Coronado Village Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Coronado Village Elementary
Street	600 Sixth Street
City, State, Zip	Coronado, CA 92118
Phone Number	(619) 522-8915
Principal	Heidi Bergener, Ed.D.
Email Address	heidi.bergener@coronadousd.net
Website	village.coronadousd.net
County-District-School (CDS) Code	37 68031 6038053

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

School Description and Mission Statement (School Year 2019-20)

Village Elementary School creates a student-centered learning environment that serves the whole child in grades ranging from preschool through 5th Grade. We enable students to prepare for their future by developing the skills, knowledge, and confidence necessary to seek a meaningful life, both individually and as a productive member of the community.

Our mission statement: Through rigorous academic standards, high expectations, and a comprehensive and coordinated curriculum (including Visual and Performing Arts and experiences in our new Innovation Lab), Village Elementary, in partnership with our district and community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with empowered confidence to fulfill their dreams and aspirations for the future.

Located in the heart of the village of Coronado, a small island resort community on the coast of San Diego, California, Coronado Village Elementary, a past California Distinguished School and a National Blue Ribbon School of Excellence, serves as the hub of this small city. Our beautiful brick building is one of three schools located within one square mile of the Coronado Unified School District. We share this block with the middle school and high school. Our partner elementary school, Silver Strand, is located three miles south and serves families living in Naval Enlisted Housing and a neighboring resort area.

The Village Elementary main campus opened in 1992, and encompasses two campuses: the main campus at 600 6th Street which serves grades 1-5, and the Early Childhood Development Center (ECDC), which houses Crown Preschool, a fee-based preschool serving three and four year old students in general and special education, and Village Transitional Kindergarten and Kindergarten students. Between the two campuses, approx.850 students from pre-school to grade five are active, engaged learners becoming prepared for college and career.

The community includes low, middle, and upper income homes, apartment buildings, small businesses, and hotels. Approximately 40% of our families are military, serving on our local naval bases, ships, and submarines, making our school population highly mobile. Seven different ethnic groups and languages are represented at Village. The staff is committed to providing the best education possible for every student, by name, by need. All decisions are made based on what is in the best interest of our students. We believe in modeling life-long learning and are continuously attending professional development opportunities to improve our curriculum, instruction, and assessment practices.

Village Elementary teachers meet regularly to collaborate and learn about best instructional practices focused on the needs of students and reflect on current student formative data to plan instruction. In addition to providing a rigorous curriculum based on high standards, the Village staff works in partnership with our families and community members to teach life skills through a district-wide program, Sanford Harmony, so students learn what it means to be a positive, respectful, and responsible citizen. The Military Family Life Counselor (MFLC) and the Clinical Counselor teach classroom lessons, provide group and individual counseling, and other levels of social-emotional supportive programs to ensure all students are achieving and succeeding. Everyone-A-Reader (EAR) volunteers provide one to one support in reading to students on a daily basis, and our learning labs provide additional support in reading, writing and math daily. In partnership with our MFLC, we host Anchored for Life for students to provide extra support to new military families. The Village team of dedicated professionals are committed to striving for excellence for all our students, for our programs, and for our learning environment. Our inclusive learning environments provide equity for all students, regardless of degree of learning or physical challenges. Students are included in the general education classrooms, with small group or individual assistance as needed. The Student Success Team (SST) program is offered for students who need assistance academically, socially, emotionally, or cognitively as the foundation of our Multi-Tiered Systems of Support (MTSS) framework. We actively use Restorative Practices to engage our learners in restoring relationships as a form of social and emotional reintegration and relationship management. Teachers and students use a variety of technology applications to extend thinking and to provide a challenging curriculum. The Village Innovation (iLab), library, and netbook computers available for each grade level, support project-based learning and a growing one-to-one program, grades K-5. Each classroom houses a multimedia computer workstation including an LCD projector/document camera, and many classrooms have Smart Boards.

Choir, Band, World Languages (French and Spanish), Robotics, Soccer and many other enrichment opportunities are in place both before and after the instructional day to provide a wide variety of extracurricular experiences for all students on the Village campus. We partner with many businesses and organizations in the community throughout the school year to promote learning opportunities for students and provide volunteer opportunities for community members.

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

Grade Level	Number of Students
Kindergarten	156
Grade 1	115
Grade 2	129
Grade 3	145
Grade 4	120
Grade 5	172
Total Enrollment	837

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	1.4
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.4
White	65.5
Two or More Races	5.6
Socioeconomically Disadvantaged	11.1
English Learners	6.6
Students with Disabilities	10.4
Homeless	

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	49	50	47	166
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read Well (includes online resource Ticket to Read), Cambium Voyager, 2007 (Grades K-2) Teaching Writing in Kindergarten, Scholastic, 2008, Randee Bergen (Writing), (TK) Handwriting Without Tears, 2012 (Grades K-2 & Grades 3-5 for Intervention/Special Education) Making Meaning, Center for Collaborative Teaching (TK) Wonders, McGraw Hill (Designated ELD) Lucy Calkins Units of Study for Writing, Heinemann, 2013 Seminars in Critical Literacy, Just Think Literacy, 2012 Read Well 3, Cambium Voyager, 2009 (Intervention/Special Education, Grades 3-5) Language! Live, Voyager Sporis, 2016 (Special Education, Grades 4-5) Pathblazer, Edgenuity Fountas & Pinnell Leveled Literacy Intervention (LLI) (Grades K-2) Raz Kids (Grades K-2) Teacher created and curated materials Scholastic Literacy (PILOT) Benchmark Literacy (PILOT)	No	0
Mathematics	Bridges in Mathematics, Math Learning Center, 2nd Edition ALEKS (Grades 3-5) Sumdog Pathblazer, Edgenuity CUSD Mathematics Curriculum Map with Open Educational Resources and teacher created/curated materials	No	0
Science	NGSS Foss Next Generation, Delta Education, 2016 Launch Program, Project Lead the Way	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	History Social Science for California, Scott Foresman-Addison Wesley, 2006 Coronado Historical Association Local History Curriculum (Grade 3) Biztown, Junior Achievement (Grade 5) Various local historical resources (Grades 3-5)	No	0
Health	Human Growth and Development lessons/video (Grade 5) Teacher created health lessons		
Visual and Performing Arts	VAPA Standards through VAPA Specials DoDEA Arts 4 Learning Teacher created and curated materials Meet the Masters		

School Facility Conditions and Planned Improvements (Most Recent Year)

Current financial hardship makes planning and completing facility improvements difficult. We are fortunate enough to have already updated our facilities and hopefully we will be able to maintain what we currently have. Additional staff would help to provide longevity to what will begin to degrade more rapidly.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Poor	ADMIN OFFICES: CR 301 - 304: CR 401 - 404: CR 501 - 504: CR 601 - 604: CR 701 - 704: LIBRARY:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	74	76	78	50	50
Mathematics (grades 3-8 and 11)	70	72	67	68	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	430	422	98.14	1.86	74.41
Male	221	215	97.29	2.71	70.23
Female	209	207	99.04	0.96	78.74
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	89	93.68	6.32	70.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	279	277	99.28	0.72	76.53
Two or More Races	24	24	100.00	0.00	70.83
Socioeconomically Disadvantaged	58	57	98.28	1.72	47.37
English Learners	42	36	85.71	14.29	63.89
Students with Disabilities	71	70	98.59	1.41	51.43
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	430	427	99.30	0.70	71.90
Male	221	218	98.64	1.36	68.81
Female	209	209	100.00	0.00	75.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	94	98.95	1.05	64.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	279	277	99.28	0.72	75.81
Two or More Races	24	24	100.00	0.00	58.33
Socioeconomically Disadvantaged	58	57	98.28	1.72	45.61
English Learners	42	41	97.62	2.38	48.78
Students with Disabilities	71	70	98.59	1.41	42.86
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	9.5	81.5	

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

At Village Elementary, it is truly evident that parents are not only welcomed, but also embraced as co-educators and seen as valuable resources within their child's educational experience. We view education as a partnership and believe that schools improve when teachers and parents act as a team to reinforce each other's efforts in delivering a quality education.

The School Site Council (SSC) is made up of parents and teachers who together suggest how our funds will be spent along with other important school decisions. The very name of our parent group, Parent Teacher Organization (PTO), demonstrates our joint commitment, as well. We have a large number of community volunteers each week at Village and have been recognized for our exemplary implementation of Everyone A Reader (EAR) program.

Our school facilities are often available for use by community organizations, businesses, and they in turn, provide volunteer time to work with students, tend our school garden, provide lessons in 'going green', or make improvements to our school. We maintain a strong partnership with the US Navy; personnel from various commands from Naval Base Coronado volunteer their time in a variety of ways including after school Anchored for Life programming. Village Elementary honors our local military veterans each year on Veterans Day. These partnerships we have created are essential in weaving home, school, and community together. Visitors to Coronado Village Elementary always comment on what a special school it is. We know our students, staff, and parents make it a school worthy of state and national recognition.

Our parents are an integral part of our site strategic plan and are partners in completing our Local Control Accountability Plan (LCAP) each year in February. Several parents meet yearly to review and update our plan which drives our focus and instruction throughout the year. We are proud to say that parents are truly an essential part of the educational process at Village.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	1.2	1.1	2.8	2.8	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council reviews and approves a comprehensive safe school plan including data regarding school crime, safe school procedures, and compliance with laws including:

(1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. It is revisited and updated annually each September, followed by Governing Board approval. We conduct practice emergency drills including fire, earthquake, and lock down each month during the school year. Each classroom is equipped with an emergency backpack, bottled water, and a snack for each student in case of a real emergency. Staff is prepared to perform as necessary in the event of a real disaster/emergency.

For safety purposes, all visitors and volunteers are required to sign in at the office upon arrival, wear a visitor/volunteer lanyard, and sign out when leaving. Any time parents wish to confer with the teacher, the classroom teacher should be contacted for an appointment. Any time parents wish to observe in the classroom, permission from the principal or principal designee would need to be obtained 48 hours prior to the visit and limited to 30 minutes in duration, per school board policy. Other than before and after school, both the Village Main Campus and the ECDC campus are closed campuses.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	3	3		24		5		22	1	6	
1	23	2	4		24		5		23		4	
2	23	2	3		27		5		26		5	
3	28		5		21	1	4		29		5	
4	29		5		29		5		30		4	
5	28		5		31		5		29		6	
Other**									24		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.9

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,992	$2,341	$6,650	$88,859
District	N/A	N/A	$12,100	$73,871.00
Percent Difference - School Site and District	N/A	N/A	-58.1	-3.8
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-6.4	-3.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

Village Elementary has various before/after school enrichment opportunities that support student learning and recreation. During the instructional day, reading intervention teachers work with students in grades K-5th grade on decoding and comprehension skills. Math Lab intervention teachers work with students in grades 1-5 on math skills, computation, and reasoning.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

Professional Development for Coronado Unified School District

2018-2019 Professional Development for Coronado Unified School District's certificated and classified staff is robust and organized into three tiers: district-wide professional development; weekly collaboration and professional growth for school sites, departments or grade level teams; and District leadership teams, collaboration, and curriculum development beyond the scope of the school day for which teachers are paid.

Tier I: District-wide professional development: All staff participated in three days (2-hour sessions on each day) of professional development centering on Multi-Tiered Systems of Support (MTSS) with a focus on behavioral, social-emotional and academic learning.

Tier II: Weekly collaboration and professional growth for school sites: All teachers received approximately 1.5 hours each Wednesday (late start days for Coronado High School staff, and early release days for all other schools) for staff meetings, site- and district- based professional development, department/grade levels meetings, and articulation between grades, departments, and sites.

Tier III: Active Leadership Teams for 2018-2019 included the MTSS Representatives in collaboration with the Learning Department. The focus of the Tier III professional development was on MTSS across all school and district systems.
Funding: Funding for professional development for 2018-2019 was provided by federal Title IIA funds in order to personalize professional learning for all staff. Additional professional development related to literacy and mathematics was provided by the Department of Defense Educational Activity (DoDEA) organization via Project M3: Math, Mindset, and Mastery, a grant award to CUSD for the 2015-2020 school years, and Project STEM Read-I, a grant awarded to CUSD for the 2018-2023 school years.