

Coronado Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Coronado Middle School
Street	550 F Avenue
City, State, Zip	Coronado, CA 92118
Phone Number	619-522-8921
Principal	Karin Mellina
E-mail Address	karin.mellina@coronadousd.net
Web Site	cms.coronadousd.net
CDS Code	37 68031 6059570

District Contact Information	
District Name	Coronado Unified School District
Phone Number	619-522-8900
Superintendent	Karl Mueller
E-mail Address	karl.mueller@coronadousd.net
Web Site	www.coronadousd.net

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

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

THINKERS who:

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

COMMUNITY TEAMmates who:

- Solve problems using multiple solutions and innovative approaches.
- Collaborate and cooperate with diverse learning teams on shared goals
- Foster integrity and respect so that all individuals may thrive
- Listen and communicate to provide kind, specific, and constructive feedback
- Motivate each other to persevere and develop growth mindsets
- Welcome multiple perspectives in order to learn from others
- Recognize the diverse talents of others and contribute their own to enrich the school community
- Uplift one another, show empathy and concern for fellow citizens

INVESTED LEARNERS who

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

Committed to putting students first, Coronado Middle School is known for its excellent and innovative programs and its technology rich environment. Visionary in both plan and action, Coronado Middle School embraces families, volunteers, and business partners in order to support its educational programs in a well-maintained facility. Working together with all stakeholders, Coronado Middle School provides a caring and compassionate learning community that nurtures and supports exemplary education for every student.

Coronado Middle School has an expert faculty and staff, committed parents, and talented students which continually place the school in the top 10% of middle schools in California. Our school opened in August 2001 and currently serves 740 sixth, seventh, and eighth graders. CMS teachers and staff pride themselves on their professional collegiality, dedication to putting students first, and presenting a relevant, rigorous, standards-based curriculum that focuses on individual success.

All students have individual password protected resource folders via the school’s network and access to a Google drive and PowerSchool learning management system where teachers’ websites house information including school work, grades, announcements, and a means for communication. Parents also have individual, password protected access to the PowerSchool. Our voluntary Bring Your Own Device (BYOD) program creates a unique learning opportunity for more than 500 students who bring their personal computers to school each day thus creating a 1:1 environment.

CMS staff work diligently to provide a challenging, California standards based curriculum. Students are prepared for college and career readiness as members of the 21st century, global society. We continue to implement practices and procedures to support all students in a variety of ways, provide collaborative learning experiences and motivate students to embrace character education through the 8 Keys of Excellence and our advisory period Triton Time. Dedicated efforts to provide students above and beyond learning make CMS a distinctively special place. A broad offering of electives is available: broadcasting, Spanish, performing arts, coding, engineering, yearbook, art, digital media, choir, band, and leadership as well as clubs such as robotics, art, Jr. Optimist and more. Through the combination of extracurriculars, electives, and academics, students can pursue their passions and be an integral part of the CMS and Coronado community.

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

Grade Level	Number of Students
Grade 6	221
Grade 7	235
Grade 8	252
Total Enrollment	708

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	2.5
Filipino	1.8
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.6
White	61.2
Socioeconomically Disadvantaged	9.6
English Learners	3.5
Students with Disabilities	11.7
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	32	31	165
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	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELA and ELD California Edition, Amplify, 2018 Achieve 3000 (ELD and Intervention) Language! Live (Gr 4-5; special education) Voyager Sopris 2016 Handwriting without Tears (SpEd)	Yes	0
Mathematics	Core Connections Series, College Preparatory Mathematics (CPM) 2016 Transmath , Voyager Sopris (Special Education)	Yes	0
Science	CUSD-Adopted Next Generation Science Standards digital text (CK-12)	Yes	0
History-Social Science	California Social Studies, Discovery Education, 2018	Yes	0
Foreign Language	Realidades, Prentice Hall, 2004	No	0
Health	Teen Health, Course 3, Glencoe, 2005	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Current financial hardship makes planning and completing facility improvements difficult. We are fortunate enough to have already updated our facilities and hopefully we will be able to maintain what we currently have. Additional staff would help to provide longevity to what will begin to degrade more rapidly.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	CR 1 - 7: CARPET NEEDS TO BE REPLACED CR 105: CARPET NEEDS TO BE REPLACED CR 106: CARPET NEEDS TO BE REPLACED CR 201: CARPET NEEDS TO BE REPLACED CR 221: CARPET NEEDS TO BE REPLACED CR 222: CARPET NEEDS TO BE REPLACED CR202: LIBRARY: RM 121 & STUDIO:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	82.0	84.0	76.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	70.0	66.0	67.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	716	686	95.81	84.40
Male	345	332	96.23	78.61
Female	371	354	95.42	89.83
Black or African American	12	10	83.33	50.00
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	87.50
Filipino	--	--	--	--
Hispanic or Latino	163	153	93.87	77.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	433	419	96.77	86.63
Two or More Races	57	55	96.49	85.45
Socioeconomically Disadvantaged	79	74	93.67	74.32
English Learners	40	34	85.00	50.00
Students with Disabilities	92	88	95.65	52.27

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	715	690	96.5	69.91
Male	344	332	96.51	68.48
Female	371	358	96.5	71.23
Black or African American	11	10	90.91	50
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	88.24
Filipino	--	--	--	--
Hispanic or Latino	163	156	95.71	58.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	433	419	96.77	73.99
Two or More Races	57	55	96.49	69.09
Socioeconomically Disadvantaged	79	74	93.67	55.41
English Learners	40	40	100	42.5
Students with Disabilities	92	87	94.57	34.88

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

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

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

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

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

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

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

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

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	8.1	23.8	57.0

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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

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

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

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

The Coronado Schools Foundation (CSF) is a committed group of parents and community business partners in support of maintaining the educational excellence for every student in the Coronado Unified School District. As a nonprofit organization, the Foundation primarily consists of parents and school community stakeholders who raise funds to bridge the gap created by insufficient government funding to our public schools. These funds provide essential programs, materials, and equipment to help meet the district board goals and community's expectations of an exemplary education for every student. The Coronado Schools Foundation funding has a critical role in working side by side with our school to support the learning needs of students by providing STEAM related programs. CMS is fortunate to offer courses such as engineering, broadcasting, coding, digital media, visual art, robotics, and performing arts. CSF monies are also allocated to the purchase of curriculum materials, technology tools, and teacher professional development. Thanks to the generosity of CSF donors, CMS was provided with \$213,000 to fund these opportunities.

For more information, visit the Coronado Schools Foundation (CSF) website at: <http://csfkids.org/> and the CMS PTO website at: <http://cms.coronadousd.net/students-parents/parent-teacher-organization-pto/>

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.0	2.2	2.5	1.6	2.8	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

CMS is a closed campus. Students are not allowed to leave during regular school hours unless appropriately checked out by parents/guardians. CMS is small in scale, and the limited entrances and exits around the facility are easy to monitor. There is very limited access to gain entrance to the campus during the day since any foot traffic is directed to one entrance. Entrance gates and doors are secure due to one-way mechanisms. Any person within the campus can exit through designated areas, but once outside the campus, if a gate or door is closed properly, no re-admittance can be gained. All visitors are required to sign in at the office using the Raptor system and they must wear a visitor badge at all times while on campus. Visitors must also sign out when leaving. This year, we have a campus security supervisor on campus to ensure safety in all areas of the school. Any time parents wish to confer with a teacher, the classroom teacher should be contacted for an appointment. If an outside party wishes to observe in the classroom, permission from the principal must be approved and obtained 48 hours prior to the visit and limited to one visit per semester, per school board policy.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	7	5	4	23.0	4	7	1	26.0	4	7	9
Mathematics	25.0	8	6	7	25.0	5	7	4	27.0	4	10	4
Science	31.0		10	6	30.0		11	5	30.0		12	4
Social Science	28.0	3	11	5	25.0	4	13	4	29.0	1	13	3

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	708
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.75	N/A
Social Worker	.5	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,553	\$1,093	\$5,460	\$103,028
District	N/A	N/A	\$11,580	\$71,373
Percent Difference: School Site and District	N/A	N/A	-71.8	36.3
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-26.5	36.3

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

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

Most of our federal monies come in the form of services required through IDEA legislation under special education mandates. A portion of the overall budget for special education is supplemented by the federal government. Additionally, due to serving a large military student population (37% of our school) based on our proximity to military housing and a military base, we receive federal funding for educating military children. In addition, the government has dedicated one full time Military Family Life Consultant (MFLC) or counselor because of the large military student and family population at the school. This MFLC assists with transition to the school, working closely with school personnel to provide support services and guides students and parents in the direction of services provided by the government and military in particular.

Other federal program support does include the "Free and Reduced Lunch Program" for students who meet requirements based on parent income and allow for free or reduced lunch based on this criteria (this is a small percentage of our school).

CMS benefits from three different grants that have been awarded to the district via Department of Defense - DoDEA. These monies provide invention classes and programs to support the needs of military dependent students performing below proficiency, arts integration support for English classes, and the newest grant will support outfitting a site maker space, coding, engineering and robotics.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,000	\$45,681
Mid-Range Teacher Salary	\$70,512	\$70,601
Highest Teacher Salary	\$94,080	\$89,337
Average Principal Salary (Elementary)	\$115,651	\$110,053
Average Principal Salary (Middle)	\$123,647	\$115,224
Average Principal Salary (High)	\$146,041	\$124,876
Superintendent Salary	\$190,000	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Professional Development for Coronado Unified School District

2017-2018 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 instructional shifts inherent in the new standards with a focus on student-centered 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 2017-2018 included the District Representatives in collaboration with the Learning Department. The focus of the Tier III professional development was on literacy in all content areas and college-career readiness.

Funding: Funding for professional development for 2017-2018 was provided by CA Educator Effectiveness Funds and federal Title IIA funds in order to personalize professional learning for all staff. Additional professional development related to formative assessment 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.