

# Silver Strand Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	Coronado Unified School District
<b>Phone Number</b>	619-522-8900
<b>Superintendent</b>	Karl Mueller
<b>Email Address</b>	karl.mueller@coronadousd.net
<b>District Website Address</b>	<a href="https://coronadousd.net/">https://coronadousd.net/</a>

## 2021-22 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 some students 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.

During a traditional school year with campus open for full-day physical enrollment and volunteers, 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 evident as the school and family and community representatives gather each Friday morning for our flagpole ceremony. 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.

## 2021-22 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	49
Grade 2	54
Grade 3	49
Grade 4	53
Grade 5	38
<b>Total Enrollment</b>	<b>284</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	1.4
Black or African American	1.8
Filipino	2.1
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10.2
White	52.5
English Learners	3.5
Socioeconomically Disadvantaged	17.3
Students with Disabilities	13

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.5	100.0	138.7	95.6	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.0	0.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	1.4	1.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	0.1	0.1	12115.8	4.4
<b>Unknown</b>	0.0	0.0	4.8	3.3	18854.3	6.9
<b>Total Teaching Positions</b>	19.5	100.0	145.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance, Benchmark Education Co., LLC, 2018 Wilson Reading Intervention Curriculum 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 Read Well 3, Cambium Voyager, 2009 (Intervention/Special Education, Grades 3-5) Language! Live, Voyager Sporis, 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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	History Social Science for California, Scott Foresman-Addison Wesley, 2006 Coronado Historical Association Local History Curriculum (Grade 3) Biztown, Junior Achievement (Grade 5) Various local historical resources (Grades 3-5)	No	0
<b>Health</b>	Human Growth and Development lessons/video (Grade 5) Teacher created health lessons		
<b>Visual and Performing Arts</b>	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

7/26/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100 Building Girls Restroom: D-#8 Repair/Replace hand dryer Workroom: D- #9 Repair/replace faucet & sink
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	136	126	92.65	7.35	73.81
Female	63	57	90.48	9.52	75.44
Male	73	69	94.52	5.48	72.46
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	68.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	73.68
White	68	64	94.12	5.88	75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	110	100	90.91	9.09	73
Socioeconomically Disadvantaged	18	18	100	0	72.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100	0	23.81

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	136	126	92.65	7.35	70.63
Female	63	57	90.48	9.52	71.93
Male	73	69	94.52	5.48	69.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	71.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	68.42
White	68	64	94.12	5.88	73.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	110	100	90.91	9.09	73.00
Socioeconomically Disadvantaged	18	18	100.00	0.00	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	54.35	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	38	NT	NT	NT	NT
<b>Female</b>	18	NT	NT		
<b>Male</b>	20	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	15	NT	NT	NT	NT
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	28	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	318	309	11	3.6
Female	148	143	5	3.5
Male	170	166	6	3.6
American Indian or Alaska Native	2	2	0	0.0
Asian	4	4	0	0.0
Black or African American	6	6	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	81	78	4	5.1
Native Hawaiian or Pacific Islander	3	2	0	0.0
Two or More Races	32	31	0	0.0
White	167	163	5	3.1
English Learners	11	11	1	9.1
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	56	54	3	5.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	48	3	6.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.63	0.00	3.00	0.07	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		



## 2021-22 School Safety Plan

Our school safety plan is updated annually, and approved by our Site Council in January 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 troubleshoot 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		3	
1	25		2	
2	24		2	
3	24		2	
4	26		2	
5	23		2	
6				

## 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	
6				

## 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		
6				

## 2020-21 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	

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.5
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	1.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	10132.16	2487.21	7644.94	79216.00
<b>District</b>	N/A	N/A	9248.95	\$79,216
<b>Percent Difference - School Site and District</b>	N/A	N/A	-19.0	0.0
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.9	2.8

## 2020-21 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 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$45,877	\$48,119
<b>Mid-Range Teacher Salary</b>	\$77,020	\$74,665
<b>Highest Teacher Salary</b>	\$102,764	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$131,381	\$118,542
<b>Average Principal Salary (Middle)</b>	\$136,915	\$125,068
<b>Average Principal Salary (High)</b>	\$138,935	\$133,516
<b>Superintendent Salary</b>	\$201,528	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	34%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Professional Development for Coronado Unified School District

2021-2022: 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 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, and content area specific trainings.

Tier III: Active Leadership Teams for 2021-2022 include the MTSS Representatives in collaboration with the Learning 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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	4	6

# Coronado Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Coronado Unified School District
<b>Phone Number</b>	619-522-8900
<b>Superintendent</b>	Karl Mueller
<b>Email Address</b>	karl.mueller@coronadousd.net
<b>District Website Address</b>	<a href="https://coronadousd.net/">https://coronadousd.net/</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1358	1183	87.11	12.89	77.03
<b>Female</b>	652	563	86.35	13.65	80.43
<b>Male</b>	706	620	87.82	12.18	73.95
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	93.33
<b>Black or African American</b>	18	15	83.33	16.67	86.67
<b>Filipino</b>	20	19	95.00	5.00	84.21
<b>Hispanic or Latino</b>	326	286	87.73	12.27	69.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	192	157	81.77	18.23	81.53
<b>White</b>	774	681	87.98	12.02	78.53
<b>English Learners</b>	43	35	81.40	18.60	51.43
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	517	461	89.17	10.83	79.18
<b>Socioeconomically Disadvantaged</b>	147	131	89.12	10.88	66.41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	184	146	79.35	20.65	38.36

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1358	1183	87.11	12.89	61.47
<b>Female</b>	652	561	86.04	13.96	58.50
<b>Male</b>	706	622	88.10	11.90	64.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	60.00
<b>Black or African American</b>	18	15	83.33	16.67	60.00
<b>Filipino</b>	20	19	95.00	5.00	42.11
<b>Hispanic or Latino</b>	326	288	88.34	11.66	51.22
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	192	156	81.25	18.75	67.74
<b>White</b>	774	680	87.86		64.85
<b>English Learners</b>	43	37	86.05	13.95	40.54
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	517	459	88.78	11.22	68.56
<b>Socioeconomically Disadvantaged</b>	147	131	89.12	10.88	45.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	184	143	77.72	22.28	28.67