

Coronado Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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	Keilan Hunter
E-mail Address	khunter@wccusd.net
Web Site	www.wccusd.net/Page/794
CDS Code	07-61796-6004667

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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.

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. According to the previous state of California test scores, we have extremely high math and science scores, including ten students who scored a perfect 600 score in mathematics. We are also proud to report that we scored over 800 for five out of the past six school years, meaning that we are a school that is achieving at grade level standards. Due to changing our assessment system from the CA State Test to Common Core Standards, Last year was the first year we participated in the Common Core Standards Testing Program. Part of our school success is that fact that we have had monthly Parent Nights for more than ten years, where we provide information to 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 450 students in grades TK-6. We are proud that our school is 100% students of color, with approximately 40% African American students and 60% English language learners. This is the 5th year of our Transition 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 3 classes. In addition, we have an after-school program that serves 140 students. In addition to a strong academic school, Coronado is proud that we have a music program from called Z Sharp. Every child in our school receives music instruction once a week. The program teaches music appreciation, band, chorus, and the class is integrated with the content of classroom instruction. Our music teacher works closely with the classroom teachers. In addition, we believe that this program enhances our academic program and provides a creative outlet for our students. Our students also participate in a yearly performance with the San Francisco Opera and enjoy many musical performances throughout the year. We also have a Coronado Choir, taught by our music teacher, and we have Instrumental Music for students in grades 4.6.

In addition to our strong music program, we have a PlayWorks Program and Toolbox. The PlayWorks Coach maintains safety before school and during recesses, and teaches students to play safely with good citizenship and sportsmanship. He also teaches indoor and outdoor classroom game activities with the support of the classroom teacher. Another highlight of the PlayWorks Program is our Junior Coaches; students in upper grades who help monitor games during recess and coach students in how to play safely and cooperatively. To provide 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.). Both Toolbox and PlayWorks support our school vision that we will develop students who are well-rounded and can achieve both academically and socially. Finally, we have several different programs that provide intervention and tutoring assistance to our students. Every day, we have a 1/2 hour Morning Assembly for first through third grade students, where they receive instruction in language arts, math facts, test preparation, social studies, science, and music. This program makes a big difference for our students (it has been replicated in other schools). 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 200 students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	79
Grade 1	49
Grade 2	58
Grade 3	74
Grade 4	63
Grade 5	55
Grade 6	46
Total Enrollment	424

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	26.9
American Indian or Alaska Native	0
Asian	2.8
Filipino	1.2
Hispanic or Latino	63.9
Native Hawaiian or Pacific Islander	2.1
White	1.7
Two or More Races	0.7
Socioeconomically Disadvantaged	95.5
English Learners	49.1
Students with Disabilities	7.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	16	17	17
Without Full Credential	0	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Coronado Elementary School uses the district-adopted (state recommended) core instructional materials for all of its curricular areas.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Coronado was originally built in 1952, 1960 and 1962. It was demolished and completely rebuilt in 2013-2015. We moved into the new campus starting in August, 2015.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Ants at front entrance of school
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Door dragging in boys restroom by office back door
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Wire covering needed on garden gate. Supply room hard to close in lunch room. Door hinges unhinged in storage room A147. Door dragging in storage room A147. Door dragging in boys restroom by office back door and K building double doors

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	24	33	35	44	48
Mathematics	19	18	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	71	97.3	8.4
	4	65	63	96.9	15.9
	5	54	53	98.2	37.7
	6	44	43	97.7	46.5
Male	3	36	35	97.2	8.6
	4	38	37	97.4	13.5
	5	29	28	96.5	17.9
	6	23	22	95.7	40.9
Female	3	37	36	97.3	8.3
	4	27	26	96.3	19.2
	5	25	25	100.0	60.0
	6	21	21	100.0	52.4
Black or African American	3	18	18	100.0	5.6
	4	23	23	100.0	13.0
	5	18	17	94.4	17.6
	6	15	15	100.0	26.7
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	51	49	96.1	8.2
	4	37	36	97.3	16.7
	5	35	35	100.0	45.7
	6	25	25	100.0	56.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	6	--	--	--	--
White	4	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	71	70	98.6	8.6
	4	61	60	98.4	15.0
	5	52	52	100.0	36.5
	6	43	42	97.7	45.2
English Learners	3	39	37	94.9	2.7
	4	24	22	91.7	
	5	11	11	100.0	27.3
	6	12	12	100.0	25.0
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	73	100.0	13.7
	4	65	63	96.9	19.1
	5	54	53	98.2	11.3
	6	44	43	97.7	30.2
Male	3	36	36	100.0	19.4
	4	38	37	97.4	18.9
	5	29	28	96.5	10.7
	6	23	22	95.7	36.4
Female	3	37	37	100.0	8.1
	4	27	26	96.3	19.2
	5	25	25	100.0	12.0
	6	21	21	100.0	23.8
Black or African American	3	18	18	100.0	5.6
	4	23	23	100.0	13.0
	5	18	17	94.4	
	6	15	15	100.0	20.0
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	51	51	100.0	11.8
	4	37	36	97.3	19.4
	5	35	35	100.0	17.1
	6	25	25	100.0	36.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	6	--	--	--	--
White	4	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	71	71	100.0	14.1
	4	61	60	98.4	18.3
	5	52	52	100.0	11.5
	6	43	42	97.7	28.6
English Learners	3	39	39	100.0	10.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	24	22	91.7	9.1
	5	11	11	100.0	
	6	12	12	100.0	8.3
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56	14	26	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	54	53	98.2	26.4
Male	29	28	96.6	25.0
Female	25	25	100.0	28.0
Black or African American	18	17	94.4	11.8
Hispanic or Latino	35	35	100.0	34.3
Socioeconomically Disadvantaged	52	52	100.0	25.0
English Learners	11	11	100.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	13.5	5.8

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

PARENT INVOLVEMENT PROGRAMS

- 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).
- 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 --- Academic Expectations, Literacy training, and Using Toolbox at home. All Parent Nights are conducted in 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 a 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.

- 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 bimonthly.
- 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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.5	8.3	6.0	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and SafetyThe Safety Plan includes procedures on reporting/preventing crime, child abuse, disaster preparedness, and suspension/expulsion, and is reviewed by the District Safety Coordinator. The plan also contains a sexual harassment policy, dress code, arrival/departure procedures, and school-wide discipline rules. The "Green Register" system is used to notify the office or other teachers about potentially dangerous classroom situations. The Principal is in close contact with the Richmond Police Department, and contacts the Police as soon as there is a safety issue. Parents are notified of concerns or safety issues through ConnectEd phone messages in English and Spanish and by a note sent home by the Principal (in English and Spanish). Fire drills are held monthly, and disaster drills are held every three months. Disaster kits and safety kits are in each classroom. We have an Emergency Supply Kit of water and snacks located in each classroom. Students are supervised before school, during morning and lunch recesses, and after school. We provide additional safety support by hiring additional yard supervisors, and a School Site Supervisor. The main campus entrance is open during school hours. Other entrances and classroom doors are locked at all times. Visitors sign in at the office and wear a badge while on campus. We are proud to have a strong "Toolbox" Program to support our school climate. The purpose of the Toolbox program is to teach children conflict resolution skills and empathy for others. In addition, through twelve Toolbox strategies, students learn to focus on instruction and self-monitor their feelings. The twelve tools for learning include: 1) Breathing Tool; 2) Quiet/Sate Place; 3) Listening Tool; 4) Empathy Tool; 5) Personal Space; 6) Using Our Words; 7) Garbage Can; 8) Taking Time Tool; 9) Please and Thank You; 10) Apology and Forgiveness; 11) Patience Tool; and 12) Courage Tool. This program provides a foundation for academic and social success, and has a powerful benefit for success in life. All of our teachers have been trained in Toolbox, and Toolbox is also used in our After-School Program. We are one of the initial schools who embraced Toolbox in our district, and several of our teachers and students have been interviewed in videos for teacher training with Toolbox (model lessons and using Toolbox strategies). In addition to Toolbox, we have the Mindful Schools Program at our school. Mindfulness prepares students to be able to focus and concentrate at school. The program involves weekly classroom presentations and small group intervention on Wednesdays and Fridays (students in need of additional training, and a group of students who will be Mindfulness leaders in our school). The Mindfulness Program (using ways to breathe properly, relax, and meditate, and much more) works collaboratively with our Toolbox Program to give students the skills needed to cope effectively and positively with conflict and stress.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3		23		3		20	2	2	
1	26		3		23		3		24		2	
2	24	1	2		24		3		19	3		
3	22		3		22	1	2		25		3	
4	31		2		28		2		31		2	
5	30		1		32		1		32		1	
6	32		2		33			2	34			1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist	.47	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6307.35	2125.79	4181.56	61164.47
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-34.8	-6.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-26.3	-19.3

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Coronado School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION

IASA-TITLE I BASIC

HEALTHY START-ASLSNPP

SPECIAL ED - E

MEDI-CAL ADMIN ACTIVITIES

MISC DONATIONS

SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Every Wednesday, staff is trained on a variety of issues. 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. 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 is 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. Our part-time Instructional Coach is a vital part of professional development and training at Coronado. 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/Mindful Life 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.