mathematics</b>	<p>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, Demana, Waits and Kennedy, Addison Wesley, 1999.  Statistics: Statistics and Probability with Applications, 3rd edition, Bedford, Freeman &amp; 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</p>	Yes	0
<b>Science</b>	<p>Physics: Experience Physics, SAVVAS Learning Co. LLC, 2022  AP Physics 1 and 2: Physics (5e) Giancoli  AP Chemistry, Cengage Learning, 2022  Chemistry: Experience Chemistry, SAVVAS Learning Co. LLC, 2021  Biology, SAVVAS Learning Co. LLC, 2019  AP Biology: Campbell Biology in Focus AP Edition 2E 2017, Pearson  Marine Science, McGraw Hill Education, 2019  AP Environmental Science: Withgott: Environment: The Science Behind the Stories 6E 2018, Pearson Education  Physical Science: Concepts in Action, SAVVAS Learning, 2011  The Living Earth, Houghton Mifflin Harcourt, 2020</p>	Yes	0
<b>History-Social Science</b>	<p>APWH/9 Honors: Traditions and Encounters, 3rd edition, McGraw Hill, 2006  Earth and Its Peoples, 6th edition, Cengage Publishing, 2014  World History: Voyages of Exploration, National Geographic Learning, Cengage, 2021  Human Geography: A Spatial Perspective (AP Edition), National Geographic, 2021  American Government: Stories of a Nation, BFW, 2021  Gov 12: American Government: Continuity and Change, 2008, Karen O’Conner and Larry Sabato, Published by Pearson/Longman</p>	Yes	0

	America Through the Lens, National Geographic Learning, Cengage, 2019 AP US History: The American Pageant 17th Ed., Cengage Learning, 2020 Economics: Economics Principles & Practices; Clayton, Gary; Glencoe/McGraw-Hill; 2008 Thinking About Psychology, BFW, 2019 AP Psychology: Updated Myers' Psychology for the AP Course, 3e; Myers, David; Bedford, Freeman, and Worth, 2021		
<b>Foreign Language</b>	Descubre 1 and 2, Vista Higher Learning digital textbook 2022 (Spanish levels 1 and 2); Descubre 3, Vista Higher Learning textbook edition 2022 (Spanish 3) Temas, Vista Higher Learning 2021 (AP Spanish) D'accord, Vista Higher Learning, 2019 (French Levels 1-3) Themes, Vista Higher Learning, supplemental APprensos 2015, Wayside Publishing (AP French)	Yes	0
<b>Health</b>	Fitness for Life & Positive Prevention PLUS Fitnessgram (Grade 9) Sexual Health Education for American's Youth, 2016	Yes	0
<b>Visual and Performing Arts</b>	DoDEA Arts 4 Learning Repository Adobe Suite	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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

## 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.

**Year and month of the most recent FIT report**

07/27/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 602L: D-#4 Prep, prime, & paint interior office
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			



## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Musical Theatre: D-#10 Fire Safety Compliance (See CRD Report) Corrections needed to be compliant Kitchen: D-#10 Stock/storage is not in compliance with fire code - not completed by food service department Boys Restrooms Stadium Home Side: D-#8 Repair 2 urinal flush valves
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Student Restroom Lower 400 Building: D-15 Repair Door Lock

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	82	N/A	76	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	55	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
<b>All Students</b>	265	236	89.06	10.94	82.63
<b>Female</b>	137	122	89.05	10.95	82.79
<b>Male</b>	127	113	88.98	11.02	82.30
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	69	67	97.10	2.90	68.66
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	32	88.89	11.11	90.63
<b>White</b>	143	123	86.01	13.99	89.43
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	61	52	85.25	14.75	88.46
<b>Socioeconomically Disadvantaged</b>	15	14	93.33	6.67	64.29
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	21	72.41	27.59	28.57

## 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
<b>All Students</b>	265	233	87.92	12.08	54.94
<b>Female</b>	137	119	86.86	13.14	50.42
<b>Male</b>	127	113	88.98	11.02	59.29
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	69	67	97.10	2.90	31.34
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	32	88.89	11.11	68.75
<b>White</b>	143	120	83.92	16.08	63.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	61	52	85.25	14.75	57.69
<b>Socioeconomically Disadvantaged</b>	15	14	93.33	6.67	21.43
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	29	21	72.41	27.59	4.76

## 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
<b>Science</b> (grades 5, 8 and high school)	54.07	51.54	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
<b>All Students</b>	545	456	83.67	16.33	51.54
<b>Female</b>	287	235	81.88	18.12	48.51
<b>Male</b>	257	220	85.6	14.4	54.55
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	10	83.33	16.67	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	13	11	84.62	15.38	90.91
<b>Hispanic or Latino</b>	141	124	87.94	12.06	39.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	73	59	80.82	19.18	69.49
<b>White</b>	297	245	82.49	17.51	51.02
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	146	122	83.56	16.44	61.48
<b>Socioeconomically Disadvantaged</b>	31	24	77.42	22.58	45.83
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	31	62	38	16.13

## 2021-22 Career Technical Education Programs

Coronado Unified School District offers approved CTE curriculum in six industry sectors. The sectors and 14 pathways offered are the following:

### Arts, Media, & Entertainment

- Design, Visual, and Media Arts
- Graphic Design Pathway - 4 years
- Animation Pathway - 4 years
- Design, Visual and Media Arts Pathway - 4 years (plus 2 years in middle school)
- Performing Arts
- Dance Pathway - 4 years (plus 2 years in middle school)
- Music Pathway - 4 years (plus 2 years in middle school)
- Musical Theatre and Drama Pathway - 4 years (plus 2 years in middle school)
- Production and Managerial Arts Pathway - 4 years
- Filmmaking Pathway - 4 years
- Video Game Design Pathway - 4 years

### Building & Construction Trades

- Cabinetry, Millwork, and Woodworking Pathway - 3 years

### Health Science & Medical Technology

- Patient Care Pathway - 4 years
- Biomedical Science Pathway - 3 years

### Information & Communication Technologies

- Software and Systems Development Pathway - 3 years

### Engineering and Architecture -2 years

CHS offers Southwestern College Dual Enrollment CTE courses in the Medical Technology, Business, ASL, and Mexican and Mexican-American Cultures in the United States in the 2022-2023 school year.

CHS offers an extended school day to allow students access to AME CTE courses within Coronado School of the Arts (CoSA).

CHS has a four period day that offers a 5th period 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.

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

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	557
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.19
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	49.45

## 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 9	97.6	96.8	99.2	96.8	97.2

## 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

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 Foundation, Athletics and Arts Booster organizations, and volunteer opportunities in classrooms, on field trips, and extracurricular events.



## 2022-23 Opportunities for Parental Involvement

Our school website, Facebook page, and weekly Sunday principal newsletters, The Islander News, 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.

<https://chs.coronadousd.net/>

[www.cosafoundation.com](http://www.cosafoundation.com)

[www.csfkids.org](http://www.csfkids.org)

[www.islandersportsfoundation.com](http://www.islandersportsfoundation.com)

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### C. Engagement

#### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.9	1.8		5.2	1.8		8.9	7.8
Graduation Rate		93.7	97.5		93.1	97.5		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	282	275	97.5
<b>Female</b>	148	144	97.3
<b>Male</b>	134	131	97.8
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	71	71	100.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	21	21	100.0
<b>White</b>	156	149	95.5
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	41	93.2
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	28	26	92.9

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1081	1077	140	13.0
Female	564	562	83	14.8
Male	516	514	57	11.1
American Indian or Alaska Native	1	1	0	0.0
Asian	22	22	0	0.0
Black or African American	5	5	0	0.0
Filipino	19	19	2	10.5
Hispanic or Latino	277	277	36	13.0
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	84	84	9	10.7
White	598	594	86	14.5
English Learners	22	22	4	18.2
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	98	98	25	25.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	30	26.1

### 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	0.68	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	0.09	0.93	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	0.93	0.00
Female	0.53	0.00
Male	1.36	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.17	0.00
English Learners	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.86	0.00

## 2022-23 School Safety Plan

The CHS school safety plan is developed by administrators and faculty in accordance with district guidelines. It is reviewed by educational partners and approved by School Site Council the CUSD School Board, annually. Our safety plan is shared with all faculty at the start of the school year and a review is completed mid year. We assign staff members roles for each contingency, and we schedule practice drills in accordance with state and federal laws. Each faculty member has a backpack with the safety plan and first aid items for an emergency.

Our safety plan outlines emergency response protocols and responsibilities of various staff in the event of disaster or emergency. We hold regular fire, earthquake, lock-down drills including evacuation and accountability and reunification. Our classrooms have lock-blocks on the doors. Entrance gates are secure due to one-way mechanisms and 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.

CHS is fortunate to have security cameras on and around the campus as well as 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 must 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. We receive support from local authorities, including the Coronado Police Department, who have assigned a school resource officer to CUSD, and our local fire department and paramedics are adjacent to the campus. Fire authorities conduct annual fire inspections

11/8/2022 - School Site Council Approval of CHS Safety Plan

## 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	22	21	15	16
Mathematics	22	20	17	12
Science	26	9	19	12
Social Science	26	7	18	11

## 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	23	16	19	13
Mathematics	24	14	17	12
Science	25	8	20	11
Social Science	27	7	16	10

## 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	16	24	10	3
Mathematics	24	12	11	7
Science	20	13	6	5
Social Science	19	12	9	5

## 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	210.2

## 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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.3

## 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
<b>School Site</b>	9623.68	2258.28	7365.41	82191.37
<b>District</b>	N/A	N/A	10688.18	\$82,106
<b>Percent Difference - School Site and District</b>	N/A	N/A	-36.8	0.1
<b>State</b>	N/A	N/A	\$6,594	\$79,175
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.1	3.7

## 2021-22 Types of Services Funded

CUSD uses state, federal, grant, and local funds to provide a broad course of study in all required subject areas, including math, social science, science, English, world languages, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

CHS offers services and supports for all students including; School Counselors, Clinical Counselors, Military Family Life Counselor, School Psychologist, Special Education Education Specialists. In addition to Local Control Funding, CHS is fortunate to receive grant funding through community and statewide partnerships.

- 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 through K-12 Strong Workforce and CTEIG provides sections of Career/Technical Education, professional development and supplies for pathway development. The grant also funds a coordinator/Teacher on Special Assignment.
- 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.
- Due to serving a large military student population (34% 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 Counselor (MFLC) to CHS.
- Coronado High School offers a section of English Language Development in accordance with the needs of our students who are English Language Learners.

## 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%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	38.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	3
Mathematics	3
Science	5
Social Science	9
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	24



## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	6	6