

Coronado Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Coronado Elementary School
Street	2100 Maine Avenue
City, State, Zip	Richmond, CA 94804-2798
Phone Number	(510) 231-1419
Principal	Dr. Cynthia Breedlove
Email Address	cbreedlove@wccusd.net
School Website	www.wccusd.net/coronado
County-District-School (CDS) Code	07617966004667

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Coronado Elementary School believes that public education provides opportunities and experiences that are essential to the future and success of our community.

We believe we must:

- Treat everyone with courtesy, dignity and respect;
- Provide a safe and nurturing environment;
- Develop lifelong learners and contributing members of society;
- Take responsibility for our behavior and performance;
- Provide equitable and essential communications and support; and
- Celebrate the diversity, uniqueness and contributions of all our community members.

We currently have 314 students in grades TK-6. We also currently have two SPED Extensive Support Need (ESN) preschool classes and a new SPED Extensive Support Need (ESN) Tk-1 grade class with approximately 29 students, thereby totalling our total school population to be 343 students. We are proud that our school is 95% BIPOC students with approximately 15% African American students, 80% English language learners and 5% white/other. This is the 9th year of our Transitional Kinder program, where younger students attend a full-day in preparation for success in kindergarten and/or first grade. We also have full-day kindergarten for 2 classes. We also have instrumental Music for students in grades 4th-6th led by the district.

At Coronado Elementary School, we are very proud of being a California Gold Ribbon school for our school wide implementation of the social emotional ToolBox program for the school year since 2015-2016. This year we have implemented the ToolBox program to include grades 1st-6th. We are anticipating implementing another EMO Master SEL program strictly for 6th graders. The TOOLBOX program provides our students with tools/strategies for their socio-emotional well-being, the Toolbox program teaches students twelve tools (i.e., Breathing Tool, Patience Tool, Empathy Tool, etc.). Toolbox supports our school vision that we will develop students who are well-rounded and can achieve both academically and socially.

Coronado continues to be a school "Building a Culture of Reading" where the entire school focuses on building a community of competent readers. We have several different programs that provide intervention and tutoring assistance to our students. In order to help with this Reading Initiative we are working with our Read Aloud Community Partners who have expanded their service to include 3rd graders this year. Over the past four years they normally only serviced Kindergarten through 2nd-grade

2023-24 School Description and Mission Statement

students We believe our improvement in the SBAC will be attributed to "Building a Culture of Reading".

Read-Aloud volunteers read to students in grades kinder through grade 2 twice a week, and are also mentors for the students. This program has been successful at Coronado for the past ten years. We have a variety of graduate tutors and volunteers who teach students one-on-one and in small groups, to reinforce what is taught in the classroom. Our Learning Center provides support to more than fifty students in small groups throughout the week, and provides instruction in both language arts and mathematics. Also, we have a highly successful After School Program which currently enrolls approximately 200 students. Extended learning programs such as TutorWorks, the Kassirer Sports company, and Arts and CLay activities are also a part of the After School programming.

We participate in the Kennedy Family Sports League participating in various sports including Football and Basketball. This year the league has included Track and Field. Also, for the past several years Coronado has had a LEADERSHIP program. This program consists of our student leaders comprised of the different cultures represented at our school in grades 4th-6th. Student leaders at Coronado possess qualities like being outgoing, one looking for something to be a part of, and overall strong leadership skills. Students leaders assist and monitor class during rainy day schedules for our brunch and lunch recesses when required. They engage with the students during this time and facilitate safe play while indoors. They've also have lead several school-wide events such as when we have our spring carnival.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	45
Grade 2	39
Grade 3	41
Grade 4	61
Grade 5	43
Grade 6	38
Total Enrollment	329

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
Asian	0.9%
Black or African American	18.8%
Filipino	0.3%
Hispanic or Latino	73.3%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	3.6%
White	2.1%
English Learners	54.1%
Foster Youth	0.3%
Homeless	3.3%
Socioeconomically Disadvantaged	73.9%
Students with Disabilities	11.6%

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

2020-21 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)	16.60	91.74	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.50	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.75	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	18.10	100.00	1403.90	100.00	274759.10	100.00

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.

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)	16.50	85.98	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	2.61	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	7.09	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	0.80	4.33	91.20	5.99	15831.90	5.67
Total Teaching Positions	19.10	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	0.60
Misassignments	0.00	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Room A119 Main Electrical Room - Check condensation pump on a/c unit above door. Unit does not run, the battery needs replaced in the removed.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Hallway next to Room A121 - Drinking fountain bubbler needs adjustment; low pressure. Hallway next to room A219 boys restroom - Drinking fountain needs more pressure.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	11	9	32	32	47	46
Mathematics (grades 3-8 and 11)	7	7	21	22	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	178	171	96.07	3.93	8.77
Female	87	83	95.40	4.60	10.84
Male	91	88	96.70	3.30	6.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	31	93.94	6.06	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	130	125	96.15	3.85	10.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	90	85	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	157	96.32	3.68	8.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	5.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	178	173	97.19	2.81	6.94
Female	87	84	96.55	3.45	7.14
Male	91	89	97.80	2.20	6.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	31	93.94	6.06	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	130	127	97.69	2.31	7.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	90	87	96.67	3.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	158	96.93	3.07	6.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	0.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.21	2.44	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100.00	0.00	2.44
Female	20	20	100.00	0.00	5.00
Male	21	21	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	3.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	2.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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 5	100	97.4	100	100	100

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.

2023-24 Opportunities for Parental Involvement

PARENT INVOLVEMENT PROGRAMS

A significant part of our school success is the fact that we have Parent Engagement Nights. Previously, parent nights were held every month for more than ten years, where we provide information to our parents about their child's education and celebrate their child's success with Perfect Attendance, Good Citizenship, and Honor Roll Awards. This year we have gotten off to a late start, however we have had 2 out of 3 successful parent engagement events. The first was our "Reunion Community Gathering held in August and the other was just held last night, Nov. 29, 2023, entitled Multi-Cultural Night. Our parents were excited to come out and see their children performing through dance, music, and song. Our Literacy engagement night did not go over so well, but we will continue to share Coronado's academic initiatives and achievements through our AAPAC, ELAC, and SSC governing groups.

- The required committees (SSC/ELAC) sponsor training for the parents and community.
- The Guidelines for Coronado Cougar Behavior outlines Coronado's student expectations.
- SCHOOL SITE COUNCIL: Coronado has a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).
- AAPAC/AASAT African American Parent Advisory Council
- MONTHLY PARENT MEETINGS: For the past 20 years, Coronado has had monthly Parent Nights, where students with Perfect Attendance, Honor Roll, and Citizenship Awards are celebrated. In addition, parents receive valuable information about Back-to-School Night, Open House, Report Cards, Common Core Standards, and our rigorous Academic Expectations, Literacy training, and Using Toolbox at home. All Parent Nights are conducted in both English and Spanish.
- MONTHLY CALENDAR in English and in Spanish which goes home to parents to keep parents informed of Coronado's activities with a Calendar of Events.
- STRONG AFTER-SCHOOL PROGRAM with tutoring by classroom teachers, and programs to build self-esteem such as Sports Leagues with other elementary schools.
- TRANSLATION IN ENGLISH/SPANISH is provided for all families regarding all school activities, forms, announcements, meetings, etc.

2023-24 Opportunities for Parental Involvement

- PARENT VOLUNTEERS are encouraged and appreciated. Since the availability of more free fingerprinting from the district, our pool of Volunteers has greatly increased. If interested, please contact the office and/or the classroom teacher.
- SCHOOL-COMMUNITY OUTREACH WORKER who works to improve parent engagement for our school. In addition, she coordinates all parent involvement activities at Coronado.
- FULL-SERVICE COMMUNITY HEALTH CENTER will open in 2016. We are the first Community Health Center at an elementary school. Our community services will include Dental; Medical; Counseling; and Vision. The Health Center has a full-time Coordinator.
- PARENT CLUB that meets monthly.
- MEET AND GREET MEETINGS WITH THE PRINCIPAL occurs quarterly.
- NUTRITION WORKSHOP FOR PARENTS.
- PARENT UNIVERSITY
- MONTHLY LITERACY WORKSHOPS for parents in grades TK-2 (however, other parents may attend).
- MONTHLY PARENT WORKSHOPS ON LITERACY (with childcare) for parents of children in TK-Grade 3.

INFORMATION ABOUT COMMUNITY RESOURCES, including medical, therapy, and legal support for families.
 Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	368	343	156	45.5
Female	180	163	77	47.2
Male	188	180	79	43.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	67	64	40	62.5
Filipino	1	1	1	100.0
Hispanic or Latino	275	254	105	41.3
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	12	11	4	36.4
White	7	7	3	42.9
English Learners	214	201	83	41.3
Foster Youth	2	2	1	50.0
Homeless	13	13	7	53.8
Socioeconomically Disadvantaged	329	313	142	45.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	46	23	50.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.43	4.08	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.08	0
Female	2.22	0
Male	5.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	10.45	0
Filipino	0	0
Hispanic or Latino	1.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	16.67	0
White	0	0
English Learners	0.93	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.34	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.42	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	21		4	
2	22		4	
3	19	2	2	
4	30		2	
5	30		2	
6	26		2	
Other	26		6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	2
1	22		4	
2	21	2	2	
3	20	4	2	
4	27		2	
5	28		2	
6	26		2	
Other	28		4	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	4	2
1	23	0	4	0
2	20	4	0	0
3	21	2	2	0
4	31	0	4	0
5	29	0	2	0
6	26	0	2	0
Other	26	0	2	0

2022-23 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	0

2022-23 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.

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	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7896.57	2504.61	5391.96	67875.03
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-2.3	-13.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-5.8	-25.7

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON
 BAY AREA COMMUNITY RESOURCES
 BEARCOM COMMUNICATIONS INC.
 CROWN TROPHY PETALUMA
 DWAYNE WARREN
 FUN EXPRESS
 GREAT MINDS PBC
 HEINEMANN COMPANY
 KBA DOCUMENT SOLUTIONS, LLC
 KEILAN HUNTER
 MCGRAW HILL SCHOOL EDUCATION HOLDIN
 PERMA-BOUND BOOKS
 PROJECT LEAD THE WAY INC
 SCHOLASTIC EDUCATION
 SHAW HR CONSULTING INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 STARFALL EDUCATION
 TERRA DOBY
 THE PRACTICE SPACE
 US BANK
 YMCA OF THE EAST BAY

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

We are currently working with Instruction Partners to help us implement a new Math Curriculum, Eureka Squared. We have already seen an increase in student engagement using this new curriculum. The training include the using of an Instructional Practice Guide (also known as an IPG). This guide helps us to know how to evaluate our instruction based on researched - based standards, teacher facilitation, and student engagement.

Every other Wednesday, the staff is trained on a variety of issues. This year the entire staff is focused on both district and site-level professional development specifically on Equity & Race and Social-Emotional Learning. At Coronado, teachers meet with their grade-level colleagues to share successful teaching strategies, review student data, plan instruction, and plan interventions. We also have Monthly Staff Meetings where teachers and other staff receive important training and staff development. In addition, we have a strong, collaborative Instructional Leadership Team that facilitates instructional leadership, plans staff development for teachers, and brainstorms solutions to issues at school (i.e., ways for teachers to better collaborate, train staff by having veteran teachers provide workshops, find smoother processes for recess and lunchroom supervision, etc.) All staff members are encouraged to attend as many district training and workshops as possible, and we have most of our teachers attending workshops during the summer to prepare for the upcoming school year. Our two areas of focus for this year are:

- 1) Language Arts - Increasing student discourse/collaborative conversations, and increasing vocabulary; and
- 2) Multiple Methods for Math. We have several teachers who are informally and formally mentoring our new teaching staff.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, educational technology, the incorporation of music into the core content areas, and Toolbox training. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is to ensure that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	21	33	24