

# Silver Strand Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

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

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

## School Description and Mission Statement (School Year 2019-20)

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 unique and diverse areas. 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 within the Coronado district and 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. A new play structure was added to the playground during the 2016-17 school year. Our library is filled with relevant and age-appropriate books and up-to-date reference materials. The exterior of the school was painted and gutters replaced in summer 2019.

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. Silver Strand Elementary benefits from an active PTO and School Site Council, providing weekly running and enrichment clubs (including golf, robotics, coding, gardening, needlework, cooking, chess, yoga, and more), monthly extracurricular family activities, and traditions such as Holiday Shop and Luau. 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 development of multi-tiered systems of support. 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 VAPA (Visual and Performing Arts) and science "Innovation Lab" instruction. Students have the opportunity to participate in both choral instruction and musical instrument instruction via our school choir and band programs.

We are pleased to have a Department of Defense grants that, in addition to other resources, provides 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.

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.

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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	76
Grade 1	49
Grade 2	48
Grade 3	47
Grade 4	51
Grade 5	45
<b>Total Enrollment</b>	<b>316</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	1.6
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.3
White	56.6
Two or More Races	13.6
Socioeconomically Disadvantaged	12
English Learners	3.8
Students with Disabilities	8.5
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	23	166
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Read Well (includes online resource Ticket to Read), Cambium Voyager, 2007 (Grades K-2) 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) Wonders, McGraw Hill (Designated ELD) Lucy Calkins Units of Study for Writing, Heinemann, 2013 Seminars in Critical Literacy, Just Think Literacy, 2012 Read Well 3, Cambium Voyager, 2009 (Intervention/Special Education, Grades 3-5) Language! Live, Voyager Sporis, 2016 (Special Education, Grades 4-5) Pathblazer, Edgenuity Fountas & Pinnell Leveled Literacy Intervention (LLI) (Grades K-2) Raz Kids (Grades K-2) Teacher created and curated materials Scholastic Literacy (PILOT) Benchmark Literacy (PILOT)	No	0
<b>Mathematics</b>	Bridges in Mathematics, Math Learning Center, 2nd Edition ALEKS (Grades 3-5) Sumdog Pathblazer, Edgenuity CUSD Mathematics Curriculum Map with Open Educational Resources and teacher created/curated materials	No	0
<b>Science</b>	NGSS Foss Next Generation, Delta Education, 2016 Launch Program, Project Lead the Way	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman-Addison Wesley, 2006 Coronado Historical Association Local History Curriculum (Grade 3) Biztown, Junior Achievement (Grade 5) Various local historical resources (Grades 3-5)	No	0

<b>Health</b>	Human Growth and Development lessons/video (Grade 5) Teacher created health lessons		
<b>Visual and Performing Arts</b>	VAPA Standards through VAPA Specials DoDEA Arts 4 Learning Teacher created and curated materials		

### 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

**Year and month of the most recent FIT report: July 2018**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> 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
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	73	76	76	78	50	50
Mathematics (grades 3-8 and 11)	65	67	67	68	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	152	96.20	3.80	75.66
Male	79	76	96.20	3.80	71.05
Female	79	76	96.20	3.80	80.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	73.81
Native Hawaiian or Pacific Islander					
White	78	77	98.72	1.28	77.92

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	21	95.45	4.55	66.67
Socioeconomically Disadvantaged	26	25	96.15	3.85	68.00
English Learners	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	26.32
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	153	96.84	3.16	66.67
Male	79	76	96.20	3.80	68.42
Female	79	77	97.47	2.53	64.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	61.90
Native Hawaiian or Pacific Islander					
White	78	77	98.72	1.28	70.13
Two or More Races	22	21	95.45	4.55	66.67
Socioeconomically Disadvantaged	26	25	96.15	3.85	40.00
English Learners	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	36.84
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 2018-19)**

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	15.4	34.6	38.5

Note: 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.

## 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 2019-20)

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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 Shop 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	1.6	1.6	2.8	2.8	3.0	3.6	3.5	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 2019-20)

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 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	26		3		19	1	2		25		3	
1	28		1		26		1		25		2	
2	27		2		26		2		24		2	
3	24		2		26		2		24		2	
4	23		3		21	1	1		26		2	
5	30		2		30		2		23		2	
Other**												

\*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,010	\$2,551	\$7,459	\$87,676
District	N/A	N/A	\$12,100	\$73,871
Percent Difference - School Site and District	N/A	N/A	-47.5	17.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-0.6	18.3

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 2018-19)

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 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,260	\$46,208
Mid-Range Teacher Salary	\$72,627	\$72,218
Highest Teacher Salary	\$96,902	\$92,742
Average Principal Salary (Elementary)	\$115,651	\$134,864
Average Principal Salary (Middle)	\$123,647	\$118,220
Average Principal Salary (High)	\$146,041	\$127,356
Superintendent Salary	\$190,000	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

### Professional Development for Coronado Unified School District

2018-2019 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 2018-2019 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 2018-2019 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.