

Coyote Ridge Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

School Name	Coyote Ridge Elementary School
Street	1751 Morningstar Drive
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 774-8282
Principal	Julie Herrmann
Email Address	jherrmann@dcjesd.us
School Website	https://cr.drycreek.k12.ca.us/
County-District-School (CDS) Code	31-66803-6119887

2023-24 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Brad Tooker, Ed.D.
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2023-24 School Description and Mission Statement

Principal's Message

Coyote Ridge Elementary provides a creative, innovative, and engaging learning environment that focuses on academics and nurturing the social-emotional well-being of all our students. Coyote Ridge was recognized in 2006 as a California Distinguished School and continues to celebrate high levels of student achievement, positive learning experiences, and strong parent and community involvement.

Coyote Ridge offers students an exceptional academic education. Our student achievement in all academic areas continues to thrive. Staff attributes the gains to our development as a Professional Learning Community during early-release Mondays, targeted intervention for students needing extra support, and use of effective instructional strategies consistently across grade levels and content areas. With goals to increase the number of students meeting standards each year, we are proud that a large majority of students are meeting standards, as measured by both district and state summative assessments.

Our STEAM Enrichment Academy continues to be successful and popular among students in grades 1-5. Through this enrichment, all students attend a weekly class focusing on one of the five disciplines: Science, Technology, Engineering, Art, or Math. Each course's duration is 5-6 weeks. Students then attend a new course focused on a different discipline.

We pride ourselves on providing experiences that focus on the development of the whole child. Our teachers and staff work collaboratively to ensure all students have the opportunity to succeed. We are proud of our students and encourage them to be the best they can be through our Positive Behavior Intervention and Supports (PBIS) structure. We explicitly teach, model, and practice our four school-wide expectations known as Cody's Code. These expectations are: Show Respect, Make Good Decisions, Solve Problems, and Be Safe. Students who exhibit these expectations are acknowledged through daily PAWS for Praise tickets and during our weekly lunchtime celebration. Our school earned the 2019 PBIS Silver Award for having advanced PBIS implementation tiers due to data-based decision-making.

Our highly qualified and dedicated staff creates a warm, inviting, and child-centered learning environment. We begin the first day of each school year with a tradition of students bringing a flower to their new teacher. Using each unique flower, the teacher creates a bouquet representing the diversity and beauty of all students in the class. When you walk onto our campus, you feel the welcoming excitement and anticipation of an engaging, respectful, and enriching school environment.

2023-24 School Description and Mission Statement

Our teachers work as a professional learning community to ensure all students succeed academically and meet their social-emotional needs. Our school was recognized in August 2020 by the California PBIS Coalition for our "outstanding contribution of support and care during the unprecedented COVID-19 pandemic, " which highlighted our commitment to providing positive experiences to our school community.

We maximize resources with the support of our parents and the surrounding community to create enriching opportunities for all students. Our Site Council guides our school improvement efforts, while PTA, local businesses, and service clubs support our state-of-the-art digital classrooms, library, Docent Programs (e.g., art, music, PE), and science programs. In addition to parent and community support, our school offers enrichment clubs that help students develop leadership skills and gain a sense of pride and belonging to our school. These opportunities may include programs such as Leaders of the Pack, Cross Country, Conversation Club, Drama, and Student Council.

Mission Statement

Coyote Ridge is a school with a positive, caring environment that promotes successful lifelong learning, where everyone is valued. Through our commitment to excellence, we hold high academic expectations for all students while optimizing resources to provide enrichment opportunities. With a belief in strong community partnerships, we are dedicated to building assets in students while strengthening the bridge between school, home, and community.

School Profile

Located in West Roseville, California, Coyote Ridge proudly opened its doors on August 5, 2002. The facility's innovative, energy-efficient, and program-centered design has been a model for newly developed school sites in our district. Coyote Ridge Elementary is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. Coyote Ridge focuses on educating the whole child and challenges students with a thought-provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve academic and life-long success. Maintaining consistency throughout the district, the curriculum is based upon Common Core Standards and supported by ongoing staff development at the district and site levels. Coyote Ridge is rich with opportunities in science, technology, engineering, and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire students.

Coyote Ridge celebrated the start of our 22nd school year with approximately 837 students in Transitional Kindergarten (TK) through 5th grade, which increased to 830 students by mid-October. Due to higher-than-expected new enrollees before the start of the school year, we had to add an additional class in third grade in October. Kindergarten through third-grade classes has an average size of 24 students, while fourth and fifth-grade classes have an average size of 30 students. We currently serve approximately 170 English learners and 220 socially economically disadvantaged (SED) students. Due to our SED student population reaching at least 40%, we have been identified as Schoolwide Title 1. The purpose of Title 1 is to assist schools with additional federal funding to help eligible students meet the challenging state academic standards & close achievement gaps by strengthening our academic program and support.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	163
Grade 1	126
Grade 2	120
Grade 3	120
Grade 4	134
Grade 5	121
Total Enrollment	784

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	50.9%
American Indian or Alaska Native	0.5%
Asian	13.5%
Black or African American	1.8%
Filipino	2.3%
Hispanic or Latino	26%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	12.6%
White	41.5%
English Learners	21%
Foster Youth	0.4%
Homeless	1.3%
Migrant	0.3%
Socioeconomically Disadvantaged	37.6%
Students with Disabilities	8.7%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.80	96.86	279.30	86.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.14	35.30	11.01	12115.80	4.41
Unknown	0.00	0.00	6.50	2.04	18854.30	6.86
Total Teaching Positions	31.80	100.00	321.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	97.04	280.50	88.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.48	27.50	8.63	11953.10	4.28
Unknown	0.50	1.48	10.10	3.20	15831.90	5.67
Total Teaching Positions	33.70	100.00	318.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.50
Total Out-of-Field Teachers	1.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 14, 2023, and determined that each school within the District has 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. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by 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 each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5, Reading Wonders - McGraw Hill (Adopted 2017)	Yes	0.0%
Mathematics	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014)	Yes	0.0%
Science	K-3, Twig Education, Twig Science @2020 (Adopted 2020) 4-5, McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0.0%
History-Social Science	K-5, K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019)	Yes	0.0%
Foreign Language	N/A		
Health	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)		0%

School Facility Conditions and Planned Improvements

Coyote Ridge Elementary was originally constructed in 2002 and comprised 42 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, and two playgrounds. Cleaning Process: The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed promptly. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the remediation process.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	MP-2 ballasts, 8 lights out, Music Room-5 lights out, Stage-1 light out, Custodial-2 lights out, WR1-Gasket hanging from light, WR2-4 lights out, K1-2 lights out, K1-RR- 2 lights out, K3-1 light out, Computer-4 lights out, Office-1 light out, Resource Center-1 light out, Conference Room-1 light out, Speech Room-1 light out - Work Order in place to fix
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR-2 Broken soap dispensers, Girls RR-1 Broken soap dispenser - Work Order in place to fix
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			B6-Broken window cover - Work Order in place to fix

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	56	54	56	54	47	46
Mathematics (grades 3-8 and 11)	53	53	45	46	33	34

2022-23 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
All Students	392	387	98.72	1.28	53.75
Female	194	191	98.45	1.55	54.97
Male	198	196	98.99	1.01	52.55
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00	0.00	42.86
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	95	94	98.95	1.05	58.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	51.02
White	169	165	97.63	2.37	55.76
English Learners	65	63	96.92	3.08	15.87
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	121	98.37	1.63	39.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	16.67

2022-23 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
All Students	392	389	99.23	0.77	53.47
Female	194	191	98.45	1.55	49.74
Male	198	198	100.00	0.00	57.07
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00	0.00	51.02
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	100.00
Hispanic or Latino	95	94	98.95	1.05	52.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	57.14
White	169	167	98.82	1.18	53.29
English Learners	65	65	100.00	0.00	33.85
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	122	99.19	0.81	40.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	22.22

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	48.31	42.62	44.80	41.61	29.47	30.29

2022-23 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
All Students	122	122	100.00	0.00	42.62
Female	54	54	100.00	0.00	44.44
Male	68	68	100.00	0.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	47.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	53.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	55	55	100.00	0.00	40.00
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	99%	99%	99%	98%	99%

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.

2023-24 Opportunities for Parental Involvement

Coyote Ridge Elementary School encourages parents to be actively involved in their child's classroom and school. Regular classroom volunteers attend an orientation at the beginning of the year to better assist teachers and staff. The PTA encourages parent volunteers to become involved through various activities, including the Art, Music, and PE Docent Programs, Book Fairs, Book Exchanges, and several other activities throughout the year. Senior citizens from our local Sun City Roseville community also volunteer in our school library by assisting our librarian with various tasks, such as checking in, sanitizing, and shelving books. Classroom teachers, site administration, and the PTA actively seek out parents to volunteer. Parents are encouraged to volunteer through notices that go home from the PTA and classroom teachers at the beginning of the school year. The monthly newsletter is used to recruit parent volunteers, and teachers also utilize classroom newsletters and back-to-school presentations to make parent volunteers feel welcome and valued. Volunteers are recognized at the end-of-the-year Volunteer Dessert Tea.

Parent/guardian volunteers also have the opportunity to serve on school and district committees. Our School Site Council is one of our site committees that depends heavily on parent/guardian involvement. As members of the School Site Council, parents and interested community members work with teachers and administrators to develop and monitor our school's improvement plan. On a district level, parents also have the opportunity to be active participants on the District English Learner Advisory Committee (DELAC). Responsibilities of DELAC include the development of a district master plan for education programs and services for English learners. The development of a plan to ensure teacher/aide compliance when working with ELs. To review/comment on the reclassification procedures and review/comment on the written notifications required to be sent to parents/guardians. Parents also have the opportunity to serve as a representative on the district's School Health Committee to address issues facing the health and well-being of our students.

Parent involvement is paramount and goes hand-in-hand with keeping parents informed of student performance through regular parent-teacher contact. This includes parent-teacher conferences, progress reports and report cards, Student Success Team meetings, Individual Education Plan (IEP) meetings, and intervention plan conferences. Parents of English Learners also receive language acquisition progress through English Language Development profiles. Classroom newsletters include information on content and Common Core Standards currently being taught. Parents receive information about grade-level

2023-24 Opportunities for Parental Involvement

standards at Back to School Night and can access additional information via our school and district websites. Keeping parents informed of student performance and working as a team with our families is a high priority of our staff.

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Julie Herrmann at 916-774-8282.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	840	833	155	18.6
Female	403	399	76	19.0
Male	436	433	79	18.2
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	5	5	3	60.0
Asian	118	118	20	16.9
Black or African American	15	15	5	33.3
Filipino	19	19	0	0.0
Hispanic or Latino	219	215	46	21.4
Native Hawaiian or Pacific Islander	13	13	3	23.1
Two or More Races	109	109	21	19.3
White	340	337	56	16.6
English Learners	193	192	43	22.4
Foster Youth	3	3	1	33.3
Homeless	19	18	8	44.4
Socioeconomically Disadvantaged	361	356	82	23.0
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	83	82	19	23.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.63	1.43	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.43	0
Female	0.25	0
Male	2.52	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.85	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.75	0
White	2.35	0
English Learners	1.55	0
Foster Youth	0	0
Homeless	5.26	0
Socioeconomically Disadvantaged	1.66	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.82	0

2023-24 School Safety Plan

The safety of students and staff is a top priority at Coyote Ridge Elementary. School safety is a community issue that relies heavily on collaboration between schools, emergency response agencies, parents, and the community. A school safety plan embodies an all-hazards approach and addresses emergency prevention, response, and recovery. It is a comprehensive plan which is reviewed and updated annually. A formal School Site Vulnerability Assessment was conducted on September 8, 2016 and then on July 19, 2022, to collect data about safety awareness and make recommendations as to how to improve the safety of our school campus. All staff had the opportunity to attend specialized training on October 10, 2022, through DPREP, Inc. (a Disaster Preparation and Critical Incident Response training) to address site-specific safety procedures. In addition, all staff were invited to attend another DPREP training on November 13, 2023, which focused on how to best handle difficult individuals and de-escalate situations. Our Comprehensive School Safety Plan was last reviewed and updated on January 17, 2023, by our School Safety Committee/School Site Council. Any revisions were then communicated to both certificated and classified staff, with final adoption by the Board of Trustees on March 2, 2023. Coyote Ridge complies with all laws, rules, and regulations on hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring

2023-24 School Safety Plan

the safety of students and staff during a disaster. Students and staff explicitly practice these safety drills, which include routine fire and earthquake drills. In addition, comprehensive lockdown and barricade drills are conducted three times per year. Supervision plays a vital role in campus safety. Certificated staff supervises students before and after school, and classified staff members supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check-in at the school office using the web-based RAPTOR Visitor Management System before entering the school campus and check out when departing. The RAPTOR system is also designed for K-12 schools to screen out registered sex offenders and allows our staff to notify law enforcement in the event of an emergency. As a school and district, due diligence in safety is a must.

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.

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	21	2	5	
1	21	4	4	
2	24	1	7	1
3	25		8	
4	26		8	
5	27		8	
Other	24		2	

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	21	4	4	
1	24	1	8	
2	26	1	7	1
3	26		10	
4	27		8	
5	29		8	
Other	17	1	1	

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	3	5	0
1	25	0	10	0
2	29	0	7	2
3	24	0	11	0
4	27	0	10	0
5	30	0	8	0
6	0	0	0	0
Other	24	0	1	0

2022-23 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	1568

2022-23 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	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	7335.06	961.40	6373.65	91888.85
District	N/A	N/A	8540.32	\$89,219
Percent Difference - School Site and District	N/A	N/A	-29.1	6.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	5.8	5.2

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Medi-Cal Administrative Activities
- Mandated Cost Reimbursement
- Other State
- Lottery
- Extended Learning Opportunities Program
- Title 1
- ESSER II
- ESSER III
- Special Education
- Special Education: Preschool
- Title 2, Part A Teacher Quality
- Title 4, Part A
- Title 3, Immigrant
- Title 3, Limited English
- ARP Homeless
- Lottery: Instructional Materials
- Sp Ed Learning Recovery
- Sp Ed Mental Health
- Mental Health
- Discretionary Block Grant
- Class Summer Assist Program
- Expanded Learning Opport.
- ELP Paraprofessionals
- STRS on Behalf

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$45,688	\$54,215
Mid-Range Teacher Salary	\$79,733	\$86,843
Highest Teacher Salary	\$106,670	\$111,440
Average Principal Salary (Elementary)	\$129,654	\$140,851
Average Principal Salary (Middle)	\$143,741	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$276,963	\$252,466
Percent of Budget for Teacher Salaries	41.12%	33.16%
Percent of Budget for Administrative Salaries	5.9%	5.15%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional rounds, after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Best practices for grading and feedback for students
- Restorative Practices
- Toolbox for Educators
- Trauma Informed Practices
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	