

# Coyle Avenue Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Coyle Avenue Elementary School
<b>Street</b>	6330 Coyle Avenue
<b>City, State, Zip</b>	Carmichael CA, 95608
<b>Phone Number</b>	(916) 979-8012
<b>Principal</b>	James Reinhard
<b>Email Address</b>	james.reinhard@sanjuan.edu
<b>School Website</b>	<a href="https://www.sanjuan.edu/coyle">https://www.sanjuan.edu/coyle</a>
<b>County-District-School (CDS) Code</b>	34-67447-6034466

## 2022-23 District Contact Information

<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	(916) 971-7700
<b>Superintendent</b>	Melissa Bassanelli
<b>Email Address</b>	info@sanjuan.edu
<b>District Website Address</b>	www.sanjuan.edu

## 2022-23 School Overview

### Mission Statement:

We are committed to meeting the diverse needs of all students so they achieve high levels of learning.

### Vision Statement:

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which:

#### The School

- Is characterized by a collaborative culture where staff members are given the time to meet together in collaborative teams
- Has communication strategies in place to ensure that all staff members can support the mission of the school
- Supports educators' continuous learning and ongoing professional development in both academic and social-emotional domains
- Provides a consistent structure for students' social-emotional well-being

#### Teachers

- Determine and implement guaranteed and viable standards-based curriculum
- Utilize regular and ongoing assessment to monitor student learning of guaranteed and viable standards-based curriculum
- Design & provide intervention and enrichment instruction daily to ensure students are able to learn at high levels
- Reflect by student and standard, then adjust groups and instruction as needed
- Constantly seek out the most effective strategies that support students' academic and social-emotional learning

### School Profile:

Coyle Avenue Elementary is one of 41 elementary/K-8 schools in the San Juan Unified School District. Of the students attending Coyle, 13.5% of our students are English language learners, with Spanish as a primary language, and 80% of students are socioeconomically disadvantaged.

The curriculum provided has transitioned to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

## 2022-23 School Overview

Each year we revisit and revise our mission and vision statements to ensure we are completely focused on increasing our student learning.

We have made a strong commitment to provide a positive climate for learning in which all students can reach their fullest potential in academics, attitudes, athletics, and the arts. Specifically:

- We strive to create and maintain an atmosphere that fosters the healthy emotional, intellectual, social, and physical growth of each student.
- We recognize the mastery of academic skills as stated in the Common Core State Standards as a primary goal.
- We value education as a process of opening our students' minds to critical thought and creative activity.
- We believe in the development of curriculum that encourages diversity, consideration for others, compassion, empathy, responsibility and self-discipline.
- We emphasize that learning is not confined to four walls of a classroom and that it does not end with the school years.
- We acknowledge that we learn best in a positive environment of sharing, caring, laughing, questioning, risk taking, learning, and growing.

Programs at Coyle:

- Rich academic instruction in literacy, writing, math, integrated science, social studies, art, and physical education
- Multiple measure assessments: use of school based, district, and state assessments to monitor student learning
- Parent Teacher Association (P.T.A.)
- Community partnership with Mercy San Juan Medical Center
- Full-time Resource Specialist and Instructional Aide: serving identified special education students and site-based students at risk of not meeting standards.
- Instructional Assistants in grade K-2
- 280% Intervention Teacher
- Speech and Language Specialist: by referral.
- Adaptive Physical Education: by referral.
- Jump Rope for Heart school wide fundraiser for the American Heart Association.
- Discovery Club: a before- and after-school child care/enrichment program serving children in kindergarten through sixth grade.
- Bridges After-School Program: a free after-school program that operates 3¼ hours a day, five days a week, funded through a twenty-first century community learning center grant.
- Special Day Classes for emotionally disturbed students: when appropriate, students are mainstreamed into the regular classroom and receive additional assistance from specially trained staff.
- Preschool – Kindergarten Autism Program: special day classes for students identified with autism. When appropriate, students are mainstreamed into the Early Childhood Education classroom, kindergarten, and 1st grade where they receive additional assistance from specially trained staff.
- Head Start/State Preschool Programs: These Early Childhood Education Programs provide educational and developmental opportunities for children from eligible low-income and special needs families.

Technology at Coyle

- Chromebook carts for teachers and student usage
- Apple TVs in all classrooms with rostered students

Use of online learning tools like Lexia and iReady

Principal's Message:

Welcome to Coyle Avenue Elementary School, home of the Cougars! This is a school where we recognize that in order for students to reach their full potential they must receive support from both home and school. As partners, we share the responsibility for our children's success. As a school, we are committed to meet the individual needs of all students and maintain personal connections with all families. Our teachers are your best resource so we encourage you to connect and build strong partnerships with your child's teacher.

It is an honor and a privilege to be the principal at Coyle and I look forward to partnering with you to make this a meaningful and successful year.

James Reinhard

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	52
Grade 2	53
Grade 3	60
Grade 4	58
Grade 5	39
<b>Total Enrollment</b>	<b>310</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.6
Asian	3.2
Black or African American	9.0
Filipino	2.3
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	1.9
Two or More Races	8.4
White	44.2
English Learners	12.9
Foster Youth	0.6
Homeless	5.2
Migrant	0.0
Socioeconomically Disadvantaged	77.4
Students with Disabilities	16.5



## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.80	100.00	1679.20	71.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.00	0.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	49.30	2.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	297.30	12.72	12115.80	4.41
<b>Unknown</b>	0.00	0.00	291.30	12.46	18854.30	6.86
<b>Total Teaching Positions</b>	19.80	100.00	2338.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	73.43	1946.10	78.12	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.60	0.87	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.59	80.70	3.24	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	243.50	9.78	11953.10	4.28
<b>Unknown</b>	4.70	21.98	199.10	8.00	15831.90	5.67
<b>Total Teaching Positions</b>	21.70	100.00	2491.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <https://www.sanjuan.edu/Page/23518>. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>

**Year and month in which the data were collected**

September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	Yes	0.0
Mathematics	2015: Pearson - Envision Math	Yes	0.0
Science	2020: Twig Science	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.00%



## School Facility Conditions and Planned Improvements

As of October 2011, Coyle Avenue is the proud recipient of a new wing build using funds from Measure J. The wing includes two classrooms and a double-sized library and training room.

Coyle Avenue School received extensive outside remodeling during the summer of 2008. A new drive-through parking lot was funded by a \$200,000 donation from Mercy San Juan Medical Center. A new flag pole, new seat walls, a widened front walkway, a new planter, and new grass were added in front of the school. The playground and the front parking lot were completely repaved and re-striped. A new courtyard was installed and the sidewalks by the classrooms were widened. During the summer of 2013, student restrooms were completely upgraded along with fittings for ADA compliance.

Coyle Avenue Elementary was modernized during the 1999-2000 school year. The scope included roof repair/replacement, interior and exterior painting, new lighting, selected window system replacement, energy-efficient heating and cooling system upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, throughout the school. Currently, there is sufficient space to house the student population. There is a site custodial staff that cleans the building, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, driveway resurfacing, irrigation system retrofit, and portable replacement are planned improvements with Measure J Bond funds. Summer 2008 a new parking lot was added (funds were donated by Mercy San Juan Hospital) along with a major landscape and irrigation project funded by Measure-J Bond. Summer 2008 the hard court was overlaid through Deferred Maintenance. All restrooms site-wide were reconfigured and renovated in Fall 2013 using Measure J funds. This included all plumbing, fixtures, partitions, floors, walls, path of travel and upgrades to meet ADA requirements.

Coyle Avenue has wireless internet access throughout its classrooms. A school garden was added in the Spring of 2016 with a partnership between Del Campo High School's Kids Helping Kids and Coyle Avenue. With the wireless internet being update in 2022 and all new classroom furniture in 2021.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in October 2020 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

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

09/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b>	X			

### School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	18	N/A	43	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	15	N/A	29	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	165	160	96.97	3.03	18.13
<b>Female</b>	78	77	98.72	1.28	23.38
<b>Male</b>	87	83	95.40	4.60	13.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	18	94.74	5.26	11.11
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	41	40	97.56	2.44	17.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	8.33
<b>White</b>	77	77	100.00	0.00	20.78
<b>English Learners</b>	20	17	85.00	15.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	121	117	96.69	3.31	19.66
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	35	34	97.14	2.86	5.88

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	165	164	99.39	0.61	14.63
<b>Female</b>	78	78	100.00	0.00	16.67
<b>Male</b>	87	86	98.85	1.15	12.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	10.53
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	41	41	100.00	0.00	17.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	16.67
<b>White</b>	77	77	100.00	0.00	14.29
<b>English Learners</b>	20	19	95.00	5.00	10.53
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	121	121	100.00	0.00	14.88
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	35	35	100.00	0.00	5.71

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	11.36	--	30.55	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	44	44	100	0	11.36
<b>Female</b>	22	22	100	0	13.64
<b>Male</b>	22	22	100	0	9.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	13	13	100	0	23.08
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	20	100	0	10
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	38	38	100	0	10.53
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parents are encouraged and welcomed to become a part of our school community. They are part of our educational team, and we strive to include parents in all aspects of our school program. Coyle Elementary School's programs are enhanced because of the commitment, support, and dedication of our parents to our students and staff. Parents participate at Coyle in many ways: surveys, listen sessions, after-school help, field trips, classroom docents, parent conferences, Coyle Skate Nights, school events, School Site Council, P.T.A., and Superintendent's Parent Advisory Committee.

Parents are encouraged to join the P.T.A. and are asked throughout the year to help with many school activities. Our monthly P.T.A. meetings are held on the second Tuesday of the month in the evening. The P.T.A. Executive Board meets at 6 p.m. for half an hour before the regular meetings. The P.T.A. provides enrichment to our students and families through family nights, book fairs, school assemblies, funds for classroom materials, funds for field trips, materials for both the computer lab and the library. For information about the P.T.A., please call 916-979-8012 and ask for James Reinhard or the PTA president Megan Cole.

Coyle has an English Learner Advisory Committee (ELAC) that meets four times a year in December, February, April and May. The goal is to inform the parents of our English learners about programs at Coyle that help their children learn English and be successful academically. Parents are taught about the School Site Council, the English Language Proficiency Assessment for California (ELPAC), the School's Language Census (R-30 Report), progress notices and report cards, interventions used at Coyle, and services that are available. We also train parents to help them in their responsibilities to make their children successful.

Coyle's School Site Council meets monthly on the third Tuesday afternoon at 2:45 p.m. to oversee The School Plan for Student Achievement (SPSA). Five members of the School Site Council are parents and community members, three members are teachers, one is a classified staff member and the tenth member is the Principal. The Site Council monitors all programs and budgets at Coyle and seeks ways to improve the academic performance of all students.

Parents are kept informed about school activities through: the weekly school newsletter which parents receive by email, P.T.A. bulletins, classroom newsletters, the Parent/Student Handbook, parent education nights, School Site Council meetings, P.T.A. meetings, parent conferences, Student Study Team meetings, Positive Behavior Support Action Team meetings, School



## 2022-23 Opportunities for Parental Involvement

Messenger phone messages, flyers, social media, and assessment forms. Coyle has an active website where you can check us out and access our many links to help you improve your child's education. <http://www.sanjuan.edu/CoyleAvenue.cfm>. We want our community to be informed on all that we are doing at school!

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 916-979-8012.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	371	342	161	47.1
Female	183	170	78	45.9
Male	188	172	83	48.3
American Indian or Alaska Native	4	4	2	50.0
Asian	16	16	7	43.8
Black or African American	36	34	16	47.1
Filipino	7	7	2	28.6
Hispanic or Latino	112	99	43	43.4
Native Hawaiian or Pacific Islander	6	6	4	66.7
Two or More Races	30	28	14	50.0
White	160	148	73	49.3
English Learners	56	51	20	39.2
Foster Youth	7	5	3	60.0
Homeless	26	23	13	56.5
Socioeconomically Disadvantaged	282	266	129	48.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	66	38	57.6

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.76	3.11	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.08	0.10	4.48	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.08	0.00
Female	0.00	0.00
Male	2.13	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	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.25	0.00
English Learners	1.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.78	0.00

## 2022-23 School Safety Plan

### School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	2	2	
1	19	1	2	
2	18	1	2	
3	14	2	2	
4	20	1	2	
5	14	2	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	25		2	
3	14	2	2	
4	16	1	2	
5	20	1	2	
Other	8	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	17	1	2	
2	18	1	2	
3	12	3	2	
4	15	3	1	
5	13	2	1	

## 2021-22 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	620

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	12403	4920	7483	\$71,651.09
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	7.7	-8.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	12.6	-17.5

## 2021-22 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$46,561	\$51,081
<b>Mid-Range Teacher Salary</b>	\$69,093	\$77,514
<b>Highest Teacher Salary</b>	\$94,014	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$117,870	\$133,421
<b>Average Principal Salary (Middle)</b>	\$126,658	\$138,594
<b>Average Principal Salary (High)</b>	\$142,797	\$153,392
<b>Superintendent Salary</b>	\$303,841	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	33%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	9	3