

Coronado High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

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

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 2019-20)

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

CHS: Our Vision

“We inspire, innovate, and create limitless opportunities to thrive.”

CHS: Our Mission

Quality Education for Life

Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our small, involved community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	297
Grade 10	282
Grade 11	292
Grade 12	291
Total Enrollment	1,162

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	2.3
Filipino	2.1
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.3
White	59.4
Two or More Races	7.7
Socioeconomically Disadvantaged	8.8
English Learners	0.7
Students with Disabilities	8.8
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	64	63	63	166
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature Gr. 9-12, 2000; various novels Achieve3000, as well, for Success Skills/English Support Merriam-Webster's Collegiate Dictionary (Eleventh Edition).	No	0
Mathematics	College Preparatory Mathematics (CPM) 2015 Larson, R., Hostetler, R., and Edwards, B. Calculus of a Single Variable 6th ed. New York: Houghton Mifflin Company, 1998. Calculus. Graphical, Numerical, Algebraic. Finney RL, Demana FD, Waits BK and Kennedy D. Addison Wesley, 1999. Statistics: Statistics and Probability with Applications, 3rd edition, Bedford, Freeman & Worth, 2017 AP Statistics: Stats Modeling the World, 4E; Bock, Vellman and DeVeaux; 2015, Pearson	Yes	0
Science	College Prep Physics: physicsclassroom.com & College Physics, Openstax AP Physics 1 and 2: Physics (5e) Giancoli Chemistry: Does not use textbook, but has a surplus of old textbooks AP Chemistry: Chemistry: The Central Science (13th Edition), Pearson Biology: CK-12 Biology Advanced Concepts AP Biology: Campbell Biology in Focus AP Edition 2E 2017, Pearson Marine Biology (2e) McGraw Hill AP Environmental Science: Withgott: Environment: The Science Behind the Stories 6E 2018, Pearson Education	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>APWH/9 Honors: Traditions and Encounters, 3rd edition, 2006. Earth and Its Peoples, 6th edition, 2014</p> <p>WH 10: World History: Perspectives on the Past, 1992</p> <p>Gov: American Government: Roots & Reform; Silverman uses 2011 edition, Tanaka uses 2008 edition.</p> <p>US History: "America: Pathways to Present" Apprentice Hall, 2000</p> <p>APUSH: "The American Pageant" 9th Edition, D.C. Heath and Co. 1991</p> <p>Economics Principles</p> <p>AP Statistics: Stats Modeling the World, 4e; Bock, Vellman and De Veaux; Pearson Education, Inc; 2015</p> <p>AP Psychology: Psychology Myers in Modules, 10e DSM-5 update; Myers, David; Worth Publishers; 2014</p> <p>Psychology CP: Understanding Psychology; Kasschau, Richard; McGraw-Hill Education; 2014</p>	Yes	0
Foreign Language	<p>Descubre 1 and 2, Vista Higher Learning digital textbook 2016 (Spanish levels 1 and 2);</p> <p>Descubre 3, Vista Higher Learning textbook edition 2008 (Spanish 3)</p> <p>Temas, Vista Higher Learning 2016 (AP Spanish)</p> <p>Daccord 2019 Level 1 & Level 2, Vista Higher Learning (AP French)</p> <p>French 1 Bon Voyage 1 2002 Glencoe</p> <p>French 2 Bon Voyage 1 2002 Glencoe</p> <p>French 3 Bon Voyage 2 2005 Glencoe</p>	Yes	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

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Fair	ADMINISTRATION: ROOF LEAKS CR 201 & 202: CR 601: ROOF LEAKS CR 603: CR 604: CR 702: ROOF LEAKS CR 706: RROOF LEAKS CR701: ROOF LEAKS DANCE ROOM: MP ROOM: ROOF LEAKS THEATER HOUSE: ROOF LEAKS THEATER LOBBY:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	67	84	76	78	50	50
Mathematics (grades 3-8 and 11)	56	62	67	68	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	273	96.47	3.53	83.52
Male	139	133	95.68	4.32	77.44
Female	144	140	97.22	2.78	89.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	71	97.26	2.74	73.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	156	151	96.79	3.21	86.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	27	96.43	3.57	88.89
Socioeconomically Disadvantaged	33	32	96.97	3.03	84.38
English Learners	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	283	269	95.05	4.95	61.71
Male	139	129	92.81	7.19	60.47
Female	144	140	97.22	2.78	62.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	69	94.52	5.48	56.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	156	149	95.51	4.49	60.40
Two or More Races	28	27	96.43	3.57	70.37
Socioeconomically Disadvantaged	33	32	96.97	3.03	59.38
English Learners	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	15.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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

Arts, Media, and Entertainment

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

Building and Construction Trades

- Cabinetry, Millwork, and Woodworking Pathway - 3 years

Engineering and Architecture

- Dual Enrollment class through Southwestern College

Health Science and Medical Technology

- Patient Care Pathway - 3 years

Information and Communication Technologies

- Software and Systems Development Pathway - 2 years

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

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

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

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

Every pathway has a minimum of three advisors in that respective field. All CTE teachers and CTE administrators meet with the advisors at least once a year to:

- Review the curriculum/units/lessons and provide feedback,
- Discuss emerging occupations and skills needed,
- Review industry credentials/certifications,
- Provide information on skills needed in the workplace,
- Safety concerns, training, and equipment,
- Help with work-based learning activities,
- Provide advice on new equipment,
- Credibility,
- Assistance in adapting skill standards for local needs

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	627
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.7

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.54
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	74.05

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 2018-19)

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
9	4.5	32.5	57.1

Note: 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.

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 2019-20)

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

www.corartsed.com

www.csfkids.org

www.islandersportsfoundation.com

Coronado High School

619-522-8907

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.7	3	6.1	3	3.3	7	9.7	9.1	9.6
Graduation Rate	97.6	95	92.9	96.4	94.7	92.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.4	4.4	4.0	2.8	2.8	3.0	3.6	3.5	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 2019-20)

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

Updated fall of 2019:

Added Shelter in Place protocol

Personnel on safety teams were updated

Evacuation routes and student placement on the field have been updated

An individual safety plan for a student in a wheel chair was added

Use of Raptor for visitors to protect safety of personnel on campus (back ground check for all visitors)

Added the quick reference guide to the safety plan

11/19/19 - School Site Council Approval of CHS Safety Plan

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	16	29	8	23	17	17	16	24	17	14	19
Mathematics	22	12	7	10	21	25	20	10	23	17	20	11
Science	28	6	13	17	28	8	17	14	28	5	20	14
Social Science	26	10	14	18	28	6	11	19	27	6	17	13

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	290.5

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,838	\$1,854	\$6,984	\$98,241
District	N/A	N/A	\$12,100	\$73,871.00
Percent Difference - School Site and District	N/A	N/A	-53.6	-0.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-9.7	-0.4

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 2018-19)

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

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

Grant funding provides a section of Math Support for students identified as needing skills remediation in math as well as tutoring hours and a district Teacher on Special Assignment.

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

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

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

The Navy provides funding to partially support our NJROTC program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,260	\$46,208
Mid-Range Teacher Salary	\$72,627	\$72,218
Highest Teacher Salary	\$96,902	\$92,742
Average Principal Salary (Elementary)	\$115,651	\$134,864
Average Principal Salary (Middle)	\$123,647	\$118,220
Average Principal Salary (High)	\$146,041	\$127,356
Superintendent Salary	\$190,000	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	5	N/A
Science	13	N/A
Social Science	16	N/A
All courses	42	50

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Professional Development for Coronado Unified School District

2018-2019 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 2018-2019 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 2018-2019 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.