

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coyote Ridge Elementary School	31-66803-6119887	May 28, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Coyote Ridge Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Coyote Ridge Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

School Vision and Mission

District Mission

The Dry Creek Joint Elementary School District, a partnership of families, community and educators, prepares students to become active and responsible citizens in a diverse society by engaging students in a challenging curriculum that provides a solid foundation of academic skills in a safe learning environment.

District Vision

- The Dry Creek Joint Elementary School District strives to build a community of learners where all students are challenged to meet their full potential socially, emotionally, and academically.
- We will provide a safe and secure environment and opportunities for growth and change. Strong educational programs will meet the diverse needs and interest of students.
- Imagination, creativity, and innovation drive a continuously evolving curriculum that prepares students to become lifelong learners and responsible citizens.

School Vision

Coyote Ridge is a school with a positive, caring environment that promotes successful life-long 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 the belief in strong community partnerships, we are dedicated to building assets in students while strengthening the bridge between school, home, and community.

School Profile

Coyote Ridge Elementary School, located in West Roseville, is part of the Dry Creek Joint Elementary School District. We opened on August 5, 2002, marking our 22nd year of operation. Coyote Ridge is the largest elementary school in the Dry Creek Joint Elementary School District, serving a diverse population of close to 850 students in transitional kindergarten through fifth grade. We are a comprehensive elementary school with a full array of school-based coordinated programs and extra-curricular activities. Some programs include special education, English Learner support, Gifted and Talented Educational opportunities, and Transitional Kindergarten. Coyote Ridge has been identified as a Title 1 school site, as the socioeconomically disadvantaged student population exceeds 40% of our total student body. These funds are used to increase supports and services for all at-risk students through increased instructional and socialemotional supports.

Classroom and schoolwide enrichment programs play an important role in fostering character development and the overall success of our school. Our extra-curricular activities include, but not limited to, monthly character assemblies, Student Council, Cross Country, Drama, Visual and Performing Arts, English Learner Conversation Club, and Family Nights. Our fourth and fifth grade classes participate in history field trips that come to our school, known as Walk Through California (fourth grade) and Walk Through American Revolution (fifth grade). These experiences not only bring history to "life," but also gives students the opportunity to learn together in a fun, collaborative and historical immersion experience. Woodcreek High School PE Leadership is a mentorship between their Juniors/Seniors and our elementary students. They provide PE lessons to our students which promote teamwork, positivity, and character building. One of our niches here at Coyote Ridge is our STEAM (Science, Technology, Engineering, Arts and Mathematics) Enrichment program. We are beginning our fifth year of STEAM Enrichment for our students in grades 1st-5th. The goal of this academy is to provide students with unique opportunities to investigate each STEAM element. Student cohorts remain together during STEAM Enrichment and switch courses every 5-6 weeks.

Coyote Ridge Elementary provides a creative, innovative and engaging learning environment that focuses both on academics, as well as 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, as well as strong parent and community involvement. 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, as well as during our weekly PAW ticket pulls when students can choose a prize from their class prize box. In 2019, we earned the PBIS Silver Award. This level of recognition designated our school as being equipped with the tools necessary to implement evidence-based strategies to improve behavioral outcomes for students. We are proud to have received in 2020 the PBIS Community Cares Award, which highlighted our work and positive impact on our community during the pandemic. In 2022, Coyote Ridge earned the California Pivotal Practice Award, which recognizes schools who demonstrated innovation and exceptional work when the state required schools to offer distance learning.

We maximize our resources with the support of our parents and surrounding community so that we can create enriching opportunities for all students. Our School Site Council guides our school improvement efforts, while our PTA, local businesses, and service clubs support our state-of-the-art digital classrooms, library, Docent Programs (e.g. art, music, and PE), and science programs.

Overall our students' achievements continue to remain at positive and consistent levels. Staff attributes these gains to our development as a Professional Learning Community during early-release Mondays, as well as 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.

Educational Partner Involvement

How, when, and with whom did Coyote Ridge Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Coyote Ridge Elementary, we believe that all educational partners should be involved in the development, maintenance and review of school goals and programs. On an ongoing basis (*see dates below) our school staff, School Site Council, English Language Advisory Committee (ELAC), and Student Council analyze school data and provide input on our school goals and academic programs that are monitored through the Single Plan for Student Achievement (SPSA). School data includes CAASPP scores and information, classroom assessment scores, as well as parent and student survey results. We adjust our goals and programs based on data and feedback from our educational partners. *Leadership Team: 8/24, 9/28, 10/19, 11/16, 1/25, 2/15, 3/14, 4/18, 5/16; School Site Council meeting dates: 8/29, 9/19, 10/24, 1/16, 2/13, 3/12, 4/9, 5/28; ELAC meeting dates: 9/25, 2/5, 6/3.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following subgroups have an overall performance level of red or orange.

ELA: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Asian

Math: Socioeconomically Disadvantaged, Students with Disabilities

English Learner Progress: English Learner

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: All Students, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, White, Two or More Races

Chronic Absenteeism: Students with Disabilities

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups are two or more performance levels below the “all student” performance category.

ELA: Students with Disabilities

Math: none

English Learner Progress: n/a

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: n/a

Chronic Absenteeism: none

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Coyote Ridge Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.40%	0.51%	0.49%	3	4	4
African American	1.75%	1.79%	2.06%	13	14	17
Asian	11.19%	13.52%	14.81%	83	106	122
Filipino	2.29%	2.3%	2.55%	17	18	21
Hispanic/Latino	25.74%	26.02%	25.00%	191	204	206
Pacific Islander	1.21%	1.53%	1.46%	9	12	12
White	45.42%	41.45%	39.81%	337	325	328
Multiple/No Response	11.99%	12.63%	13.35%	89	99	110
Total Enrollment				742	784	824

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	165	163	108
Grade 1	113	126	115
Grade 2	111	120	129
Grade3	128	120	146
Grade 4	109	134	135
Grade 5	116	121	146
Total Enrollment	742	784	824

Conclusions based on this data:

- The Coyote Ridge Elementary School student population grew from approximately 742 at the start of the 2022-23 school year to 830 students by the 2023-24 school year (increase of approximately 88 students). One possible reason for this increase is due to our site being an "overflow" school. When one of our Roseville schools within the district reaches capacity at a grade level, those students are transferred to Coyote Ridge. The following student enrollments increased: American Indian, African American, Asian, Filipino, Hispanic/Latino, Pacific Islander, and Multiple/No Response. The student group which had the largest increase from the previous year was those who identified as Asian with a 2.33% gain. The other student groups mentioned above increased overall as well;

however, by less than 1%. The White student group decreased in enrollment from the previous year from 45.42% in 21-22 to 41.45% in 22-23, representing a 3.97% decrease.

2. In 2022-23, student enrollment increased in grades 1st, 2nd, 4th, and 5th, while decreasing slightly in kindergarten and 3rd. The incoming 4th grade class had the highest increase in enrollment with twenty-five (25) more students than the previous year, followed by 1st grade with thirteen (13) more students. These were the largest differences from year to year analysis.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	156	165	179	19.00%	21.0%	21.7%
Fluent English Proficient (FEP)	24	37	46	3.90%	3.2%	5.6%
Reclassified Fluent English Proficient (RFEP)	24	16		14.8%	15.0%	

Conclusions based on this data:

1. As our overall enrollment grows, the number of English Learners continues to increase each year. The total number of English Learners increased by 9 students from the previous year and 43 students from the past three years. The 3-year change represents a 2.0% increase of English Learners at our school.
2. The percentage of Fluent English Proficient students increased slightly from 3.2% to 4.7% (1.5% increase from previous year).
3. RFEP percentage is calculated by site # of English Learners that were Reclassified (RFEP), divided by site cumulative enrollment of English Learners on Census Day. Our students who were considered as RFEP decreased by 8 students from the previous year, with 9.7% of our students being reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	130	127	99	129	126	99	129	126	99.0	99.2	99.2
Grade 4	105	113	143	104	111	141	104	111	141	99.0	98.2	98.6
Grade 5	111	120	122	109	117	120	109	117	120	98.2	97.5	98.4
All Grades	316	363	392	312	357	387	312	357	387	98.7	98.3	98.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2420.	2426.	2427.	21.21	30.23	32.54	27.27	20.16	17.46	25.25	16.28	23.02	26.26	33.33	26.98
Grade 4	2492.	2494.	2478.	31.73	31.53	31.21	31.73	28.83	25.53	21.15	26.13	19.15	15.38	13.51	24.11
Grade 5	2510.	2518.	2508.	25.69	28.21	23.33	24.77	29.91	30.83	22.94	16.24	21.67	26.61	25.64	24.17
All Grades	N/A	N/A	N/A	26.28	29.97	29.20	27.88	26.05	24.55	23.08	19.33	21.19	22.76	24.65	25.06

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.20	24.81	22.22	60.61	52.71	60.32	19.19	22.48	17.46
Grade 4	21.15	25.23	23.40	68.27	65.77	64.54	10.58	9.01	12.06
Grade 5	21.10	30.77	19.17	58.72	54.70	63.33	20.18	14.53	17.50
All Grades	20.83	26.89	21.71	62.50	57.42	62.79	16.67	15.69	15.50

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.10	15.50	16.67	57.58	48.06	54.76	32.32	36.43	28.57
Grade 4	21.15	20.72	12.06	64.42	68.47	62.41	14.42	10.81	25.53
Grade 5	29.36	21.37	11.67	44.95	50.43	70.00	25.69	28.21	18.33
All Grades	20.51	19.05	13.44	55.45	55.18	62.27	24.04	25.77	24.29

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.08	17.83	13.49	76.77	69.77	71.43	15.15	12.40	15.08
Grade 4	13.46	11.71	15.60	75.00	79.28	76.60	11.54	9.01	7.80
Grade 5	11.93	16.24	18.33	73.39	76.07	66.67	14.68	7.69	15.00
All Grades	11.22	15.41	15.76	75.00	74.79	71.83	13.78	9.80	12.40

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.21	24.81	15.87	62.63	56.59	67.46	16.16	18.60	16.67
Grade 4	25.00	18.92	16.31	62.50	69.37	68.79	12.50	11.71	14.89
Grade 5	28.44	28.21	23.33	54.13	58.12	65.00	17.43	13.68	11.67
All Grades	25.00	24.09	18.35	59.62	61.06	67.18	15.38	14.85	14.47

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Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. The 2022-2023 CAASPP data shows 53.75% of students in grades 3-5 scored in the area of "Standard Exceeded" or "Standard Met," which was a 2.27% decrease from the 2021-2022 scores. The 2020-2021 CAASPP data showed that 54.16%, and the 2021-2022 data showed 56.02%, of all students scored in the area of "Standard Exceeded" or "Standard Met" in English Language Arts. Over a three-year timespan, there has been a slight decrease of 0.41% overall in the area of English Language Arts in grades 3-5.

Compared to the 2020-2021 and the 2021-2022 results, there was a decrease in the percentage of students meeting or exceeding standards in 3rd, 4th, and 5th grades. Third grade decreased from 50.39% to 50%, fourth grade from 60.36% to 56.74%, and fifth grade from 58.12% to 54.16%.
2. Analysis of claims helps guide the development of SMART goals. This further disaggregation of the data indicates achievement levels and reveals both deficit areas and areas of success. Coyote Ridge Elementary School has the highest percentage of overall students scoring "Above Standard" in the claim of "Reading: Demonstrating understanding of literary and non-fictional texts" (21.71%). When adding the percentage of "At or Near Standard" with the percentage of "Above Standard," the data shows that our students overall are performing 87.59% in Listening, 85.53% in Research/Inquiry, 84.5% in Reading and 75.71% in Writing. This reveals that the majority of our students are either near, at or above standards in all four claims. As a school team, we would like to get a clearer picture and figure out how many students were at standard and how many students were near standard. The least percentage of students scoring "Above Standard" was in the claim "Writing: Producing clear and purposeful writing" (13.44%). This was also the claim with the lowest percentage when combining "At or Near Standard" with "Above Standard" (75.71%). These results show a continued focus for targeted instruction.

Note: The state does not provide separate data in the claim areas for students who scored "At Standard." This data is combined with "Near Standard" percentages. By not including the "Near Standard" and only presenting the "Above Standard" percentage, it does not provide an accurate representation of students who are meeting or exceeding that particular claim. For this reason, in addition to providing the "Above Standard" analysis, the "Near" and the "Above" standards have been combined to provide a clearer picture of students who have exceeded, met, or were near meeting the claim.
3. Coyote Ridge Elementary has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to determine continued progress in the area of English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	130	127	99	129	126	99	129	126	99.0	99.2	99.2
Grade 4	105	113	143	104	112	142	104	112	142	99.0	99.1	99.3
Grade 5	111	120	122	109	117	121	109	117	121	98.2	97.5	99.2
All Grades	316	363	392	312	358	389	312	358	389	98.7	98.6	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2445.	2446.	2442.	21.21	31.01	22.22	32.32	27.13	40.48	31.31	20.93	14.29	15.15	20.93	23.02
Grade 4	2491.	2484.	2481.	17.31	19.64	23.24	38.46	33.04	28.17	30.77	32.14	28.87	13.46	15.18	19.72
Grade 5	2510.	2529.	2510.	22.94	29.91	23.97	21.10	17.09	22.31	24.77	35.04	26.45	31.19	17.95	27.27
All Grades	N/A	N/A	N/A	20.51	27.09	23.14	30.45	25.70	30.33	28.85	29.05	23.39	20.19	18.16	23.14

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	30.30	31.01	28.57	53.54	50.39	50.00	16.16	18.60	21.43
Grade 4	26.92	25.89	29.58	55.77	58.04	44.37	17.31	16.07	26.06
Grade 5	22.02	23.93	23.97	48.62	59.83	51.24	29.36	16.24	24.79
All Grades	26.28	27.09	27.51	52.56	55.87	48.33	21.15	17.04	24.16

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.20	34.88	26.19	58.59	40.31	50.00	21.21	24.81	23.81
Grade 4	22.12	22.32	19.72	59.62	50.89	59.86	18.27	26.79	20.42
Grade 5	16.51	28.21	20.66	57.80	55.56	55.37	25.69	16.24	23.97
All Grades	19.55	28.77	22.11	58.65	48.60	55.27	21.79	22.63	22.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.26	31.78	29.37	65.66	51.94	57.94	8.08	16.28	12.70
Grade 4	23.08	23.21	26.06	63.46	60.71	54.23	13.46	16.07	19.72
Grade 5	20.18	23.93	20.66	65.14	56.41	57.85	14.68	19.66	21.49
All Grades	23.08	26.54	25.45	64.74	56.15	56.56	12.18	17.32	17.99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- The data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. The 2022-2023 CAASPP data shows 53.47% of students in grades 3-5 scored either "Standard Met" or "Standard Exceeded," which is a 0.68% increase from the 2021-2022 school year (52.79%). The data for all 3-5 students scoring in the area of "Standard Exceeded" or "Standard Met" per grade level for the 2022-2023 school year was as follows: third grade 62.7%, fourth grade 51.41%, and fifth grade 46.28%.

The 2020-2021 CAASPP data shows that 50.96% of students in grades 3-5 scored in the area of "Standard Exceeded" or "Standard Met" in Mathematics. Therefore over a three-year period of time, there has been a 2.51% increase in the area of Mathematics school-wide.

- Analysis of claims helps guide the development of SMART goals. This further disaggregation of the data indicates achievement levels and reveals both deficit areas and areas of success. Coyote Ridge Elementary School has the highest percentage of overall students scoring "Above Standard" in the claim of "Concepts and Procedures:

Applying mathematical concepts and procedures." (27.51%). When adding the percentage of "At or Near Standard" with the percentage of "Above Standard," the data shows that our students overall are performing 82.01% in Communicating Reasoning, 77.38% in Problem Solving and Modeling/Data Analysis and 75.84% in Concepts and Procedures. This reveals that a majority of our students are either near, at or above standards in all four claims. As a school team, we would like to get a clearer picture and figure out how many students were at standard and how many students were near standard. The least percentage of students scoring "Above Standard" was in the claim "Problem Solving and Modeling/Data Analysis" (22.11%). This claim has gone from 19.55% to 28.77% to 22.11% over the past three years. Although the 2022-2023 above standard score in this claim was 2.56% higher than three years ago, this represents a decrease of 6.66% from last year. It is critical to build a solid foundation of mathematical concepts in the primary grades. For example, if a student does not have a concept mastered in 3rd grade, the gap widens as skills become more complex in subsequent grades. Although there were some successes in claim achievements, continued focus in all areas will be a priority.

Note: The state does not provide separate data in the claim areas for students who scored "At Standard." This data is combined with "Near Standard" percentages. By not including the "Near Standard" and only presenting the "Above Standard" percentage, it does not provide an accurate representation of students who are meeting or exceeding that particular claim. For this reason, in addition to providing the "Above Standard" analysis, the "Near" and the "Above" standards have been combined to provide a clearer picture of students who have exceeded, met, or were near meeting the claim.

3. Coyote Ridge Elementary has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to determine continued progress in the area of Mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1415.7	1404.8	1394.4	1426.4	1411.5	1404.8	1390.5	1389.2	1369.9	31	43	48
1	1474.9	1459.8	1452.1	1467.0	1445.3	1453.5	1482.2	1473.6	1450.1	20	21	37
2	1494.1	1497.2	1478.5	1489.9	1489.5	1464.7	1497.6	1504.3	1491.8	20	20	22
3	1515.7	1499.1	1503.6	1510.3	1500.7	1499.9	1520.9	1496.9	1506.8	21	23	26
4	1507.5	1561.3	1506.4	1499.5	1566.5	1513.4	1514.7	1555.6	1498.7	15	19	25
5	1529.0	1542.2	1536.8	1527.6	1543.9	1546.4	1529.9	1539.9	1526.8	17	18	12
All Grades										124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.13	9.30	4.17	35.48	18.60	20.83	25.81	51.16	54.17	22.58	20.93	20.83	31	43	48
1	20.00	4.76	8.11	40.00	52.38	37.84	25.00	38.10	43.24	15.00	4.76	10.81	20	21	37
2	15.00	10.00	13.64	55.00	70.00	40.91	30.00	20.00	27.27	0.00	0.00	18.18	20	20	22
3	42.86	8.70	19.23	19.05	56.52	46.15	28.57	30.43	23.08	9.52	4.35	11.54	21	23	26
4	20.00	47.37	12.00	33.33	42.11	48.00	33.33	5.26	28.00	13.33	5.26	12.00	15	19	25
5	23.53	22.22	25.00	41.18	61.11	41.67	23.53	11.11	16.67	11.76	5.56	16.67	17	18	12
All Grades	22.58	15.28	11.18	37.10	45.14	36.47	27.42	30.56	37.06	12.90	9.03	15.29	124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.35	4.65	4.17	35.48	25.58	27.08	29.03	46.51	43.75	16.13	23.26	25.00	31	43	48
1	30.00	9.52	13.51	35.00	38.10	48.65	25.00	38.10	27.03	10.00	14.29	10.81	20	21	37
2	30.00	35.00	18.18	35.00	50.00	36.36	35.00	10.00	27.27	0.00	5.00	18.18	20	20	22
3	52.38	39.13	38.46	33.33	43.48	42.31	4.76	8.70	15.38	9.52	8.70	3.85	21	23	26
4	40.00	73.68	56.00	33.33	15.79	28.00	20.00	10.53	8.00	6.67	0.00	8.00	15	19	25
5	47.06	66.67	58.33	41.18	22.22	25.00	11.76	5.56	16.67	0.00	5.56	0.00	17	18	12
All Grades	34.68	31.94	24.71	35.48	31.94	35.29	21.77	24.31	26.47	8.06	11.81	13.53	124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.90	6.98	0.00	22.58	18.60	18.75	35.48	51.16	60.42	29.03	23.26	20.83	31	43	48
1	20.00	14.29	5.41	40.00	33.33	21.62	20.00	47.62	56.76	20.00	4.76	16.22	20	21	37
2	20.00	0.00	13.64	35.00	80.00	45.45	30.00	20.00	18.18	15.00	0.00	22.73	20	20	22
3	28.57	13.04	7.69	28.57	17.39	38.46	33.33	60.87	34.62	9.52	8.70	19.23	21	23	26
4	20.00	36.84	4.00	20.00	21.05	12.00	26.67	31.58	48.00	33.33	10.53	36.00	15	19	25
5	11.76	11.11	8.33	29.41	16.67	16.67	41.18	55.56	58.33	17.65	16.67	16.67	17	18	12
All Grades	18.55	12.50	5.29	29.03	29.17	24.71	31.45	45.83	48.24	20.97	12.50	21.76	124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.35	11.63	12.50	70.97	72.09	66.67	9.68	16.28	20.83	31	43	48
1	40.00	28.57	35.14	55.00	57.14	56.76	5.00	14.29	8.11	20	21	37
2	25.00	20.00	13.64	65.00	75.00	81.82	10.00	5.00	4.55	20	20	22
3	57.14	43.48	26.92	33.33	52.17	65.38	9.52	4.35	7.69	21	23	26
4	40.00	73.68	24.00	40.00	21.05	64.00	20.00	5.26	12.00	15	19	25
5	35.29	11.11	58.33	58.82	88.89	33.33	5.88	0.00	8.33	17	18	12
All Grades	34.68	28.47	24.71	55.65	62.50	63.53	9.68	9.03	11.76	124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.35	2.33	6.25	54.84	55.81	58.33	25.81	41.86	35.42	31	43	48
1	15.00	4.76	10.81	70.00	61.90	70.27	15.00	33.33	18.92	20	21	37
2	25.00	45.00	36.36	75.00	50.00	45.45	0.00	5.00	18.18	20	20	22
3	42.86	47.83	38.46	52.38	43.48	57.69	4.76	8.70	3.85	21	23	26
4	26.67	73.68	68.00	66.67	26.32	24.00	6.67	0.00	8.00	15	19	25
5	76.47	77.78	75.00	23.53	11.11	16.67	0.00	11.11	8.33	17	18	12
All Grades	32.26	34.72	30.00	57.26	44.44	51.18	10.48	20.83	18.82	124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.68	11.63	0.00	67.74	65.12	83.33	22.58	23.26	16.67	31	43	48
1	35.00	19.05	5.41	40.00	71.43	64.86	25.00	9.52	29.73	20	21	37
2	20.00	5.00	31.82	65.00	95.00	40.91	15.00	0.00	27.27	20	20	22
3	28.57	8.70	7.69	47.62	56.52	73.08	23.81	34.78	19.23	21	23	26
4	13.33	31.58	0.00	53.33	57.89	56.00	33.33	10.53	44.00	15	19	25
5	17.65	16.67	8.33	64.71	72.22	83.33	17.65	11.11	8.33	17	18	12
All Grades	20.16	14.58	7.06	57.26	68.75	68.24	22.58	16.67	24.71	124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.81	20.93	12.50	41.94	51.16	56.25	32.26	27.91	31.25	31	43	48
1	15.00	14.29	5.41	70.00	80.95	81.08	15.00	4.76	13.51	20	21	37
2	25.00	30.00	22.73	55.00	70.00	59.09	20.00	0.00	18.18	20	20	22
3	42.86	8.70	26.92	52.38	86.96	65.38	4.76	4.35	7.69	21	23	26
4	13.33	42.11	8.00	66.67	52.63	68.00	20.00	5.26	24.00	15	19	25
5	11.76	16.67	16.67	82.35	72.22	66.67	5.88	11.11	16.67	17	18	12
All Grades	23.39	21.53	14.12	58.87	66.67	65.88	17.74	11.81	20.00	124	144	170

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. This data provides information on Coyote Ridge's English Language Learner's (EL) English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. Of the 170 students tested, the data shows that 11.18% of the EL students (K-5) are at the highest English Proficiency, Level 4. Students at this level have well-developed English language skills. The data reflects that 36.47% of our EL students are at Level 3 Proficiency, which means that these students have moderately developed English Skills. Both Level 3 and 4 are considered within the Bridging Proficiency Level. Thirty-seven percent (37.06%) of students are at Level 2 and fifteen percent (15.29%) are in the lowest proficiency Level 1.
2. When analyzing the domains, the data shows that the Speaking Domain is the strongest with thirty percent (30%) of students scoring at the Well Developed level. The Reading Domain had the lowest percentage in Level 4, with seven percent (7.06%) considered well-developed. Overall, the students scored in the Somewhat/Moderately levels in all four domain areas: Listening (63.53%), Speaking (51.18%), Reading (68.24%) and Writing (65.88%).
3. The 2022-2023 ELPAC data will serve as data for future ELPAC multi-year performance analysis. These results will be instrumental in subsequent years to monitor growth in the area of English Language Proficiency of our EL students.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
784	37.6	21	0.4
Total Number of Students enrolled in Coyote Ridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	165	21
Foster Youth	3	0.4
Homeless	10	1.3
Socioeconomically Disadvantaged	295	37.6
Students with Disabilities	68	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.8
American Indian	4	0.5
Asian	106	13.5
Filipino	18	2.3
Hispanic	204	26
Two or More Races	99	12.6
Pacific Islander	12	1.5
White	325	41.5

Conclusions based on this data:

1. Coyote Ridge Elementary School's student population has remained relatively consistent over the past several years. At the time of this data collection in 2022-2023 school year, there were 784 students. When taking a closer look at specific student groups, Thirty-seven percent (37.6%) were from Socioeconomically Disadvantaged households, twenty-one percent (21%) English Learners, and less than one percent (0.4%) Foster Youth.
2. The 2022-2023 data shows that forty-one percent (41.5%) of our students are in the White "Race/Ethnicity" group. The next largest group disaggregated by "Race/Ethnicity" is Hispanic students who are twenty-six percent (26%) of the student population, followed by Asian at thirteen percent (13.5%) and then Two or More Races at twelve percent (12.6%). These are the only four ethnicities that are higher than 10%.

School and Student Performance Data






Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

1. The Fall 2023 overall Academic Performance indicator in the areas of English Language Arts and Mathematics were in the Yellow performance level. In addition, the Academic Performance progress for our English Learners was in the Red performance level. We will continue to address academic instruction through quality core classroom instruction (Tier I), consistent Tier II instruction aimed to close essential standards gaps, and Tier III targeted instruction, for students with significant gaps.

2. The Academic Engagement indicator for Chronic Absenteeism was in the Yellow performance level. District-wide and school-wide programs to encourage attendance and support chronically absent students include attendance tracking and notification to families, positive incentives for consistent attendance, Attendance Success Plans, and referrals to the County School Attendance Review Board (SARB).
3. The Conditions and Climate indicator for the suspension rate were in the Orange performance level. As a school, we have a number of strategies and programs in place to create a positive school climate, including Positive Behavior Interventions and Supports (PBIS), social-emotional learning curriculum, and Restorative Practices staff training and classroom implementation.

School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 4.7 points above standard Decreased -10.3 points 367 Students	English Learners  Orange 29 points below standard Decreased Significantly -19.5 points 85 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 29.2 points below standard Decreased -4.8 points 146 Students	Students with Disabilities  Red 73.5 points below standard Decreased Significantly -17.8 points 38 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American Less than 11 Students 6 Students	American Indian Less than 11 Students 3 Students	Asian  Orange 20.9 points below standard Decreased Significantly - 31.5 points 47 Students	Filipino Less than 11 Students 10 Students
Hispanic  Yellow 9.2 points above standard Decreased -12.2 points 89 Students	Two or More Races  Yellow 4 points below standard Decreased -11.7 points 44 Students	Pacific Islander Less than 11 Students 9 Students	White  Green 10 points above standard Maintained -2.1 points 158 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 72.4 points below standard Decreased Significantly -18.4 points 56 Students	Reclassified English Learners 54.9 points above standard Decreased Significantly -30.3 points 29 Students	English Only 14.2 points above standard Decreased -7.4 points 277 Students

Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students (367 students) was in the Medium status level with 4.7 points above the standard. However, two main student groups were in the low status level: English Learners and Socioeconomically Disadvantaged (SED) students. English Learners (85 students) were 29 points below standard and SED students (146 students) were 29.2 points below. Students with Disabilities (38 students) performed in the Very Low status level at 73.5 points below standard.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. Three out of the four main Race/Ethnicity subgroups were in either the Medium or High status level: Hispanic, Two or More Races, and White. Hispanic students (89 students) were 9.2 points above standard and White (158 students) were 10 points above standard. Although Two or More Races was technically in the Medium status level, they were four (4) points below standard. Asian students (47 students) performed in the Low status level and were 20.9 points below standard.
- The Fall 2023 Dashboard also provides additional information on distance from standard for current English learners, Reclassified English learners, and English Only students in English Language Arts. Although a smaller subgroup, our Reclassified English Learners (29 students) were 54.9 points above standard, compared to our English Only students (277 students) who were 14.2 points above standard. Our current English Learners (56 students) performed 72.4 points below standard. We will continue to use integrated ELD instruction to support language used during daily content area lessons so our English learners can learn grade-level content. In addition, our English learners will receive designated ELD instruction aimed to build language proficiency.

School and Student Performance Data

Academic Performance Mathematics

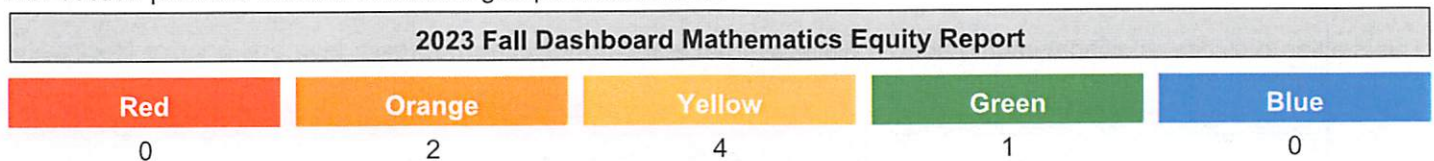
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 3.1 points below standard Decreased -9.2 points 367 Students	English Learners Yellow 18.1 points below standard Decreased -4 points 85 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 29.4 points below standard Decreased -3.1 points 146 Students	Students with Disabilities Orange 62.1 points below standard Decreased -13 points 38 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	 Yellow	Less than 11 Students
6 Students	3 Students	10.4 points below standard	10 Students
		Decreased -8.8 points	
		47 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Yellow	Less than 11 Students	 Green
7.8 points below standard	3.3 points below standard	9 Students	1.6 points above standard
Decreased Significantly - 18.1 points	Decreased -7.3 points		Decreased -3.5 points
89 Students	44 Students		158 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.8 points below standard	43 points above standard	1.2 points above standard
Decreased -5.2 points	Decreased -7.7 points	Decreased -10.2 points
56 Students	29 Students	277 Students

Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students (367 students) was in the medium status level with 3.1 points above the standard. Our English Learner student group (85 students) also scored in the medium status level. Our Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) student groups were in the low status level. SED students (146 students) were 29.4 points and SWD performed 62.1 points below standard.
- Mathematics performance indicators are disaggregated by race/ethnicity on the Dashboard. One student group scored in the high status level, while the three others that were reported scored in the medium level. The white student subgroup (158 students) scored in the high level with 1.6 points above standard. Although students in the Asian (47 students), Hispanic (89 students) and Two or More Races (44 students) subgroups performed at the medium level, they were slightly below the standard: Two or More Races (3.3 points below standard), Hispanic (7.8 points below standard), and Asian (10.4 points below standard).
- The Fall 2023 Dashboard provides Mathematics data comparisons for English Only and English Learners. Students who were considered Reclassified English Learners (29 students) scored 43 points above standard in Mathematics, while "English Only" (277 students) scored 1.2 points above standard. Current English Learners (56 students) scored 49.8 points below standard in Mathematics. Our teachers will continue to use strategies to promote both our students academic and linguistic development. These strategies include scaffolding instruction, incorporating various learning modalities, promoting language production, and focusing on word problems.

School and Student Performance Data

Academic Performance English Learner Progress

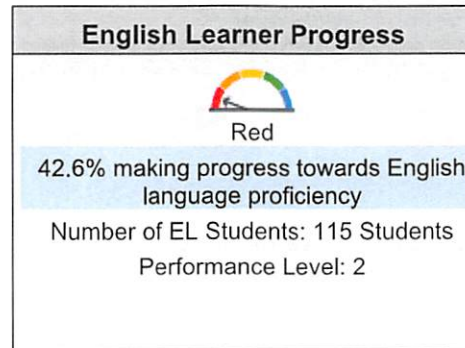
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	45	1	48

Conclusions based on this data:

1. The Fall 2023 Academic Performance for English Learner Progress shows that overall our English Learners (115 students) scored 42.6% above standard. These students continue to grow in their understanding and ability to display proficiency in English effectively, which typically takes 4 to 7 years to develop full proficiency in a second language.
2. Ninety-four (94) out of our 115 EL students either maintained or progressed at least one English Language Progress Indicator (ELPI) level. Twenty-one of our EL students decreased one ELPI level. These students will continue to receive support in English from the classroom teachers and EL teacher. Students will be provided with quality first instruction utilizing Guided Language Acquisition Design (GLAD strategies). Additionally, targeted instruction and intervention will be provided in small groups to address reading and language skills. Students will continue to be provided with intervention throughout the year as needed.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Yellow</p> <p>18.6% Chronically Absent</p> <p>Declined Significantly -14.8</p> <p>833 Students</p>	<p>Yellow</p> <p>22.4% Chronically Absent</p> <p>Declined Significantly -10.5</p> <p>192 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>44.4% Chronically Absent</p> <p>0</p> <p>18 Students</p>	<p>Yellow</p> <p>23% Chronically Absent</p> <p>Declined Significantly -18.5</p> <p>356 Students</p>	<p>Orange</p> <p>23.2% Chronically Absent</p> <p>Declined -23.2</p> <p>82 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 33.3% Chronically Absent Increased 25.6 15 Students	American Indian Less than 11 Students 5 Students	Asian  Yellow 16.9% Chronically Absent Declined -6.2 118 Students	Filipino 0% Chronically Absent Declined -22.2 19 Students
Hispanic  Yellow 21.4% Chronically Absent Declined Significantly -25.3 215 Students	Two or More Races  Yellow 19.8% Chronically Absent Declined -24.9 111 Students	Pacific Islander 23.1% Chronically Absent 0 13 Students	White  Yellow 16.6% Chronically Absent Declined Significantly -10.4 337 Students

Conclusions based on this data:

1. The Fall 2023 Dashboard for Chronic Absenteeism shows the percentage of various student subgroups who were absent ten percent (10%) or more during the school year. Coyote Ridge was at the "Medium" level for chronic absenteeism, which is an improvement from the year prior. From all students (833 students), 18.6% of them were chronically absent compared to 33.4% the previous year. Taking a closer look at the various subgroups, Students with Disabilities (82 students) was 23.2% CA, Socioeconomically Disadvantaged students (356 students) was 23%, and 22.4% of our English Learners (192 students) were CA.
2. Chronic Absenteeism rates are also disaggregated by race/ethnicity on the Dashboard. The student group with the highest reported rate of chronic absenteeism was Hispanic (215 students) with 21.47% chronically absent. The other race/ethnicity subgroups that were considered chronically absent were: Two or More Races (111 students at 19.8%), White (337 students at 16.6%), and Asian (118 students at 16.9%).
3. Due to a small subgroup, performance levels were not calculated for African American, American Indian, Filipino, and Pacific Islander.

School and Student Performance Data

Conditions & Climate Suspension Rate

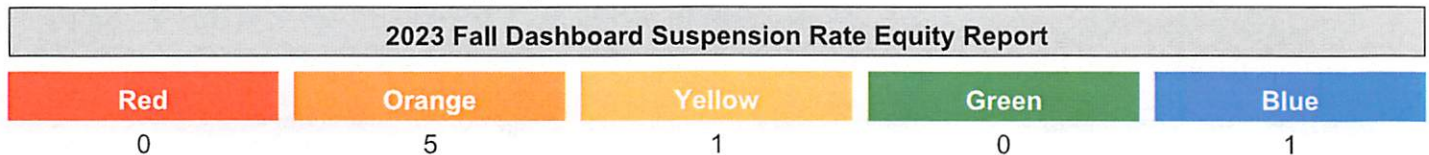
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 1.4% suspended at least one day Increased 1.4 840 Students	English Learners Orange 1.6% suspended at least one day Increased 1.6 193 Students	Foster Youth Less than 11 Students 3 Students
Homeless 5.3% suspended at least one day 19 Students	Socioeconomically Disadvantaged Orange 1.7% suspended at least one day Increased 1.7 361 Students	Students with Disabilities Orange 4.8% suspended at least one day Increased 4.8 83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day Maintained 0 15 Students	American Indian Less than 11 Students 5 Students	Asian  Yellow 0.8% suspended at least one day Increased 0.8 118 Students	Filipino 0% suspended at least one day Maintained 0 19 Students
Hispanic  Blue 0% suspended at least one day Maintained 0 219 Students	Two or More Races  Orange 2.7% suspended at least one day Increased 2.7 111 Students	Pacific Islander 0% suspended at least one day Maintained 0 13 Students	White  Orange 2.4% suspended at least one day Increased Significantly 2.4 340 Students

Conclusions based on this data:

1. According to the 2023 Fall Dashboard, Coyote Ridge was in the High Performance Indicator for suspensions for all students, as well as the student subgroups of EL, SED and SED. The year prior, all student groups were in the Very Low range, however since the status increased in most of the subgroups, it impacted the performance level. While we strive to utilize other forms of corrections for discipline besides suspensions, there are situations that automatically warrant suspension. According to recent findings the more suspensions a student has, the greater negative effect on learning outcomes, attendance and future behaviors can be impacted. While some infractions result in a mandatory suspension, we believe in teaching desired replacement behaviors as part of our restorative practices and finding other means of corrections.
2. Suspension Rates are also disaggregated by race/ethnicity on the Dashboard. The Dashboard shows that we were in the Very Low range of suspensions for the Hispanic subgroup, Medium for Asian, and High for White and Two or More Races.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Board Goal #1:

Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal #1:

At Coyote Ridge, student achievement in ELA will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

At Coyote Ridge, student achievement in Math will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following subgroups have an overall performance level of red or orange:

ELA: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Asian

Math: Socioeconomically Disadvantaged, Students with Disabilities

EL Progress: English Learners

We will continue to meet in weekly PLCs and end of trimester collaborative conferences to analyze state and district assessment data. Areas of need will immediately be identified and addressed using our multi-tier systems of support with fidelity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transitional Kindergarten ELA and Math Assessments	<p>ELA 2024 End of Year Assessment: Upper Case ID: 96% proficient (20/26 letters) Lower Case ID: 96% proficient (20/26 letters) Beginning Sounds: 96% proficient Confirm Understanding of a Text Assessment: 100% proficient</p> <p>Math 2024 End of Year Assessment: Counting 1:1 correspondence: 98% proficient Counting to 30: 75% proficient Number ID: 94% proficient</p>	<p>ELA: By June 2025, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments:</p> <ul style="list-style-type: none"> • Upper Case ID • Lower Case ID • Beginning sounds • Confirm Understanding of a Text <p>Math: By June 2025, all TK students will count to tell the number of objects and understand the relationship between numbers and quantities as shown on the following common district summative assessments:</p> <ul style="list-style-type: none"> • Number Recognition • Counting 1:1 Cardinality • Counting to 30
Kindergarten ELA and Math Assessments	<p>ELA 2024 End of Year Assessment: Upper Case ID: 97% proficient (24/26 letters) Lower Case ID: 95% proficient (24/26 letters) Sounds: 94% proficient (>28 sounds) Identify Main Topic & Key Details: 94% proficient Retell a Familiar Story: 92% proficient Identify Characters and setting in a story: 96% proficient</p> <p>Math 2024 End of Year Assessment: Number ID: 96% proficient Counting to 100: 84% proficient Trimester 3 Performance Task: 91% proficient Number ID (EOY Summative): 91% proficient Understanding Addition: 97% proficient Understanding Subtraction: 96% proficient</p>	<p>ELA: By June 2025, all kindergarten students will score proficient or demonstrate one years growth on the following common district summative assessments:</p> <ul style="list-style-type: none"> • Dry Creek Early Literacy Screener (DECELS) • Upper Case ID • Lower Case ID • Beginning Sounds • Identify Main Topic & Key details (1:1 Assessment) • Retell a Familiar Story (1:1 Assessment) • Identify Characters and setting in a story (1:1 Assessment) <p>Math: By June 2025, all kindergarten students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments:</p> <ul style="list-style-type: none"> • Count & Write Numbers • Counting to 100 • Trimester 3 Performance Task • Number ID (EOY Summative)

		<ul style="list-style-type: none"> Understanding Addition/Subtraction (EOY Summative)
First Grade ELA and Math Assessments	<p>ELA 2024 End of Year Assessment: Running Record 0-1: 68% proficient DCELS Lines A-L (Van-Cactus): 69% proficient Comprehension for Non-Fiction: 63% proficient Comprehension for Fiction: 60% proficient</p> <p>Math 2024 End of Year Assessment: At/Above Benchmark: 58% On Watch: 17% Intervention: 16% Urgent Intervention: 10% Trimester 3 Performance Task: 96% proficient End of Year Summative: 76% proficient</p>	<p>ELA: By June 2025, all 1st grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments:</p> <ul style="list-style-type: none"> DCELS Comprehension for Fiction <p>Math: By June 2025, all 1st grade students will score proficient or demonstrate one years growth will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments:</p> <ul style="list-style-type: none"> STAR Math Trimester 3 Performance task End of Year Summative
Second Grade ELA and Math Assessments	<p>ELA 2024 End of Year Assessment: At/Above Benchmark: 46% On Watch: 15% Intervention: 13% Urgent Intervention: 26% DCELS: 94% proficient Comprehension (Fiction): 88% proficient Comprehension (Non Fiction): 50% proficient</p> <p>Math 2024 End of Year Assessment: At/Above Benchmark: 58% On Watch: 10% Intervention: 17% Urgent Intervention: 15% Trimester 3 Performance Task: 96% proficient End of Year Summative: 87% proficient</p>	<p>ELA: By June 2025, all 2nd grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments:</p> <ul style="list-style-type: none"> STAR Reading DCELS Comprehension: Two versions of The Three Little Pigs <p>Math: By June 2025, all 2nd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments:</p> <ul style="list-style-type: none"> STAR Math End of Year Summative Performance Assessment 2.NBT.7
Third Grade ELA and Math Assessments	<p>ELA 2024 End of Year Assessment: At/Above Benchmark: 57% On Watch: 17% Intervention: 13% Urgent Intervention: 13% Dry Creek Summative Assessment: 39% proficient (58/148 students)</p> <p>Math 2024 End of Year Assessment: At/Above Benchmark: 72%</p>	<p>ELA: By June 2025, all 3rd grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments:</p> <ul style="list-style-type: none"> STAR Reading Dry Creek ESA 03 Trimester 3 RL.3.9

	<p>On Watch: 6%</p> <p>Intervention: 10%</p> <p>Urgent Intervention: 11%</p> <p>End of Year Summative Performance Task: 73% proficient (102/146)</p> <p>End of Year Summative: 66% proficient (98/148)</p>	<ul style="list-style-type: none"> • Dry Creek ESA 03 Trimester 3 RI.3.9 <p>Math:</p> <p>By June 2025, all 3rd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments:</p> <ul style="list-style-type: none"> • STAR MATH • Performance Task • Math End of the Year Summative
Fourth Grade ELA and Math Assessments	<p>ELA 2024 End of Year Assessment:</p> <p>At/Above Benchmark: 69%</p> <p>On Watch: 11%</p> <p>Intervention: 6%</p> <p>Urgent Intervention: 14%</p> <p>Dry Creek Summative Assessment: 37% proficient</p> <p>Math 2024 End of Year Assessment:</p> <p>At/Above Benchmark: 71%</p> <p>On Watch: 8%</p> <p>Intervention: 9%</p> <p>Urgent Intervention: 12%</p> <p>End of Year Performance Task: 72% proficient</p> <p>End of Year Summative Assessment: 49% proficient</p>	<p>ELA:</p> <p>By June 2025, all 4th grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments:</p> <ul style="list-style-type: none"> • STAR Reading • Dry Creek CCSS ELA End of the Year Assessment <p>Math:</p> <p>By June 2025, all 4th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments:</p> <ul style="list-style-type: none"> • STAR Math • Performance Task • End of the Year Summative Assessment
5th Grade ELA and Math Assessments	<p>ELA 2024 End of Year Assessment:</p> <p>At/Above Benchmark: 60%</p> <p>On Watch: 13%</p> <p>Intervention: 17%</p> <p>Urgent Intervention: 11%</p> <p>Dry Creek ES Summative Assessment: 64% proficient</p> <p>Math 2024 End of Year Assessment:</p> <p>At/Above Benchmark: 76%</p> <p>On Watch: 8%</p> <p>Intervention: 6%</p> <p>Urgent Intervention: 10%</p> <p>End of Year Performance Task: 78% proficient</p> <p>Math End of Year Summative Assessment: 59% proficient</p>	<p>ELA:</p> <p>By June 2025, all 5th grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments:</p> <ul style="list-style-type: none"> • STAR Reading • Dry Creek CCSS ELA End of the Year Assessment <p>Math:</p> <p>By June 2025, all 5th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments:</p> <ul style="list-style-type: none"> • STAR MATH • Performance Task • Math End of the Year Summative Assessment

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>TK/Kindergarten Goal: By June 2025, all TK/Kindergarten students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum.</p> <p>Teachers will provide multiple modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writes.</p> <p>Teachers will use PLC time to analyze common formative assessment data to track their students' level of proficiency in both the foundational skills and the Essential Standard areas of recalling key details of a story (i.e. predict, characters, setting, beginning, middle and end).</p> <p>Teachers will use formative assessments to create appropriate groupings for Tier II and Tier III interventions. Intensive, small group instruction will be given to those students in need of additional reteaching.</p> <p>Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies. The Mathematical Domain of Counting and Cardinality will be a major focus in the TK/K math lessons.</p>	All TK & Kindergarten Students	<p>1,800 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 875 General Unrestricted 1000-1999: Certificated Personnel Salaries Grade level planning/collaboration time to determine common formative assessments and benchmarks for the essential standards, create GLAD units, and review student progress and create plans for those needing additional supports. (Cost of hourly rate for one half-day extra time for teachers.)</p>
1.2	<p>First Grade Goal: By June 2025, all first grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies: Teachers will continue to commit to teaching the components of the Wonders ELA curriculum.</p> <p>Every 6 weeks at PLC meetings, teachers will assess all students on decoding and reading comprehension, and discuss next steps in creating flexible and dynamic groups. In addition, the formative assessments will be used to identify</p>	All First Grade Students	<p>1,500 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 625 General Unrestricted 1000-1999: Certificated Personnel Salaries Grade level planning/collaboration time to determine common formative assessments and benchmarks for the essential standards, create GLAD</p>

	<p>students in need of additional support (Tier II and Tier III).</p> <p>Teachers will use Writing and GLAD Strategies to scaffold modeled writes and develop a love for writing in their students.</p> <p>Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will implement Expressions daily Math routines (i.e., Number of the Day).</p>		<p>units, and review student progress and create plans for those needing additional supports. (Cost of hourly rate for one half-day extra time for teachers.)</p>
1.3	<p>Second Grade Goal: By June 2025, all second grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on the classroom, district and state assessments.</p> <p>Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum within our History-Social Science and Science Thematic units.</p> <p>Teachers will use PLC time to analyze common formative assessment data to track their students' level of proficiency in the Essential Standards of Math areas of answering questions about important details, as well as comparing and contrasting points from two texts.</p> <p>Teachers will continue to focus on identification of the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Teachers will use formative assessments to create appropriate groupings for Walk to Learn (Tier II). Based on common formative assessments, additional reteaching opportunities will be provided.</p> <p>Teachers will provide direct instruction in the area of writing. In addition, teachers will provide multiple modeling and scaffolding strategies in their Writing instruction. GLAD strategies will be used, for example, shared writing, SPC (sentence patterning chart), and sentence frames.</p> <p>Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will incorporate Math Routine from Expression Math.</p>	All Second Grade Students	<p>1,650 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 625 General Unrestricted 1000-1999: Certificated Personnel Salaries Grade level planning/collaboration time to determine common formative assessments and benchmarks for the essential standards, create GLAD units, and review student progress and create plans for those needing additional supports. (Cost of hourly rate for one half-day extra time for teachers.)</p>
1.4	<p>Third Grade Goal: By June 2025, all third grade students will improve by demonstrating at least one year's growth as</p>	All Third Grade Students	<p>1,650 Lottery 4000-4999: Books And Supplies</p>

	<p>measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies: Teachers will commit to teaching Character Analysis, Main Idea and Supporting Details, and Compare and Contrast.</p> <p>Teachers will continue to teach the non-negotiable components of the Wonders ELA curriculum.</p> <p>Every 4-6 weeks, teachers will use PLC time to analyze common formative assessment data to track their students' level of proficiency in their grade level's Essential Standards. Groupings will be developed based on the data, to ensure every student receives the support or enrichment they need.</p> <p>Teachers will use Step Up to Writing strategies to write a paragraph that includes topic sentence, details, and conclusion. Students will use graphic organizers to aid in organization.</p> <p>Teachers will use GLAD strategies to support the writing process and scaffold writing lessons. Teachers will also model various steps of the writing process.</p> <p>Teachers will continue to use the Expressions Math curriculum to cover the concepts and Domains essential for 3rd grade.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p>		<p>Grade level funds for instructional materials and supplies. 875 General Unrestricted 1000-1999: Certificated Personnel Salaries Grade level planning/collaboration time to determine common formative assessments and benchmarks for the essential standards, create GLAD units, and review student progress and create plans for those needing additional supports. (Cost of hourly rate for one half-day extra time for teachers.)</p>
1.5	<p>Fourth Grade Goal: By June 2025, all fourth grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum.</p> <p>Teachers will use PLC time to analyze common formative assessment data to track their students' level of proficiency towards the Essential Standards and create new Tier II groups every 4-6 weeks. In addition, students in need of Tier III foundational support will be provided intensive, small group instruction that will be closely monitored on an ongoing basis (every 3-4 weeks).</p> <p>Teachers will use an online resource called Storyworks to improve students' summary writing skills.</p>	All Fourth Students	<p>1,500 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 750 General Unrestricted 1000-1999: Certificated Personnel Salaries Grade level planning/collaboration time to determine common formative assessments and benchmarks for the essential standards, create GLAD units, and review student progress and create plans for those needing additional supports. (Cost of substitute teachers to provide 1/2 day of release time.)</p>

	<p>Teachers will use whole group instruction in naming the main idea and key details of a passage.</p> <p>Teachers will use higher-level text in their whole group reading to ask Depth of Knowledge Questions (D.O.K.).</p> <p>Teachers will continue to use the Expressions Math curriculum to cover concepts and Mathematical Domains essential for student proficiency.</p> <p>Teachers will model RACES (Constructed Response) approach in whole group and Walk-to-Learn settings.</p> <p>Teachers will use expository text passages to increase rigor in whole group and Walk-to-Learn settings.</p>		
1.6	<p>Fifth Grade Goal: By June 2025, all fifth grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies: Teachers will model how to identify two or more main ideas and at least two details from an expository text.</p> <p>Teachers will model how to write a constructed response using the RACES strategy.</p> <p>Teachers will model how to use the main idea and at least two details to write a summary. In addition, teachers will show how to use a quote as a detail.</p> <p>Teachers will model how to identify the four text structures (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>Teachers will use the Social Studies curriculum to supplement the ELA essential standards.</p> <p>Every 4-6 weeks at PLC meetings, teachers will use their common formative assessment data to determine which students are in need of additional support, as well as which students need a higher level of enrichment opportunities. This information will be used to create WTL groups.</p> <p>In addition, intensive, small Tier III groups will be implemented to help students with gaps in their foundational skills.</p> <p>Tier II intervention group throughout the year for Math goal.</p>	All Fifth Grade Students	<p>1,500 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 750 General Unrestricted 1000-1999: Certificated Personnel Salaries Grade level planning/collaboration time to determine common formative assessments and benchmarks for the essential standards, create GLAD units, and review student progress and create plans for those needing additional supports. (Cost of substitute teachers to provide 1/2 day of release time.)</p>

	Teachers will continue to use the Expressions Math curriculum to cover concepts and Mathematical Domains essential for student proficiency.		
1.7	School-wide Strategies: Tier II and Tier III intervention groups will occur across grade levels and will be supported by classroom teachers, Instructional Assistants and intervention team members.	All Students	<p>23,525</p> <p>Title 1</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Two instructional assistants will provide intervention support for students performing below grade level. (100 day work calendar @ 4 hrs.)</p> <p>1,673</p> <p>Supplemental Grant</p> <p>2000-2999: Classified Personnel Salaries</p> <p>One instructional assistant will provide intervention support for students performing below grade level. (Additional funding source; 100 day work calendar @ 4 hrs.)</p> <p>3,802</p> <p>Title 1</p> <p>3000-3999: Employee Benefits</p> <p>Medical/Benefits for Instructional Assistants</p> <p>4,908</p> <p>Supplemental Grant</p> <p>3000-3999: Employee Benefits</p> <p>Medical/Benefits for Instructional Assistants</p> <p>7,376</p> <p>Supplemental Grant</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Additional hours/days have been added the IA schedule to allow for more intervention opportunities during the school day aimed to close the learning gaps.</p> <p>11,057</p> <p>Lottery</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Additional hours/days have been added the IA schedule to allow for more intervention opportunities during the school day aimed to close the learning gaps.</p> <p>67,863.00</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p>

			Title 1 Centralized Service Contribution
1.8	<p>School-Wide Strategies: Teachers will use Guided Language Acquisition Design (GLAD) strategies to deliver high academic content and language to all students, with targeted EL support.</p>	All Students	<p>2,500 Lottery 4000-4999: Books And Supplies GLAD Supplies 4,500 General Unrestricted 1000-1999: Certificated Personnel Salaries A half-day sub will be provided to each TK-5th grade teacher to create, plan and collaborate as a grade level team on GLAD units (Fall 2023). 4,500 Lottery 1000-1999: Certificated Personnel Salaries A half-day sub will be provided to each TK-5th grade teacher to create, plan and collaborate as a grade level team on GLAD units (Spring 2024). 3,540 General Unrestricted 4000-4999: Books And Supplies Purchase four (4) color printers for grade levels to create GLAD units.</p>
1.9	<p>School-wide Strategies: Collaborative Conferences will be held once per trimester for consistent and systematic data analysis to identify and serve under-performing students.</p> <p>Collaborative conferences will include classroom teachers, EL teacher, Special Education teacher, instructional assistants and administration.</p> <p>Based on student needs, Tier III intensive interventions will be implemented during the school day at each grade level to address significant learning gaps in phonics, decoding and comprehension.</p> <p>Grade level teams and specialists (i.e. Sp Ed teachers, EL teacher) will meet weekly as a Professional Learning Community (PLC) to focus on learning, collaboration, and common formative assessment analysis. This consistent, interactive practice will help guide instruction, as well as provide opportunities to discuss best teaching practices to support all learners.</p>		
1.11	School-wide Strategies:	All Students	<p>4,000 Lottery: Inst. Materials</p>

	Additional resources for our school library to provide additional informational/nonfiction text, high-interest low level readers, real-world problem-based literature, and STEAM books.		4000-4999: Books And Supplies Library support for additional resources. 6,000 Lottery 4000-4999: Books And Supplies Follett license for school-wide library database inventory system.
1.12	<p>School-wide Strategies: Additional before/after school tutoring for students in need of extra support in ELA, Math or Science.</p> <p>Lexia Core 5 Reading program purchased (3 year agreement) to provide additional intervention aimed to build foundational reading skills for students through personalized learning. Program will focus on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension and structural analysis.</p> <p>Read Naturally program purchased to build fluency and confidence in reading, while building gains in comprehension and vocabulary.</p> <p>Math Expressions Remembering by Houghton Mifflin will be used for math intervention, to provide mediation in computation, number sense, and problem solving.</p> <p>Math intervention programs for struggling students in grades 2-5 will be purchased to provide additional opportunities to master critical math concepts and skills.</p> <p>McGraw Hill Science Curriculum, including flashcards and digital drag and drop activities will be used for intervention. This opportunity will be geared for students who need vocabulary development, reteach opportunities and/or preview of upcoming concepts.</p>	All Students	10,000 Title 1 2000-2999: Classified Personnel Salaries Hourly rate to pay staff to implement the intervention groups. 15,000 Lottery 4000-4999: Books And Supplies Purchase of online intervention programs for struggling students that provides additional opportunities to master critical concepts and skills in both ELA and Math.
1.13	<p>Core/Tier 1 Program: Use research-based programs to support the acquisition of grade-level, foundational skills standards in both ELA and Math.</p> <p>Instructional Rounds - Coaching and refreshers on Tier 1 instruction will occur throughout the school year during staff meetings. We will implement instructional rounds to better our Tier 1 instruction for all students.</p>	All Students	12,646 Title 1 4000-4999: Books And Supplies Substitutes for Instructional Rounds 11,565 Title 1 4000-4999: Books And Supplies Students in grades 2-5 will use the IXL program to build their essential skills in ELA and Math.
1.14			

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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2023-24 school year, strategies and activities included district wide implementation of PLC time, two site funded intervention Instructional Assistants, and substitute coverage for Collaborative Conferences three times a year. In total, 86 students were seen in Tier 3 Interventions to address gaps in key foundational skills. Each one of the strategies listed above contributed to these students' academic growth. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally funds were used for targeted in school and after school interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budget expenditures. Coyote Ridge will continue to use Collaborative Conferences and Weekly PLC times to analyze our process to meeting our goal of all students making at least a years growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures will reflect increases in costs for employee salary and benefits, as well as lower funds allotted to our school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate

Board Goal #2:

Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal #2:

At Coyote Ridge Elementary School, we will maintain a safe and orderly school with a positive, engaging, and supportive climate as measured by increased positive response rates on annual parent/student surveys, as well as annual attendance and discipline data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White, Two or More Races

Chronic Absenteeism: Students with Disabilities

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing Aperture and SWIS data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey	<p>Students care about their school. (96%)</p> <p>Students want to do well in school. (98%)</p> <p>Students come to class prepared. (93%)</p> <p>Students like coming to school. (87%)</p> <p>My child's school rules are fair. (82%)</p> <p>Students from different cultural backgrounds become friends. (93%)</p> <p>Students have friends at school. (95%)</p> <p>Students respect the teachers and staff. (95%)</p> <p>All students are treated fairly. (83%)</p> <p>Students get along with each other and respect their differences. (85%)</p> <p>Students feel safe at school. (88%)</p> <p>Students are comfortable talking to school staff. (88%)</p> <p>Bullying is not a problem. (25%)</p>	<p>Students care about their school. (98%)</p> <p>Students want to do well in school. (100%)</p> <p>Students come to class prepared. (95%)</p> <p>Students like coming to school. (89%)</p> <p>My child's school rules are fair. (84%)</p> <p>Students from different cultural backgrounds become friends. (95%)</p> <p>Students have friends at school. (97%)</p> <p>Students respect the teachers and staff. (97%)</p> <p>All students are treated fairly. (85%)</p> <p>Students get along with each other and respect their differences. (87%)</p> <p>Students feel safe at school. (90%)</p> <p>Students are comfortable talking to school staff. (90%)</p> <p>Bullying is not a problem. (23%)</p>
Annual Student Survey (4th & 5th Graders)	<p>I can do most things if I try. (85%)</p> <p>I know when I am feeling overwhelmed. (84%)</p> <p>I feel positive about my future. (85%)</p> <p>I have a lot of strengths. (84%)</p> <p>I am happy with who I am. (82%)</p> <p>I can explain my feelings to others. (46%)</p> <p>I can learn from my mistakes. (90%)</p> <p>I feel confident in my ability to learn new things. (85%)</p> <p>I can usually solve my problems. (81%)</p> <p>I keep trying, even when things are hard. (84%)</p> <p>I am a hard worker. (89%)</p> <p>Challenging myself makes me smarter. (72%)</p> <p>I can make the best out of a bad situation. (61%)</p> <p>If I'm not good at something, I'd rather quit. (10%)</p>	<p>I can do most things if I try. (87%)</p> <p>I know when I am feeling overwhelmed. (86%)</p> <p>I feel positive about my future. (87%)</p> <p>I have a lot of strengths. (86%)</p> <p>I am happy with who I am. (84%)</p> <p>I can explain my feelings to others. (50%)</p> <p>I can learn from my mistakes. (92%)</p> <p>I feel confident in my ability to learn new things. (87%)</p> <p>I can usually solve my problems. (83%)</p> <p>I keep trying, even when things are hard. (86%)</p> <p>I am a hard worker. (91%)</p> <p>Challenging myself makes me smarter. (74%)</p> <p>I can make the best out of a bad situation. (63%)</p> <p>If I'm not good at something, I'd rather quit. (8%)</p>
Discipline Data	<p>Minor Referrals per SWIS Suite: 532 total for 23-24 school year</p> <p>Major Referrals per SWIS Suite: 77 total for 23-24 school year</p> <p>Suspensions: 1.4% of students were suspended at least once in the 23-24 school year</p>	<p>Decrease Major Discipline/Office Referrals by at least 10%.</p> <p>Suspensions: Decrease results by 0.5% of students who are suspended at least once for the 2024-25 school year, resulting in an overall suspension rate of 1.0% or lower.</p>
Annual Attendance Reports	<p>2023-2024 Average Attendance</p> <p>Kindergarten: 94.81%</p> <p>Grade 1-3: 95.2%</p> <p>Grade 4-5: 95.8%</p>	<p>2024-2025 Average Attendance</p> <p>Student attendance should be a minimum of 97% for all grade levels during the 24-25 school year.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>A continued school-wide focus on the MTSS pyramid (Academic & Behavioral Systems) to assist in identifying struggling students early and intervene quickly.</p> <p>School-wide PBIS system to promote positive social and emotional learning intervention. The PBIS framework equips schools with the tools necessary to implement evidence-based strategies to improve outcomes for students. Our schoolwide expectations, known as Cody's Code are: Show Respect, Make Good Decisions, Solve Problems and Be Safe. Positive acknowledgements for following Cody's Code will be celebrated through weekly classroom PAW ticket pulls, as well as, our Second Chance Trimester PAW pulls. Students whose names are drawn will get to choose a prize.</p> <p>Teachers and administration will explicitly teach strong Character Traits through Cody's Code. Students will be recognized for modeling these traits at our Trimester Recognition Assemblies.</p> <p>Our PBIS Team will lead the site in strategies and procedures which supports all students. In addition, our team will focus on students in need of additional behavior supports through our Check-in/Check Out Program and Social Stories, just to name a couple of resources.</p> <p>To address chronic absenteeism, our staff will continue to refine and implement the "Change Practices" from our Attendance Plan to increase student attendance. In the area of "Site Structures and Processes" this will include monthly messages on attendance, incorporate CA in collaborative conferences, and schedule weekly reports and meetings with clerk/administration to send letters. In the area of "Barriers to Attendance," we will meet with parents and provide necessary resources for attendance support, attend Parent/Teacher conference of CA students, and use translators and Language Line to follow up on attendance concerns. In the area of "Engagement and Motivation," we will have attendance celebrations at our monthly character assemblies, give out "PAW" some trophies to classes with highest monthly attendance, and use community building practices (i.e. SELebrate, circles, Restorative Practices) to foster togetherness.</p>	All Students	<p>3,000 Lottery 4000-4999: Books And Supplies Incentives to implement PBIS successfully, will be designed and purchased. 4,140 Title 1 4000-4999: Books And Supplies Incentives to implement PBIS successfully, will be designed and purchased. 8,820 Lottery 2000-2999: Classified Personnel Salaries Substitutes needed to cover teachers who will attend the 2-day PBIS annual conference</p>

2.3	<p>Schoolwide focus on positive relationships, self-regulation, and school community building. Variety of resources and implementation activities include: Restorative Circles, character building through read aloud stories and anti-bullying lessons, monthly character education assemblies, and special guest speakers. Teachers will also explicitly teach the twelve "Tools" from Dovetail Learning Toolbox to support Social Emotional Learning. A yearly school-wide pacing guide has been developed to ensure that students are learning about the "Tools" at the same time. This promotes common language and strategies our students and staff can use to regulate emotions in a safe and appropriate way.</p>	All Students	<p>4,000 Lottery 4000-4999: Books And Supplies Additional resources to highlight character traits, self-regulation "Tools" and target life skills, such as self-esteem and confidence building. 3,000 General Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Contracted service: Assembly focusing on anti-bullying, character development and motivation</p>
2.4	<p>Family Nights will be held to cultivate togetherness with our school community and build strong family-school partnerships. Such events will include: Family Reading Night, Family Math Night and our Cultural Fair.</p>	All Students	<p>3,000 Title 1 1000-1999: Certificated Personnel Salaries Teachers will be provided a stipend for planning and participating in the event. 1,000 Title 1 4000-4999: Books And Supplies Supplies, materials and incentives will be purchased for this event.</p>
2.5	<p>Safety: All staff will participate in mandatory trainings which focus on maintaining a safe environment for all (i.e. first aid, bloodborne pathogens, child abuse, fire prevention, sexual harassment).</p> <p>All students and staff will participate in monthly safety drills throughout the school year to practice procedures and routines in the event of an emergency.</p> <p>All staff will review the expectations for the Safety Kits and other safety procedures in the event of a catastrophic event.</p> <p>Administration will revise and review the Safe School Plan with School Site Council, as well as gather staff input.</p> <p>Two Crisis Response Kits will be maintained to assist in the event of an emergency and we need to reunify parents with students.</p>	All Students	<p>0</p> <p>Monthly safety drills have been scheduled and communicated to the district office. Possible expenditures may be made at a later date, depending on action plans suggested by the Site Council and staff. 2,000 General Unrestricted 4000-4999: Books And Supplies Purchase of additional two-way radios to ensure all staff has access to these devices. 150 General Unrestricted 4000-4999: Books And Supplies Reunification Kit: Updating/maintaining supplies (i.e. signage, forms, clips, caution tape, etc.) 2,500 General Unrestricted</p>

			4000-4999: Books And Supplies Campus signage for safety procedures
2.8	Teachers/staff will provide enrichment opportunities/clubs to build positive student connections, as well as support social, emotional, cognitive, and academic development. Such clubs have been shown to increase self-esteem and provide a safe and supportive environment for children. These include, but are not limited to: Cross Country, Student Council, Leaders of the Pack, Chorus and Drama opportunities, Conversation Club, and Broadcasting Club.	All Students	8,200 General Unrestricted 1000-1999: Certificated Personnel Salaries Club stipends will be provided for teachers and staff to provide enrichment opportunities. 1,000 Title 1 1000-1999: Certificated Personnel Salaries Conversation Clubs to support English Language development.
2.9	<p>Social Emotional Supports</p> <p>Our school counselor (.5 FTE) will be available at Coyote Ridge to support students with their social and emotional (SE) development. Whole class lessons will be conducted to teach general SE topics. Smaller, targeted groups will be facilitated on a weekly basis, which may focus on: friendship, managing feelings, separating/changing families, anxiety, conflict resolution, self-empowerment, culture and diversity, and grief/loss of a loved one. Individual counseling will also be offered to students who are in need of more personalized sessions.</p> <p>Provide resources and training for parents to support their child(ren) and community.</p>	All Students	2,512 Title 1 4000-4999: Books And Supplies Books and Supplies
2.10	English Language learners being reclassified as English Proficient will be honored at a special recognition assembly. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status, upon the student meeting all the criteria.	English Language Learners	250 General Unrestricted 4000-4999: Books And Supplies Supplies for the reclassification ceremony.
2.11	<p>STEAM Enrichment Academy</p> <p>All students in grades 1st-5th will participate weekly in our STEAM Enrichment classes. Students will experience a deeper level of collaboration when they work in groups to solve various STEAM problems, which will foster community in both the classroom, as well as across-grade levels.</p>	All Students	2,000 General Unrestricted 4000-4999: Books And Supplies Materials and supplies to support our school wide STEAM Enrichment Program. 700 Title 1 4000-4999: Books And Supplies Materials and supplies to support our school wide STEAM Enrichment Program.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2023-24 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. We have collected both minor and major referral data, and although we noticed an increase in our behavior referrals, will continue to implement strategies which foster a positive school climate. In addition we have focused on attendance and attendance incentives, and have seen an improvement in our attendance data from the 22/23 school year to the 23/24 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures may reflect increases in costs for employee salary and benefits.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$151,372.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$254,827.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$141,753.00

Subtotal of additional federal funds included for this school: \$141,753.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
General Unrestricted	\$30,640.00
Lottery	\$62,977.00
Lottery: Inst. Materials	\$5,500.00
Supplemental Grant	\$13,957.00

Subtotal of state or local funds included for this school: \$113,074.00

Total of federal, state, and/or local funds for this school: \$254,827.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Unrestricted	30,640	0.00
Title 1	141,753	0.00
Supplemental Grant	13,957	0.00
Lottery	62,977	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Unrestricted	30,640.00
Lottery	62,977.00
Lottery: Inst. Materials	5,500.00
Supplemental Grant	13,957.00
Title 1	141,753.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	93,563.00
2000-2999: Classified Personnel Salaries	62,451.00
3000-3999: Employee Benefits	8,710.00
4000-4999: Books And Supplies	87,103.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	17,200.00
4000-4999: Books And Supplies	General Unrestricted	10,440.00
5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	Lottery	4,500.00
2000-2999: Classified Personnel Salaries	Lottery	19,877.00
4000-4999: Books And Supplies	Lottery	38,600.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	5,500.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	9,049.00
3000-3999: Employee Benefits	Supplemental Grant	4,908.00
1000-1999: Certificated Personnel Salaries	Title 1	71,863.00
2000-2999: Classified Personnel Salaries	Title 1	33,525.00
3000-3999: Employee Benefits	Title 1	3,802.00
4000-4999: Books And Supplies	Title 1	32,563.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,555.00
Goal 2	46,272.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Julie Herrmann	Principal
Amanda Geissberger	Classroom Teacher
Jennifer Hackett	Classroom Teacher
Sara Hamasaki	Classroom Teacher
Anissa Martinez (Classified; Secretary)	Other School Staff
Lauren Nosler (Chairperson)	Parent or Community Member
Jamie Lincoln	Parent or Community Member
Sara Earl	Parent or Community Member
Reba Ronning	Parent or Community Member
Vacancy	Parent or Community Member
Stacy Slay - Classified Alternate	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

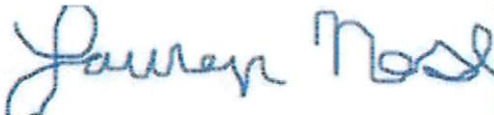
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10.24.2023.

Attested:



Principal, Julie Herrmann on 5.28.2024



SSC Chairperson, Lauren Nosler on 5.28.2024

Coyote Ridge Elementary School District and State Assessments

Grade Level Assessments

	2020-21 Baseline		2021-22		2022-23	
<i>Kindergarten</i>	Site	District	Site	District	Site	District
<i>EOY Number ID (K.CC.3)</i>	99%	97%	91%	92%	96%	94%
<i>EOY Addition (K.OA.1)</i>	98%	97%	98%	96%	99%	97%
<i>EOY Subtraction (K.OA.1)</i>	100%	96%	95%	93%	99%	96%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	99%	98%	100%	86%	88%	98%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	99%	97%	99%	94%	88%	97%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	98%	90%	90%	88%	95%	93%
<i>EOY ELA High Frequency Words (K.R.F.3.C)</i>	70%	79%	55%	72%	68%	73%
<i>Grade 1</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	86%	78%	88%	75%	82%	83%
<i>Running Record (RF 1.4)</i>	85%	93%	75%	75%	50%	66%
<i>DC Early Literacy Screener (RF 1.3)</i>	61%	69%	58%	79%	40%	58%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	88%	71%	84%	68%	53%	65%
<i>Comprehension - Fiction (RL 1.3, RF 1.3)</i>	82%	82%	87%	73%	65%	65%
<i>Grade 2</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	99%	63%	65%	65%	72%	72%

Coyote Ridge Elementary School District and State Assessments

Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	82%	82%	69%	81%	84%	82%
Language Arts EOY Comprehension Summative (RI 2.1)	44%	39%	30%	31%	55%	47%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	39%	38%	59%	70%	69%	73%
Language Arts EOY Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	32%	42%	39%	43%	38%	38%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	29%	28%	70%	67%	51%	72%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	19%	24%	45%	39%	43%	47%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	25%	20%	57%	55%	44%	48%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	49%	52%	69%	66%	46%	51%

Summary:

All students in grades K-5 at Coyote Ridge Elementary School were administered the End of Year (EOY) Grade Level DCJESD Assessments at the conclusion of the 2022-2023 school year. This data provides information on Coyote Ridge's students' proficiency levels as compared to their peers within DCJESD. These scores will be used to compare/analyze scores at the site and district level over a three year period.

*It is noted that the initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule.

Coyote Ridge Elementary School District and State Assessments

Kindergarten:

- Number ID, ninety-six percent (96%) is two percent (2%) higher than that of the district percentile, ninety-four percent (94%). This is a five percent (5%) increase from the site's baseline year.
- EOY ELA High Frequency Words is a targeted focus area of growth as Coyote Ridge kindergartners had sixty-eight percent (68%) proficiency, while our district had seventy-three percent (73%). Although we grew in this area by thirteen percent (13%) from the previous year, this still needs to be a continued focus for both our site and district.

1st Grade:

- EOY Math Assessment had an eighty-two percent (82%) proficiency level compared to the district at eighty-three percent (83%). This represents a six percent (6%) decline at site level, but an eight percent (8%) increase at the district level.
- Both our site and district performed low on the ELA assessments. The largest decline was in the area of Comprehension-Nonfiction text with a thirty-one percent (31%) decline, going from eighty-four percent (84%) to fifty-three (53%). In addition, the lowest percentage rate was in the DC Early Literacy Screener, with forty percent (40%) of students meeting standards, compared to fifty-eight (58%) the previous year. All students in first grade must receive explicit and systematic phonics instruction, with clear monitoring checkpoints to ensure no learning gaps in these core fundamental skills are missed.
- Running Record will continue to be a focused area of growth as Coyote Ridge first graders had fifty percent (50%) proficiency, which is a twenty-five (25%) decrease from the previous year.

2nd Grade:

- EOY Math Assessment, seventy-two percent (72%), is the same as the district percentile. This represents an increase of seven percent (7%) from the previous years for both the site and district.
- Both of the Language Arts EOY Comprehension Summative assessments increased from the previous year going from sixty-nine percent (69%) to eighty-four percent (84%) and thirty percent (30%) to fifty-five percent (55%). Reading informational text will continue to be a focus.

3rd Grade:

- EOY Math Assessment, sixty-nine percent (69%), increased from the previous year of fifty-nine percent (59%) and an overall thirty percent (30%) increase over the past three (3) years.
- The 3rd grade Language Arts End of Unit Comprehension Summative remained relatively the same at thirty-eight percent (38%), down one percent (1%) from the year prior and is the same percentage rate as the district.

4th Grade:

- EOY Math Assessment, fifty-one percent (51%) proficiency level represents a nineteen percent (19%) decrease from the previous year.
- Language Arts Comprehension Summative, forty-three percent (43%) remained relatively the same as the year prior and is close to the district average of forty-seven percent (47%) proficiency. The site has also increased over the past three (3) years since 2020-21 by twenty-four percent (24%) proficiency overall.

5th Grade:

- EOY Math Assessment, forty-four percent (44%), decreased from the previous year of fifty-five percent (55%) proficiency, and was consistent with the district proficiency of forty-eight percent (48%).
- Language Arts Comprehension Summative, forty-six percent (46%) represents a twenty-three percent (23%) decrease from the previous year of sixty-nine percent (69%) proficiency level. This year's level is fairly consistent with the district proficiency level of fifty-one percent (51%).

Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
<i>Grade 3</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	54%	53%	58.14%	55.99%	63%	58%
<i>ELA % Met Achievement Standard</i>	49%	51%	50.39%	53.24%	50%	52%
<i>Grade 4</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	56%	52%	52.68%	48.68%	51%	54%
<i>ELA % Met Achievement Standard</i>	63%	53%	60.36%	53.68%	57%	52%
<i>Grade 5</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	44%	42%	47.0%	45.92%	46%	47%
<i>ELA % Met Achievement Standard</i>	50%	59%	58.12%	60.70%	54%	56%

Summary:

This data provides information on Coyote Ridge's students' proficiency levels on The Smarter Balanced Assessment as compared to their peers within the state of California. All students in grades 3-5 at Coyote Ridge Elementary School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2022-2023 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

*It is noted that these initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule.

3rd Grade:

- Coyote Ridge 3rd graders performed slightly higher in Math (63%) compared to other 3rd graders across the district (58%). In regards to ELA, Coyote Ridge 3rd graders performed slightly lower (50%) compared to other 3rd graders across the district (52%).
- A continued focus on SMART goal and data driven PLC practices, coupled with intensive, targeted intervention opportunities will lessen learning gaps, ultimately increasing student achievement.

Coyote Ridge Elementary School District and State Assessments

4th Grade:

- Coyote Ridge 4th grade students performed slightly lower in Math (51%) compared to other 4th graders across the district (54%). In regards to ELA, Coyote Ridge 4th graders performed slightly higher (57%) compared to other 4th graders across the district (52%).
- A continued focus on SMART goal and data driven PLC practices, coupled with intensive, targeted intervention opportunities will lessen learning gaps, ultimately increasing student achievement.

5th Grade:

- Coyote Ridge 5th graders performed relatively the same compared to other 5th graders across the district (46% site; 47% district). In regards to ELA, Coyote Ridge 5th graders performed slightly lower (54%) compared to other 5th graders across the district (56%).
- A continued focus on SMART goal and data driven PLC practices, coupled with intensive, targeted intervention opportunities will lessen learning gaps, ultimately increasing student achievement.

- **Parent Survey:** Please note that forty-six (46) Coyote Ridge parents completed the Spring 2024 survey. In Spring 2023, fifty-four (54) Coyote Ridge parents had completed the survey, which is a difference of eight (8) parents. Parent survey results should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** Please note that twenty-seven (27) staff members participated in the survey. This is the same number of parents as the prior year, Spring 2023. Staff survey results should be looked at with caution due to the low response rate.
- **Student Survey:** Two hundred forty-five (245) students out of two hundred fifty (250) students in grades 4-5 participated in the school survey.

Student Engagement

	2021-22		2022-23		2023-24	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	96%	100%	91%	96%	96%	96%
wants to do well in school.	97%	100%	98%	100%	98%	96%
come to class prepared.	97%	67%	93%	92%	93%	77%
like going to school.	89%	100%	89%	100%	87%	92%

Summary:

Research shows that student engagement plays an essential role in the learning process. Engaged students experience greater satisfaction with school experiences, which benefits their academics, attendance, and overall lowers incidences of acting-out behaviors. In the category of Student Engagement, both the parent and staff responses had positive rates of over eighty-five percent (85%) in all areas, except for one area at seventy-seven percent (77%). Ninety-eight percent (98%) of parents surveyed felt "Student(s) wants to do well in school," which is the same percentage as the prior year. In addition, ninety-six percent (96%) of parents indicated their student(s) "cares about my/their school", which is an increase of five percent (5%) from the previous year. In three (3) out of the four (4) Student Engagement areas, staff reported at least a ninety-two percent (92%) rating, however one area saw a drastic decline: "Students come to class prepared." This area dropped by fifteen percent (15%) from ninety-two percent (92%) to seventy-seven (77%). Interesting to note is this area was the largest notable gain last year, with a twenty-five percent (25%) increase from 2021/22 to 2022/23. Being prepared is a skill needed to be successful in life. As a teaching staff, we will continue to instill the importance of preparedness in our students.

Learning Environment

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	91%	69%	100%	74%	86%	50%
maintains its resources well.	91%	85%	92%	81%	93%	58%
has facilities with up-to-date technology.	86%	69%	93%	67%	88%	69%
want(s) students to succeed.	94%	100%	87%	100%	91%	100%
provide(s) a well-rounded curriculum.	85%	92%	81%	100%	86%	100%
offer(s) challenging classes.	67%	100%	67%	100%	73%	67%
focus(es) on students' character.	81%	100%	91%	100%	87%	100%

Summary:

It is imperative for a school's learning environment to be safe, positive, have a warm climate and an inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. From the seven (7) areas surveyed, six out of seven (6/7) areas had over 80% parent approval ratings. The highest parent rating was in the area "My child's school maintains its resources well," in which ninety-three percent (93%) of parents showed approval. This is a slight increase of one percent (1%) from the year prior. While the parent approval rating in this area was high, it greatly declined with the staff, going from eighty-one percent (81%) in 22/23 to fifty-eight percent (58%) in 23/24. Four (4) out of the seven (7) areas increased in parent ratings from the previous year, which is a positive trend. The highest gain for parents was "My child's school offer(s) challenging classes," which increased six percent (6%) from the previous year. As a school staff, we will continue to focus on providing a rigorous and relevant curriculum, while meeting the needs of all learners.

From the seven (7) areas surveyed, three out of the seven (3/7) areas had one hundred percent (100%) staff approval ratings: "My child's school want(s) students to succeed", "My child's school provide(s) a well-rounded curriculum", and "My child's school focuses on students' character." These three (3) areas also had favorable parent approval ratings of over eighty-six percent (86%). However when looking at areas which had vast parent and staff differences, two areas stand out: "My child's school is clean," and "My child's school maintains its resources well". In the area of "My child's school is clean," parent responses showed an eighty-six percent (86%) approval rating and staff indicated fifty percent (50%). In the area of "My child's school maintains its resources well," parents indicated an approval rating of ninety-three percent (93%), while parents fifty-eight percent (58%). These results were analyzed and discussed with our custodial team.

Expectations

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	52%	58%	64%	86%	100%	83%
set(s) high expectations for student achievement.	78%	100%	76%	96%	86%	96%
success in college or a career.	64%	73%	65%	92%	65%	84%
encourage(s) a healthy lifestyle.	74%	83%	81%	88%	84%	68%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of notable student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. Of the four (4) areas under "Expectations," three (3) made gains with the parents from the previous year. These areas were in extracurricular activities, setting high expectations for student achievement, and encouraging a healthy lifestyle, all of which had approval ratings of over eighty-four percent (84%). Setting high expectations for student achievement received a ninety-six percent (96%) staff approval rating. Two other areas, success in college/career and encouraging extracurricular activities also received approval ratings of eighty-four percent (84%) or higher from staff. The expectation with the largest discrepancy between parent and staff perceptions was "success in college or a career," with a nineteen percent (19%) difference. Parents indicated an approval rating of sixty-five percent (65%), while the staff indicated eighty-four percent (84%). The majority of K-5 classrooms have adopted a college or career, which is highlighted by a classroom bulletin board, future higher education discussions, and students wearing their college t-shirts or colors on Wednesdays. Our site's leadership team discussed that this disconnect between the parent and staff perceptions may be due to parents not being aware that we begin these discussions in elementary school. Although we are an elementary school, it is never too early to cultivate this mindset for the future.

Student Support

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	81%	100%	79%	96%	80%	92%
Students receive the resources and support they need.	79%	82%	82%	79%	86%	63%
I understand what types of social-emotional support are available to students.	68%	83%	65%	96%	72%	92%

Summary:

Research has shown that having a strong support system has many positive benefits, such as higher levels of well-being, better coping skills and an overall healthier life. Supporting all students, both academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). Overall, the staff results indicate that student support at Coyote Ridge either met or exceeded the expectations in two (2) out of the three (3) areas with ninety-two percent (92%) approval ratings: "...types of academic support are available to students," and "...types of social-emotional support are available to students." Upon further analysis of the data, there was one area with a larger discrepancy between the parent and staff results: "Students receive the resources and support they need." Parents reported an approval rating of eighty-six percent (86%) while staff reported sixty-three percent (63%). This reflects a difference of twenty-three percent (23%) and a decline on the staff side from the previous year by sixteen percent (16%). As a school staff, we will continue to focus on providing our students with various supports so they continue to thrive both academically and social-emotionally.

Student Support

	2021-22		2022-23		2023-24	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	93%	92%	96%	91%	88%	92%
try to make class interesting.	95%	100%	98%	100%	95%	100%
encourage collaboration among students.	92%	92%	98%	96%	100%	100%
encourage critical thinking.	92%	100%	92%	96%	98%	96%
listen to students.	92%	92%	90%	100%	100%	100%
encourage students on a regular basis.	92%	100%	100%	100%	98%	100%
help my child when he/she doesn't understand something.	91%		94%		95%	
nurture creativity.	89%	83%	100%	100%	98%	96%

Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem solving skills in order to thrive in today's world. These are known as the "21st-century skills." Survey results over the past three years indicate that both parents and staff agree that district teachers and staff are supporting students in the above areas. All eight (8) areas had an approval rating of eighty-eight percent (88%) or greater on both the parent and staff 2023-24 survey results. One area that both parents and staff have seen continuous growth over the past three (3) years is "Teachers and staff at district schools encourage collaboration among students," with an eight percent (8%) increase from both groups since the 2020-21 school year. On the contrary, one area that staff has noted a slight decline from the previous year was "Teachers and staff at district schools nurture creativity." This decreased four percent (4%), however is still thirteen percent (13%) higher than three years ago. Our staff values using technology as a tool to enhance lessons, however, believes in the power of high levels of engagement through other modalities as well.

Social Climate

	2021-22		2022-23		2023-24	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	87%	100%	92%	93%	82%	96%
students from different cultural backgrounds become friends.	99%	100%	90%	96%	93%	96%
students have friends at school.	96%	100%	96%	100%	95%	100%
students respect the teachers and staff.	95%	92%	100%	93%	95%	73%
all staff are treated fairly.	78%	100%	66%	100%	91%	88%
all students are treated fairly.	84%	100%	80%	96%	83%	85%
students get along with each other and respect their differences.	83%	92%	70%	96%	85%	81%
students feel safe at school.	90%	92%	84%	93%	88%	85%
students are comfortable talking to school staff.	90%	100%	82%	100%	88%	88%
staff feel safe at school.	90%	92%	70%	100%	86%	88%
bullying is not a problem. *Q Changed for 20-21 to <u>bullying is a problem.</u>	20%	17%	27%	0%	25%	25%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. From the eleven (11) areas above which are connected to social climate, ten (10) had an eighty-two percent (82%) or higher rating from parents, while nine (9) areas had an eighty-one percent (81%) or higher rating from staff. While there were several areas of strength, there were two (2) areas with significant differences between the parent and staff findings. These areas were, "...students respect the teachers and staff" with a twenty-two percent (22%) difference and "...school rules are fair" with a fourteen percent (14%) discrepancy between the two stakeholder groups. The final question in this section was changed in the 20-21 school year from "bullying is not a problem" to "bullying is a problem." Twenty-five percent (25%) of both parents and staff feel that bullying is a problem. This represents a slight decrease of two percent (2%) from the previous year for the parents, however an increase of twenty-five percent (25%) on the staff side. Coyote Ridge Elementary strives to be a "Bully Free" school, therefore, we will continue to be proactive in addressing these areas and closely monitor through restorative practices, including class restorative circles, and analysis of our schoolwide PBIS/SWIS data.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities.	92%		94%		95%	
Teachers keep me well informed about my child's progress.	86%		81%		95%	

Summary:

One of the most important aspects of a child's educational journey is clear and regular communication between parents, teachers, and the school. Parent involvement also helps to keep students on track and make sure they're reaching their full potential in all areas, from academics to extra-curricular activities, and more. Ninety-five percent (95%) of parents reported that "the school keeps them well informed about events and activities," which is one percent (1%) higher from the previous year and a three percent (3%) increase from the past three years. Ninety-five percent (95%) of parents reported that "teachers keep parents well informed about their child's progress," which is a fourteen percent (14%) increase from the previous year, and an overall nine percent (9%) increase over the past three years. Coyote Ridge communicates events and school-wide information via our monthly school e-newsletter, "The Howler," our school website, social media, office slideshow, and marquee. Special messages or reminder emails are also sent to parents through our School Messenger system. Teachers communicate student progress through progress reports, report cards, parent meetings, phone calls and/or email.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	97%	98%	96%		93%	
No	2%	2%	4%		2%	
N/A/ I have not needed to communicate with teachers or staff	3%	0%	0%		5%	

Summary:

Effective communication builds understanding and trust. When parents perceive their ability to engage in communication with teachers and school personnel, they can collaborate to nurture their child's well-being and growth. Effective communication is key in establishing and maintaining positive partnerships with parents and school staff. This category continues to indicate that the majority of parents feel they are able to communicate with teachers and staff when needed, ninety-three percent (93%). Five percent (5%) of parents indicated they have not needed to communicate with teachers/staff and two percent (2%) of the parents indicated they are not able to communicate with teachers/staff when needed. Various reasons for this result may have included: limited access to phone, email, and/or social media, or it may be due to a language barrier. As a district, we have access to the Language Line, which allows us access to professional translators for approximately 240 different languages. Using this service, we are able to communicate with our English Learner parents/guardians, which helps close the communication gap.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	92%		85%		84%	
School and/or District Newsletters	48%		62%		53%	
School and/or District website	27%		27%		26%	
Communications from my child's teacher	72%		67%		53%	
Social Media	19%		13%		14%	
Employees of the district	5%		4%		2%	
Other	6%		4%		5%	
None of the above	1%		2%		0%	

Summary:

Maintaining clear communication is important in achieving the objective of educating our students to the highest standards. Students benefit by improved communication because contact between home and school helps children learn and succeed. This category confirms that the majority of parents receive most of their school information from electronic communications sent by the school, eighty-four percent (84%), which is a slight decrease of one percent (1%) from the prior year. In today's society, the majority of our families like the convenience of having information quickly and at their fingertips, therefore, the numbers above reflect this preference.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	94%		92%		93%	
Text messages	66%		63%		44%	
School and/or District Newsletters	23%		37%		44%	
School and/or District website	17%		22%		23%	
Social media	11%		10%		23%	
Mail/letters	17%		12%		14%	
Phone calls	11%		8%		5%	
School or district meetings	6%		2%		2%	
Other	3%		4%		0%	

Summary:

The survey results align with the previous category, indicating that parents prefer to receive information electronically. What seems like just a few years ago, phone calls were an immediate and preferred way to connect a teacher and parent. However, recent data shows that providing information via a phone call (five percent; 5%) is a much less desired way to communicate than through email (ninety-three percent; 93%). Parents receiving information through social media received the highest gain from the previous year with a thirteen percent (13%) increase, while text messaging has decreased from sixty-three percent (63%) to forty-four percent (44%). Only two percent (2%) of parents continue to indicate a preference for attending school/district meetings, which explains why recruiting parents to be on committee meetings has been a challenge.

Parent Involvement

	2021-22		2022-23		2023-24	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	88%	92%	83%	91%	86%	92%
encourage(s) parental involvement.	87%	83%	88%	96%	89%	92%
encourage(s) involvement from community members and organizations.		75%		78%		75%
has/have parents who are highly involved.	90%	73%	78%	83%	80%	79%

Summary:

Historically, both parents and staff tend to report favorable marks in the area of Parent Involvement. Parent involvement opportunities have included: room parents, classroom volunteers, music and art docents, library volunteers, field trip chaperones and school events. At Coyote Ridge, both parents and staff feel that our school “encourages(s) parental involvement” with parents reporting an eighty-nine percent percent (89%) approval rating and staff at ninety-two percent (92%). In addition, both parents (eighty-six percent; 86%) and staff (ninety-two percent; 91%) feel school “effectively communicate(s) with parents regarding their child’s progress” with favorable marks, which are both increases from the year prior. Three years ago in 21/22, the largest discrepancy between the parent and staff survey feedback was “has/have parents who are highly involved” with a seventeen percent (17%) difference. The current data shows that this gap continues to narrow, with last year’s difference being at five percent (5%), and the current year with a difference between the parens and staff at one percent (1%). In the area of “encourages involvement from community members and organizations,” the staff indicated a seventy-nine percent (79%) rating, which is a decrease from the previous year of four percent (4%). Working with community members and organizations continues to be an area where we strive to make connections. Coyote Ridge will also continue to work closely with our Parent Teacher Association (PTA) to foster community relationships and events.

Parental Involvement

	2021-22		2022-23		2023-24	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house	65%		70%		80%	
School or class event, such as a play, sports event, or award assemblies	35%		51%		73%	
Parent-teacher conference with child's teacher	78%		92%		84%	
Volunteering at my child's school	33%		43%		61%	
Family/Parent Events	10%		25%		36%	
Parent Teacher Association	28%		9%		30%	
School committee or council such as Site Council or ELAC	6%		9%		5%	
District committee or council such as DELAC, GATE or Health	3%		6%		5%	
Other	5%		2%		9%	
None of the above	13%		6%		2%	

Summary:

A majority of parents responded that they have participated in parent-teacher conferences with their child's teacher, eighty-four percent (84%), which is an eight percent (8%) decrease from the previous school year. In addition, eighty percent (80%) participated in Back to School or Open House, which is a ten percent (10%) increase from the previous year. The next most popular forms of parent participation continue to be attending a school or class event at seventy-three percent (73%), which is an increase of twenty-two percent (22%) and volunteering at the school at sixty-one percent (61%), which is an eighteen percent (18%) increase. Very few parents participate in formal committees such as the School Site Council/ELAC or District committees, both at five percent (5%). These smaller numbers make sense, since the committees are on the smaller-size and only require a few parent representatives.

Parental Involvement

	2021-22		2022-23		2023-24	
<i>I feel that the school and/or district valued my participation or input in...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Parent-teacher conference with child's teacher	92%		89%		97%	
School or class event, such as a play, sports event, or awards assemblies	63%		100%		93%	
Back to school night or open house	80%		94%		89%	
Volunteering at my child's school	95%		96%		93%	
Parent Teacher Association (PTA)	95%		100%		77%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, etc.)	67%		100%		88%	
School committee or council such as Site Council or ELAC	100%		100%		100%	
District committee or council such as DELAC, GATE or Health	100%		100%		50%	
Other	100%		100%			

Summary:

This category of valuing parental involvement continues to have overall positive approval ratings, however, there were areas of decline. Survey results indicate that parents felt valued when they participated in school committees/councils with a one hundred percent (100%) approval rating, as well as ninety-seven percent (97%) of parents felt their participation was valued at parent-teacher conferences. Ninety-three percent (93%) of parents felt valued when volunteering at school, as well as attending school and/or class events. The lowest percentage of parent feedback on their participation being valued was at district committees/councils with a fifty percent (50%) rating. District committees tend to focus on a specific topic/subgroup that would not apply to all students (i.e. DELAC, GATE), and therefore the participation size would be smaller.

Parental Involvement

	2021-22		2022-23		2023-24	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	28%		36%		23%	
More information on involvement opportunities	35%		45%		32%	
More communication between school and parents	10%		30%		25%	
More participation opportunities at the school level	20%		17%		20%	
More events offered in the evening	38%		30%		32%	
More participation opportunities at the district level	4%		8%		11%	
More convenient locations for participation	3%		9%		0%	
More communication in our family's primary language	6%		4%		0%	
More events offered in the morning	4%		4%		14%	
Other	9%		15%		7%	
None of the above	26%		15%		27%	
Virtual Event (Ex. Zoom)	17%		25%		18%	

Summary:

When asked what could be done to encourage more involvement in Dry Creek, thirty-two percent (32%) of parents indicated they would like more information on involvement opportunities, as well as more events offered in the evening. Twenty-five percent (25%) of parents indicated they would like to see more communication between school and parents. Twenty-three percent (23%) of parents responded they would like more information on how to support students at home. As a school, we will continue to communicate and reach out to parents regarding the multiple ways to be involved, both at the school and/or district level.

Parental Involvement

	2022-2023		2022-23		2023-24	
<i>It is important to offer parents a chance to participate in engagement opportunities, such as...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house.	97%		96%		95%	
School or class events, such as play, sports events, or award assembly.	100%		96%		95%	
Parent-teacher conferences with my child's teacher.	97%		98%		98%	
School committees or councils such as Site Council or ELAC.	90%		85%		79%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	93%		92%		90%	
District committees or councils such as DELAC, GATE or Health.	87%		82%		83%	
Volunteering at my child's school.	98%		96%		90%	
The Parent Teacher Association (PTA)	92%		83%		78%	
Virtual events.	78%		76%		67%	

Summary:

Ninety-eight percent (98%) of the parents surveyed indicated the importance of parent-teacher conferences with their child's teacher. Ninety-five percent (95%) of parents felt it is important for parents to have the chance to participate at Back to School Night or Open House, as well as school/class events. Ninety percent (90%) of parents indicated the importance to participate at family/parent events, such as reading and math nights. The majority of each area had approval ratings of eighty-three percent (83%) or higher, which shows that parents want the opportunity to be involved in their child's education.

Parental Involvement

	2021-2022		2022-2023		2023-2024	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree + Strongly Agree	72%		76%		83%	

Summary:

Positive connections between parents and school staff has been shown to improve student academic achievement, social abilities and emotional well-being. Parents and educators also benefit when true partnerships are valued. Eighty-three percent (83%) of parents agree/strongly agree that the school values their participation and input in engagement opportunities. This is an increase of seven percent (7%) from the previous year, and an overall eleven percent (11%) increase over the past three (3) years. The lower percentage back in 2021-22 may have been due to the precautions that were in place throughout that school year, which limited the number of volunteers, as well as our engagement opportunities at a given time due to COVID.

Self-Awareness

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can do most things if I try.	85%	86%	85%
I know when I am feeling overwhelmed.	78%	82%	84%
I feel positive about my future.	81%	81%	85%
I have a lot of strengths.	77%	75%	84%
I am happy with who I am.	82%	79%	82%
I can explain my feelings to others.	51%	48%	46%

Summary:

Self-Awareness is imperative to a child's academic success and social emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. At Coyote Ridge, students have a positive outlook when it comes to self-awareness in five (5) out of six (6) areas, reporting over eighty-two percent (82%) in each of those categories. This indicates a solid foundation in the area of self-awareness. One area of focus will be "I can explain my feelings to others", in which forty-six percent (46%) of students indicated they are able to do this. This lower percentage indicates the importance of continued learning opportunities, both in the classroom and schoolwide, which cultivate self-awareness. These include Restorative Circles, ToolBox and use of our Calming Corners to process emotions.

Growth Mindset

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	2021-22	Student	Student
I can learn from my mistakes.	85%	90%	90%
I feel confident in my ability to learn new things.	80%	83%	85%
I can usually solve my problems.	78%	77%	81%
I keep trying, even when things are hard.	85%	82%	84%
I am a hard worker.	84%	86%	89%
Challenging myself makes me smarter.	74%	73%	72%
I can make the best out of a bad situation.	60%	55%	61%
If I'm not good at something, I'd rather quit.	7%	9%	10%

Summary:

Students with a growth mindset are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. As a school, we focus on the importance of having a Growth Mindset, and we strive to teach our students the skills required to cultivate this mindset. In fact from the eight areas above, five had favorable marks. Ninety-percent (90%) of students feel they can learn from their mistakes, as well as eighty-nine percent (89%) view themselves as hard workers. Ten percent (10%) of students indicated they would rather quit if they weren't good at something, which is a one percent (1%) increase from the previous year and an overall three percent (3%) increase from 2021-22. Improvement can continue to be made in the category of "making the best out of a bad situation" with only sixty-one percent (61%) of students reporting they feel like they are able to do this. This was a six percent (6%) increase from the previous year, which is a positive step. To target this area, Coyote Ridge will continue to utilize our school counselor to conduct school wide Toolbox messages to students, as well as facilitate social/emotional lessons. Overall, the scores above reflect that our efforts to foster a Growth Mindset in our students is making a positive impact.

Self-Management

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I know right from wrong.	90%	81%	83%
I have goals and plans for my future.	81%	83%	84%
I keep my promises.	82%	85%	88%
I follow the rules.	86%	84%	83%
I finish whatever I begin.	68%	66%	71%
I know how to handle stress.	53%	54%	57%

Summary:

Self-management plans are utilized to prepare students to independently complete tasks. These plans also teach them to take an active role in both monitoring and strengthening their own behavior. Self-management is a skill that plays a very important role as children become adults. At Coyote Ridge, one program we are using to explicitly teach our students how to understand and manage their own social, emotional and academic success, is "The ToolBox." Through twelve (12) "Tools," students learn different approaches on how to tap into their inner resilience when needed. Overall, four (4) out of the six (6) categories above 83% (eighty-three percent) shows that students know how to self-manage in a positive way. "I finish whatever I begin" and "I know how to handle stress" are two areas that did increase front the previous year, however are still considered lower ratings. We will continue to target these areas by focusing on Growth Mindset and our Toolbox program.

Responsible Decision-Making

	2021-22	2022-23	2023-24
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student
waited patiently in line?	81%	79%	79%
paid attention in class?	85%	80%	83%
waited for your turn to talk in class?	81%	82%	79%
told the truth even though it is hard?	76%	70%	74%
thought about what may happen before making a decision?	59%	60%	71%
calmed yourself down when upset?	60%	56%	67%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term “responsible decision making” as “the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.” As part of our schoolwide Positive Behavior Intervention and Supports (PBIS), we focus on establishing and maintaining an environment that helps our students make necessary changes to their own behavior. PBIS promotes the following: a more positive school environment, a safer learning environment, and more trusting and respectful student-teacher relationships.

At the time of this survey, sixty-seven percent (67%) of students indicated they calmed themselves down when upset, while seventy-one percent (71%) thought about what might happen before making a decision. When it came to students telling the truth even when hard, seventy-four percent (74%) of students indicated doing so. As staff discussed these findings, they mentioned perhaps the numbers trended on the lower end because the students were not upset within the past two weeks or found themselves in a situation when they had to tell a “truth” because those situations hadn’t arose. As a school team, we will continue to teach our students about self-regulation skills through use of “The Toolbox,” as well as provide students with opportunities to build resiliency, responsible decision making skills, as well as having empathy for self and others.

Social Awareness

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
It is important to treat people with respect.	96%	97%	96%
I am happy for my friends when they do well in school.	93%	94%	96%
I accept others for who they are, even if they are different than me.	94%	96%	93%
I can tell when someone is upset.	84%	84%	85%
If someone is sad, I try to help him or her.	87%	89%	86%

Summary:

Social awareness is described as the ability to understand others' perspectives, empathize with those from diverse backgrounds, to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources which are available. The data indicates that social awareness is a strong attribute of our students at Coyote Ridge, with all five (5) areas receiving scores of eighty-five percent (85%) or higher. As a school, we will continue to model and teach our students how to build positive relationships with others of all backgrounds.

Relationship Skills

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I have friends at school.	92%	93%	94%
I feel comfortable working in a team with other students.	76%	77%	73%
I can talk easily with other kids in my grade.	75%	74%	76%
I feel like my peers leave me out of things.	25%	22%	24%

Summary:

Relationship skills are a significant part of students' development. When relationship skills have been fostered and are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. Ninety-four percent (94%) of students feel like they have friends at school, which is a one percent (1%) increase from the previous year. Seventy-six percent (76%) percent of students feel they "can talk easily with other kids in my grade", which is a two percent (2%) increase from the previous year. Seventy-three percent (73%) of students are comfortable working in a team with other students, which is a decrease of four percent (4%) from the year prior. In addition, twenty-four percent (24%) of students feel their "peers leave me out of things," which is a two percent (2%) increase from the prior year. Seventy-six percent (76%) of students feel they "can talk easily with other kids in my grade level" which is a two percent (2%) increase from the prior year. Continued efforts to build positive peer relationships will be a focus in order to lower the percentage of students who feel left out. Lessons and strategies will be explicitly taught in various ways, including class restorative circles.

Civic Mindset

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I care about my community.	93%	91%	93%
I am knowledgeable about what is happening in the world.	81%	74%	75%
I read or talk about current events.	58%	66%	60%
I believe that I can make a difference in my community.	69%	69%	67%

Summary:

Creating a community mindset starts at school for many students. Engaging students to serve themselves and others in their classrooms, grade levels, and the whole school is a vital piece to form a safe and comfortable learning environment. The vast majority of students, ninety-three percent (93%), stated they care about their community. However, only sixty-seven percent (67%) believe that they can make a difference in their community. This disconnect may be a result of their age and believing they are too young to make a difference on such a large scale. Having conversations and opportunities for students to participate in age appropriate civic duties, for example Student Council, Buddy and/or our Leaders of the Pack program, will empower the students to make a difference in their community.

Social Support

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
My teachers believe that I will be successful.	86%	93%	90%
I have at least one adult at school that I trust.	80%	86%	85%
I feel like I belong at school.	68%	68%	67%
Adults at school care about me.	79%	87%	81%
Adults at school listen when I have something to say.	81%	81%	75%
Adults at School support me when I need help		82%	88%

Summary:

Social support is described as having a network of friends and family who a person can turn to in times of need. It plays a critical role in well-being by enhancing quality of life and providing a more positive self-image. Students at Coyote Ridge feel teachers provide adequate and encouraging support, with ninety percent (90%) believing their teachers think they will be successful and eighty-one percent (81%) feeling cared for at school by adults. In addition, eighty-five percent (85%) of students indicated having at least one adult at school they could trust. When a child has a trusted adult that believes in them, it can be such a tremendous support and have such a positive effect. Sixty-seven percent (67%) of students “feel like I belong at school” which is about the same as the previous year. This percentage is concerning, as it indicates over a quarter of the students do not feel like they belong to our school community. Building inclusivity and connections with our students is a top priority. We will continue to explore ways to foster community and strengthen relationships with our students, so that all students have a sense of belonging.

Emotional Well-Being

	2021-22	2022-23	2023-24
<i>Within the past two weeks, how many times have you....</i>	Student	Student <small>**Number of students reporting 0 times</small>	Student <small>**Number of students reporting 0 times</small>
worried about school work?	23%	28%	29%
had trouble falling asleep?	35%	30%	26%
felt like not talking to anyone?	59%	32%	32%
felt sad?	19%	29%	15%
felt anxious?	22%	38%	32%
felt like you could not focus in school?	14%	34%	37%
felt lonely?	12%	41%	39%

Summary:

Emotional health and well-being is an important part of overall health. People who are emotionally healthy are shown to have better control of their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. When looking at this particular data, it may be helpful to look at it from the perspective of how many students actually experienced the feelings. For example, the data shows that twenty-nine percent (29%) of students reported not being worried about school work, which means that seventy-one percent (71%) of students were worried about school work within the past two weeks when the survey was taken. Although this remained relatively the same since the year prior, it is still on the higher end for elementary-age students. While school work is an important piece of guided practice and learning, it should not cause worry. In addition, seventy-four percent (74%) of students reported not having trouble falling asleep, which may have resulted in sixty-three (63%) of students feeling like they could not focus in school. Quality sleep is essential to a student's mental, emotional, academic, and physical performance. Both the Coyote Ridge Leadership Team and School Site Council discussed this area, and felt that the increased use of electronics, especially in kids bedrooms, may be impacting their ability to sleep. Finally, eighty-five percent (85%) felt sad, sixty-eight percent (68%) felt like not talking to anyone, and sixty-one percent (61%) felt lonely. To address the areas above, we will continue to support our students' emotional health and well-being through Restorative Circles, The ToolBox, Friendship Bench, PBIS, in-class counseling lessons, and small-group/1:1 counseling support, to name a few.

Frequency of Bullying

	2021-22	2022-23	2023-24
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student <small>**Number of students reporting NEVER experiencing bullying</small>	Student <small>**Number of students reporting NEVER experiencing bullying</small>
I have been verbally bullied by students at school.	12%	78%	60%
I have been electronically bullied by students (e.g., text messages, email, social media).	6%	94%	84%
I have been physically bullied by students at school.	6%	85%	76%

Summary:

The National Center Against Bullying defines bullying as, “an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm”. Bullying is an unacceptable behavior and it is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional supports (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. Eighty-four percent (84%) of students indicated they have never been electronically bullied by other students (e.g. text messages, email, and/or social media) which unfortunately is a ten percent (10%) increase from the year prior. Seventy-six percent (76%) of students reported never being bullied physically by other students at school, which is a nine percent (9%) increase from the previous year. Sixty percent (60%) of students reported never being verbally bullied, which is an eighteen percent (18%) increase from the year prior. We always strive to be a bully-free campus and will continue to teach kindness and empathy towards one another, as well as monitor all bullying incidents with consistent analysis.

Location of Bullying

	2021-22	2022-23	2023-24
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	75%	71%	73%
In a classroom.	22%	28%	19%
At the cafeteria.	28%	22%	22%
In hallways.	6%	5%	6%
In the bathroom.	7%	7%	7%
Online	16%	17%	26%
Other	29%	20%	19%

Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, playground area, school bus, and restrooms. The data above shows locations where potential bullying may have occurred. The data above is in agreement with the research with seventy-three percent (73%) reporting that bullying happened during recess compared to nineteen percent (19%) in the classroom, where the adult to child ratio is lower. In addition, bullying which occurred in the classroom decreased favorably by nine percent (9%) from the previous year, going from twenty-eight percent (28%) to nineteen percent (19%). Unfortunately, the largest increase from the prior year (2022-23) was bullying online, which was a nine percent (9%) increase. We will continue to teach our students to be advocates for themselves and others, when faced with bullying. Our school-wide behavior expectations, known as Cody's Code, address showing respect to others and not demonstrating bullying characteristics. In addition, we have implemented "STOPit!," an anonymous online/App to report bullying. Students, parents or staff can make the report involving bullying, which is then followed up by administration.

School Environment

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I am proud to be part of my school.	84%	82%	81%
My school is a safe place.	79%	79%	85%
School activities are interesting.	70%	81%	79%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	52%	54%	60%
Students at my school are motivated to learn.	59%	59%	73%

Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention as well. Eighty-five percent (85%) of students feel their school is a safe place, which is a six percent (6%) increase from the year prior. Eighty-one percent (81%) of students reported being proud of their school. Within the school environment, the classroom environment also greatly affects student learning. In the classroom, students are provided opportunities to build social skills, as well as clear learning goals, feedback and many strategies for success. The largest gain from the prior year was “Students at my school are motivated to learn”, increasing fourteen percent (14%) from fifty-nine percent (59%) to seventy-three percent (73%). Two out of the five (2/5) areas noticed a slight decline from the previous year and while these results are a bit baffling, they are not reflective of our school's commitment in creating an encouraging and invigorating learning environment for all students, where they share personal connections. The Coyote Ridge staff is committed to creating an encouraging and stimulating learning environment for all students.

Coyote Ridge School Site Council

2024-2025 Planning Calendar*

**Agenda items subject to change*

August 27, 2024

Introduction of Members
Purpose/Roles School Site Council
ByLaws
Review Uniform Complaint Policy
Parent Involvement Policy
SPSA Approval

September 17, 2024

Review School & District Goals for Current Year
Review and Analyze Site/District Assessments

October 22, 2024

Review School Safety Plan and Goals

November 19, 2024

Review and Update School Safety Plan and Goals
Response to Intervention (RTI)

January 28, 2025

Approve School Safety Plan
LCAP Mid Year Review

February 25, 2025

LCAP Review (Goals/Mid Year Review)
Review Dashboard Analysis

March 18, 2025

LCAP Update
Local Indicator 3 Parent Rubrics

April 29, 2025

Review SPSA Goals 2025-26
Parent/Student Survey Results Review

May 27, 2025

Final SPSA 2025-26 Approval
Set SSC 2025-26 Meetings
Review Site Council Balloting Process

**Partners in Learning
School Pledge/Compact
2024-2025**

We know that children learn from adults and love encouragement, positive support and a nurturing environment. These are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote achievement for our students.

As a student I pledge to:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Tell my parents what I am learning in school and give them all notices sent home.
- Know and follow school and class rules.
- Ask for help when I need it.
- Limit my TV/computer use and read every day.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**

Student Signature: _____ **Date:** _____

As a parent/guardian I pledge to:

- Make sure that my child gets to school every day, gets adequate sleep and completes home/school work.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at school work, talking to the teacher, attending Back-to-School Night and Open House, and being involved with the school.
- Communicate the importance of education and learning to my child.
- Support school and classroom rules and policies.
- Read to my child and encourage my child to read every day, limit TV/computer use.
- Provide a quiet time and place for my child to do school work.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**

Parent Signature: _____ **Date:** _____

As staff, we pledge to:

- Provide high-quality curriculum and instruction by teaching the District Standards, utilizing effective teaching strategies and providing interventions in a positive, safe and orderly learning environment.
- Have high expectations and help all students meet standard.
- Communicate regularly with parents, including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Encourage parents to be involved in decisions that affect their child's education.
- Encourage parents to schedule a time to volunteer or observe in the classroom and at the school.
- Create a positive, safe and orderly learning environment in my class and in the school.

Teacher's Signature: _____ **Date:** _____

Coyote Ridge Elementary School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Coyote Ridge Elementary School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council

The Council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, and parents of pupils attending the school elected by such parents. In addition, community members may serve on the Council if elected by the parents of the school. The Council shall be constituted to ensure parity between the principal, classroom teachers (3) and other school personnel (classified) and parents (5) or other community members selected by parents. The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership

A. Members shall no longer hold membership. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office

All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year.

Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term. The chairperson shall appoint to fill the vacancy.

ARTICLE IV: Officers

Section 1.

The officers of the School Site Council shall be a chairperson, vice-chairperson, and a recording secretary.

Section 2. Election and Term of Office

The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson

The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate. The recording secretary shall see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the address and telephone number of each member of the Council and, in general, perform all duties related to the office of the recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings

At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback

In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This

feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2.

A. The principal of the school is automatically a member of the School Site Council.

B. The three teacher representatives shall be elected during a faculty meeting at the beginning of the school year.

C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.

D. The five community members shall be elected by ballot distributed through the monthly school communication.

E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds or a quorum of the members. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: September 8, 2020

Coyote Ridge Elementary School

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Coyote Ridge Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Coyote Ridge Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- *Review School compact found in the student handbook.*
- *Continue to send out notices from the school to parents concerning upcoming evening and day events such as Back to School Night, Open House, and Family nights.*
- *Training is provided to SSC and ELAC members on their roles and responsibilities.*

2. Coyote Ridge Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- *Put the School Parental Involvement Policy on the school website and have hard copies of English and translated versions available in the office.*
- *Put in School newsletters dates and time of SSC meetings, post agendas in the school office.*

3. Coyote Ridge Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- *The SSC will annually review the School Parental Involvement Policy. Training is also provided to the SSC and ELAC members on their roles and responsibilities.*

4. Coyote Ridge Elementary School will convene an annual meeting to inform parents of the following:

- *A meeting notice will be sent home to parents and notice will be placed in the school newsletter announcing the Title I parent meetings. At the meeting the following will be covered: schoolwide data, school goals, intervention programs, curriculum, assessment tools, and ideas to help their children at home.*

5. The Coyote Ridge Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- *Meetings may be held in conjunction with other events at school.*
- *Child care will be available at the meetings for school age children.*

6. The Coyote Ridge Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

- *Parents will be notified when students have been identified as Title I.*
- *Parents will be asked to sign the form to give permission for their child to receive services.*

7. The Coyote Ridge Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- *Parent Education/Family Nights will address curriculum, assessment tools, and ideas to help their children at home.*

8. Coyote Ridge Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *In addition to the Title One Meetings, the parents are invited to their child's Parent Conferences held in the fall of each year. Students that are At Risk of not meeting standard are asked to meet with the classroom teacher to develop an intervention plan for their child and will meet every six weeks with the teacher to discuss progress.*

9. The Coyote Ridge Elementary School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- *The SSC will assist in the development of the school-wide plan for Title One. Parents can provide input at meetings in writing or in person. Parents will be directed to write a letter to the Superintendent with their concerns.*

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

10. Coyote Ridge School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Annual Family nights in reading, writing, and/or math will be held at the school. School staff will organize and present the night activities. Parents will be asked to evaluate and provide input and suggestions. Family nights will include an emphasis on literacy and offer help to parents in working with their child at home.*

11. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- *The School Compact will be discussed by all stakeholders and become a part of the school parental involvement policy.*

12. The school will, with the assistance of its district, provide assistance to parents of children served by the school,

- *A class will be offered for parents who do not speak English. The class will be offered through the DCJESD. Information for classes will be given out at Title One meetings and is available in the school and district offices.*

13. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- *Training is provided to the SSC and ELAC members on their roles and responsibilities.*

14. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *Engaging in staff development opportunities regarding home-school connections, encouraging and actively recruiting parent volunteers for school-wide and classroom activities including the Parent-Teacher Association events and membership. The school will survey the parents to gain information about perspectives and needs at our school site.*

15. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Schools that have 15% of any one language will send out materials in English and in the other language.*
- *District documents will be translated for the top three major languages in the district.*
- *Interpreters will be available for parent conferences, SSTs, IEPs and other meetings as needed.*

- *Language Line will be available for office and classroom teachers to communicate with parents.*


PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Site Council.

This policy was adopted by Coyote Ridge Elementary School on August 29, 2023 and will be in effect until the Fall of 2024. The school will distribute this policy to all parents of participating Title I, Part A children during the month of September each school year. It will be made available to the local community during the month of September each school year. Coyote Ridge Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



(Signature of Authorized Official)



(Date)

Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 06/12/2000 | Last Revised Date: 06/16/2022 | Last Reviewed Date: 06/16/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
 7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
 8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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