

# Coronado Village Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Coronado Village Elementary
<b>Street</b>	600 Sixth Street
<b>City, State, Zip</b>	Coronado, CA 92118
<b>Phone Number</b>	(619) 522-8915
<b>Principal</b>	Peter Kuhns
<b>Email Address</b>	peter.kuhns@coronadousd.net
<b>School Website</b>	<a href="https://village.coronadousd.net/">https://village.coronadousd.net/</a>
<b>County-District-School (CDS) Code</b>	37 68031 6038053

## 2023-24 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</b>	<a href="https://coronadousd.net/">https://coronadousd.net/</a>

## 2023-24 School Description and Mission Statement

Village Elementary School creates a student-centered learning environment that serves the whole child in grades ranging from TK through 5th Grade. We enable students to prepare for their future by developing the skills, knowledge, and confidence necessary to seek a meaningful life, both individually and as a productive member of the community.

Our mission statement: Through rigorous academic standards, high expectations, and a comprehensive and coordinated curriculum (including Spanish Classes, Visual and Performing Arts and experiences in our Innovation Lab), Village Elementary, in partnership with our district and community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with empowered confidence to fulfill their dreams and aspirations for the future.

Village Elementary is located in the heart of the village of Coronado, a small island resort community on the coast of San Diego, California. Coronado Village Elementary, a California Distinguished School and a National Blue Ribbon School of Excellence, serves as the hub of this small city. Our beautiful brick building is one of three schools located within one square mile of the Coronado Unified School District. We share this block with the middle school and high school. Our partner elementary school, Silver Strand, is located three miles south and serves families living in Naval Enlisted Housing and a neighboring resort area.

The Village Elementary main campus opened in 1992, and we serve approx. 800 students from TK-5th grade. We honor and encourage our active and engaged learners becoming prepared for college and career.

The community includes low, middle, and upper income homes, apartment buildings, small businesses, and hotels. Approximately 40% of our families are military, serving on our local naval bases, ships, and submarines, making our school

## 2023-24 School Description and Mission Statement

population highly mobile. Several different ethnic groups and languages are represented at Village. The staff is committed to providing the best education possible for every student, by name, by need. All decisions are made based on what is in the best interest of our students. We believe in modeling life-long learning and are continuously attending professional development opportunities to improve our curriculum, instruction, and assessment practices.

Village Elementary teachers meet regularly to collaborate and learn about best instructional practices focused on the needs of students and reflect on current student formative data to plan instruction. In addition to providing a rigorous curriculum based on high standards, the Village is piloting the "Leader in Me" social and emotional learning curriculum that instills the personal development traits and interpersonal competencies that our 21st century society demands. The Military Family Life Counselors (MFLC) and the Clinical Counselors teach classroom lessons, provide group and individual counseling, and other levels of social-emotional supportive programs to ensure all students are achieving and succeeding. Everyone-A-Reader (EAR) volunteers provide one to one support in reading to students on a daily basis, and our Reading and Math Intervention teachers provides additional support daily. Our master schedule provides for a school-wide W.I.N. (What I Need) time where students receive individualized small group instruction in order to meet their academic and social-emotional needs.

In partnership with our MFLCs, we host Anchored for Life for students to provide extra support to military families. The Village team of dedicated professionals are committed to striving for excellence for all our students, for our programs, and for our learning environment. Our inclusive learning environments provide equity for all students, regardless of degree of learning or physical challenges. Students are included in the general education classrooms, with small group or individual assistance as needed. The Student Success Team (SST) program is offered for students who need assistance academically, socially, emotionally, or cognitively as the foundation of our Multi-Tiered Systems of Support (MTSS) framework. We actively use Restorative Practices in concert with progressive discipline to engage our learners in restoring relationships as a form of social and emotional reintegration and relationship management. Teachers and students use a variety of technology applications to extend thinking and to provide a challenging curriculum. The Village Innovation (iLab), library, and netbook computers available for each grade level, support project-based learning and a growing one-to-one program, grades K-5. Each student in grades 1st-5th has a 1:1 computer and each classroom houses an LCD projector/document camera, and many classrooms have Smart Boards.

Choir, Band, World Languages (Spanish), Chess, Lego Innovation, Girls on the Run, and many other enrichment opportunities are in place both before and after the instructional day to provide a wide variety of extracurricular experiences for all students on the Village campus. We partner with many businesses and organizations in the community throughout the school year to promote learning opportunities for students and provide volunteer opportunities for community members.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	131
Grade 1	125
Grade 2	129
Grade 3	123
Grade 4	155
Grade 5	117
<b>Total Enrollment</b>	<b>780</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.5%
Asian	0.6%
Black or African American	1%
Filipino	0.4%
Hispanic or Latino	21.9%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.7%
White	60.4%
English Learners	10.6%
Foster Youth	0.5%
Homeless	0.1%
Socioeconomically Disadvantaged	14.9%
Students with Disabilities	12.7%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.00	98.63	138.70	95.59	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.40	1.01	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.10	0.07	12115.80	4.41
<b>Unknown</b>	0.50	1.37	4.80	3.33	18854.30	6.86
<b>Total Teaching Positions</b>	36.50	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.50	100.00	136.40	93.79	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.80	1.28	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.50	1.78	11953.10	4.28
<b>Unknown</b>	0.00	0.00	4.50	3.13	15831.90	5.67
<b>Total Teaching Positions</b>	37.50	100.00	145.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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	Yes	0

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

## School Facility Conditions and Planned Improvements

Classroom space at Village 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. Village's custodial staff performs basic cleaning operations daily.

**Year and month of the most recent FIT report**

07/05/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Admin Offices: D-2 Repair hot water line for heating Library: D-2 Repair fresh air supply / ventilation
<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			MPR Boys Restroom: D-8 Repair boys toilet (handicap stall)
<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			Room 405: D-15 Repair window. Does not close / secure Softball Field: D-15 Repair gate as to secure

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	75	72	76	76	47	46
<b>Mathematics</b> (grades 3-8 and 11)	73	71	64	65	33	34

## 2022-23 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
<b>All Students</b>	403	384	95.29	4.71	72.14
<b>Female</b>	202	193	95.54	4.46	70.98
<b>Male</b>	201	191	95.02	4.98	73.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	99	91	91.92	8.08	62.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	51	49	96.08	3.92	77.55
<b>White</b>	242	233	96.28	3.72	75.11
<b>English Learners</b>	39	31	79.49	20.51	22.58
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	108	107	99.07	0.93	86.92
<b>Socioeconomically Disadvantaged</b>	41	39	95.12	4.88	58.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	69	62	89.86	10.14	35.48

## 2022-23 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
<b>All Students</b>	403	389	96.53	3.47	70.95
<b>Female</b>	202	197	97.52	2.48	68.02
<b>Male</b>	201	192	95.52	4.48	73.96
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	99	96	96.97	3.03	65.63
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	51	49	96.08	3.92	69.39
<b>White</b>	242	233	96.28	3.72	74.25
<b>English Learners</b>	39	36	92.31	7.69	38.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	108	107	99.07	0.93	80.37
<b>Socioeconomically Disadvantaged</b>	41	39	95.12	4.88	46.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	69	62	89.86	10.14	33.87

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	65.41	54.24	57.32	55.96	29.47	30.29

## 2022-23 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
<b>All Students</b>	120	119	99.17	0.83	53.78
<b>Female</b>	67	67	100.00	0.00	53.73
<b>Male</b>	53	52	98.11	1.89	53.85
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	37	37	100.00	0.00	40.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	14	14	100.00	0.00	50.00
<b>White</b>	63	62	98.41	1.59	64.52
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	30	30	100.00	0.00	66.67
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	14.29

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	97.6	99.2	99.2	98.4	99.2

## 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.

#### 2023-24 Opportunities for Parental Involvement

At Village Elementary, it is truly evident that parents are not only welcomed, but also embraced as partners within their child's educational experience. We view education as a partnership and believe that schools improve when teachers and parents act as a team to reinforce each other's efforts in delivering a quality education.

The School Site Council (SSC) is made up of parents and teachers who together suggest how our funds will be spent along with other important school decisions. Our English Language Advisory Council (ELAC) is another opportunity for parents to have an input on how we can set up our English learners for success on their path to multilingual fluency. The very name of our parent group, Parent Teacher Organization (PTO), demonstrates our joint commitment. We have a large number of community volunteers each week at Village and have been recognized for our exemplary implementation of Everyone A Reader (EAR) program, MFLC program and tight connection with Coronado Safe Harbor.

Our school facilities are often available for use by community organizations, businesses, and they in turn, provide volunteer time to work with students, tend our school garden, provide lessons in 'going green', or make improvements to our school. We maintain a strong partnership with the US Navy; personnel from various commands from Naval Base Coronado volunteer their time in a variety of ways including after school Anchored for Life programming. Village Elementary honors our local military veterans each year on Veterans Day. These partnerships we have created are essential in weaving home, school, and community together. Visitors to Coronado Village Elementary always comment on what a special school it is. We know our students, staff, and parents make it a school worthy of state and national recognition.

Our parents are an integral part of our site strategic plan and are partners in completing our Local Control Accountability Plan (LCAP) each year in February. Several parents meet yearly to review and update our plan which drives our focus and instruction throughout the year. We are proud to say that parents are truly an essential part of the educational process at Village.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	824	815	96	11.8
Female	397	393	39	9.9
Male	426	421	57	13.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	11	8	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	186	185	24	13.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	55	55	7	12.7
White	491	486	50	10.3
English Learners	88	88	10	11.4
Foster Youth	4	4	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	125	124	23	18.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	136	134	22	16.4

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.76	0.85	0.07	1.24	2.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0
Female	0.25	0
Male	1.41	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.41	0
English Learners	2.27	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.21	0

## 2023-24 School Safety Plan

The School Site Council reviews and approves a comprehensive school safety plan including data regarding school crime, safe school procedures, and compliance with laws including:

(1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. It is revisited and updated annually each September, followed by Governing Board approval. We conduct practice emergency drills including fire, earthquake, and lock down each month during the school year. Each classroom is equipped with an emergency backpack, bottled water, and a snack for each student in case of a real emergency. Staff is prepared to perform as necessary in the event of a real disaster/emergency.

We have a robust volunteer community and ensure that each volunteer has a TB test, fills out an application and entered into our Rapter system, before they are welcomed into our campus and classrooms. Any time parents wishes to observe in the classroom, permission from the principal or principal designee would need to be obtained 48 hours prior to the visit and limited to 30 minutes in duration, per school board policy.

## 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.

### 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	13	7		
1	18	2	3	
2	17	5	1	
3	20	3	1	1
4	21	3	2	
5	27	1	4	

### 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	18	5	2	
1	18	3	3	
2	28	1	3	1
3	27	1	4	1
4	22	1	4	
5	26		5	



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	6	0
1	25	0	5	0
2	26	0	5	0
3	25	0	4	0
4	27	0	5	0
5	27	0	4	0
6	0	0	0	0
Other	26	0	2	0

## 2022-23 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

## 2022-23 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	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	10865.64	2717.71	8147.93	83808.13
District	N/A	N/A	10701.61	\$83,101
Percent Difference - School Site and District	N/A	N/A	-27.1	2.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	21.1	5.7

## Fiscal Year 2022-23 Types of Services Funded

Village Elementary has various before/after school enrichment opportunities that support student learning and recreation. During the instructional day, reading and math intervention teachers work with students in grades TK-5th grade on math, decoding and comprehension skills. The school bell schedule allows for built in time, each day, for a 45 minute intervention and enrichment block called What I Need (W.I.N) time.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$47,981	\$50,875
Mid-Range Teacher Salary	\$77,850	\$79,761
Highest Teacher Salary	\$107,478	\$103,045
Average Principal Salary (Elementary)	\$139,399	\$128,154
Average Principal Salary (Middle)	\$127,123	\$131,774
Average Principal Salary (High)	\$155,651	\$142,676
Superintendent Salary	\$211,711	\$211,462
Percent of Budget for Teacher Salaries	35.37%	30.11%
Percent of Budget for Administrative Salaries	5.87%	5.49%

## Professional Development

Professional Development for Coronado Unified School District

2023-2024: 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 are the quality indicators for effective teaching practices. 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

## Professional Development

(LCAP).

Tier I: In collaboration with each school site administration, district-wide professional development is focused on MTSS (social-emotional-behavioral supports, academic supports, and PBIS), and the quality indicators for effective teaching practices.

Tier II: Each year, weekly collaboration and professional growth for school sites: All teachers receive 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, assessment and instructional strategies.

Tier III: Active Leadership Teams for 2023-2024 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 2023-2024 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6