

Silver Strand Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Silver Strand Elementary
Street	1350 Leyte Road
City, State, Zip	Coronado, CA 92118
Phone Number	619-522-8934
Principal	Jennifer Moore
E-mail Address	jennifer.moore@coronadousd.net
Web Site	https://strand.coronadousd.net/
CDS Code	37 68031 6038087

District Contact Information	
District Name	Coronado Unified School District
Phone Number	619-522-8900
Superintendent	Karl Mueller
E-mail Address	karl.mueller@coronadousd.net
Web Site	https://coronadousd.net/

School Description and Mission Statement (School Year 2018-19)

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.

Our student population draws from several unique and diverse populations. A significant portion of our students reside in Navy housing that surrounds our school, with other students coming from our neighboring resort community, "The Cays", as well as intradistrict and interdistrict transfer students.

Our school has completed several phases of renovation, including new buildings, paint, gardens, landscaping, playground improvements and upgraded technology in all classrooms. A new play structure was added to the playground during the 2016-17 school year. Our library is filled with enticing books and up-to-date reference materials. During the 2017-18 school year many new non-fiction titles have been added to the library collection.

Every classroom is 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. It is truly evident that parents and volunteers are not only welcomed, but embraced as educational partners and seen as invaluable resources to the children of Silver Strand Elementary School.

Our instruction is influenced significantly by our site strategic planning goal areas of student achievement and character education. These goal areas are supported by cooperative funding between our PTO and CSF (Coronado Schools Foundation) and allow all TK-5 students to have weekly library, computer lab, VAPA (Visual and Performing Arts) and science lab instruction. Students have the opportunity to participate in both choral instruction and musical instrument instruction via our school choir and also in band programs. School based and community based enrichment clubs offer students a wide variety of interest-based activities. Such clubs include, but are not limited to, golf, robotics, coding, gardening, needlework, cooking, chess, yoga, and running club.

We are pleased to have a Department of Defense M3 grant that, in addition to other resources, provides extended small group instructional level-specific academic scaffolding for all students through our ASE (Academic Support and Enrichment) Program and a Before School Academic Assistance Program. This grant has also allowed us to provide additional curricular and instructional mathematics support to our students and teachers alike this school year. Another more recent Department of Defense Arts for Learning grant provides an opportunity for expanded integrated arts opportunities within classroom environments.

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) and Operation Pals (support for early primary students). Additional services are provided by our counselor, School Liaison Officer, and MFLC (Military Family Life Consultant), as well as a partnership in education agreement with volunteers from the USS New Orleans.

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. Parent education, classroom volunteering and articulation with our kindergarten teachers are integral to our preschool program. Our preschool is a Quality Preschool Initiative program and received a five out of five tier rating during the 2016-17 school year.

Our school logo and front entrance mosaic epitomize our goals. The Silver Strand Voyagers are on a journey to become responsible and respectful life-long learners. Woven into our strong academic program is an emphasis on character education with specific monthly social skills that are reinforced school-wide with "Voyager Way" tickets. Our District's Character Counts program emphasizes the six pillars of trustworthiness, respect, responsibility, fairness, caring and citizenship and forms the basis of our core values of the "Voyager Way." Students can also be "caught being good" where they are acknowledged for going above and beyond expectations in either academic or behavioral areas. A Positive Behavioral Interventions and Support model has also been implemented at Silver Strand.

The camaraderie of our small school is evident as the entire school gathers 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." Staff meetings and professional development sessions are a beehive of positive and mutual support, and teachers also collaborate together closely during weekly Professional Learning Community and Grade Level Team meetings. Staff members and parent volunteers reinforce well-communicated high expectations for academics and responsible behavior. We are committed to providing a quality education for life as we weave home, school, and community together in partnership.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	56
Grade 1	40
Grade 2	36
Grade 3	51
Grade 4	41
Grade 5	60
Total Enrollment	284

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	1.8
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	1.1
White	62.0
Socioeconomically Disadvantaged	13.4
English Learners	4.2
Students with Disabilities	15.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	21	21	165
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	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Read Well (includes online resource Ticket to Read) Cambium Voyager 2007 CUSD owned collection of leveled reading books for literature and non-fiction text Lucy Calkins Units of Study for Writing, Heinemann 2013 Seminars in Critical Literacy, Just Think Literacy 2012 Handwriting Without Tears 2012 (Handwriting intervention/special education) Read Well 3 Cambium Voyager 2009 (Intervention/Special Education) Language! Live (Gr 4-5; special education) Voyager Sopris 2016 Wonders, McGraw Hill Pilot year 2016-17 (ELD)	No	0
Mathematics	Ready Common Core for Mathematics Curriculum Associates 2015 and 2016	No	0
Science	McGraw Hill (2008); School Specialty Science - Delta Education (FOSS) (2015)	Yes	0
History-Social Science	History Social Science for California, Scott Foresman-Addison Wesley (2006)	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Current financial hardship makes planning and completing facility improvements difficult. We are fortunate enough to have already updated our facilities and hopefully we will be able to maintain what we currently have. Additional staff would help to provide longevity to what will begin to degrade more rapidly.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2018		
System Inspected	Repair Status	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	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	ADMIN OFFICES: Roof leaks patched CR 301 - 304: minor roof leaks - patched CR 601 - 604: Minor roof leaks patched LIBRARY: Minor roof leaks - patched
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	68.0	73.0	76.0	76.0	48.0	50.0
Mathematics (grades 3-8 and 11)	64.0	65.0	66.0	67.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	136	94.44	72.79
Male	85	81	95.29	72.84
Female	59	55	93.22	72.73
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15	60.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	82	92.13	74.39
Two or More Races	20	20	100.00	75.00
Socioeconomically Disadvantaged	23	22	95.65	77.27
English Learners	--	--	--	--
Students with Disabilities	30	28	93.33	35.71

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	136	94.44	64.71
Male	85	81	95.29	64.2
Female	59	55	93.22	65.45
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15	64
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	82	92.13	59.76
Two or More Races	20	20	100	75
Socioeconomically Disadvantaged	23	22	95.65	68.18
English Learners	--	--	--	--
Students with Disabilities	30	28	93.33	28.57

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.5	20.0	36.4

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.

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 2018-19)

There are many opportunities for parental involvement at Silver Strand Elementary School. We have a very active PTO with involved parents volunteering in that organization, attending sponsored events, volunteering in classrooms, and regularly attending meetings. Formal parent representation occurs via regular School Site Council and site Strategic Planning committees. Parents of English language learner students are also encouraged to be an active part of our district-based English Learner Advisory Committees. A variety of parent volunteer opportunities are advertised and a sign-up list is posted at registration and Back to School Night (i.e.-volunteering in classrooms or weekly “Specials”, Everyone a Reader program, etc.), and participation by interested parents is high. As a Title I school, parents of students receiving services enter into a parent-school compact, attend trainings, and participate in an advisory council. Many parents attend weekly “Flagpole Ceremonies” held each Friday morning, as well as various curricular trainings, and spring Open House. Our state-funded preschool program also has parent involvement requirements and offers parent trainings specific to their program.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	1.1	1.6	1.6	2.8	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. Silver Strand Elementary has a Teacher on Special Assignment for Safety and Security who oversees morning and afternoon traffic and pedestrian safety and prepares staff and students for drills and other safety updates.

To ensure safety during instructional hours, the perimeter gates of the site are locked immediately after entry each morning and reopened only at dismissal. 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 Officer, with regular visits during Friday Flagpole assemblies and through instruction via the GREAT Program.

Playground supervisors receive training on safety procedures, regularly enforce playground rules and consequences, 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 is also here each week to maintain 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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		2		26		3		19	1	2	
1	25		2		28		1		26		1	
2	24		2		27		2		26		2	
3	27		2		24		2		26		2	
4	30		2		23		3		21	1	1	
5	28		2		30		2		30		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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	.33	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.75	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,363	\$1,860	\$6,503	\$63,607
District	N/A	N/A	\$11,580	\$71,373
Percent Difference: School Site and District	N/A	N/A	-56.2	-11.5
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-9.1	-11.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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) Science Lab teachers, Library Technician, Band Instructor, and a Technology Resource Technician are funded through our Coronado School's Foundation (CSF). We also have received a grant from DoDEA which is called the "M3" Grant which partially funds our Academic Support and Enrichment Program and Instructors. In addition, this "M3" grant also funds our before school tutoring program, our Compass Learning site license, our site-based NWEA MAP Assessment, and finally, professional development opportunities for mathematics trainings for teachers. 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,000	\$45,681
Mid-Range Teacher Salary	\$70,512	\$70,601
Highest Teacher Salary	\$94,080	\$89,337
Average Principal Salary (Elementary)	\$115,651	\$110,053
Average Principal Salary (Middle)	\$123,647	\$115,224
Average Principal Salary (High)	\$146,041	\$124,876
Superintendent Salary	\$190,000	\$182,466
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Professional Development for Coronado Unified School District

2017-2018 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 instructional shifts inherent in the new standards with a focus on student-centered 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 2017-2018 included the District Representatives in collaboration with the Learning Department. The focus of the Tier III professional development was on literacy in all content areas and college-career readiness.

Funding: Funding for professional development for 2017-2018 was provided by CA Educator Effectiveness Funds and federal Title IIA funds in order to personalize professional learning for all staff. Additional professional development related to formative assessment 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.