Silver Strand Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

2022-23 School Contact Information

School Name	Silver Strand Elementary School
Street	1350 Leyte Road
City, State, Zip	Coronado, CA 92118
Phone Number	619-522-8934
Principal	Jennifer Moore
Email Address	jennifer.moore@coronadousd.net
School Website	https://strand.coronadousd.net/
County-District-School (CDS) Code	37 68031 6038087

2022-23 District Contact Information

District Name	Coronado Unified School District
Phone Number	619-522-8900
Superintendent	Karl Mueller
Email Address	karl.mueller@coronadousd.net
District Website Address	https://coronadousd.net/

2022-23 School Overview

One of four schools in the Coronado Unified School District, Silver Strand Elementary is located three miles south of the city of Coronado on a narrow peninsula between the Pacific Ocean and San Diego Bay. The majority of our students reside in military housing that surrounds our school, with other students coming from our neighboring housing development, the Coronado Cays, and others who transfer in from both within the Coronado district as well as from neighboring school districts.

Our school has completed several phases of renovation, including new buildings, paint, gardens, landscaping, playground improvements and upgraded technology in all classrooms. The exterior of the school was painted and gutters replaced in summer 2019. A new play structure was added to the playground during the 2016-17 school year. New shade structures were added to playgrounds in summer 2021. Our library, tech storage, and Innovation Lab spaces were renovated over summer and fall of 2021. Our library is updated with relevant, diverse, and age-appropriate books and up-to-date reference materials.

Classrooms are actively supported by parent and community volunteers to enhance student learning. Our "Everyone A Reader" program, which was recognized as a Diamond Award winner by the San Diego County Office of Education, draws community volunteers from across Coronado. Silver Strand Elementary benefits from an active PTO and School Site Council, providing monthly extracurricular family activities and traditions such as Holiday Shoppe and Luau fundraiser. It is evident that parents and volunteers are not only welcomed, but embraced as educational partners and seen as valuable resources to the children of Silver Strand Elementary School. The camaraderie and close community of our small school is represented at our weekly Friday morning Flagpole Assembly, during which all members of our school gather for announcements, performances by our Choir, and reminders of agreements and monthly cultural celebrations. All staff contribute to the well-being of each child in our school. Our school schedule fosters grade-level planning and collaboration as well as weekly professional development for staff.

2022-23 School Overview

Our instructional focus is guided by our single plan for student achievement goal areas. Instructional programs are supported in part through cooperative funding between our PTO and CSF (Coronado Schools Foundation) and allow all K-5 students to have weekly VAPA (Visual and Performing Arts) and science "Innovation Lab" instruction. Students in upper grades have the opportunity to participate in both choral instruction and musical instrument instruction via our school choir and band programs. A Positive Behavioral Interventions and Support model has also been implemented at Silver Strand, and we are continuing a process of developing multi-tiered systems of support. Our community agreements are based on "We are safe with our words and actions; we respect one another and our environment; and we are responsible for our learning and goals." Community agreements are reinforced in expectations assemblies at the beginning of the year, through Harmony curriculum and activities such as Morning Meet-Up and Buddy Ups and at our weekly Friday Flagpole assemblies. A grant through National University funds not only curriculum for Harmony social-emotional learning, but provides material support for our development of multi-tiered systems of support.

We are pleased to have Department of Defense grants that, in addition to other resources, provide extended small-group instruction for students in reading and math through our ASE (Academic Support and Enrichment) Program.

We have a number of after-school programs and partnerships that focus support on our military families and students. These include Operation BIGs (emotional mentoring), our student-run Anchored4Life Club, and services provided by our School Liaison Officer and MFLC (Military Family Life Consultant).

In order to meet the needs of our youngest learners, we provide a state funded preschool for up to 24 three and four year old children in the morning and afternoon. Parent education, classroom volunteering, and articulation with our kindergarten teachers are integral to our preschool program. Our preschool is a Quality Preschool Initiative program.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	49
Grade 2	51
Grade 3	62
Grade 4	53
Grade 5	59
Total Enrollment	338

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.4
American Indian or Alaska Native	0.3
Asian	1.2
Black or African American	2.7
Filipino	2.1
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.8
White	55.3
English Learners	6.5
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	1.8
Students with Disabilities	16.0

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)	19.50	100.00	138.70	95.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.40	1.01	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.10	0.07	12115.80	4.41
Unknown	0.00	0.00	4.80	3.33	18854.30	6.86
Total Teaching Positions	19.50	100.00	145.10	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advance, Benchmark Education Co., LLC, 2018 LLI Reading Intervention Curriculum Wilson Reading Intervention Curriculum Read Well 3, Cambium Voyager, 2009 (Intervention/Special Education, Grades 3-5) Teaching Writing in Kindergarten, Scholastic, 2008, Randee Bergen (Writing), (TK) Handwriting Without Tears, 2012 (Grades K-2 & Grades 3-5 for Intervention/Special Education) Making Meaning, Center for Collaborative Teaching (TK) Lucy Calkins Units of Study for Writing, Heinemann, 2013 Language! Live, Voyager Sopris, 2016 (Special Education, Grades 4-5) Fountas & Pinnell Leveled Literacy Intervention (LLI) (Grades K-2) Raz Kids (Grades K-2) Teacher created and curated materials	Yes	0
Mathematics	Bridges in Mathematics, Math Learning Center, 2nd Edition ILX Learning ALEKS (Grades 3-5) Sumdog CUSD Mathematics Curriculum Map with Open Educational Resources and teacher created/curated materials	Yes	0
Science	NGSS Foss Next Generation, Delta Education, 2016 Project Lead the Way, Launch Program Discovery Education Mystery Science (Asynchronous Lessons for Science) - iAcademy only	Yes	0
History-Social Science	Social Studies Alive!, California Series, TCI, 2021 Coronado Historical Association Local History Curriculum (Grade 3) Biztown, Junior Achievement (Grade 5) Various local historical resources (Grades 3-5)	Yes	0
Foreign Language	Hola Mundo, K-5 Spanish FLEX Program, Editorial Edinumen, 2020	Yes	
Health	SPARK, 2015 Fitnessgram (Grade 5) Human Growth and Development lessons/video (Grade 5) Teacher created health lessons Sanford Harmony, Social Emotional Learning		
Visual and Performing Arts	VAPA Standards through VAPA Specials DoDEA Arts 4 Learning Repository Teacher created and curated materials		

School Facility Conditions and Planned Improvements

Classroom space at Silver Strand Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Silver Strand's custodial staff performs basic cleaning operations daily.

Year and month of the most recent FIT report	07/13/22

School Facility Conditions and Planned Improvements

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 402: D-#7 - repair overhead lighting
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom MPR: D-#8 Replace hand dryer
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	81	N/A	76	N/A	47
Mathematics (grades 3-8 and 11)	N/A	77	N/A	64	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	161	93.06	6.94	80.75
Female	72	69	95.83	4.17	81.16
Male	101	92	91.09	8.91	80.43
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	31	77.50	22.50	70.97
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	23	100.00	0.00	86.96
White	101	98	97.03	2.97	82.65
English Learners	14	6	42.86	57.14	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	119	115	96.64	3.36	78.26
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	26	89.66	10.34	42.31

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	169	97.69	2.31	76.92
Female	72	70	97.22	2.78	77.14
Male	101	99	98.02	1.98	76.77
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	69.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	23	100.00	0.00	82.61
White	101	98	97.03	2.97	78.57
English Learners	14	14	100.00	0.00	57.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	119	115	96.64	3.36	77.39
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	27	93.10	6.90	44.44

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	78.69	54.35	57.32	28.5	29.47

2021-22 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	62	61	98.39	1.61	78.69
Female	30	29	96.67	3.33	75.86
Male	32	32	100	0	81.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100	0	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	84.21
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	43	42	97.67	2.33	80.95
Socioeconomically Disadvantaged	0	0	0	0	0
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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Silver Strand Elementary School:
- -Our very active PTO facilitates classroom volunteering, monthly extracurricular family fun and academic nights, a Holiday Shoppe for students to select gifts for family members, and an annual APEX jogathon fundraiser and Luau family event and fundraiser.
- -The "Everyone A Reader" program, which was recognized as a Diamond Award winner by the San Diego County Office of Education, draws parent and community volunteers from across Coronado.
- -The School Site Council and Title I Committee require parent participation and meet quarterly.
- -Parents are invited to educational and parenting opportunities through Positive Parenting Workshops and SAFE Harbor Coronado's Coffee Talks.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	366	363	57	15.7
Female	173	171	31	18.1
Male	192	191	26	13.6
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	9	9	3	33.3
Filipino	7	7	1	14.3
Hispanic or Latino	89	88	17	19.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	37	37	5	13.5
White	207	205	26	12.7
English Learners	24	24	8	33.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	11	11	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	12	17.1

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.26	1.09	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.27	0.07	1.24	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.00	0.00
Male	0.52	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.48	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.41	0.00

2022-23 School Safety Plan

Our school safety plan is updated annually, and approved by our Site Council in October 2022. Pertinent portions of the plan are reviewed with students early in the school year, and the plan is also reviewed with new staff members as soon as they are hired. A copy of the plan is also available for inspection by the public at each school site. Regularly scheduled drills regarding various types of potential emergencies (i.e.-fire, earthquake, lockdown, etc.) are held monthly with debriefing by staff afterwards, and a record of each is kept in the school's front office.

To ensure safety during instructional hours, the perimeter gates of the site are locked immediately after entry each morning and reopened only at dismissal. Our front office door has an automatic locking device with remote control to ensure members of the public must be granted access to school before entering. During school hours, all visitors are required to present an ID for processing via our Raptor System. Additionally, our alarm system maintains alarmed security during non-school hours. JPA Risk Management services via the San Diego County Office of Education and are a valuable resource for our site and district. We have a strong partnership with the Coronado Police Department and our School Resource Officers, with regular visits during Friday Flagpole assemblies and through instruction via the GREAT Program.

Playground supervisors receive training on safety procedures, regularly enforce playground expectations, and routinely trouble-shoot equipment and/or procedural issues. Our district maintenance and site custodial personnel routinely check all play equipment for safety and make recommendations for proactive maintenance.

All staff takes pride in our school and work together to maintain a well-kept facility. Regular maintenance is handled daily and emergencies are given immediate attention. Our district grounds crew maintains our grass and landscaped areas.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	1	3	
1	20	1	2	
2	20	1	2	
3	27		2	
4	25		2	
5	32		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3		
1	12	4		
2	18	1	2	
3	25		2	
4	18	1	3	
5	13	3		

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	21	1	2	
1	25		2	
2	17	1	2	
3	21	2	1	
4	27		2	
5	30		2	

2021-22 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

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11470.14	3007.77	8462.38	90718.25
District	N/A	N/A	10688.18	$82,106
Percent Difference - School Site and District	N/A	N/A	-23.2	10.0
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	24.8	13.6

2021-22 Types of Services Funded

Silver Strand Elementary School employs a full-time Title I reading specialist and additional part-time Academic Support and Enrichment teachers for early language arts and math support. Our visual and performing arts (VAPA) and Innovation Lab teachers, and Band and Choir Directors are funded in part through our Coronado Schools Foundation (CSF). We also have grants from DoDEA which partially fund our Academic Support and Enrichment Program and Instructors in math and reading.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$46,584	$48,503
Mid-Range Teacher Salary	$75,582	$74,912
Highest Teacher Salary	$104,348	$100,321
Average Principal Salary (Elementary)	$135,339	$122,160
Average Principal Salary (Middle)	$141,039	$127,632
Average Principal Salary (High)	$145,968	$137,578
Superintendent Salary	$208,528	$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional Development for Coronado Unified School District

2022-2023: Professional Development for Coronado Unified School District's certificated and classified staff is robust and organized into three tiers: district-wide professional development; weekly collaboration and professional growth for school sites, departments or grade level teams; and District leadership teams, collaboration, and curriculum development beyond the scope of the school day for which teachers are paid. The instructional focus at the district level and each school site is academic discourse. This instructional focus is directly aligned to the CUSD mission, vision, 21st century outcomes for students, college career readiness and the goals and actions within the CUSD Local Control Accountability Plan (LCAP).

Tier I: In collaboration with each school site administration, district-wide professional development is focused on academic discourse, the speaking and listening standards, MTSS (social-emotional-behavioral supports, academic supports, and PBIS), and course pacing and essential learnings at CHS.

Tier II: Each year, weekly collaboration and professional growth for school sites: All teachers received approximately 1 hour each Wednesday (early release days for all school sites) for staff meetings, site- and district- based professional development, department/grade levels meetings, and articulation between grades, departments, and sites. Site-level topics of professional development include co-teaching, literacy, learning walks, collaborative discussion routines, instructional technology and software, content area specific trainings, and trainings related to new elementary assessments.

Tier III: Active Leadership Teams for 2022-2023 include the MTSS site committees in collaboration with the Learning Department and Student Services Department. The focus of the Tier III professional development is on MTSS across all school and district systems.

Funding: Funding for professional development for 2021-2022 is provided by federal Title IIA funds and the Educator Effectiveness Block Grant funds in order to personalize professional learning for all staff.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	6