

Silver Strand Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	https://strand.coronadousd.net/
County-District-School (CDS) Code	37 68031 6038087

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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. 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, 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 weekly running and after-school enrichment clubs (including golf, robotics, coding, gardening, chess, yoga, and more), monthly extracurricular family activities, and traditions such as Holiday Shoppe and Luau. 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 entire 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, and our active PTO sponsors many during and after-school events which enhance our sense of "family." Our school schedule fosters grade-level planning and collaboration as well as weekly professional development for staff.

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. During a traditional school year, students 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 in the 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 Sanford Harmony curriculum and activities such as Morning Meet-Up and Buddy Ups, at our weekly Friday Flagpole assemblies, and through Voyager Crew Card incentives. A grant through Sanford Learning funds not only curriculum for Sanford 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. Our school also benefits from a grant partnering grade-level teachers with arts professionals to provide integrated cross-curricular arts lessons.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	75
Grade 1	59
Grade 2	60
Grade 3	54
Grade 4	49
Grade 5	63
Total Enrollment	360

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	1.1
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	0.6
White	53.9
Two or More Races	10.6
Socioeconomically Disadvantaged	16.7
English Learners	1.9
Students with Disabilities	15.3
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	23	20	154
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

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 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
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 Mystery Science (Asynchronous Lessons for Science)	Yes	0
History-Social Science	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
Health	Human Growth and Development lessons/video (Grade 5) Teacher created health lessons		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	VAPA Standards through VAPA Specials DoDEA Arts 4 Learning Teacher created and curated materials		

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

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	200 Building Girls Restroom: D-#7 Repair/replace switch plate cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Workroom: D- #9 Repair/replace faucet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Admin Offices: D-#13 Repair roof leak Library: D-#13 Repair roof leaks @3
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kitchen: D-#15 Repair rear door (does not lock) Playground Lower: D-#14 Repair basketball goal Playground Upper: D-#14 Repair basketball goal
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	76	N/A	78	N/A	50	N/A
Mathematics (grades 3-8 and 11)	67	N/A	68	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	71	N/A	60	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

During a traditional school year with full-day instruction offered physically on campus, there are many opportunities for parental involvement at Silver Strand Elementary School:

- -Our very active PTO facilitates classroom volunteering, a before-school running club and after-school enrichment clubs, monthly extracurricular family fun and academic nights, a Holiday Shoppe for students to select gifts for family members, and an annual 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 Coronado's Coffee Talks.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	1.6	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

Our school safety plan is updated annually, and submitted early each fall for school board approval. 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 Sonitrol 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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1	2		25		3	3	19		1	
1	26		1		25		2		20	1	2	
2	26		2		24		2		20	2		1
3	26		2		24		2		27		2	
4	21	1	1		26		2		25		2	
5	30		2		23		2		32		2	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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
Resource Specialist (non-teaching)	
Other	2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,981.18	\$2,199.90	\$7,781.28	\$86,994.50
District	N/A	N/A	\$13,180.78	\$77,735
Percent Difference - School Site and District	N/A	N/A	-51.5	16.3
State	N/A	N/A	\$7,750	\$75,706

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	3.6	17.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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 mathematics 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. During the 2017-18 school year, an additional Department of Defense Arts for Learning grant was added to enhance arts integration opportunities within classroom environments.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,423	\$47,145
Mid-Range Teacher Salary	\$76,258	\$74,952
Highest Teacher Salary	\$101,747	\$96,092
Average Principal Salary (Elementary)	\$139,776	\$116,716
Average Principal Salary (Middle)	\$136,233	\$120,813
Average Principal Salary (High)	\$135,546	\$131,905
Superintendent Salary	\$192,850	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Professional Development for Coronado Unified School District

2019-2020 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.

Tier I: District-wide professional development: All staff participated in three days (2-hour sessions on each day) of professional development centering on Multi-Tiered Systems of Support (MTSS) with a focus on behavioral, social-emotional and academic learning.

Tier II: Weekly collaboration and professional growth for school sites: All teachers received approximately 1.5 hours each Wednesday (late start days for Coronado High School staff, and early release days for all other schools) for staff meetings, site- and district- based professional development, department/grade levels meetings, and articulation between grades, departments, and sites.

Tier III: Active Leadership Teams for 2019-2020 included the MTSS Representatives in collaboration with the Learning Department. The focus of the Tier III professional development was on MTSS across all school and district systems.

Funding: Funding for professional development for 2019-2020 was provided by federal Title IIA funds in order to personalize professional learning for all staff. Additional professional development related to literacy and mathematics was provided by the Department of Defense Educational Activity (DoDEA) organization via Project M3: Math, Mindset, and Mastery, a grant award to CUSD for the 2015-2020 school years, and Project STEM Read-I, a grant awarded to CUSD for the 2018-2023 school years.