

Coronado Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	07617966004667

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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.

Our core values are: Community, Compassion, Equity, Kindness, and Respect. Our school expectations are to "Be Safe," "Be Respectful." and to "Be Responsible."

This means that we will:

- Treat everyone with courtesy, dignity and respect;

2024-25 School Description and Mission Statement

- 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.

At Coronado Elementary School, we are very proud of our academic accomplishments. We have received a California Title I Academic Achievement Award for the school year 2007-2008. Previously, we also received the designation of being a California Gold Ribbon School for our school-wide implementation of the social-emotional ToolBox program for the school year of 2015-2016. In the past, Coronado has had a school-wide focus on "Building a Culture of Reading" where the entire school focuses on building a community of competent readers. 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.

We currently have approximately 307 students in grades TK-6. We also currently have two SPED preschool classes totaling 318 students overall. We are proud that our school is 93% students of color, with approximately 18% African American students, 75% Latinx and 7% 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, we utilized ToolBox as our SEL program. 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.). The toolbox supports our school vision that we will develop students who are well-rounded and can achieve both academically and socially. 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, looking for something to be a part of, and overall strong leadership skills. Student leaders assist during our lunch recesses engage with the play and facilitate safe play.

Finally, we have several different programs that provide intervention. 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 eleven 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. Last year we implemented the SIPP program through OAASA (Office of African American Student Achievement) to help our African American students excel in reading. Also, we have a highly successful Y-Scholar After School Program which currently enrolls approximately 150 students that participate in Tutorworks 2 days per week and we participate in the district's Sports League in various sports including Football, Volleyball, Basketball, and Soccer.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	38
Grade 2	43
Grade 3	44
Grade 4	37
Grade 5	50
Grade 6	32
Total Enrollment	313

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Asian	1.9
Black or African American	18.5
Filipino	0.3
Hispanic or Latino	72.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.2
White	2.6
English Learners	52.7
Foster Youth	0.3
Homeless	2.6
Socioeconomically Disadvantaged	83.7
Students with Disabilities	14.1

A. Conditions of Learning **State Priority: Basic**

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

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

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.20	91.00	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	8.94	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	94.30	6.58	14303.80	5.15
Total Teaching Positions	16.70	100.00	1433.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.50	0.60	0
Misassignments	0.00	0.70	1.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	1.30	1.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.1	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.10	0	5.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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

School Facility Conditions and Planned Improvements

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

8/14/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			A154 KITCHEN: 4. WALLS ARE MARRED. A216: 4. HOLE IN COUNTERTOP. 7. ONE BANK OF LIGHTS IS OUT. TWO LIGHT PANELS ARE OUT (STAIRWELL). TWO WHITEBOARD LIGHTS ARE OUT. A217: 4. WALL PAPER IS TIRN (HALLWAY). ADMIN: 4. METAL TRIM ON SHELVING UNITS IS MISSING AND SEPERATING. 12. CRACK IN INTERIOR WALL. 15. DOOR CLOSER IS BROKEN. DOOR CLOSER COVER IS MISSING. C 112: 4. HAND SANITIZER DISPENSER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. GIRLS REST ROOM (NEAR A213): 4. ONE SANITARY NAPKIN DISPOSAL CAN IS MISSING IN STALL. (MENSTRUAL NOTICE NOT POSTED) K112: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. M102 STAGE: 4. WALL PAPER IS TORN (HALLWAY). WALL IS MARRED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		A102/ PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. A105: 5. ROOM IS CLUTTERED. A121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. A204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING A205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING A206: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING A207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED A208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING A209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT (STAIRWELL). 10. FIRE EXTINGUISHER IS MISSING.12. CRACK IN HALLWAY FLOOR.

School Facility Conditions and Planned Improvements

			<p>C 112: 4. HAND SANITIZER DISPENSER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C104: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C105: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE WHITE BOARD LIGHT IS OUT.</p> <p>C106: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOMS CLUTTERED .</p> <p>C109: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C110: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. WILLIAMS NOTICE NOT POSTED</p> <p>C113: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K102C WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K102D STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K112B WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.</p> <p>K112C STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.</p> <p>K114: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K114C STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.</p> <p>K116C STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K118C : 5. ROOM IS CLUTTERED.</p> <p>M103: 5. ROOM IS CLUTTERED.</p>
<p>Electrical</p>		<p>X</p>	<p>A102/ PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p> <p>A209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT (STAIRWELL). 10. FIRE EXTINGUISHER IS MISSING. 12. CRACK IN HALLWAY FLOOR.</p> <p>A216: 4. HOLE IN COUNTERTOP. 7. ONE BANK OF LIGHTS IS OUT. TWO LIGHT PANELS ARE OUT (STAIRWELL). TWO WHITEBOARD LIGHTS ARE OUT.</p> <p>BOYS REST ROOM (NEAR A213): 7. HAND DRYER HAS NO POWER.</p> <p>BOYS REST ROOM (NEAR C106): 7. ONE LIGHT PANEL IS OUT. ONE LIGHT PANEL HAS BAD/PINK BULBS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C102/ TEACHERS LOUNGE: 7. ONE WHITE BOARD LIGHT IS OUT.</p> <p>C105: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE WHITE BOARD LIGHT IS OUT.</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM (NEAR C106): 7. MULTIPLE LIGHT PANELS ARE OUT. (MENSTRUAL NOTICE NOT POSTED)</p> <p>K116B WORK ROOM: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>LOBBY: 7. ONE LIGHT FIXTURE IS OUT.</p> <p>UNISEX REST ROOM (NEAR A125): 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR K105): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM (NEAR A125): 7. LIGHT DIFFUSER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>A142/ NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>UNISEX REST ROOM (HEALTH): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR A125): 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR A213): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR K105): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR K105): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR LOCK STRIKE PLATE IS LOOSE AND MISSING A SCREW. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>A122/ SPEECH: 10. ANNOUCEMENT SPEAKER IS COVERED.</p> <p>A204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING</p> <p>A205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING</p> <p>A206: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING</p> <p>A207: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. WILLIAMS NOTICE NOT POSTED</p> <p>A208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING</p> <p>A209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT</p>

School Facility Conditions and Planned Improvements

			(STAIRWELL). 10. FIRE EXTINGUISHER IS MISSING.12. CRACK IN HALLWAY FLOOR. A210: 10. FIRE EXTINGUISHER IS MISSING C110: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. WILLIAMS NOTICE NOT POSTED
Structural: Structural Damage, Roofs	X		A209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT (STAIRWELL). 10. FIRE EXTINGUISHER IS MISSING.12. CRACK IN HALLWAY FLOOR. ADMIN: 4. METAL TRIM ON SHELVING UNITS IS MISSING AND SEPERATING. 12. CRACK IN INTERIOR WALL. 15. DOOR CLOSER IS BROKEN. DOOR CLOSER COVER IS MISSING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		A121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. ADMIN: 4. METAL TRIM ON SHELVING UNITS IS MISSING AND SEPERATING. 12. CRACK IN INTERIOR WALL. 15. DOOR CLOSER IS BROKEN. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM (NEAR C106): 7. ONE LIGHT PANEL IS OUT. ONE LIGHT PANEL HAS BAD/PINK BULBS. 15. DOOR CLOSER COVER IS MISSING. C110: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. WILLIAMS NOTICE NOT POSTED PLAYGROUNDS: 14. NON-PUBLIC USE EQUIPMENT PRESENT. BOLT IS MISSING ON 2-5 YEARS OLD PLAY STRUCTURE. UNISEX REST ROOM (NEAR K105): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR LOCK STRIKE PLATE IS LOOSE AND MISSING A SCREW. (MENSTRUAL NOTICE NOT POSTED)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	9	7	32	33	46	47
Mathematics (grades 3-8 and 11)	7	6	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	164	157	95.73	4.27	7.01
Female	72	70	97.22	2.78	7.14
Male	92	87	94.57	5.43	6.90
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	34	33	97.06	2.94	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	116	111	95.69	4.31	7.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	79	75	94.94	5.06	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	140	97.22	2.78	6.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	0.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	164	161	98.17	1.83	6.21
Female	72	70	97.22	2.78	8.57
Male	92	91	98.91	1.09	4.40
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	34	33	97.06	2.94	3.03
Filipino	0	0	0	0	0
Hispanic or Latino	116	115	99.14	0.86	6.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	79	79	100.00	0.00	2.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	143	99.31	0.69	6.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	2.44	6.38	20.56	20.89	30.29	30.73

2023-24 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	48	47	97.92	2.08	6.38
Female	22	21	95.45	4.55	9.52
Male	26	26	100.00	0.00	3.85
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	35	35	100.00	0.00	2.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	6.67
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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	59.6	97.9	38.3	95.7	0

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.

2024-25 Opportunities for Parental Involvement

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. During "Back-to-School Night" parents received valuable information about , Report Cards, and our rigorous Academic Expectations. In addition, all Parent Nights are conducted in both English and Spanish. This year we have gotten off to a late start, however we have had a successful collaborative parent engagement event with the afterschool program in celebration of "Hispanic Heritage Month" in October where fun activities were provided for the whole family. During this event we were able to discuss the parent "Compact Agreement." In addition, as a community school and as part of our annual school tradition, our sister school (Rancho Romero) offered to provide Thanksgiving meals to our families in need. Each teacher selected either 1-2 students from their class and meals were distributed during the week of Nov. 18th - Nov. 22, 2024.

Parent involvement programs include AAPAC, ELAC, and SSC governing groups.

- The required committees School Site Council (SSC) which is composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

* English Learner Advisory Council (ELAC) sponsor training for the parents and community.

* Our AAPAC/AASAT African American Parent Advisory Council help provide insight on educating our African American students.

- The Guidelines for Coronado Cougar Behavior outlines Coronado's student expectations.
- Assemblies are planned to celebrate Perfect Attendance, Honor Roll, and Citizenship Awards.
- Announcements go home to parents via Parent Square and by flyers to keep parents informed of Coronado's activities.
- STRONG AFTER-SCHOOL PROGRAM with a tutoring by programs such as Tutorworks and the Sports Leagues help to improve academics and build self-esteem by competing with other elementary schools.
- TRANSLATION IN ENGLISH/SPANISH is provided for all families regarding all school activities, forms, announcements, meetings, etc.
- PARENT VOLUNTEERS are encouraged and appreciated. However, our volunteers pool has greatly decreased due to the changes taken place in the fingerprinting process. We are interested in having more volunteering, so If interested, please contact the our School Community Outreach Worker (S.C.O.W) Maria Valadez at 510-231-1419.

2024-25 Opportunities for Parental Involvement

She works to improve parent engagement for our school. In addition, she coordinates all ELAC parent involvement activities at Coronado.

- Our community services will include: Dental; Medical; Counseling; and Vision.
- We had a successful "Nurturing Parenting" group (with childcare and dinner) last year and we have another workshop planned for the beginning of Jan. 2025.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	343	133	38.8
Female	169	161	67	41.6
Male	189	182	66	36.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	67	64	30	46.9
Filipino	--	--	--	--
Hispanic or Latino	261	249	88	35.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	9	75.0
White	--	--	--	--
English Learners	198	192	59	30.7
Foster Youth	--	--	--	--
Homeless	13	12	4	33.3
Socioeconomically Disadvantaged	313	305	119	39.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	51	17	33.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.43	4.08	9.5	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.50	0.00
Female	2.37	0.00
Male	15.87	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.42	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	0.00	0.00
English Learners	7.58	0.00
Foster Youth	0.00	0.00
Homeless	15.38	0.00
Socioeconomically Disadvantaged	10.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.09	0.00

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

2024-25 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 2024. 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.

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		4	2
1	23		4	
2	20	4		
3	21	2	2	
4	31		4	
5	29		2	
6	26		2	
Other	26		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	15	2	1	
1	19	1	1	
2	22	1	1	
3	34	1		1
4	26		1	
5	31		1	
6	32		1	
Other	30		1	

2023-24 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

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9617.14	3215.39	6401.75	94812.57
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	11.5	11.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-50.9	0.2

Fiscal Year 2023-24 Types of Services Funded

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

AMAZON
 AMERICAN STAGE TOURS
 BAY AREA COMMUNITY RESOURCES
 BAY AREA SCORES
 BERG CHRISTIAN ENTERPRISES
 CROWN TROPHY PETALUMA
 CYNTHIA BREEDLOVE
 FOOD MAXX
 GREAT MINDS PBC
 HELP EVERYONE REACH INC (HERO INC.)
 KASSIRER ENTERTAINMENT COMPANY
 LEARNING A-Z
 LEXIA LEARNING SYSTEMS LLC
 MCGRAW HILL SCHOOL EDUCATION HOLDIN
 MONIQUE RUTHERFORD
 PANERA BREAD COMPANY
 PERMA-BOUND BOOKS
 POLISHED POTENTIAL LLC
 PROJECT LEAD THE WAY INC
 READ ALOUD
 RENAISSANCE LEARNING INC
 RICHMOND ART CENTER
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 TOOLBOX PROJECT PBLCC
 US BANK
 US BANK - DGS STATE TRAVEL PROGRAM
 WEST CONTRA COSTA PUBLIC EDUCATION
 YMCA OF THE EAST BAY

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

Every other Wednesday, 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 intervention. We also have Monthly Staff Meetings where teachers and other staff receive important training and staff development. However, Coronado ES began the school year with six vacancies that are filled with long-term subs.

In addition, our Instructional Leadership Team is supposed to facilitate plans for 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 is possible. Our two areas of focus for this year are:

- 1) Language Arts: Increasing student discourse/collaborative conversations, and increasing vocabulary using iReady and Amira Learning;
- 2) Math using Zearn. We have several teachers who are informally and formally mentoring our new teaching staff.

We use the Instructional Practice Guide (also known as an IPG) for Math and English. This guide helps us to know how to evaluate our instruction based on researched - based standards, teacher facilitation, and student engagement.

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 ensuring 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.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	33	24	21