

Coronado Village Elementary

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 Village Elementary
Street	600 Sixth Street
City, State, Zip	Coronado, CA 92118
Phone Number	(619) 522-8915
Principal	Heidi Bergener, Ed.D.
Email Address	heidi.bergener@coronadousd.net
Website	village.coronadousd.net
County-District-School (CDS) Code	37 68031 6038053

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)

Village Elementary School creates a student-centered learning environment that serves the whole child in grades ranging from TK through 5th Grade. We enable students to prepare for their future by developing the skills, knowledge, and confidence necessary to seek a meaningful life, both individually and as a productive member of the community.

Our mission statement: Through rigorous academic standards, high expectations, and a comprehensive and coordinated curriculum (including Visual and Performing Arts and experiences in our Innovation Lab), Village Elementary, in partnership with our district and community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with empowered confidence to fulfill their dreams and aspirations for the future.

Located in the heart of the village of Coronado, a small island resort community on the coast of San Diego, California, Coronado Village Elementary, a past California Distinguished School and a National Blue Ribbon School of Excellence, serves as the hub of this small city. Our beautiful brick building is one of three schools located within one square mile of the Coronado Unified School District. We share this block with the middle school and high school. Our partner elementary school, Silver Strand, is located three miles south and serves families living in Naval Enlisted Housing and a neighboring resort area.

The Village Elementary main campus opened in 1992, and we serve approx. 800 students from TK-5th grad. We honor and encourage our active and engaged learners becoming prepared for college and career.

The community includes low, middle, and upper income homes, apartment buildings, small businesses, and hotels. Approximately 40% of our families are military, serving on our local naval bases, ships, and submarines, making our school population highly mobile. Seven different ethnic groups and languages are represented at Village. The staff is committed to providing the best education possible for every student, by name, by need. All decisions are made based on what is in the best interest of our students. We believe in modeling life-long learning and are continuously attending professional development opportunities to improve our curriculum, instruction, and assessment practices.

Village Elementary teachers meet regularly to collaborate and learn about best instructional practices focused on the needs of students and reflect on current student formative data to plan instruction. In addition to providing a rigorous curriculum based on high standards, the Village staff works in partnership with our families and community members to teach life skills through a district-wide program, Sanford Harmony, so students learn what it means to be a positive, respectful, and responsible citizen. The Military Family Life Counselor (MFLC) and the Clinical Counselor teach classroom lessons, provide group and individual counseling, and other levels of social-emotional supportive programs to ensure all students are achieving and succeeding. Everyone-A-Reader (EAR) volunteers provide one to one support in reading to students on a daily basis, and our learning labs provide additional support in reading, writing and math daily. In partnership with our MFLC, we host Anchored for Life for students to provide extra support to new military families. The Village team of dedicated professionals are committed to striving for excellence for all our students, for our programs, and for our learning environment. Our inclusive learning environments provide equity for all students, regardless of degree of learning or physical challenges. Students are included in the general education classrooms, with small group or individual assistance as needed. The Student Success Team (SST) program is offered for students who need assistance academically, socially, emotionally, or cognitively as the foundation of our Multi-Tiered Systems of Support (MTSS) framework. We actively use Restorative Practices to engage our learners in restoring relationships as a form of social and emotional reintegration and relationship management. Teachers and students use a variety of technology applications to extend thinking and to provide a challenging curriculum. The Village Innovation (iLab), library, and netbook computers available for each grade level, support project-based learning and a growing one-to-one program, grades K-5. Each classroom houses a multimedia computer workstation including an LCD projector/document camera, and many classrooms have Smart Boards.

Choir, Band, World Languages (French and Spanish), Robotics, Soccer and many other enrichment opportunities are in place both before and after the instructional day to provide a wide variety of extracurricular experiences for all students on the Village campus. We partner with many businesses and organizations in the community throughout the school year to promote learning opportunities for students and provide volunteer opportunities for community members.

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

Grade Level	Number of Students
Kindergarten	147
Grade 1	122
Grade 2	119
Grade 3	131
Grade 4	150
Grade 5	126
Total Enrollment	795

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

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	0.3
Filipino	1.1
Hispanic or Latino	17
Native Hawaiian or Pacific Islander	0.3
White	66.5
Two or More Races	6.8
Socioeconomically Disadvantaged	12.7
English Learners	6.5
Students with Disabilities	12.2
Homeless	

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	50	47	42	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	Benchmark Advance, Benchmark Education Co., LLC, 2018 LLI Reading Intervention Curriculum Wilson Reading Intervention Curriculum Read Well 3, Cambium Voyager, 2009 (Intervention/Special Education, Grades 3-5) Language! Live, Voyager Sporis, 2016 (Special Education, Grades 4-5) Teaching Writing in Kindergarten, Scholastic, 2008, Randee Bergen (Writing), (TK) Handwriting Without Tears, 2012 (Grades K-2 & Grades 3-5 for Intervention/Special Education) Making Meaning, Center for Collaborative Teaching (TK) Lucy Calkins Units of Study for Writing, Heinemann, 2013 Fountas & Pinnell Leveled Literacy Intervention (LLI) (Grades K-2) Raz Kids (Grades K-2) Teacher created and curated materials	Yes	0
Mathematics	Bridges in Mathematics, Math Learning Center, 2nd Edition IXL Learning ALEKS (Grades 3-5) Sumdog CUSD Mathematics Curriculum Map with Open Educational Resources and teacher created/curated materials	Yes	0
Science	NGSS Foss Next Generation, Delta Education, 2016 Project Lead the Way, Launch Program Mystery Science (Asynchronous Lessons for Science)	Yes	0
History-Social Science	History Social Science for California, Scott Foresman-Addison Wesley, 2006 Coronado Historical Association Local History Curriculum (Grade 3) Biztown, Junior Achievement (Grade 5) Various local historical resources (Grades 3-5)	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Human Growth and Development lessons/video (Grade 5) Teacher created health lessons		
Visual and Performing Arts	VAPA Standards through VAPA Specials DoDEA Arts 4 Learning Teacher created and curated materials Meet the Masters		

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

School Facility Conditions and Planned Improvements

Classroom space at Village Elementary 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. Village'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	600 Counselors Room: D-#2 Replace heater coil and stat Room 105: D-#2 Repair heat
Interior: Interior Surfaces	Good	Health Office: D-#14 Repair drywall prime & paint (storage room)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	300 Pod Boys Restroom: D-#7 Replace light bulbs as needed. D-#8 Repair flush valve toilet Room 204: D-#7 Repair ceiling fan

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100 Pod Boys Restroom: D-#7 Replace toilet seat 200 Boys Restroom: D-#8 Repair stall door hinge 300 Pod Boys Restroom: D-#7 Replace light bulbs as needed. D-#8 Repair flush valve toilet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PE Activity Room: D-#15 Replace door closure Village Hall MPR: D-#15 Repair/service wall sectional curtain
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)	74	N/A	78	N/A	50	N/A
Mathematics (grades 3-8 and 11)	72	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)	64	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.

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)

At Village Elementary, it is truly evident that parents are not only welcomed, but also embraced as co-educators and seen as valuable resources within their child’s educational experience. We view education as a partnership and believe that schools improve when teachers and parents act as a team to reinforce each other’s efforts in delivering a quality education.

The School Site Council (SSC) is made up of parents and teachers who together suggest how our funds will be spent along with other important school decisions. The very name of our parent group, Parent Teacher Organization (PTO), demonstrates our joint commitment, as well. We have a large number of community volunteers each week at Village and have been recognized for our exemplary implementation of Everyone A Reader (EAR) program, MFLC program and tight connection with Coronado Safe. We

Our school facilities are often available for use by community organizations, businesses, and they in turn, provide volunteer time to work with students, tend our school garden, provide lessons in ‘going green’, or make improvements to our school. We maintain a strong partnership with the US Navy; personnel from various commands from Naval Base Coronado volunteer their time in a variety of ways including after school Anchored for Life programming. Village Elementary honors our local military veterans each year on Veterans Day. These partnerships we have created are essential in weaving home, school, and community together. Visitors to Coronado Village Elementary always comment on what a special school it is. We know our students, staff, and parents make it a school worthy of state and national recognition.

Our parents are an integral part of our site strategic plan and are partners in completing our Local Control Accountability Plan (LCAP) each year in February. Several parents meet yearly to review and update our plan which drives our focus and instruction throughout the year. We are proud to say that parents are truly an essential part of the educational process at Village.

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	1.2	1.1	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 School Site Council reviews and approves a comprehensive safe school plan including data regarding school crime, safe school procedures, and compliance with laws including:

(1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. It is revisited and updated annually each September, followed by Governing Board approval. We conduct practice emergency drills including fire, earthquake, and lock down each month during the school year. Each classroom is equipped with an emergency backpack, bottled water, and a snack for each student in case of a real emergency. Staff is prepared to perform as necessary in the event of a real disaster/emergency.

For safety purposes, during the COVID-19 pandemic, we are limiting all non-essential visitors and volunteers. For the rare instances that volunteers and visitors are allowed on campus, we require all to sign in at the office upon arrival, wear a visitor/volunteer lanyard, and sign out when leaving. Any time parents wish to confer with the teacher, the classroom teacher should be contacted for an appointment. During COVID-19, all meetings are highly encouraged to be conducted virtually. Any time parents wish to observe in the classroom, permission from the principal or principal designee would need to be obtained 48 hours prior to the visit and limited to 30 minutes in duration, per school board policy. Classroom visits during COVID-19 are also held virtually. Other than before and after school, Village Elementary is a closed campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		22	1	6	6	25			
1	24		5		23		4		24		5	
2	27		5		26		5		24	5		
3	21	1	4		29		5		31		4	1
4	29		5		30		4		30		5	
5	31		5		29		6		25		5	
Other**					24		1					

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	795

*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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	4

*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	\$8,778.24	\$1,843.13	\$6,935.11	\$93,487.72
District	N/A	N/A	\$13,180.78	\$77,735
Percent Difference - School Site and District	N/A	N/A	-62.1	23.4
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-7.9	24.7

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

Types of Services Funded (Fiscal Year 2019-2020)

During non-COVID-19 times, Village Elementary has various before/after school enrichment opportunities that support student learning and recreation. During the instructional day, reading intervention teachers work with students in grades K-5th grade on decoding and comprehension skills. The school bell schedule allows for built in time, each day, for a 45 minute intervention and enrichment block. During COVID, two instructional models are offered to families; a hybrid or BRIDGE instructional model.

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/>.

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	6

Professional Development for Coronado Unified School District

2019-2020 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: 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: Weekly collaboration and professional growth for school sites: All teachers received approximately 1.5 hours each Wednesday (late start 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 2019-2020 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 M3: Math, Mindset, and Mastery, a grant award to CUSD for the 2015-2020 school years, and Project STEM Read-I, a grant awarded to CUSD for the 2018-2023 school years.