Coronado High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

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

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

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

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

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

We hope our School Accountability Report Card provides a snapshot of our school.

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

Focus for Improvement:
- Continue to improve daily student attendance
- Continue to improve academic achievement through Professional Learning Communities
- Continually strive to increase the graduation rate
- Increase parental involvement and participation
- Continue to reduce suspension and expulsion rate
- WASC recommendations to improve student achievement

- Continue to increase student access to online learning/technology
- Continue to focus on Differentiated Instruction

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	34
Grade 12	90
Ungraded Secondary	21
Total Enrollment	145

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	4.8
Filipino	2.1
Hispanic or Latino	86.2
Native Hawaiian or Pacific Islander	0.7
White	4.8
Two or More Races	0
Socioeconomically Disadvantaged	73.8
English Learners	9
Students with Disabilities	16.6
Foster Youth	2.8

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	14	18	465
Without Full Credential	1	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston, Literature (2009)	Yes	0%
Mathematics	College Preparatory Mathematics: California Edition, Core Connections Integrated I (2015)	Yes	0%
Science	McDougal Littell, Biology (2008) McDougal Littell, Earth Science (2007)	Yes	0%
History-Social Science	Pearson/Prentice Hall, Economics: Principles in Action (2007) Pearson/Prentice Hall, United States Government: American Government, (2006) Holt, Rinehart and Winston, US History: American Anthem (2007) Pearson/Prentice Hall, World History: Modern Times (2007)	Yes	0%
Foreign Language	Foreign language classes are not offered.		N/A
Health	Glencoe/McGraw-Hill, Heath (2005)	Yes	0%
Visual and Performing Arts	Art, Graphic Art, Guitar, and Photography are courses offered.		0%
Science Laboratory Equipment (grades 9-12)	Science courses with labs are not offered.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Our custodial and maintenance staff takes pride in ensuring that Coronado has a clean and safe learning environment. Much attention is paid to keeping our campus clean and safe. District-wide standards are in place for cleaning procedures, products, inspection and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office. Restrooms are inspected multiple times daily by custodial staff, as well as inspected by all staff and administrators. 100% of the commodes on campus are working. Custodians, as well as maintenance and grounds crews, are trained and responsible for inspection and repair of any safety items on a daily basis. Monthly inspections are also conducted by district inspectors.

In addition, West Covina Unified School District works with risk managers, safety inspectors, and outside experts who inspect our campus annually. No emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. Providing our students with a clean and safe school always has been and will continue to be a top priority. We are also committed to improving and maintaining a quality facility.

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

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			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: January 2018

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2018				
	Exemplary	Good	Fair	Poor
Overall Rating	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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	15	19	52	52	48	48
Mathematics (grades 3-8 and 11)		3	37	38	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	72	94.74	19.44
Male	47	45	95.74	20
Female	29	27	93.1	18.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	63	60	95.24	20
White	--	--	--	--
Socioeconomically Disadvantaged	62	58	93.55	17.24
English Learners	13	13	100	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	70	93.33	2.86
Male	46	44	95.65	2.27
Female	29	26	89.66	3.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	63	58	92.06	3.45
White	--	--	--	--
Socioeconomically Disadvantaged	61	57	93.44	3.51
English Learners	13	13	100	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	62	54	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Programs (CTE) are offered in partnership with the San Gabriel Valley Regional Occupation Program. Career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advance levels of education. Students of Coronado High School have access to a wide variety of CTE courses off campus through the ROP-CTE partnership.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	52
% of pupils completing a CTE program and earning a high school diploma	37%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	84.67
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The staff at Coronado High School recognizes the positive effects of parent involvement on student achievement and other student outcomes. The types of parental involvement opportunities at Coronado High School include telephone, and written home-communications, attending school functions, parent serving as classroom volunteers, parent-teacher conferences, student assemblies, field trip chaperones, and parent involvement in decision making and other aspects of school governance through committee participation. Parent stay informed on upcoming events and school activities through parent conferences, school website, school newsletter, and School Loop on-line grade monitoring system. The School Loop grading system allows parents to monitor their child's grade on a daily basis and is updated regularly by Coronado teachers. Parents may contact the school for assistance on creating a parent account. Parents can also arrange classroom visits by contacting their school principal, Dr. Veronica Pendleton at (626) 931-1810, ext. 3812. More information on how parents can get involved at Coronado High School may be found on our school website, https://cas-wcusd-ca.schoolloop.com/ .

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	7.2	12.2	19.7	3.7	3.2	3.5	11.5	10.7	9.7
Graduation Rate	62.89	62.24	56.06	91.82	91.95	91.95	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	**District**	**State**
All Students	71.29	94.83	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	66.29	91.57	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	80	100	90.99
Two or More Races	100	87.5	90.59
Socioeconomically Disadvantaged	71.76	94.01	85.45
English Learners	27.27	42	55.44
Students with Disabilities	100	79.49	63.9
Foster Youth	100	70	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	2.5	4.2	14.1	2.3	2.2	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.8	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Comprehensive School Site Safety Plan was developed for Coronado High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, procedure for notifying teachers about dangerous pupils, disaster response procedures, sexual harassment policy, and dress code policy. The school's most recent safety plan was reviewed, discussed, and updated in collaboration with the Parent Advisory Committee and Coronado staff in November 2017.

The objective of Coronado High School's Disaster Response and Crisis Plan to provide the maximum practical protection for students and personnel in the event of a disaster. Coronado High School's safety team consist of teachers and classified employees that provide recommendation

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 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15	12	5		13	16			9	18		
Mathematics	7	11			4	6			5	5		
Science	10	7	1		9	8			6	10		
Social Science	8	23	2		11	21	1		8	24		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	100
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$30,937	$26,219	$4,718	$72,540
District	N/A	N/A	$5,926	$76,863
Percent Difference: School Site and District	N/A	N/A	-20.4	-5.6
State	N/A	N/A	$6,574	$74,476
Percent Difference: School Site and State	N/A	N/A	-28.2	-2.6

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, Coronado High School received state and federal categorical funding for special programs. For the 2016-2017 school year, Coronado High School received funding for:

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,727	$46,511
Mid-Range Teacher Salary	$77,257	$73,293
Highest Teacher Salary	$95,590	$92,082
Average Principal Salary (Elementary)	$121,488	$113,263
Average Principal Salary (Middle)	$125,389	$120,172
Average Principal Salary (High)	$139,408	$131,203
Superintendent Salary	$244,950	$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

During the 2017-2018 school year, Coronado High School staff development will be devoted to:

• Training and implementation of technology in the classroom.
• TESS Training: Lesson Plan Design to improve student engagement.
• Data analysis to improve teaching strategies in the classroom.
• Restorative Practices to improve student behaviors.

Coronado High School supports ongoing professional growth throughout the year whenever possible, but primarily on those days schools starts later (Fridays). Teachers meet to conduct data analysis to identify needs in the areas of academics, attendance and behavior.