

Coronado Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Coronado Middle School
Street	550 F Avenue
City, State, Zip	Coronado, CA 92118
Phone Number	619-522-8921
Principal	Karin Mellina
Email Address	karin.mellina@coronadousd.net
Website	cms.coronadousd.net
County-District-School (CDS) Code	37 68031 6059570

District Contact Information (School Year 2020-2021)

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

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

Coronado Middle School is proud to be 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.

Coronado Middle School opened our new school site in August 2001 and currently serves 750 sixth, seventh, and eighth graders. Committed to putting students first, CMS 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, CMS provides a caring and compassionate learning community that nurtures and supports exemplary education for every student.

CMS provides a 1:1 environment where students utilize the Google platform and access academic content, assignments, grades, announcements, communication, and more through PowerSchool, our learning management system. Our involved and supportive parent community also have individual, password protected access to the PowerSchool. Furthermore, our standards based mathematics, science, social sciences, and English curriculum are accessible to students via online techbooks as well as physical textbooks.

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. CMS teachers and staff pride themselves on their professional collegiality and dedication to putting students first. The faculty's diligent work in providing relevant, rigorous, standards-based curriculum that focuses on individual success prepares students for college and career readiness as members of the 21st century global society.

CMS continues 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 2019-2020)

Grade Level	Number of Students
Grade 6	255
Grade 7	262
Grade 8	247
Total Enrollment	764

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

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	1.8
Filipino	1.7
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	0.5
White	56.9
Two or More Races	8.9
Socioeconomically Disadvantaged	11.6
English Learners	2.7
Students with Disabilities	11.4
Foster Youth	0.3
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	31	33	32	154
Without Full Credential	0	1	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	Amplify, 2018 Language! Live (Gr 4-5; Special Education) Voyager Sopris, 2016 Handwriting Without Tears, 2012 (Handwriting Intervention & Special Education) System 44 and Read 180 (Intervention & designated ELD)	Yes	0
Mathematics	Core Connections Series, College Preparatory Mathematics (CPM), 2015 Transmath, Voyager Sopris (Special Education)	Yes	0
Science	CA Elevate Science, SAVVAS Learning Co., 2020 Project Lead the Way, Gateway Program	Yes	0
History-Social Science	Discovery Education, 2018 Various local historical resources	Yes	0
Foreign Language	Realidades, Prentice Hall, 2004	No	0
Health	Sexual Health and Development Curriculum (Grade 7) Positive Prevention Plus, 2016	No	0
Visual and Performing Arts	DoDEA Arts 4 Learning Various teacher curated materials for Wheel (Performing Arts, Digital Media) (Grade 6) and VAPA electives on CMS master schedule	Yes	0

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

School Facility Conditions and Planned Improvements

Classroom space at Coronado Middle School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Coronado Middle School's custodial staff performs basic cleaning operations daily.

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Admin Offices: D-#7 Repair elect outlet (lobby no power) Granger Hall MPR: D-#7 Repair all ceiling lights as needed (many are out) Lunch Shelter: D-#7 Replace outlet cover (exterior) next to kitchen door
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	100 Boys Restroom: D-#8 Repair stall door Girls Restroom MPR: D-#8 Repair/replace floor drain cover Staff Men's Restroom: D-#8 Secure soap dispenser
Safety: Fire Safety, Hazardous Materials	Fair	Elet Room: D-#11 Remove gas can from room (store in proper cabinet - fire)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Garden Area: D-#15 Repair garden fence as needed Room 102: D-#15 repair door hinge or replace (check for prop operation) Room 107: D-#15 Repair window & latch
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)	79	N/A	78	N/A	50	N/A
Mathematics (grades 3-8 and 11)	68	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)	62	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)

There is a strong relationship between parent involvement and increased student achievement, positive 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 SPSA.

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. Thanks to the generosity of CSF donors, CMS is fortunate to offer courses such as engineering, broadcasting, coding, digital media, visual art, robotics, and performing arts, as well as purchase curriculum materials, technology tools, and create our brand new, 21st century innovation lab.

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-ptol>

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	2.5	4.2	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)

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. CMS is fortunate to have a campus security supervisor to ensure safety in all areas of the school.

Any time parents wish to confer with a teacher, the classroom teacher 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	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* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	26	4	7	9	26	3	14	3	26	4	11	6
Mathematics	27	4	10	4	27	2	12	4	26	4	13	3
Science	30		12	4	30		13	3	31		9	7
Social Science	29	1	13	3	30		11	5	31		10	6

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

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

Title	Ratio
Academic Counselors*	764

*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)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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	\$7,237.33	\$1,224.92	\$6,012.40	\$114,607.57
District	N/A	N/A	\$13,180.78	\$77,735
Percent Difference - School Site and District	N/A	N/A	-74.7	43.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-22.1	44.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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 (34% of our school) based on our proximity to military housing and a military base, we receive federal funding for educating military children. In addition, the government has dedicated one full time Military Family Life 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 intervention classes and programs to support the needs of military dependent students performing below proficiency, arts integration support for English classes, and a STEM grant which supports the development of our new innovation lab and our coding, engineering and robotics programs.

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.