

Silver Strand Elementary

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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
Email Address	jennifer.moore@coronadousd.net
School Website	https://strand.coronadousd.net/
Grade Span	K-5
County-District-School (CDS) Code	37 68031 6038087

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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 who transfer in from both within the Coronado district as well as from neighboring school districts.

Our school has completed several phases of renovation, including new buildings, paint, gardens, landscaping, playground improvements and upgraded technology in all classrooms. The exterior of the school was painted and gutters replaced in summer 2019. A new play structure was added to the playground during the 2016-17 school year. New shade structures were added to playgrounds in summer 2021. Our library, tech storage, and Innovation Lab spaces were renovated over summer and fall of 2021. Carpet replacements in all classrooms are in progress in between 2023 and 2027. Our library is updated with relevant, diverse, and age-appropriate books and up-to-date reference materials.

Classrooms are actively supported by parent and community volunteers to enhance student learning. Silver Strand Elementary benefits from an active PTO which provides quarterly extracurricular family activities and traditions such as Holiday Shoppe and Luau fundraiser. The camaraderie and close community of our small school is evident at our weekly Friday morning Flagpole Assembly, during which all members of our school gather for announcements, performances by our Choir, and reminders of agreements and monthly cultural celebrations. All staff contribute to the well-being of each child in our school. Our school schedule fosters a rotation of grade-level planning and collaboration and professional development opportunities 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. Students in upper grades have the opportunity to participate in both choral instruction and musical instrument instruction via our school choir and band programs. Grants supporting math, science, computer science, and World Languages have been procured through the DODEA. A Positive Behavioral Interventions and Support model has also been implemented at Silver Strand, and we are continuing a process of enriching 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

2025-26 School Description and Mission Statement

agreements are reinforced in expectations assemblies at the beginning of the year, through SEL (Second Step) curriculum and activities such as Morning Meetings and at our weekly Friday Flagpole assemblies.

We have a number of after-school programs and partnerships that focus support on our military families and students. These include Operation PALs (mentoring), our student-run Anchored4Life Club, and services provided by our School Liaison Officer and MFLC (Military Family Life Counselor).

In order to meet the needs of our youngest learners, we provide a state funded preschool for up to 24 three and four-year-old children in the morning and afternoon. Parent education, classroom volunteering, and articulation with our kindergarten teachers are integral to our preschool program. Our preschool is a Quality Preschool Initiative program.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	49
Grade 2	48
Grade 3	46
Grade 4	48
Grade 5	47
Total Enrollment	324

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.5
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	1.2
Black or African American	4.6
Filipino	1.5
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8
White	60.2
English Learners	1.5
Foster Youth	0.3
Socioeconomically Disadvantaged	24.7
Students with Disabilities	18.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.8	94.97	136.4	93.79	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	1.28	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.03	2.5	1.78	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.5	3.13	15831.9	5.67
Total Teaching Positions	19.8	100	145.5	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.1	95.05	144.5	93.79	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.5	0.99	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.95	2.4	1.62	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.5	3.6	14303.8	5.15
Total Teaching Positions	20.1	100	154.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.6	100	148	95.68	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.8	3.15	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.7	1.16	13705.8	4.91
Total Teaching Positions	20.6	100	154.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 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 Language! Live, Voyager Sopris, 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	0
Mathematics	Bridges in Mathematics, Math Learning Center, 3rd Edition IXL Learning Sumdog CUSD Mathematics Curriculum Map with Open Educational Resources and teacher created/curated materials	0
Science	NGSS Foss Pathways, Delta Education, 2024 Project Lead the Way, Launch Program Discovery Education	0
History-Social Science	Social Studies Alive!, California Series, TCI, 2021 Coronado Historical Association Local History Curriculum (Grade 3) Biztown, Junior Achievement (Grade 5) Various local historical resources (Grades 3-5)	0
Foreign Language	Hola Mundo, K-5 Spanish FLEX Program, Editorial Edinumen, 2020	

Health	SPARK, 2015 Playworks Recess Curriculum Human Growth and Development lessons/video (Grade 5) Teacher created health lessons Second Step	
Visual and Performing Arts	VAPA Standards through VAPA Specials DoDEA Arts 4 Learning Repository 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.				
Year and month of the most recent FIT report			07/2/2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			200 Building Boys Restroom: D #3 clean/jet main floor drain
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Child Care Building, Play Area, and Restrooms: D #15 repair back gate to lunch area for safety & security

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	77	75	73	47	48
Mathematics (grades 3-8 and 11)	78	74	64	63	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	141	133	94.33	5.67	77.44
Female	76	72	94.74	5.26	83.33
Male	64	60	93.75	6.25	71.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	73.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	88.89
White	85	78	91.76	8.24	74.36
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	110	104	94.55	5.45	75.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	51.85

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	141	133	94.33	5.67	74.44
Female	76	72	94.74	5.26	73.61
Male	64	60	93.75	6.25	75.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	65.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	100.00
White	85	78	91.76	8.24	70.51
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	110	104	94.55	5.45	75.96
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	59.26

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	63.64	71.11	53.52	57.59	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	45	93.75	6.25	71.11
Female	23	23	100.00	0.00	65.22
Male	24	21	87.50	12.50	80.95
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	65.52
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	40	38	95.00	5.00	71.05
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	100.0	100.0	100.0	100.0	100.0

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.

2025-26 Opportunities for Parental Involvement

Opportunities for parental involvement at Silver Strand Elementary School include:
--Our PTO facilitates classroom volunteering, quarterly extracurricular family fun and academic nights, a Holiday Shoppe for students to select gifts for family members, and an annual jogathon fundraiser and Luau family event and fundraiser.
--The School Site Council and Title I Committees require parent participation and meet quarterly.
--Parents are invited to educational and parenting opportunities through Positive Parenting Workshops and SAFE Harbor Coronado's parenting programs.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	355	23	6.5
Female	177	177	16	9.0
Male	180	177	7	4.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	16	16	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	68	68	8	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	3	8.8
White	212	209	11	5.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	88	87	12	13.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	81	4	4.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.								
Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.86	6.19	1.96	2.16	3.43	3.21	3.6	3.28	2.94
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0	0.08	0.07	0.06
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.96	0.00
Female	0.00	0.00
Male	3.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.83	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our school safety plan is updated annually, and approved by our Site Council each fall. 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 afterward.

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. Reflective window coverings prevent observation of indoor spaces from outside our facilities. Additionally, our alarm system maintains alarmed security during non-school hours. JPA Risk Management services via the San Diego County Office of Education and are a valuable resource for our site and district. We have a strong partnership with the Coronado Police Department and our School Resource Officers, with regular visits during Friday Flagpole assemblies and through classroom instruction in 4th grade.

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 as well as gates and fencing.

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.

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	20	1	2	0
1	25	0	2	0
2	26	0	2	0
3	26	0	2	0
4	32	0	2	0
5	23	0	2	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	0	2	0
1	24	0	2	0
2	24	0	2	0
3	24	0	2	0
4	26	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	1	2	
1	25		2	
2	24		2	
3	23		2	
4	24		2	
5	24		2	

2024-25 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

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	12890.74	4237.28	8653.45	92494.96
District	N/A	N/A	13044.35	\$89,786
Percent Difference - School Site and District	N/A	N/A	-40.5	7.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-21.8	5.4

Fiscal Year 2024-25 Types of Services Funded

Silver Strand Elementary School employs a full-time Title I reading specialist and an additional part-time Academic Support and Enrichment teacher for math 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 intervention teachers and resources in science, as well as instructors in math and World Languages.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$51,897	\$57,978
Mid-Range Teacher Salary	\$84,202	\$89,612
Highest Teacher Salary	\$116,248	\$117,194
Average Principal Salary (Elementary)	\$145,457	\$143,632
Average Principal Salary (Middle)	\$144,457	\$149,447
Average Principal Salary (High)	\$170,040	\$162,334
Superintendent Salary	\$247,564	\$234,076
Percent of Budget for Teacher Salaries	31.62%	27.81%
Percent of Budget for Administrative Salaries	6.72%	5.47%

Professional Development

Professional Development for Coronado Unified School District

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

Professional Development

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 Portraits of a Graduate, Adult, and System and CUSD mission, vision, 21st century outcomes for students, college career readiness and the goals and actions within the CUSD Local Control Accountability Plan (LCAP).

Tier I: In collaboration with each school site administration, district-wide professional development is focused on 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, Portrait of a Graduate, Renaissance, phonics, and software, content area specific trainings, assessment and instructional strategies.

Tier III: Active Leadership Teams 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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6