

# Coronado Middle School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Coronado Middle School
<b>Street</b>	550 F Avenue
<b>City, State, Zip</b>	Coronado, CA 92118
<b>Phone Number</b>	619-522-8921
<b>Principal</b>	Brooke Falar
<b>Email Address</b>	brooke.falar@coronadousd.net
<b>School Website</b>	<a href="https://cms.coronadousd.net/">https://cms.coronadousd.net/</a>
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	37 68031 6059570

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

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 provide meaningful learning opportunities for personal growth, promote inclusivity, foster resiliency, and maintain academic rigor through critical thinking and problem solving. While upholding the Triton 3 (ownership, integrity, respect), students will contribute to positive change in our CMS community and society.

Coronado Middle School opened our new school site in August 2001 and currently serves around 660 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 Canvas, our learning management system. Our involved and supportive parent community also have individual, password protected access to Canvas. 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. 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 Triton 3", and our advisory period. Dedicated efforts to provide students above and beyond learning make CMS a distinctively special place. A broad offering of

2025-26 School Description and Mission Statement

electives is available: broadcasting, Spanish, performing arts, STEM, 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	220
Grade 7	210
Grade 8	230
Total Enrollment	660

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
Asian	1.5
Black or African American	1.7
Filipino	0.9
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8
White	56.1
English Learners	1.8
Socioeconomically Disadvantaged	15.3
Students with Disabilities	14.2

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.6	92.88	136.4	93.79	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.61	1.8	1.28	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	1.82	2.5	1.78	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.5	4.67	4.5	3.13	15831.9	5.67
<b>Total Teaching Positions</b>	33	100	145.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.9	96.96	144.5	93.79	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.61	1.5	0.99	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	2.4	1.62	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.8	2.43	5.5	3.6	14303.8	5.15
<b>Total Teaching Positions</b>	32.9	100	154.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.6	97.34	148	95.68	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.8	2.63	4.8	3.15	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	1.7	1.16	13705.8	4.91
<b>Total Teaching Positions</b>	33.5	100	154.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.20	0.2	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.20	0.2	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	0	0.8
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.60	0	0.8

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	0.5	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Amplify, 2018 Scholastic Magazine Wilson Language Training	0
<b>Mathematics</b>	Core Connections Series, College Preparatory Mathematics (CPM), 2015 CPM Inspiring Connections 2024 (6th and 7th Grade)	0
<b>Science</b>	CA Elevate Science, SAVVAS Learning Co., 2020 Project Lead the Way, Gateway Program	0
<b>History-Social Science</b>	Discovery Education, 2018 Various local historical resources	0
<b>Foreign Language</b>	Garbanzo Senor Wooly	0
<b>Health</b>	Teen Health, McGraw Hill, 2021 Positive Prevention Plus, 2018 CUSD Units of Instruction based on CA Physical Education Framework	0
<b>Visual and Performing Arts</b>	Various teacher curated materials for Wheel (Performing Arts, Digital Media) (Grade 6) and VAPA electives on CMS master schedule	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.

Year and month of the most recent FIT report	07/22/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Library: D #2 repair HVAC
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Restroom 202: D #8 repair urinal vandalism
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cutler Field: D-14 Replace turf Quad: D-14 Replace turf

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	75	70	75	73	47	48
Mathematics (grades 3-8 and 11)	60	59	64	63	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus



the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	654	639	97.71	2.29	69.80
Female	316	311	98.42	1.58	74.60
Male	337	327	97.03	2.97	65.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	171	97.71	2.29	54.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	88	87	98.86	1.14	70.11
White	365	356	97.53	2.47	76.97
English Learners	13	11	84.62	15.38	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	209	207	99.04	0.96	74.88
Socioeconomically Disadvantaged	73	70	95.89	4.11	52.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	92	92.93	7.07	29.35

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	654	639	97.71	2.29	58.53
Female	316	311	98.42	1.58	57.88
Male	337	327	97.03	2.97	59.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	172	98.29	1.71	43.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	88	87	98.86	1.14	59.77
White	365	355	97.26	2.74	66.20
English Learners	13	12	92.31	7.69	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	209	207	99.04	0.96	66.67
Socioeconomically Disadvantaged	73	70	95.89	4.11	31.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	91	91.92	8.08	16.48

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.12	55.45	53.52	57.59	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	231	221	95.67	4.33	55.20
Female	102	98	96.08	3.92	56.12
Male	129	123	95.35	4.65	54.47
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	41.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	39	97.50	2.50	51.28
White	128	121	94.53	5.47	60.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	86	85	98.84	1.16	58.82
Socioeconomically Disadvantaged	26	24	92.31	7.69	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	25	83.33	16.67	32.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.1	99.5	98.6	99.1	100.0

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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, Canvas. Parents are encouraged to email questions and concerns to their student’s teachers and counselors, and administrators encourage open lines of communication regarding needs of students and how the school can best serve them.

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 bi-monthly. 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 three to four 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 STEM, 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/>. PTO information can be found on the CMS website <https://cms.coronadousd.net/>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	684	676	82	12.1
Female	333	330	37	11.2
Male	350	345	45	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	11	2	18.2
Filipino	--	--	--	--
Hispanic or Latino	184	181	29	16.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	6	10.7
White	380	376	40	10.6
English Learners	15	15	2	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	114	113	24	21.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	105	17	16.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.1	4.91	7.02	2.16	3.43	3.21	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.15	0	0	0.03	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.02	0.00
Female	2.40	0.00
Male	11.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	33.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.93	0.00
White	5.53	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	14.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.15	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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 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 often 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. A copy of the plan can be found in the CMS office.

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.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	13	1
Mathematics	22	9	10	0
Science	26	3	12	1
Social Science	26	1	14	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	15	
Mathematics	25	3	16	
Science	28	1	14	1
Social Science	28		16	



2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	14	
Mathematics	24	4	15	
Science	27	4	12	
Social Science	27	3	13	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	631

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10051.37	2098.50	7952.87	91210.12
District	N/A	N/A	13044.35	\$89,786
Percent Difference - School Site and District	N/A	N/A	-48.5	6.3
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-30.1	4.0

## Fiscal Year 2024-25 Types of Services Funded

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 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 (more than 30% 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 includes free breakfast and lunch for students.

CMS benefits from Department of Defense DoDEA grants. The DoDEA Project SAIL grant will fund key CUSD initiatives in STEM-related content and pathway development. Funding for this STEM grant supports our STEM and robotics programs. The DoDEA Project E3 grant supports professional learning for mathematics instruction. The DoDEA Project CS+ grant supports the development of computer science pathways and enrichment opportunities.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,897	\$57,978
<b>Mid-Range Teacher Salary</b>	\$84,202	\$89,612
<b>Highest Teacher Salary</b>	\$116,248	\$117,194
<b>Average Principal Salary (Elementary)</b>	\$145,457	\$143,632
<b>Average Principal Salary (Middle)</b>	\$144,457	\$149,447
<b>Average Principal Salary (High)</b>	\$170,040	\$162,334
<b>Superintendent Salary</b>	\$247,564	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	31.62%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	6.72%	5.47%

## Professional Development

### Professional Development for Coronado Unified School District

Professional Development for Coronado Unified School District's certificated and classified staff is robust and organized into three tiers: district-wide professional development; weekly collaboration and professional growth for school sites, departments or grade level teams; and District leadership teams, collaboration, and curriculum development beyond the scope of the school day for which teachers are paid. The instructional focus at the district level and each school site are the quality indicators for effective teaching practices. This instructional focus is directly aligned to the CUSD Portraits of a Graduate, Adult, and System and CUSD mission, vision, 21st century outcomes for students, college career readiness and the goals and actions within the CUSD Local Control Accountability Plan (LCAP).

**Tier I:** In collaboration with each school site administration, district-wide professional development is focused on MTSS (social-emotional-behavioral supports, academic supports, and PBIS), and the quality indicators for effective teaching practices.

**Tier II:** Each year, weekly collaboration and professional growth for school sites: All teachers receive approximately 1 hour each Wednesday (early release days for all school sites) for staff meetings, site- and district- based professional development, department/grade levels meetings, and articulation between grades, departments, and sites. Site-level topics of professional development include co-teaching, literacy, learning walks, collaborative discussion routines, instructional technology, Portrait of a Graduate, Renaissance, phonics, and software, content area specific trainings, assessment and instructional strategies.

**Tier III:** Active Leadership Teams include the MTSS site committees in collaboration with the Learning Department and Student Services Department. The focus of the Tier III professional development is on MTSS across all school and district systems.

**Funding:** Funding for professional development is provided by federal Title IIA funds and the Educator Effectiveness Block Grant funds in order to personalize professional learning for all staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6