

# Coronado High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Coronado High School
<b>Street</b>	1500 East Francisquito Avenue
<b>City, State, Zip</b>	West Covina, CA 91791
<b>Phone Number</b>	(626) 931-1810
<b>Principal</b>	Veronica Pendleton, Ed.D.
<b>E-mail Address</b>	<a href="mailto:vpendleton@wvusd.org">vpendleton@wvusd.org</a>
<b>Web Site</b>	<a href="http://coronado.wvusd.org/">http://coronado.wvusd.org/</a>
<b>CDS Code</b>	19-65094-1938513

<b>District Contact Information</b>	
<b>District Name</b>	West Covina Unified School District
<b>Phone Number</b>	(626) 939-4600
<b>Superintendent</b>	Charles Hinman, Ed.D.
<b>E-mail Address</b>	chinman@wcusd.org
<b>Web Site</b>	<a href="http://www.wcusd.org/">http://www.wcusd.org/</a>

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

Welcome to Coronado High School. We are proud to issue our annual school report card and hope that it helps you become better acquainted with our school community, programs, accomplishments, and aspirations. The Coronado staff is committed to meeting the needs of today's high school students and using the State Standards as a basis for our teaching.

Our educational philosophy at Coronado High School is that every student is entitled to a quality education that meets every student's individual needs academically, socially, and emotionally.

At Coronado, we believe a clear instructional focus and positive learning environment provides educational opportunities for all students. Our primary goal is to promote and enhance student learning through a comprehensive program integrating academic, career, and personal development.

The Coronado community is committed to providing students with the skills and opportunity for success that create lifelong learners and productive citizens.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The special education teachers work collaboratively with the general education teachers to plan instructional opportunities aligned with the core curriculum. Moreover, teachers monitor their academic progress and recommend interventions as needed to help address any achievement gaps. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our special education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year.

Our School Accountability Report Card provides a snapshot of our school.

#### **Major Achievements:**

- 6 Year WASC Accreditation
- Recognized as Model Continuation High School by the State of California
- A decrease in suspensions and expulsions
- Increase in school-wide student attendance
- Increased graduation rate
- Developed a partnership with the City of West Covina to support the needs of students and families
- Implemented the "Building Character Through Service" community service project
- ROP courses on the school campus
- Member of the San Gabriel Valley Continuation High School Athletic League
- Counseling services provided by District approved programs
- After school on-line credit recovery
- Field trips to support classroom instruction
- On-campus college recruitment

#### **A focus for Improvement:**

- Continue to improve daily student attendance
- Continue to improve academic achievement through Professional Learning Communities
- Continually strive to increase the graduation rate
- Increase parental involvement and participation
- Continue to reduce suspension and expulsion rate
- WASC recommendations to improve student achievement
- Continue to increase student access to online learning/technology
- Continue to focus on differentiated instruction

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

Grade Level	Number of Students
Grade 9	4
Grade 10	4
Grade 11	44
Grade 12	107
Ungraded Secondary	21
<b>Total Enrollment</b>	<b>180</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.6
Asian	2.8
Filipino	1.1
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0.0
White	5.6
Socioeconomically Disadvantaged	72.8
English Learners	10.6
Students with Disabilities	28.9
Foster Youth	3.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	14	18	18	424
Without Full Credential	0	0	1	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

**Year and month in which data were collected:** September 2018

All textbooks used in the core curriculum at Coronado High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt, Rinehart & Winston, Literature and Language Arts (2010)		0%
<b>Mathematics</b>	CPM Educational Programs, Core Connections Integrated (2015)		0%
<b>Science</b>	McDougal Littell, Biology (2008) McDougal Littell, Earth Science (2007)		0%
<b>History-Social Science</b>	Prentice Hall, World History: The Modern World (2007) Prentice Hall, Economics: Principles in Action (2007) Holt, American Anthem: Modern American History (2007) Prentice Hall, Magruder's American Government (2007)		0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district ensures that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Coronado High School’s original facilities were built in the 1950’s; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. In the last 12 months, the following improvements have been completed:

- Main Entrance Security Gate upgraded with a push bar
- Additional Handicap Wheelchair Ramp in the visitor’s parking lot
- Handicap access counter in the front office
- Upgraded security cameras
- Mature Trees trimmed

Every morning before school begins, the custodian inspects the facility for safety hazards or other conditions that need attention prior to students and staff entering school grounds. There is one daytime custodian and one nighttime custodian assigned to Coronado High School. The Coronado staff considers all facilities to be a high priority. For this reason, all restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	19.0	9.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	3.0	0.0	38.0	38.0	37.0	38.0

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	85	94.44	9.41
Male	65	62	95.38	6.45
Female	25	23	92.00	17.39
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	75	70	93.33	8.57
White	--	--	--	--
Socioeconomically Disadvantaged	58	53	91.38	9.43
English Learners	11	10	90.91	0.00
Students with Disabilities	18	16	88.89	6.25
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	87	95.6	0
Male	66	64	96.97	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	75	71	94.67	0
White	--	--	--	--
Socioeconomically Disadvantaged	58	54	93.1	0
English Learners	11	10	90.91	0
Students with Disabilities	19	17	89.47	0
Foster Youth	--	--	--	--

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

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

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

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

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

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

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

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

## Career Technical Education Programs (School Year 2017-18)

Career Technical Education (CTE) Programs are offered in partnership with the East San Gabriel Valley Regional Occupation Program. Career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Students of Coronado High School have access to a wide variety of CTE courses on and off campus through the ROP-CTE partnership. Currently, Coronado's ROP-CTE course offerings include Retail Sales, Photovoltaic, and Health Careers. Once students graduate from Coronado High School, students can matriculate into the East San Gabriel Valley Regional Occupation Program pathways they've started at Coronado High School to continue job training leading to certification. Additionally, students can earn required elective credits through ROP/CTE courses. These courses target the strands of reading, writing, speaking, and listening development, as well as, help support the integrate computation and reasoning skills in math. Through the ROP/CTE programs offered at Coronado, students can earn an OSHA certification in the Photovoltaic course and a CPR certification in the Health Career course.

All seniors are required to complete a senior project in their last year of English. Seniors are required to research a career of interest and outline the steps needed to achieve a career in the specified field. The senior project guides students in helping them make career choices. Coronado also offers our students on an IEP, the opportunity to participate in the workability program through our district job developer at our site. The job developer has several partnerships with employers who employ up our students in the community. Students can work up to 100 hours through their job placement earning \$11.50 an hour. Students interested in earning a work experience work permit must have a minimal 2.0 GPA. Work Experience at Coronado has been integral for students to select as an elective because working teaches students valuable work ethic and skills.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	155
% of pupils completing a CTE program and earning a high school diploma	82.4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	87.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

### 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.



## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

The staff at Coronado High School recognizes the positive effects of parent involvement on student achievement and other student outcomes. The types of parental involvement opportunities at Coronado High School include attending Back-to-School Night, parent-teacher conferences, Open House Night, quarterly award ceremonies, and our annual Art Show. Parents are encouraged to serve as classroom volunteers, field trip chaperones, and go on weekend hiking trips. Parents are also invited to be involved in decision making and other aspects of school governance through committee participation such as the Parent Advisory Committee, District LCAP Committee, and the Parent WASC Focus Group. Parents stay informed on upcoming events and school activities through parent conferences, school website, school newsletter, phone dialers, email notifications, and School Loop online grade monitoring system. The School Loop on-line grading system allows parents to monitor their student's grades and progress on a daily basis and is updated regularly by Coronado teachers. Parents may contact the school for assistance on creating a parent account. Parents can also arrange classroom visits by contacting the school principal, Dr. Veronica Pendleton, at (626) 931-1810, ext. 3812. More information on how parents can get involved at Coronado High School may be found on our school website, <https://cas-wcusd-ca.schoolloop.com/>.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	12.2	19.7	13.4	3.2	3.5	10.2	10.7	9.7	9.1
<b>Graduation Rate</b>	62.2	56.1	64.9	92.0	91.9	82.3	82.3	83.8	82.7

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

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	87.8	90.8	88.7
Black or African American	100.0	80.6	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	100.0	100.0	94.9
Filipino	50.0	89.5	93.5
Hispanic or Latino	80.3	90.4	86.5
Native Hawaiian/Pacific Islander	100.0	60.0	88.6
White	100.0	94.6	92.1
Two or More Races	0.0	85.7	91.2
Socioeconomically Disadvantaged	88.6	93.1	88.6
English Learners	50.0	50.0	56.7
Students with Disabilities	100.0	75.2	67.1
Foster Youth	50.0	88.9	74.1

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.2	14.1	7.4	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.0	0.8	0.0	0.1	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Our district is committed to maximize school safety and to create a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others. A site-level safety plan has been developed to address the needs of the school and students within the school. Coronado High School's administration considered three essential components when writing the safety plan, including ensuring each student has a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills.

The school safety plan is comprised of three sections: (1) School Information, (2) Data, and (3) Programs and Strategies that provide school safety and Action Plan for safe and Orderly Environment. Coronado High School's safety plan was updated and reviewed during the month of October 2018. The plan was discussed and reviewed with the Parent Advisory Committee, faculty, and a student representative in meetings conducted throughout the months of November and December of 2018.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	13.0	16			9.0	18			8.0	24	1			
Mathematics	4.0	6			5.0	5			7.0	14				
Science	9.0	8			6.0	10			6.0	10				
Social Science	11.0	21	1		8.0	24			7.0	25				

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	400
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.65	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.34	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$39,514	\$12,060	\$27,454	\$83,501
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	123.8	6.0
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	117.6	8.7

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

In addition to general state funding, Coronado High School received state and federal categorical funding for special programs. For the 2017-2018 school year, Coronado High School received funding for:

- SAS: Student Activities Support
- SC1: Low Income, English Learners, Foster Youth, and Interventions
- Lottery: Instructional Materials

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Coronado High School supports ongoing professional growth throughout the year whenever possible, but primarily once a week on late starts Fridays in which teachers meet in their department professional learning communities (PLC's). During PLC meetings, teachers meet to conduct data analysis to identify needs in the areas of academics, attendance, and behavior. During the 2016-17 school year, the total number of days for professional development was 5 full days and 25 Friday morning school meetings. In the 2017-18 school year, the total number of days for professional development was 8 full days and 28 Friday morning school meetings. For our current school year 2018-19, the total number of days estimated for professional development is 14 full days, 6 after school meeting on our early release days, and 30 Friday morning school meetings.

**A primary/major area of focus for staff development for:**

2016-2017: Training and implementation of technology in the classroom; TESS Training - Lesson Plan Design to improve student engagement; and Data analysis to improve teaching strategies in the classroom.

2017-2018: Training and implementation of technology in the classroom; TESS Training - Lesson Plan Design to improve student engagement; Data analysis to improve teaching strategies in the classroom; English teachers ERWC trained and certified; and Restorative Practices to improve student behaviors.

2018-2019: Professional Learning Communities; Identify essential standards in core content to create new pacing guides; Development of formative and summative assessments; and Data analysis to improve teaching strategies in the classroom.

**Methods of professional development:**

2016-2017: District tech support in-services; District training; Conferences; Master teacher coaching; TESS one-day workshop followed with three days of individual coaching (2 cycles); and Staff analysis student data once a month during PLC meetings.

2017-2018: District tech support in-services; District training; Conferences; Master teacher coaching; TESS one-day workshop followed with three days of individual coaching (2 cycles); Staff analysis student data once a month during PLC meetings; One-day workshop on Restorative Discipline Practices and one-day of individual coaching.

2018-2019: One-day Teacher PLC Conference, two-day Admin PLC Conference; District training; District English and Math TOSA half-day workshops once a month; and Staff analyzes student data once a month during PLC meetings.

**Teachers support during implementation:**

2016-2017: Walkthrough in-class coaching; Teacher-Principal meetings; Student performance data reporting.

2017-2018: Walkthrough in-class coaching; Teacher-Principal meetings; Student performance data reporting.

2018-2019: Walkthrough in-class coaching; Teacher-Principal meetings; Student performance data reporting.