Coronado High 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

School Name	Coronado High School
Street	650 D Avenue
City, State, Zip	Coronado, CA 92118
Phone Number	619-522-8907
Principal	Karin Mellina
Email Address	karin.mellina@coronadousd.net
School Website	https://chs.coronadousd.net/
Grade Span	9-12
County-District-School (CDS) Code	37 68031 3731478

2025-26 District Contact Information

District Name	Coronado Unified School District
Phone Number	619-522-8900
Superintendent	Karl Mueller
Email Address	karl.mueller@coronadousd.net
District Website	https://coronadousd.net/

2025-26 School Description and Mission Statement

Coronado High School is a comprehensive high school committed to providing a rigorous academic program and a supportive, caring school culture. Our mission statement communicates our school-wide philosophy and vision: Through rigorous academic standards, high expectations, and a coordinated curriculum, Coronado High 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.

CHS provides an outstanding learning community that promotes academic excellence offering 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, Health Sciences, Building and Construction, Engineering, Computer Science), Dual Enrollment courses, and CIF freshman, junior varsity, and varsity athletics. CHS is home to 1000 students in grades 9-12. Approximately 17% of our students are inter district transfers who reside in San Diego,10% of whom apply to one of the six Coronado School of the Arts conservatories. CHS is also home to a significant military dependent student population, comprising approximately 22% of the student body.

Dedicated and talented staff members collaborate across curriculum through professional learning communities in support of student learning that responds to evolving student interests and specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies, enabling them to be confident, life-long learners. Our students' commitment and exposure to rigorous academics have uniquely prepared them to graduate as critical thinkers, problem solvers, and civic minded, 21st century contributors who are college and career ready and confident in navigating life beyond the walls of Coronado High School.

CHS is committed to every student, every day.
Our Vision
"We inspire, innovate, and create limitless opportunities to thrive."
Our vision and student learning outcomes (listed below) are the nexus for our staff's approach to teaching and our student's approach to learning

2025-26 School Description and Mission Statement

1. SELF-AWARE and RESILIENT INDIVIDUALS who
-identify areas of strength and growth, and develop, reflect on, and adjust goals
-explore and utilize at least one of the many available learning paths to grow areas of strength and interest
---Dual enrollment
---CTE pathways
---CoSA pre-professional conservatories
---Competitive academic clubs
---Internships/work experience
---NJROTC
-prioritize and manage short- and long-term tasks
-develop original and creative projects or services
-demonstrate confidence in their capability to influence communities local to global

2. ANALYSTS who
-read, write, speak, and listen critically
-critically analyze ideas, not people
-evaluate and synthesize multiple media and the reasoning of others to draw conclusions
-question, theorize, experiment, conclude, revise
-develop, defend, and justify claims with evidence
-choose appropriate strategies and resources for research, problem solving, and communication of understanding
-focus on solutions and actions
-are visionary and curious

3. COLLABORATIVE TEAMMATES who
-work in person or remotely via technology to:
-contribute to a co-curricular group: club, sport, civic organization, pre-professional conservatories, CTE pathway, or other creative projects
-cooperate with others to develop common goals and outcomes
-balance leadership and contribution
-practice constructive critique of ideas, including our own
-effectively use technology to collaborate and communicate efficiently

4.COMMUNITY MEMBERS who
-make informed decisions about collective and personal health and financial literacy
-approach learning, expression, and relationships with respect and integrity
-demonstrate understanding and respect for diverse viewpoints, belief systems, and cultures
-understand the environmental, social, and economic impacts of decisions

Coronado High School Islander PRIDE:
Problem Solvers who think critically and collaboratively
Responsible Citizens who take ownership
Inclusive community that acts with empathy
Dynamic relationships that foster connections
Eager and invested in our school and future

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	248
Grade 10	231
Grade 11	257
Grade 12	263
Total Enrollment	999

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	50.9
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	1.6
Black or African American	1.6
Filipino	1.4
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.7
White	54
English Learners	1.1
Homeless	0.1
Socioeconomically Disadvantaged	14.7
Students with Disabilities	12.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.4	89.69	136.4	93.79	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	3.01	1.8	1.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	1.8	2.5	1.78	11953.1	4.28
Unknown/Incomplete/NA	3	5.46	4.5	3.13	15831.9	5.67
Total Teaching Positions	55.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	52.6	90.43	144.5	93.79	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	0.57	1.5	0.99	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	0.84	2.4	1.62	11746.9	4.23
Unknown/Incomplete/NA	4.7	8.14	5.5	3.6	14303.8	5.15
Total Teaching Positions	58.2	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.4	93.36	148	95.68	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	3.5	4.8	3.15	12112.8	4.34
Unknown/Incomplete/NA	1.7	3.13	1.7	1.16	13705.8	4.91
Total Teaching Positions	57.2	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
Permits and Waivers	0.00	0	0
Misassignments	1.60	0.3	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.60	0.3	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.4	1
Local Assignment Options	0.00	0	1
Total Out-of-Field Teachers	0.90	0.4	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.6	2.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.8	1.7	8.3

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
Reading/Language Arts	Elements of Literature Gr. 9-12, 2000 Various novels ([http://outlining our department's most recent outline of core texts: https://docs.google.com/document/d/1_3A8ps2x6IBvpl6ehI39ms4y0T0V4mWYQOXN1rDCSao/edit?usp=sharing]outline of core texts) Merriam-Webster's Collegiate Dictionary (Eleventh Edition) No Red Ink (online writing and grammar resource) CommonLit (online reading resource) Membean (Personalized Online Vocabulary Resource) They Say/I Say: The Moves That Matter in Academic Writing (English 12) ERWC modules and texts available on the website (ERWC English 12) CRF.org resources and curricula provided by The San Diego County Bar Association (Mock Trial)	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, Demana, Waits and Kennedy, Addison Wesley, 1999. Statistics: Statistics and Probability with Applications, 3rd edition, Bedfore, Freeman & Worth, 2017 AP Statistics: Statistics and Probability with Applications 5th Edition, BFW, 2025 Mathematics with Business Applications. Lange, Rousos, and Mason. Glenco/McGraw-Hill, 1998. Life Skills Math (AGS Life Skills Math 3rd edition). AGS Secondary, 2006. Consumer Math. Kathleen M. Harmeyer. AGS Secondary, 2001	0
Science	Physics: Experience Physics, SAVVAS Learning Co. LLC, 2022 AP Physics 1 and 2: Physics (5e) Giancoli AP Chemistry, Cengage Learning, 2022	0

	Chemistry: Experience Chemistry, SAVVAS Learning Co. LLC, 2021 Biology, SAVVAS Learning Co. LLC, 2019 AP Biology: Campbell Biology in Focus AP Edition 2E 2017, Pearson Marine Science, McGraw Hill Education, 2019 AP Environmental Science: Withgott: Environment: The Science Behind the Stories 6E 2018, Pearson Education Physical Science: Concepts in Action, SAVVAS Learning, 2011 The Living Earth, Houghton Mifflin Harcourt, 2020	
History-Social Science	APWH/9 Honors: Traditions and Encounters, 3rd edition, McGraw Hill, 2006 Earth and Its Peoples, 6th edition, Cengage Publishing, 2014 World History: Voyages of Exploration, National Geographic Learning, Cengage, 2021 Human Geography: A Spatial Perspective (AP Edition), National Geographic, 2021 American Government: Stories of a Nation, BFW, 2021 Gov 12: American Government: Continuity and Change, 2008, Karen O'Conner and Larry Sabato, Published by Pearson/Longman America Through the Lens, National Geographic Learning, Cengage, 2019 AP US History: The American Pageant 17th Ed., Cengage Learning, 2020 Economics: Economics Principles & Practices; Clayton, Gary; Glencoe/McGraw-Hill; 2008 Thinking About Psychology, BFW, 2019 AP Psychology: Updated Myers' Psychology for the AP Course, 3e; Myers, David; Bedford, Freeman, and Worth, 2021	0
Foreign Language	Descubre 1 and 2, Vista Higher Learning digital textbook 2022 (Spanish levels 1 and 2); Descubre 3, Vista Higher Learning textbook edition 2022 (Spanish 3) Temas, 3rd Edition, Vista Higher Learning 2024 (AP Spanish) D'accord, Vista Higher Learning, 2019 (French Levels 1-3) Themes, Vista Higher Learning, supplemental APprenons 2015, Wayside Publishing (AP French)	0
Health	Fitness for Life & Positive Prevention PLUS Sexual Health Education for American's Youth, 2016	0
Visual and Performing Arts	DoDEA Arts 4 Learning Repository Adobe Suite	0
Science Laboratory Equipment (grades 9-12)	Each pupil, including English learners, has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the State and the Coronado Unified School Board. Coronado Schools Foundation provides funding for lab equipment that expands the learning experience beyond the foundational experiences of the standards.	0

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

School Facility Conditions and Planned Improvements

Classroom space at Coronado High 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 High School's custodial staff performs basic cleaning operations daily.

Year and month of the most recent FIT report	08/05/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 303 Woodshop: D- 4 & 5 Housekeeping
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 303 Woodshop: D- 4 & 5 Housekeeping
Electrical	X			Boys Restrooms Stadium Home Side: D #7 repair lights interior
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Nurse's Office: D #8 repair leaking faucet Snack Bar Visitor Side: D #9 repair leak bottom of sink
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Theatre: D #13 repair roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Aquatics Center: D #15 repair exit gates next to pump house for safety & secrity CHS Boys Locker Room: D #15 repair exterior gate for safety & security Kitchen: D #15 repair/replace lock set on double doors for security Quad: D-#14 replace turf volleyball court

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)	73	82	75	73	47	48
Mathematics (grades 3-8 and 11)	44	54	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	256	234	91.41	8.59	81.62
Female	129	117	90.70	9.30	88.89
Male	126	116	92.06	7.94	74.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	73	96.05	3.95	73.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	26	86.67	13.33	84.62
White	133	121	90.98	9.02	85.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	74	69	93.24	6.76	88.41
Socioeconomically Disadvantaged	31	28	90.32	9.68	60.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	22	78.57	21.43	59.09

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	256	230	89.84	10.16	54.35
Female	129	115	89.15	10.85	49.57
Male	126	114	90.48	9.52	58.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	72	94.74	5.26	45.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	26	86.67	13.33	65.38
White	133	118	88.72	11.28	55.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	74	69	93.24	6.76	63.77
Socioeconomically Disadvantaged	31	27	87.10	12.90	40.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	22	78.57	21.43	40.91

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)	54.47	57.26	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	507	475	93.69	6.31	56.84
Female	245	229	93.47	6.53	60.70
Male	260	244	93.85	6.15	53.28
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	145	97.97	2.03	37.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	56	52	92.86	7.14	63.46
White	279	257	92.11	7.89	64.59
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	141	135	95.74	4.26	73.33
Socioeconomically Disadvantaged	58	52	89.66	10.34	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	50	84.75	15.25	22.00

2024-25 Career Technical Education Programs

Coronado Unified School District offers approved CTE curriculum in six industry sectors. The sectors and 14 pathways offered are the following:

Arts, Media, & Entertainment
- Design, Visual, and Media Arts
- Graphic Design Pathway - 4 years
- Animation Pathway - 4 years
- Design, Visual and Media Arts Pathway - 4 years (plus 2 years in middle school)
- Performing Arts
- Dance Pathway - 4 years (plus 1 year in middle school)
- Music Pathway - 4 years (plus 2 years in middle school)
- Musical Theatre and Drama Pathway - 4 years (plus 1 year in middle school)
- Production and Managerial Arts Pathway - 4 years
- Filmmaking Pathway - 4 years

Computer Science Pathway - 2 years

2024-25 Career Technical Education Programs

Building & Construction Trades
- Cabinetry, Millwork, and Woodworking Pathway - 3 years

Health Science & Medical Technology
- Patient Care Pathway - 3 years
- Biomedical Science Pathway - 3 years

Engineering and Architecture -2 years

CHS offers Southwestern College Dual Enrollment courses in the Intro to Business, Intro to Criminal Justice, Calculus III, ASL 1 and ASL 2, and Principals of Money Management in the 2025-2026 school year.
CHS offers an extended school day to allow students access to AME CTE courses within Coronado School of the Arts (CoSA). CHS has a four period day that offers a 5th period 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 99%+ 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.
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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	457
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	97.9
Graduates Who Completed All Courses Required for UC/CSU Admission	80.56

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 9	95.8	97.6	97.2	97.6	97.6

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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 School of the Arts Foundation, Islander Sports Foundation, Athletics and Arts Booster organizations, and volunteer opportunities on campus, on field trips, and extracurricular events.

Our school website, weekly principal newsletters (The Islander News), Catapult communications, and use of Canvas LMS provide regularly posted information to keep parents informed of academics - courses, programs, college and career readiness - as well as events, activities, community based opportunities, and athletics. 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.

https://chs.coronadousd.net/
https://cosasandiego.com/index.html
https://www.cosafoundation.org/
www.csfkids.org
www.islandersportsfoundation.net

Coronado High School
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C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	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
Dropout Rate	2.2	1.6	0.4	2.2	1.6	0.8	8.2	8.9	8
Graduation Rate	95.9	97.7	97.3	95.9	97.7	96.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	259	252	97.3
Female	122	119	97.5
Male	136	132	97.1
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	76	72	94.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	14	14	100.0
White	150	147	98.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	52	49	94.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	39	33	84.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1021	1015	129	12.7
Female	500	497	62	12.5
Male	519	516	67	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	2	11.8
Black or African American	17	17	4	23.5
Filipino	14	14	1	7.1
Hispanic or Latino	308	305	37	12.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	57	7	12.3
White	552	549	67	12.2
English Learners	11	11	2	18.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	167	167	43	25.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	125	123	25	20.3

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
1.78	3.51	1.67	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	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	1.67	0.00
Female	1.20	0.00
Male	2.12	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	11.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.51	0.00
White	1.09	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.80	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

The CHS school safety plan is developed by administrators and faculty in accordance with the district plan and guidelines. It is reviewed by educational partners and approved by School Site Council the CUSD School Board, annually. Our safety plan is shared with all faculty at the start of the school year and a review is completed mid year. We assign staff members roles for each contingency, and we schedule practice drills in accordance with state and federal laws. Each faculty member has a backpack with the safety plan and first aid items for an emergency.

Our safety plan outlines emergency response protocols and responsibilities of various staff in the event of disaster or emergency. We hold regular fire, earthquake, lock-down drills including evacuation and accountability and reunification. Our classrooms have lock-bloks on the doors. Entrance gates are secure due to one-way mechanisms and 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.
CHS is fortunate to have security cameras on and around the campus as well as 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 must 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. We receive support from local authorities, including the Coronado Police Department, who have assigned a school resource officer to CUSD, and our local fire department and paramedics are adjacent to the campus. Fire authorities conduct annual fire inspections

11/19/2025 - School Site Council Approval of CHS Safety Plan

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	16	20	13	1
Mathematics	16	31	14	1
Science	18	10	9	3
Social Science	21	9	8	4

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	15	22	8	5
Mathematics	15	32	8	2
Science	19	13	6	2
Social Science	24	6	8	5

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	16	21	8	2
Mathematics	15	34	11	
Science	21	7	8	4
Social Science	25	5	8	9

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	200.8

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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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	13625.76	3156.44	10469.32	91898.38
District	N/A	N/A	13044.35	$89,786
Percent Difference - School Site and District	N/A	N/A	-21.9	7.1
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-2.8	4.7

Fiscal Year 2024-25 Types of Services Funded

CUSD uses state, federal, grant, and local funds to provide a broad course of study in all required subject areas, including math, social science, science, English, world languages, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

CHS offers services and supports for all students including; School Counselors, Clinical Counselors, School Psychologist, Special Education Education Specialists. In addition to Local Control Funding, CHS is fortunate to receive grant funding through community and statewide partnerships.
-Grant funding provides a section of a district Teacher on Special Assignment that supports analysis of data to provide personalized math instruction for students.
-Grant funding through K-12 Strong Workforce and CTEIG provides sections of Career/Technical Education, professional development and supplies for pathway development. The grant also funds a coordinator/Teacher on Special Assignment.
-Private foundations (501c3) funding supports elective course offerings (Coronado Schools Foundation, Coronado School of the Arts 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.
-Due to serving a large military student population (23% of our school) based on our proximity to military housing and a military base, we receive federal funding for educating military children.
-Coronado High School offers a section of English Language Development in accordance with the needs of our students who are English Language Learners.

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

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	41.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	3
Fine and Performing Arts	2
Foreign Language	3
Mathematics	8
Science	3
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	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

Professional Development

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
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6