

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 20, 2025	June 12, 2025

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 proud to be the largest school in the Dry Creek Joint Elementary School District. Since opening its doors on August 5, 2002, Coyote Ridge has served the community for over 22 years, providing high-quality education to a diverse student body of approximately 830 students from transitional kindergarten through fifth grade. Our school is a comprehensive educational institution offering a wide range of programs to support the academic, social, and emotional growth of every student. Programs include Special Education, English Learner (EL) support, Gifted and Talented Education (GATE), and Transitional Kindergarten. As a Title I school, where over 40% of our students are socioeconomically disadvantaged, we utilize federal funding to enhance instructional and social-emotional support for at-risk students, ensuring opportunities for success.

Enrichment and Extracurricular Activities

Coyote Ridge takes pride in its robust enrichment and extracurricular programs designed to foster academic growth and character development. These include:

- **STEAM Enrichment Academy:** Now in its sixth year, this program provides students in grades 1-5 with hands-on experiences in Science, Technology, Engineering, Arts, and Mathematics. Students participate in rotating courses every 5-6 weeks, exploring each STEAM element in depth.
- **History Immersion Field Trips:** Third graders participate in a fun-filled day of authentic 1889 children's activities at The Bernhard Museum in Auburn, CA. Fourth and fifth graders participate in on-site educational programs such as Walk Through California and Walk Through the American Revolution, bringing history to life through engaging and collaborative activities.
- **Mentorship Program with Woodcreek High School:** Juniors and seniors from Woodcreek High School deliver physical education lessons focused on teamwork, character building, and positivity. We are also fortunate to have high school student interns to support within the classroom.
- **Other extracurricular offerings include:** Student Council, Drama, Visual and Performing Arts, Cross Country, Chess Club, Reader's Theater, English Learner Conversation Club, and a variety of family engagement events.

School Culture and Achievements

Coyote Ridge fosters a positive school culture through the implementation of the Positive Behavior Intervention and Supports (PBIS) framework. Our school-wide expectations, Cody's Code, emphasize respect, decision-making, problem-solving, and safety. Students are regularly recognized for meeting these expectations through PAWS for Praise tickets and weekly prize opportunities.

We are proud of our accolades, which include:

- California Pivotal Practice Award for innovation and excellence in distance learning (2022)
- PBIS Community Cares Award for supporting the community during the pandemic (2020)
- PBIS Silver Award for evidence-based behavioral improvements (2019)
- California Distinguished School Award (2006)

Academic Excellence and Community Support

Coyote Ridge has consistently achieved high levels of student success, with the majority of students meeting or exceeding standards on district and state assessments. These achievements are attributed to our commitment to professional development, targeted intervention programs, and the use of research-based instructional strategies across all grade levels. Our School Site Council drives school improvement initiatives, while strong partnerships with our PTA, local businesses, and community organizations provide invaluable support for programs like art, music, physical education, and our state-of-the-art digital classrooms.

A Commitment to the Whole Child

At Coyote Ridge Elementary, we are dedicated to providing a creative, innovative, and engaging learning environment that nurtures academic excellence and social-emotional well-being. By collaborating with families and the community, we empower our students to become lifelong learners, critical thinkers, and compassionate citizens. We look forward to continuing our legacy of educational excellence while inspiring every student to reach their full potential.

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: 8/21, 9/19, 10/17, 11/21, 12/19, 1/16, 2/13, 3/20, 4/24, 5/15; School Site Council meeting dates: 8/27, 9/17, 10/22, 11/5, 1/7, 2/11, 3/18, 4/22, 5/20; ELAC meeting dates: 9/30, 2/24, 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.

All indicators of the 2024 CA Dashboard were yellow or better overall performance levels.

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

ELA: English Learners, Students with Disabilities

Math: English Learners, Socioeconomically Disadvantaged

English Learner Progress: none

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: English Learners, Asian

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.

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: English Learners, 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:

1. Census Day is important for elementary schools because it helps determine the allocation of critical funding and resources for students and programs. According to the above Census Day Student Enrollment data, our school's student population grew from 784 students in 2022 to 824 students in 2023 (increase of 40 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: African American, Asian, Filipino, Multiple/No Response. The student group which had the largest increase from the previous year was those who identified as Asian with a 1.29% gain. The other student groups mentioned above increased overall as well, however, by less than one percent (1%). The White student

group decreased in enrollment from the previous year from 45.42% in 21-22, 41.45% in 22-23, and most recently 39.81%, representing a 5.61% decrease over the past three years.

2. In 2023-24, student enrollment increased in grades 3rd, 4th, and 5th, while decreasing in grades kindergarten, 1st and 2nd. The incoming 3rd grade class had the highest increase in enrollment with twenty-six (26) more students than the previous year, followed by 5th grade with twenty-five (25) 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	25	14.8%	15.0%	3.0%

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 14 students from the previous year to 179 students. This also represents an increase of 23 students over the past three years. The 3-year change represents a 2.7% increase of English Learners at our school.
2. The percentage of Fluent English Proficient students increased slightly from 3.2% to 5.67% (2.4% increase from the 22-23 school year).
3. RFEP percentage is calculated by site number 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 increased by 9 students from the previous year, with 3.0% of our students being reclassified.

School and Student Performance Data

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	130	127	150	129	126	147	129	126	147	99.2	99.2	98
Grade 4	113	143	137	111	141	133	111	141	133	98.2	98.6	97.1
Grade 5	120	122	149	117	120	147	117	120	147	97.5	98.4	98.7
All Grades	363	392	436	357	387	427	357	387	427	98.3	98.7	97.9

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2426.	2427.	2424.	30.23	32.54	31.29	20.16	17.46	17.69	16.28	23.02	21.09	33.33	26.98	29.93
Grade 4	2494.	2478.	2482.	31.53	31.21	36.09	28.83	25.53	16.54	26.13	19.15	24.06	13.51	24.11	23.31
Grade 5	2518.	2508.	2527.	28.21	23.33	29.93	29.91	30.83	29.93	16.24	21.67	17.69	25.64	24.17	22.45
All Grades	N/A	N/A	N/A	29.97	29.20	32.32	26.05	24.55	21.55	19.33	21.19	20.84	24.65	25.06	25.29

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	24.81	22.22	23.13	52.71	60.32	53.74	22.48	17.46	23.13	
Grade 4	25.23	23.40	26.32	65.77	64.54	60.90	9.01	12.06	12.78	
Grade 5	30.77	19.17	26.53	54.70	63.33	60.54	14.53	17.50	12.93	
All Grades	26.89	21.71	25.29	57.42	62.79	58.31	15.69	15.50	16.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.50	16.67	16.33	48.06	54.76	53.06	36.43	28.57	30.61
Grade 4	20.72	12.06	18.05	68.47	62.41	57.14	10.81	25.53	24.81
Grade 5	21.37	11.67	23.81	50.43	70.00	53.06	28.21	18.33	23.13
All Grades	19.05	13.44	19.44	55.18	62.27	54.33	25.77	24.29	26.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.83	13.49	14.29	69.77	71.43	70.07	12.40	15.08	15.65
Grade 4	11.71	15.60	12.03	79.28	76.60	79.70	9.01	7.80	8.27
Grade 5	16.24	18.33	17.01	76.07	66.67	73.47	7.69	15.00	9.52
All Grades	15.41	15.76	14.52	74.79	71.83	74.24	9.80	12.40	11.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.81	15.87	19.73	56.59	67.46	63.27	18.60	16.67	17.01
Grade 4	18.92	16.31	20.30	69.37	68.79	66.17	11.71	14.89	13.53
Grade 5	28.21	23.33	27.21	58.12	65.00	60.54	13.68	11.67	12.24
All Grades	24.09	18.35	22.48	61.06	67.18	63.23	14.85	14.47	14.29

Conclusions based on this data:

- This data provides information on student achievement levels and serves as an indicator to determine the focus for growth in subsequent years. The 2023-2024 CAASPP data shows 53.87% of students in grades 3-5 scored in the area of "Standard Exceeded" or "Standard Met," which was similar to the previous year of 53.75%. Over a three-year timespan, the percentage of all students in grades 3-5 who exceeded standards in English Language Arts has increased from 29.97% in 2021-2022 to 32.32% in 2023-2024.

Compared to the 2022-2023 results, there was a decrease in the percentage of students meeting or exceeding standards in 3rd and 4th grades, while 5th grade saw an increase. Third grade decreased from 50% to 48.98% and fourth grade from 56.74% to 52.63%. On the contrary, fifth grade saw an increase from the previous year, going from 54.16% to 59.86% meeting or exceeding standards in English Language Arts.
- 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" (25.29%; represents a 3.58% increase from previous year). When adding the percentage of "At or Near Standard" with the percentage of "Above Standard," the data shows that our students overall are performing 88.76% in "Listening," 85.71% in "Research/Inquiry," 83.6% in "Reading," and 73.77% 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 lowest percentage of students scoring "Above Standard" was in the claim "Listening: Demonstrating effective communication skills" (14.52%). However interesting to note, when calculating the percentage of students who were "At or Near Standard" with "Above Standard" in the "Listening"

category, this claim was actually the highest percentage overall at 88.76%. We can infer this means that the majority of our students are either at or close to standard in the area of "Listening." In the claim area of "Writing: Producing clear and purposeful writing", we did see growth from the previous year, going from 13.44% to 19.44% in exceeding standards. This was the claim with the lowest percentage when combining "At or Near Standard" with "Above Standard" (73.77%). 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	130	127	150	129	126	150	129	126	150	99.2	99.2	100
Grade 4	113	143	137	112	142	137	112	142	137	99.1	99.3	100
Grade 5	120	122	149	117	121	149	117	121	149	97.5	99.2	100
All Grades	363	392	436	358	389	436	358	389	436	98.6	99.2	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2446.	2442.	2434.	31.01	22.22	22.00	27.13	40.48	28.00	20.93	14.29	22.00	20.93	23.02	28.00
Grade 4	2484.	2481.	2483.	19.64	23.24	17.52	33.04	28.17	38.69	32.14	28.87	22.63	15.18	19.72	21.17
Grade 5	2529.	2510.	2512.	29.91	23.97	26.17	17.09	22.31	18.12	35.04	26.45	25.50	17.95	27.27	30.20
All Grades	N/A	N/A	N/A	27.09	23.14	22.02	25.70	30.33	27.98	29.05	23.39	23.39	18.16	23.14	26.61

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.88	26.19	24.00	40.31	50.00	48.67	24.81	23.81	27.33
Grade 4	22.32	19.72	18.25	50.89	59.86	56.93	26.79	20.42	24.82
Grade 5	28.21	20.66	22.82	55.56	55.37	52.35	16.24	23.97	24.83
All Grades	28.77	22.11	21.79	48.60	55.27	52.52	22.63	22.62	25.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.78	29.37	22.00	51.94	57.94	63.33	16.28	12.70	14.67
Grade 4	23.21	26.06	18.98	60.71	54.23	66.42	16.07	19.72	14.60
Grade 5	23.93	20.66	19.46	56.41	57.85	59.06	19.66	21.49	21.48
All Grades	26.54	25.45	20.18	56.15	56.56	62.84	17.32	17.99	16.97

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 2023-2024 CAASPP data shows 50% of students in grades 3-5 scored either "Standard Met" or "Standard Exceeded," which is a decrease from the 2022-2023 school year (53.47%). The data for all 3-5 students scoring in the area of "Standard Exceeded" or "Standard Met" per grade level for the 2023-2024 school year was as follows: third grade 50%, fourth grade 45.69%, and fifth grade 44.29%. These percentages unfortunately reflect a decline from the previous year in all three grade levels.

The 2021-2022 CAASPP data shows that 52.79% 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 2.79% decrease in the area of Mathematics in grades 3-5 of either meeting or exceeding standards.
- Analysis of each claim individually contributes to the development of school and grade-level SMART goals. Further disaggregation of the data indicates overall trends in achievement levels, reveals deficit areas and areas experiencing greater success. The 2023-24 data analysis in the area of Problem Solving and Modeling/Data Analysis shows an overall success rate (Above/At/Near Standard) of 74.31% with 21.79% scoring Above Standard. The Communicating Reasoning claim shows an overall student achievement success rate of 83% Above/At/Near Standard, with 20.18% of the students above standard.
- 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1404.8	1394.4	1407.7	1411.5	1404.8	1418.6	1389.2	1369.9	1382.0	43	48	37
1	1459.8	1452.1	1450.4	1445.3	1453.5	1454.3	1473.6	1450.1	1446.1	21	37	30
2	1497.2	1478.5	1491.2	1489.5	1464.7	1493.1	1504.3	1491.8	1488.9	20	22	38
3	1499.1	1503.6	1476.3	1500.7	1499.9	1476.8	1496.9	1506.8	1475.2	23	26	26
4	1561.3	1506.4	1523.0	1566.5	1513.4	1529.8	1555.6	1498.7	1515.7	19	25	27
5	1542.2	1536.8	1532.5	1543.9	1546.4	1547.4	1539.9	1526.8	1517.0	18	12	23
All Grades										144	170	181

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.30	4.17	5.41	18.60	20.83	43.24	51.16	54.17	35.14	20.93	20.83	16.22	43	48	37
1	4.76	8.11	6.67	52.38	37.84	50.00	38.10	43.24	23.33	4.76	10.81	20.00	21	37	30
2	10.00	13.64	13.16	70.00	40.91	55.26	20.00	27.27	28.95	0.00	18.18	2.63	20	22	38
3	8.70	19.23	3.85	56.52	46.15	42.31	30.43	23.08	23.08	4.35	11.54	30.77	23	26	26
4	47.37	12.00	22.22	42.11	48.00	40.74	5.26	28.00	29.63	5.26	12.00	7.41	19	25	27
5	22.22	25.00	26.09	61.11	41.67	26.09	11.11	16.67	34.78	5.56	16.67	13.04	18	12	23
All Grades	15.28	11.18	12.15	45.14	36.47	44.20	30.56	37.06	29.28	9.03	15.29	14.36	144	170	181

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.65	4.17	16.22	25.58	27.08	35.14	46.51	43.75	27.03	23.26	25.00	21.62	43	48	37
1	9.52	13.51	23.33	38.10	48.65	36.67	38.10	27.03	23.33	14.29	10.81	16.67	21	37	30
2	35.00	18.18	31.58	50.00	36.36	47.37	10.00	27.27	15.79	5.00	18.18	5.26	20	22	38
3	39.13	38.46	34.62	43.48	42.31	30.77	8.70	15.38	15.38	8.70	3.85	19.23	23	26	26
4	73.68	56.00	44.44	15.79	28.00	40.74	10.53	8.00	14.81	0.00	8.00	0.00	19	25	27
5	66.67	58.33	47.83	22.22	25.00	34.78	5.56	16.67	8.70	5.56	0.00	8.70	18	12	23
All Grades	31.94	24.71	31.49	31.94	35.29	38.12	24.31	26.47	18.23	11.81	13.53	12.15	144	170	181

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.98	0.00	2.70	18.60	18.75	27.03	51.16	60.42	51.35	23.26	20.83	18.92	43	48	37
1	14.29	5.41	6.67	33.33	21.62	36.67	47.62	56.76	40.00	4.76	16.22	16.67	21	37	30
2	0.00	13.64	7.89	80.00	45.45	52.63	20.00	18.18	26.32	0.00	22.73	13.16	20	22	38
3	13.04	7.69	0.00	17.39	38.46	26.92	60.87	34.62	34.62	8.70	19.23	38.46	23	26	26
4	36.84	4.00	3.70	21.05	12.00	40.74	31.58	48.00	29.63	10.53	36.00	25.93	19	25	27
5	11.11	8.33	8.70	16.67	16.67	21.74	55.56	58.33	43.48	16.67	16.67	26.09	18	12	23
All Grades	12.50	5.29	4.97	29.17	24.71	35.36	45.83	48.24	37.57	12.50	21.76	22.10	144	170	181

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.63	12.50	16.22	72.09	66.67	62.16	16.28	20.83	21.62	43	48	37
1	28.57	35.14	43.33	57.14	56.76	43.33	14.29	8.11	13.33	21	37	30
2	20.00	13.64	31.58	75.00	81.82	63.16	5.00	4.55	5.26	20	22	38
3	43.48	26.92	19.23	52.17	65.38	53.85	4.35	7.69	26.92	23	26	26
4	73.68	24.00	44.44	21.05	64.00	48.15	5.26	12.00	7.41	19	25	27
5	11.11	58.33	21.74	88.89	33.33	65.22	0.00	8.33	13.04	18	12	23
All Grades	28.47	24.71	29.28	62.50	63.53	56.35	9.03	11.76	14.36	144	170	181

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.33	6.25	29.73	55.81	58.33	45.95	41.86	35.42	24.32	43	48	37
1	4.76	10.81	13.33	61.90	70.27	60.00	33.33	18.92	26.67	21	37	30
2	45.00	36.36	31.58	50.00	45.45	63.16	5.00	18.18	5.26	20	22	38
3	47.83	38.46	46.15	43.48	57.69	26.92	8.70	3.85	26.92	23	26	26
4	73.68	68.00	55.56	26.32	24.00	44.44	0.00	8.00	0.00	19	25	27
5	77.78	75.00	82.61	11.11	16.67	13.04	11.11	8.33	4.35	18	12	23
All Grades	34.72	30.00	40.33	44.44	51.18	44.75	20.83	18.82	14.92	144	170	181

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.63	0.00	2.70	65.12	83.33	81.08	23.26	16.67	16.22	43	48	37
1	19.05	5.41	26.67	71.43	64.86	56.67	9.52	29.73	16.67	21	37	30
2	5.00	31.82	0.00	95.00	40.91	86.84	0.00	27.27	13.16	20	22	38
3	8.70	7.69	0.00	56.52	73.08	61.54	34.78	19.23	38.46	23	26	26
4	31.58	0.00	11.11	57.89	56.00	62.96	10.53	44.00	25.93	19	25	27
5	16.67	8.33	8.70	72.22	83.33	56.52	11.11	8.33	34.78	18	12	23
All Grades	14.58	7.06	7.73	68.75	68.24	69.61	16.67	24.71	22.65	144	170	181

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.93	12.50	19.44	51.16	56.25	63.89	27.91	31.25	16.67	43	48	36
1	14.29	5.41	6.67	80.95	81.08	80.00	4.76	13.51	13.33	21	37	30
2	30.00	22.73	15.79	70.00	59.09	78.95	0.00	18.18	5.26	20	22	38
3	8.70	26.92	3.85	86.96	65.38	61.54	4.35	7.69	34.62	23	26	26
4	42.11	8.00	18.52	52.63	68.00	70.37	5.26	24.00	11.11	19	25	27
5	16.67	16.67	17.39	72.22	66.67	65.22	11.11	16.67	17.39	18	12	23
All Grades	21.53	14.12	13.89	66.67	65.88	70.56	11.81	20.00	15.56	144	170	180

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 181 students tested, the data shows that 12.15% 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 44.20% 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. Twenty-nine percent (29.28%) of students are at Level 2 and fourteen percent (14.36%) are in the lowest proficiency Level 1.

2. When analyzing the domains, the data shows that the Speaking Domain is the strongest with forty percent (40.33%) of students scoring at the Well Developed level. The Reading Domain had the lowest percentage in Level 4, with seven percent (7.73%) considered well-developed. Overall, the students scored in the Somewhat/Moderately levels in all four domain areas: Listening (56.35%), Speaking (44.75%), Reading (69.61%) and Writing (70.56%).
3. The 2024-2025 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

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
824	45%	21.7%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	179	21.7%
Foster Youth	3	0.4%
Homeless	8	1%
Socioeconomically Disadvantaged	371	45%
Students with Disabilities	65	7.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	2.1%
American Indian	4	0.5%
Asian	122	14.8%
Filipino	21	2.5%
Hispanic	206	25%
Two or More Races	110	13.3%
Pacific Islander	12	1.5%
White	328	39.8%

Conclusions based on this data:

- Analyzing student population data is crucial when evaluating school and student performance data in the Single Plan for Student Achievement (SPSA) because it provides essential context for understanding trends, disparities,

and areas of need. At the time of this data collection in 2023-2024 school year, there was a total enrollment of 824 students. This is an increase of 40 students from the prior year (784 students). When taking a closer look at specific student groups, forty-five percent (45%) were from Socioeconomically Disadvantaged households, almost twenty-two percent (21.7%) were English Learners, approximately eight percent (7.9%) were Students with Disabilities. Both Homeless and Foster Youth were at one percent (1%) or less.

2. The 2023-2024 data shows that close to forty percent (39.8%) of our students are in the White "Race/Ethnicity" Group, which is a slight decrease from the prior year of forty-one percent (41.5%). The next largest group disaggregated by "Race/Ethnicity" is Hispanic students who are at twenty-five percent (25%) of the student population, followed by Asian at almost fifteen percent (14.8%) and then Two or More Races at thirteen percent (13.3%). These are the only four ethnicities that are higher than 10%, which was also the same as the prior year.

School and Student Performance Data

Overall Performance

The 2024 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."



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. The 2024 overall Academic Performance indicator in the area of English Language Arts was in the Green performance level, which was growth from the prior year when we were in the Yellow level. In the area of Mathematics we were in the Yellow performance level, which was the same as the prior year. A huge increase was the Academic Performance progress for our English Learners. The previous year we were in the Red performance level, however we increased significantly to the Green level. As a staff 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, which was the same as the previous year. 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 was in the Yellow performance level. This was a positive change from the previous year, when the performance level was at Orange. 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 2024 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.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 12.5 points above standard Increased 7.8 points 404 Students	 Orange 26.9 points below standard Maintained 2.1 points 96 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Less than 11 Students 2 Students	 No Performance Color Less than 11 Students 4 Students	 Yellow 26.1 points below standard Increased 3.0 points 183 Students

Students with Disabilities  Orange 70.5 points below standard Increased 3.0 points 37 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 15.8 points below standard Increased 5.1 points 58 Students	Filipino  No Performance Color 113.4 points above standard 11 Students	Hispanic  Yellow 6.9 points above standard Maintained 2.4 points 105 Students
Two or More Races  Blue 18.5 points above standard Increased 22.5 points 51 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Green 19.3 points above standard Increased 9.4 points 169 Students

Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students (404 students) was in the Green status level with 12.5 points above the standard. This was an increase from the prior year, when we were in the Yellow status level with 4.7 points above the standard. However two main student groups were in the Orange/Low Status Level: English Learners and Students with Disabilities. English Learners (96 students) were almost twenty-seven (26.9) points below standard and Students with Disabilities (37 students) were seventy percent (70.5%) points below standard. With that being said, Students with Disabilities did improve from the prior year, going from the Red/Very Low Status Level to Orange/Low.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. All four of the main Race/Ethnicity student groups were either in the Medium or High status level: Hispanic, Asian, Two or More Races and White. Hispanic students (105 students) were 6.9 points above standard and White (169 students) were 19.3 points above standard. Two or More Races was in Blue/Very High status level, with 18.5 points above standard. Asian students (58 students) performed in the Yellow/Medium Status Level. Although this group was 15.8 points below standard, they did improve from the previous year when they were in the Orange/Low level at 20.9 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

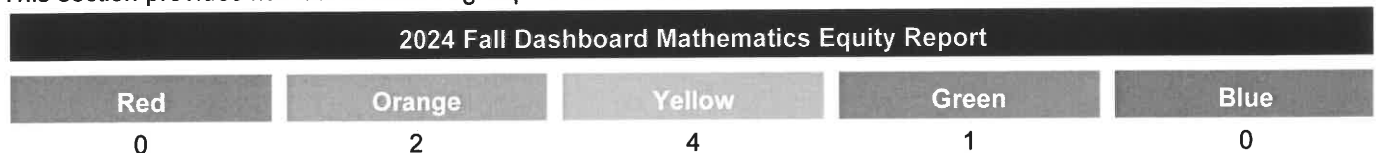
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
3.1 points below standard	33.7 points below standard	0 Students
Maintained 0.1 points	Declined 15.6 points	
409 Students	101 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	36.2 points below standard
2 Students	4 Students	Declined 6.8 points
		188 Students

Students with Disabilities  Yellow 57.0 points below standard Increased 5.1 points 37 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 16.3 points below standard Declined 5.8 points 59 Students	Filipino  No Performance Color 76.5 points above standard 11 Students	Hispanic  Yellow 10.7 points below standard Maintained 2.9 points 105 Students
Two or More Races  Yellow 11.2 points below standard Declined 7.9 points 51 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Green 6.0 points above standard Increased 4.4 points 173 Students

Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students (409 students) remained in the Yellow/Medium status level with 3.1 points below the standard. Our Students with Disabilities (37 students) performed in the Yellow/Medium level. Although they were 57 points below standard, this was an increase from the prior year of 5.1 points. Our Socioeconomically Disadvantaged (188 students) and English Learner (101 students) student groups both scored in the Orange/Low status level, with EL students 33.7 points and SED students 36.2 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 (173 students) scored in the Red/High level with 6 points above standard, which is an increase of 4.4 points from the previous year. Although students in the Hispanic (105 students), Asian (59 students), and Two or More Races (51 students) student groups performed at the Yellow/Medium level, they were at least 10 points below standard: Hispanic (10.7 points below standard), Two or More Races (11.2 points below standard), Asian (16.3 points below standard).
- 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

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 53.4% making progress. Number Students: 133 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2024 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
12.8%	33.8%	0.8%	52.6%

Conclusions based on this data:

1. The 2024 Academic Performance for English Learner Progress shows that overall 53.4% of our English learners (133 students) are making progress towards English language proficiency. Almost fifty-three percent (52.6%) of our English learners progressed at least one level, which indicates they are making progress towards language acquisition. 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. Eighty-seven percent (87.2%) of our EL students either maintained or progressed at least one English Language Progress Indicator (ELPI) level. About thirteen percent (12.8% 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

2024 Fall Dashboard

Academic Engagement Chronic Absenteeism

The 2024 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.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 11.4% Chronically Absent Declined 7.3 881 Students	English Learners Yellow 10.9% Chronically Absent Declined 11.5 201 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Homeless No Performance Color 18.2% Chronically Absent Declined 26.3 22 Students	Socioeconomically Disadvantaged Yellow 17% Chronically Absent Declined 6 423 Students

Students with Disabilities  Yellow 13.9% Chronically Absent Declined 9.2 79 Students	African American  No Performance Color 20% Chronically Absent Declined 13.3 20 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Yellow 10.3% Chronically Absent Declined 6.7 136 Students	Filipino  No Performance Color 8.3% Chronically Absent Increased 8.3 24 Students	Hispanic  Yellow 15.5% Chronically Absent Declined 5.9 226 Students
Two or More Races  Yellow 10.2% Chronically Absent Declined 9.7 118 Students	Pacific Islander  No Performance Color 0% Chronically Absent Declined 23.1 12 Students	White  Green 9.4% Chronically Absent Declined 7.2 341 Students

Conclusions based on this data:

1. The 2024 Dashboard for Chronic Absenteeism shows the percentage of various student groups who were absent ten percent (10%) or more during the school year. Overall, Coyote Ridge was at the Medium/Yellow level for chronic absenteeism. Although the performance color of yellow remained the same from the previous year, we improved in this area, going from 18.6% (2023) to 11.4% (2024) chronically absent. Taking a closer look at the various subgroups, Students with Disabilities (79 students) was 13.9% chronically absent, Socioeconomically Disadvantaged students (423 students) was 17%, and 10.9% of our English learners (201 students) were considered chronically absent.
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 African American (20 students) at twenty percent (20%), followed by Hispanic (226 students) with 15.5% chronically absent. This is an improvement from the previous year when 21.47% of Hispanic students were considered chronically absent. The other race/ethnicity reported student groups that were considered chronically absent were: Two or More Races (118 students at 10.2%), White (341 students at 9.4%) and Asian (136 students at 10.3%). On a positive note, Chronic Absenteeism for these student groups improved from the prior year: Two or More Races (19.8% to 10.2%), White (16.6% to 9.4%) and Asian (16.9% to 10.3%).
3. Due to a small subgroup (fewer than 30 students), performance levels were not calculated for African American, American Indian, Filipino, and Pacific Islander.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	2	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.3% suspended at least one day Maintained 0.1% 900 Students	English Learners  Orange 2.4% suspended at least one day Increased 0.8% 211 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color 0% suspended at least one day Declined 5.3% 25 Students	Socioeconomically Disadvantaged  Yellow 1.8% suspended at least one day Maintained 0.2% 434 Students

Students with Disabilities  Green 2.5% suspended at least one day Declined 2.3% 79 Students	African American  No Performance Color 9.1% suspended at least one day Increased 9.1% 22 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Orange 2.2% suspended at least one day Increased 1.3% 139 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 24 Students	Hispanic  Yellow 0.9% suspended at least one day Increased 0.9% 232 Students
Two or More Races  Green 1.7% suspended at least one day Declined 1% 118 Students	Pacific Islander  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	White  Blue 0.9% suspended at least one day Declined 1.5% 349 Students

Conclusions based on this data:

- According to the 2024 Dashboard, Coyote Ridge was in the Medium/Yellow performance indicator for suspensions (1.3% of our students were suspended at least one day). Students who were considered Socioeconomically Disadvantaged also had an overall performance level of Medium/Yellow, with 1.8% suspended at least one day. Students with Disabilities' suspension rates declined from the previous year by 2.3%. Despite this positive decline and scoring in the Low/Green level, 2.5% of SWD were suspended at least one day. In addition, 2.4% of our English learners were suspended at least one day, which was a slight increase from the prior year and a performance level of High/Orange (which is not a desired color rating in terms of suspensions). 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.
- Suspension Rates are also disaggregated by race/ethnicity on the Dashboard. The Dashboard shows that we were in the Very Low/Blue range for White students, Low/Green range for Two or More Races, Medium/Yellow level for Hispanic students and High/Orange level for Asian students. By keeping a close eye on suspension data, we can continue to implement proactive strategies that support student behavior, and maintain a positive learning environment.

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, Students with Disabilities

Math: English Learner, Socioeconomically Disadvantaged

EL Progress: none

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	ELA 2025 End of Year Assessment: Upper Case ID: 85% proficient (20/26 letters) Lower Case ID: 77% proficient (20/26 letters) Beginning Sounds: 75% proficient Confirm Understanding of a Text Assessment: 83% proficient Math 2025 End of Year Assessment: Counting 1:1 correspondence: 96% proficient Counting to 30: 81% proficient Number ID: 94% proficient	ELA: By May 2026, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: • Upper Case ID • Lower Case ID • Beginning sounds • Confirm Understanding of a Text Math: By May 2026, 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: • Number Recognition • Counting 1:1 Cardinality • Counting to 30
Kindergarten ELA and Math Assessments	ELA 2025 End of Year Assessment: Upper Case ID: 97% proficient (24/26 letters) Lower Case ID: 94% proficient (24/26 letters) Sounds: 94% proficient (>28 sounds) Identify Main Topic & Key Details: 100% proficient Retell a Familiar Story: 89% proficient Identify Characters and setting in a story: 93% proficient Math 2025 End of Year Assessment: Number ID: 93% proficient Counting to 100: 93% proficient Trimester 3 Performance Task: 93% proficient Number ID (EOY Summative): 93% proficient Understanding Addition: 96% proficient Understanding Subtraction: 94% proficient	ELA: By May 2026, all kindergarten students will score proficient or demonstrate one years growth on the following common district summative assessments: • 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) Math: By May 2026, 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: • Count & Write Numbers • Counting to 100 • Trimester 3 Performance Task • Number ID (EOY Summative)

		Understanding Addition/Subtraction (EOY Summative)
First Grade ELA and Math Assessments	ELA 2025 End of Year Assessment: DCELS Lines A-L (Van-Cactus): 79% proficient Comprehension for Non-Fiction: 78% proficient Comprehension for Fiction: 75% proficient Math 2025 End of Year Assessment: At/Above Benchmark: 53% On Watch: 11% Intervention: 18% Urgent Intervention: 17% Trimester 3 Performance Task: 79% proficient End of Year Summative: 83% proficient	ELA: By May 2026, all 1st grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: - DCELS - Comprehension for Fiction Math: By May 2026, 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: - STAR Math - Trimester 3 Performance task - End of Year Summative
Second Grade ELA and Math Assessments	ELA 2025 End of Year Assessment: At/Above Benchmark: 53% On Watch: 19% Intervention: 18% Urgent Intervention: 10% DCELS: 94% proficient Comprehension (Fiction): 87% proficient Comprehension (Non Fiction): 56% proficient Math 2025 End of Year Assessment: At/Above Benchmark: 62% On Watch: 11% Intervention: 20% Urgent Intervention: 8% Trimester 3 Performance Task: 93% proficient End of Year Summative: 95% proficient	ELA: By May 2026, all 2nd grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: - STAR Reading - DCELS - Comprehension: Two versions of The Three Little Pigs Math: By May 2026, 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: - STAR Math - End of Year Summative - Performance Assessment 2.NBT.7
Third Grade ELA and Math Assessments	ELA 2025 End of Year Assessment: At/Above Benchmark: 48% On Watch: 22% Intervention: 18% Urgent Intervention: 12% Dry Creek Summative Assessment: 26% proficient Math 2025 End of Year Assessment: At/Above Benchmark: 64%	ELA: By May 2026, all 3rd grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: - STAR Reading - Dry Creek ESA 03 Trimester 3 RL.3.9

	On Watch: 14% Intervention: 14% Urgent Intervention: 8% End of Year Summative Performance Task: 76% proficient End of Year Summative: 49% proficient	• Dry Creek ESA 03 Trimester 3 RI.3.9 Math: By May 2026, 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: • STAR MATH • Performance Task • Math End of the Year Summative
Fourth Grade ELA and Math Assessments	ELA 2025 End of Year Assessment: At/Above Benchmark: 73% On Watch: 10% Intervention: 13% Urgent Intervention: 4% Dry Creek Summative Assessment: 40% proficient Math 2025 End of Year Assessment: At/Above Benchmark: 67% On Watch: 16% Intervention: 10% Urgent Intervention: 7% End of Year Performance Task: 71% proficient End of Year Summative Assessment: 54% proficient	ELA: By May 2026, all 4th grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: • STAR Reading • Dry Creek CCSS ELA End of the Year Assessment Math: By May 2026, 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: • STAR Math • Performance Task • End of the Year Summative Assessment
5th Grade ELA and Math Assessments	ELA 2025 End of Year Assessment: At/Above Benchmark: 65% On Watch: 15% Intervention: 15% Urgent Intervention: 6% Dry Creek ES Summative Assessment: 56% proficient Math 2025 End of Year Assessment: At/Above Benchmark: 68% On Watch: 11% Intervention: 11% Urgent Intervention: 9% End of Year Performance Task: 59% proficient Math End of Year Summative Assessment: 42% proficient	ELA: By May 2026, all 5th grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: • STAR Reading • Dry Creek CCSS ELA End of the Year Assessment Math: By May 2026, 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: • 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	TK/Kindergarten Goal: By June 2026, 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. Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. Teachers will provide multiple modeling and scaffolding in their instruction. Guided Language Acquisition Design (GLAD) strategies will be used to support modeled writes. 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). 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. 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.	All TK & Kindergarten Students	2,100 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 700 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.)
1.2	First Grade Goal: By June 2026, 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. Strategies: Teachers will continue to commit to teaching the components of the Wonders ELA curriculum. 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	All First Grade Students	1,350 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 500 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

	students in need of additional support (Tier II and Tier III). Teachers will use Writing and GLAD Strategies to scaffold modeled writes and develop a love for writing in their students. Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies. Teachers will implement Expressions daily Math routines (i.e., Number of the Day).		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.)
1.3	Second Grade Goal: By June 2026, 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. 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. 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. 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. 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. 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. Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies. Teachers will incorporate Math Routine from Expression Math.	All Second Grade Students	1,650 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 600 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.)
1.4	Third Grade Goal: By June 2026, all third grade students will improve by demonstrating at least one year's growth as	All Third Grade Students	1,500 Lottery 4000-4999: Books And Supplies

	measured by increased proficiency levels on classroom, district and state assessments. Strategies: Teachers will commit to teaching Character Analysis, Main Idea and Supporting Details, and Compare and Contrast. Teachers will continue to teach the non-negotiable components of the Wonders ELA curriculum. 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. 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. Teachers will use GLAD strategies to support the writing process and scaffold writing lessons. Teachers will also model various steps of the writing process. Teachers will continue to use the Expressions Math curriculum to cover the concepts and Domains essential for 3rd grade. Teachers will implement performance tasks in Math to develop problem-solving skills.		Grade level funds for instructional materials and supplies. 500 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.)
1.5	Fourth Grade Goal: By June 2026, 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. Strategies: Teachers will continue to commit to teaching the non-negotiable components of the Wonders ELA curriculum. 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). Teachers will use an online resource, Scholastic Storyworks, to improve students' summary writing skills.	All Fourth Students	1,500 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 500 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).

	Teachers will use whole group instruction in naming the main idea and key details of a passage. Teachers will use higher-level text in their whole group reading to ask Depth of Knowledge Questions (D.O.K.). Teachers will continue to use the Expressions Math curriculum to cover concepts and Mathematical Domains essential for student proficiency. Teachers will model RACES (Constructed Response) approach in whole group and Walk-to-Learn settings. Teachers will use expository text passages to increase rigor in whole group and Walk-to-Learn settings.		
1.6	Fifth Grade Goal: By June 2026, 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. Strategies: Teachers will model how to identify two or more main ideas and at least two details from an expository text. Teachers will model how to write a constructed response using the RACES strategy. 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. Teachers will model how to identify the four text structures (e.g., chronology, comparison, cause/effect, problem/solution). Teachers will use the Social Studies curriculum to supplement the ELA essential standards. 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. In addition, intensive, small Tier III groups will be implemented to help students with gaps in their foundational skills. Tier II intervention group throughout the year for Math goal.	All Fifth Grade Students	1,500 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 500 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.)

	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	28,496 Title 1 2000-2999: Classified Personnel Salaries Two instructional assistants will provide intervention support for students performing below grade level. (100 day work calendar @ 4 hrs.) 10,447 Supplemental Grant 2000-2999: Classified Personnel Salaries One instructional assistant will provide intervention support for students performing below grade level. (Additional funding source; 100 day work calendar @ 4 hrs.) 1,461 Supplemental Grant 2000-2999: Classified Personnel Salaries 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. 2,600 Lottery 2000-2999: Classified Personnel Salaries 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. 75,296 Title 1 1000-1999: Certificated Personnel Salaries Title 1 Centralized Service Contribution
1.8	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.	All Students	5,500 Lottery 4000-4999: Books And Supplies GLAD Supplies 3,200 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 2025). 3,200 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 2026).
1.9	School-wide Strategies: Collaborative Conferences will be held once per trimester for consistent and systematic data analysis to identify and serve under-performing students. Collaborative conferences will include classroom teachers, EL teacher, Special Education teacher, instructional assistants and administration. 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. 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.		
1.11	School-wide Strategies: 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.	All Students	1,873 Lottery: Inst. Materials 4000-4999: Books And Supplies Library support for additional resources. 1,127 General Unrestricted 4000-4999: Books And Supplies Library support for additional resources.
1.12	School-wide Strategies: Additional before/after school tutoring for students in need of extra support in ELA, Math or Science. 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	All Students	2,797 Title 1 2000-2999: Classified Personnel Salaries Hourly rate to pay staff to implement the intervention groups.

	on six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension and structural analysis. Read Naturally program purchased to build fluency and confidence in reading, while building gains in comprehension and vocabulary. Math Expressions Remembering by Houghton Mifflin will be used for math intervention, to provide mediation in computation, number sense, and problem solving. Math intervention programs for struggling students in grades 2-5 will be purchased to provide additional opportunities to master critical math concepts and skills. 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.		6,100 General Unrestricted 2000-2999: Classified Personnel Salaries Hourly rate to pay staff to implement the intervention groups. 7,460 Title 1 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	Core/Tier 1 Program: Use research-based programs to support the acquisition of grade-level, foundational skills standards in both ELA and Math. (IXL)	All Students	10,350 Lottery 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			

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-25 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 the 2025-26 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.

School Climate and Engagement

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.

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

Suspension: Asian, English Learners

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. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing 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
Spring 2025 Annual Parent Survey	Students care about their school. (95%) Students want to do well in school. (94%) Students come to class prepared. (95%) Students like coming to school. (92%) My child's school rules are fair. (93%) Students from different cultural backgrounds become friends. (96%) Students have friends at school. (95%) Students respect the teachers and staff. (92%) All students are treated fairly. (89%) Students get along with each other and respect their differences. (83%) Students feel safe at school. (93%) Students are comfortable talking to school staff. (90%) Bullying is not a problem. (32%)	Students care about their school. (98%) Students want to do well in school. (97%) Students come to class prepared. (98%) Students like coming to school. (95%) My child's school rules are fair. (96%) Students from different cultural backgrounds become friends. (99%) Students have friends at school. (98%) Students respect the teachers and staff. (95%) All students are treated fairly. (92%) Students get along with each other and respect their differences. (86%) Students feel safe at school. (96%) Students are comfortable talking to school staff. (93%) Bullying is not a problem. (35%)
Spring 2025 Annual Student Survey (4th & 5th Graders)	I feel positive about my future. (94%) I can do most things if I try. (95%) I am happy with who I am. (93%) I know when I am feeling overwhelmed. (91%) I can explain my feelings to others. (58%) I can learn from my mistakes. (94%) I feel confident in my ability to learn new things. (94%) I can usually solve my problems. (94%) I keep trying, even when things are hard. (94%) I am a hard worker. (97%) I can make the best out of a bad situation. (80%) Adults at school care about me. (96%) I feel like I belong at school. (92%)	I feel positive about my future. (97%) I can do most things if I try. (98%) I am happy with who I am. (96%) I know when I am feeling overwhelmed. (94%) I can explain my feelings to others. (61%) I can learn from my mistakes. (97%) I feel confident in my ability to learn new things. (97%) I can usually solve my problems. (97%) I keep trying, even when things are hard. (97%) I am a hard worker. (100%) I can make the best out of a bad situation. (83%) Adults at school care about me. (99%) I feel like I belong at school. (95%)
Discipline Data	Minor Referrals per SWIS Suite: 239 total for 24-25 school year (average of 1.33/day) Major Referrals per SWIS Suite: 226 total for 24-25 school year (average of 1.26/day) Suspensions: 1.43% of students (total of 12) were suspended at least once in the 24-25 school year	Decrease Minor and Major Discipline Referrals by at least 10%. Suspensions: Decrease results by 0.5% of students from the year prior, resulting in an overall suspension rate of 1.0% or lower.
Annual Attendance Reports	2024-2025 Average Attendance Kindergarten: 93.7% Grade 1-3: 94.7% Grade 4-5: 95.3%	2025-2026 Average Student Attendance should be a minimum of 97% for all grade levels during the 25-26 school year.

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	A continued school-wide focus on the MTSS pyramid (Academic & Behavioral Systems) to assist in identifying struggling students early and intervene quickly. 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. 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. 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. 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.	All Students	7,000 General Unrestricted 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
2.3	Schoolwide focus on positive relationships, self-regulation, and school community building. Variety	All Students	2,000 Lottery

	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.		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
2.4	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.	All Students	3,000 Title 1 1000-1999: Certificated Personnel Salaries Teachers will be provided a stipend for planning and participating in the event. 1,200 Title 1 4000-4999: Books And Supplies Supplies, materials and incentives will be purchased for this event.
2.5	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). 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. All staff will review the expectations for the Safety Kits and other safety procedures in the event of a catastrophic event. Administration will revise and review the Safe School Plan with School Site Council, as well as gather staff input. Two Crisis Response Kits will be maintained to assist in the event of an emergency and we need to reunify parents with students.	All Students	500 General Unrestricted 4000-4999: Books And Supplies 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.) 2,000 General Unrestricted 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	8,700 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	Social Emotional Supports 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. Provide resources and training for parents to support their child(ren) and community.	All Students	1,500 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	STEAM Enrichment Academy 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.	All Students	2,000 General Unrestricted 4000-4999: Books And Supplies Materials and supplies to support our school wide STEAM Enrichment Program.

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-25 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 23/24 school year to the 24/25 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 major changes will be made to the goals, outcomes, metrics or strategies in the 2025-26 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	\$215,927.00
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	\$120,749.00

Subtotal of additional federal funds included for this school: \$120,749.00

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 (\$)
General Unrestricted	\$39,327.00
Lottery	\$40,570.00
Lottery: Inst. Materials	\$3,373.00
Supplemental Grant	\$11,908.00

Subtotal of state or local funds included for this school: \$95,178.00

Total of federal, state, and/or local funds for this school: \$215,927.00

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	39,327	0.00
Title 1	120,749	0.00
Supplemental Grant	11,908	0.00
Lottery	40,570	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	39,327.00
Lottery	40,570.00
Lottery: Inst. Materials	3,373.00
Supplemental Grant	11,908.00
Title 1	120,749.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,696.00
2000-2999: Classified Personnel Salaries	60,721.00
4000-4999: Books And Supplies	54,510.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Unrestricted	15,200.00
2000-2999: Classified Personnel Salaries	General Unrestricted	6,100.00

4000-4999: Books And Supplies	General Unrestricted	15,027.00
5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	Lottery	3,200.00
2000-2999: Classified Personnel Salaries	Lottery	11,420.00
4000-4999: Books And Supplies	Lottery	25,950.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	3,373.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	11,908.00
1000-1999: Certificated Personnel Salaries	Title 1	79,296.00
2000-2999: Classified Personnel Salaries	Title 1	31,293.00
4000-4999: Books And Supplies	Title 1	10,160.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,807.00
Goal 2	43,120.00

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
Christa Hale	Classroom Teacher
Lauren Flood	Classroom Teacher
Julie Sanchez	Classroom Teacher
Anissa Martinez (Classified; Secretary)	Other School Staff
Jamie Lincoln (Chairperson)	Parent or Community Member
Amy Mack (Vice-Chairperson)	Parent or Community Member
Carolyn Brown	Parent or Community Member
Sara Earl	Parent or Community Member
Sabrina Means	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 5.20.2025.

Attested:



Principal, Julie Herrmann on 5.20.2025



SSC Chairperson, Jamie Lincoln on 5.20.2025

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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 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 1 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 1. 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 1 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:

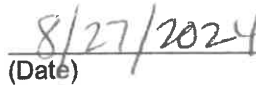
- *Schools that have 15% of any one language will send out materials in English and in the other language.*
- *District documents will be translated for the top three major languages in the district.*
- *Interpreters will be available for parent conferences, SSTs, IEPs and other meetings as needed.*
- *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 September 23, 2024 and will be in effect until the Fall of 2025. 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)

Coyote Ridge Elementary School District and State Assessments

Grade Level Assessments

	2021-22		2022-23		2023-24	
<i>Kindergarten</i>	Site	District	Site	District	Site	District
<i>EOY Number ID (K.CC.3)</i>	91%	92%	96%	94%	96%	92%
<i>EOY Addition (K.OA.1)</i>	98%	96%	99%	97%	99%	99%
<i>EOY Subtraction (K.OA.1)</i>	95%	93%	99%	96%	98%	97%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	100%	86%	88%	98%	100%	98%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	99%	94%	88%	97%	100%	97%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	90%	88%	95%	93%	96%	93%
<i>EOY ELA High Frequency Words (K.R.F.3.C)</i>	55%	72%	68%	73%	63%	73%
<i>Grade 1</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	88%	75%	82%	83%	90%	78%
<i>DC Early Literacy Screener (RF 1.3)</i>	58%	79%	40%	58%	75%	80%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	84%	68%	53%	65%	64%	68%
<i>Comprehension - Fiction (RL 1.3, RF 1.3)</i>	87%	73%	65%	65%	58%	81%
<i>Grade 2</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	65%	65%	72%	72%	86%	79%
<i>Language Arts EOY Comprehension Summative</i>	69%	81%	84%	82%	88%	81%

Coyote Ridge Elementary School District and State Assessments

(RI 2.1, RL 2.2, RL 2.9)						
Language Arts EOY Comprehension Summative (RI 2.1)	30%	31%	55%	47%	51%	44%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	59%	70%	69%	73%	67%	69%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	39%	43%	38%	38%	40%	42%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	70%	67%	51%	72%	57%	48%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	45%	39%	43%	47%	43%	67%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	57%	55%	44%	48%	55%	43%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	69%	66%	46%	51%	59%	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 2023-2024 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.

Kindergarten:

- Number ID, ninety-six percent (96%) is four percent (4%) higher that of the district percentile, ninety-two percent (92%). This is a five percent (5%) increase from the site's baseline year (21-22). In addition, Coyote Ridge's kindergarten scores have been above district scores in all math assessments.
- ELA High Frequency Words is a targeted focus area of growth, as Coyote Ridge kindergartners had sixty-three percent (63%) proficiency, which is five percent (5%) lower than the previous year. This is ten percent lower than the district's overall score of seventy-three percent (73%) and will still be a continued focus for both our site and district.

Coyote Ridge Elementary School District and State Assessments

1st Grade:

- EOY Math Assessment had a ninety percent (90%) proficiency level compared to the district at seventy-eight percent (78%). This represents an eight percent (8%) increase at the site level, but a five percent (5%) decrease at the district level. There have been significant improvements in the Math Assessment in the last three years.
- Proficiency on the DC Early Literacy Screener increased thirty-five percent (35%) from the previous year, going from forty percent (40%) to seventy-five percent (75%) proficient. This significant increase is attributed to all students receiving explicit and systematic phonics instruction, along with clear monitoring checkpoints that ensure no learning gaps have occurred in these core fundamental skills. In addition as noted in our assessment data, comprehension still continues to be an area of need for our first graders, with sixty-four percent (64%) proficient in non-fiction text and fifty-eight percent (58%) in fiction.

2nd Grade:

- EOY Math Assessment had an eighty-six percent (86%) proficiency level compared to the district at seventy-nine (79%). This represents an increase from the prior year of fourteen percent (14%) at the site level and an increase of seven percent (7%) at the district level.
- Our site performed higher than the district in both of the Language Arts EOY Comprehension Summative assessments. However, only fifty-one percent (51%) of our second graders were proficient on the Comprehension Summative (RI 2.1), which was a decrease of four percent (4%) from the previous year. Reading informational text will continue to be a focus.
- Coyote Ridge 2nd grade is higher than the district average all three years in both Math and Language Arts.

3rd Grade:

- EOY Math Assessment, sixty-seven percent (67%), decreased from the previous year by two percent (2%), yet is eight percent (8%) increase from three (3) years ago. Our District's scores decreased in the EOY Math, however our site increased.
- The 3rd grade Language Arts End of Unit Comprehension Summative remained relatively the same at forty percent (40%), which is an increase of two percent (2%) from the year prior. This is relatively the same percentage rate as the district at forty-two percent (42%).

4th Grade:

- EOY Math Assessment, fifty-seven percent (57%) proficiency level represents a six percent (6%) increase from the previous year, yet a decline of thirteen percent (13%) from three (3) years ago. With regard to Math, the district saw a significant decrease (67% down to 48%) from 21/22 to 23/24, and our site saw a surprising dip in the 22/23 school year. In 2 of 3 years, our site exceeded district performance.
- Language Arts Comprehension Summative, forty-three percent (43%) remained the same as the previous year and has remained fairly consistent from three (3) years ago at forty-five percent (45%). Our site was twenty-four percent (24%) below our district performance on this summative assessment.

5th Grade:

- EOY Math Assessment, fifty-five percent (55%) proficiency, increased from the previous year by eleven percent (11%) and was higher than the district proficiency of forty-three percent (43%).
- Language Arts Comprehension Summative, fifty-nine percent (59%) represents a thirteen percent (13%) increase from the previous year of forty-six percent (46%) proficiency level. This year's level eight percent (8%) higher than the district proficiency level of fifty-one percent (51%).

Coyote Ridge Elementary School District and State Assessments
Smarter Balanced CAASPP Performance Assessments

	2021-22		2022-23		2023-24	
Grade 3	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	58.14%	55.99%	63%	58%	50%	54%
<i>ELA % Met Achievement Standard</i>	50.39%	53.24%	50%	52%	48%	50%
Grade 4	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	52.68%	48.68%	51%	54%	56%	51%
<i>ELA % Met Achievement Standard</i>	60.36%	53.68%	57%	52%	52%	52%
Grade 5	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	47.0%	45.92%	46%	47%	44%	45%
<i>ELA % Met Achievement Standard</i>	58.12%	60.70%	54%	56%	59%	59%

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.

3rd Grade:

- Coyote Ridge 3rd graders performed slightly lower in Math at fifty percent (50%) proficient compared to other 3rd graders across the district at fifty-four percent (54%). In regards to ELA, Coyote Ridge 3rd graders performed slightly lower, forty-eight percent (48%) proficient compared to other 3rd graders across the district, fifty percent (50%). This is the first year Coyote Ridge third grade was lower than the District. Both our site and District decreased in scores.
- 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.

4th Grade:

- Coyote Ridge 4th grade students performed slightly higher in Math at fifty-six percent (56%) proficient compared to other 4th graders across the district at fifty-one percent (51%). In regards to ELA, both Coyote Ridge 4th graders and students across the district performed the same at fifty-two percent (52%) proficient.

Coyote Ridge Elementary School District and State Assessments

- Our site met or exceeded district averages 2 out of 3 years in math and all three years in ELA. 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 (44% site; 45% district). In regards to ELA, both Coyote Ridge 5th graders and students across the district performed the same at fifty-nine percent (59%) proficient.
- 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.

**Partners in Learning
School Pledge/Compact
2025-2026**

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:** _____



**School Site Council
2025-26 Planning Calendar**
(Agenda items subject to change)

August 19, 2025

Introduction of Members
Purpose/Roles School Site Council
ByLaws
Review Uniform Complaint Policy

September 23, 2025

SSC Year in Review
Review School and District Goals for Current Year
Review and analyze baseline site/district assessments
Review preliminary CAASPP

October 21, 2025

Intro School Safety Plan and Goals

November 18, 2025

Approve School Safety Plan and Goals
Review and analyze TRI 1 site/district assessments

January 20, 2026

SPSA overview (2025-26)
Dashboard Analysis

February 24, 2026

SPSA/LCAP (Goals 1-2)

March 17, 2026

SPSA/LCAP
Review and analyze TRI 2 site/district assessments
Local Indicator #3 Parent Rubric

April 21, 2026

Review SPSA Goals 2025-26
Parent/Student Survey results review

May 19, 2026

Final SPSA Approval 2025-26
Review and analyze EOY site/district assessments
Share SSC 2026-27 Meetings
Review Site Council Balloting Process

All meetings take place in the office conference room from 3:15-4:15 p.m.

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 Parent/Staff/Student Survey 2024-2025

- Parent Survey: A total of one hundred seventy (170) parents from Coyote Ridge completed the Spring 2024 survey, marking a significant increase from the previous year, when only forty-six (46) parents participated. It is also important to note that some questions received fewer responses from parents.
- Staff Survey: A total of forty-one (41) staff members participated in the survey. As with the parent survey, some questions received fewer responses from staff.
- Student Survey: Two hundred fifty-nine (259) students out of a total of two hundred seventy-eight (278) students in grades 4-5 participated in the school survey.

Student Engagement

	2022-23		2023-24		2024-25	
Students...	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	91%	96%	96%	96%	95%	87%
wants to do well in school.	98%	100%	98%	96%	94%	87%
come to class prepared.	93%	92%	93%	77%	95%	76%
like going to school.	89%	100%	87%	92%	92%	89%

Summary:

Research shows that student engagement is crucial for academic growth, attendance, and behavior. In the 2024–25 survey, both parent and staff results were generally positive, though some declines highlight areas for growth.

Ninety-five percent (95%) of parents agreed their child “cares about their school,” with only a 1% decrease from last year. Ninety-four percent (94%) said their child “wants to do well in school,” a 4% decrease, but motivation remains strong. Notably, “Students like going to school” rose by 5% to 92%.

Staff responses stayed above 76% in all areas, though three of four indicators declined. The largest drops were in “Students care about their school” (96% to 87%) and “Students want to do well in school” (a 9% decrease). Student preparedness also dipped slightly by 1%.

Preparedness remains a key focus, as it supports academic success and personal responsibility. Our staff is committed to strengthening students’ self-management and readiness to learn.

Learning Environment

	2022-23		2023-24		2024-25	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	100%	74%	86%	50%	93%	46%
maintains its resources well.	92%	81%	93%	58%	89%	68%
has facilities with up-to-date technology.	93%	67%	88%	69%	85%	59%
want(s) students to succeed.	87%	100%	91%	100%	95%	97%
provide(s) a well-rounded curriculum.	81%	100%	86%	100%	93%	89%
offer(s) challenging classes.	67%	100%	73%	67%	78%	79%
focus(es) on students' character.	91%	100%	87%	100%	91%	97%

Summary:

A safe, positive, and inclusive learning environment is essential for student success, along with a commitment to supporting the whole child. In the recent survey, six out of seven areas received over 85% parent approval, reflecting strong satisfaction with the school environment.

The highest parent rating (95%) was for “My child’s school wants students to succeed,” a 4% increase from the previous year. Four of the seven areas showed growth, with the greatest gains (7%) in school cleanliness and providing a well-rounded curriculum. Staff responses were also positive, with three areas—student success, curriculum, and character development—receiving 89% or higher approval, closely aligning with parent perceptions.

However, gaps between parent and staff perceptions were noted: while 93% of parents agreed the school is clean, only 46% of staff did; similarly, 85% of parents felt the school had up-to-date technology compared to 59% of staff. These concerns are being addressed through discussions with the custodial team and a review of technology resources.

We remain committed to offering a rigorous, supportive, and inclusive educational experience for all students.

Expectations

	2022-23		2023-24		2024-25	
<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.	64%	86%	100%	83%	75%	81%
set(s) high expectations for student achievement.	76%	96%	86%	96%	83%	97%
success in college or a career.	65%	92%	65%	84%	71%	92%
encourage(s) a healthy lifestyle.	81%	88%	84%	68%	81%	78%

Summary:

Research shows that high expectations for students are crucial for academic success. At Coyote Ridge, the 2024–25 survey confirmed this, with ninety-seven percent (97%) of staff and eighty-three percent (83%) of parents agreeing that high expectations are a key strength. This reflects a shared commitment to inspiring students and fostering a culture of excellence.

Encouragement for extracurricular participation also remains strong, with seventy-five percent (75%) of staff and eighty-one percent (81%) of parents offering positive feedback. This highlights the value placed on a well-rounded education. Similarly, support for promoting a healthy lifestyle received over seventy-eight percent (78%) approval from both groups, showing a shared commitment to students' well-being.

A key highlight was the increase in parent confidence regarding college and career readiness, rising from sixty-five percent (65%) to seventy-one percent (71%). However, a gap exists between parent (71%) and staff (92%) perceptions in this area, indicating an opportunity for better communication about the school's efforts in preparing students for their future.

Coyote Ridge remains dedicated to maintaining high expectations and providing opportunities that support both academic and personal growth, preparing students for success now and in the future.

Student Support

	2022-23		2023-24		2024-25	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	79%	96%	80%	92%	78%	92%
Students receive the resources and support they need.	82%	79%	86%	63%	83%	66%
I understand what types of social-emotional support are available to students.	65%	96%	72%	92%	73%	95%

Summary:

Research shows that strong support systems boost student success in academics, emotional well-being, and long-term growth. At Coyote Ridge, we are committed to supporting the whole child through academic and social-emotional structures outlined in our Multi-Tiered Systems of Support (MTSS) framework.

Over the past three years, staff and parent surveys have reflected steady confidence in the academic and social-emotional supports offered at our school. Staff approval has remained consistently high (92% or higher) in both areas, indicating strong awareness of available services. Parent understanding has also improved, with knowledge of social-emotional supports rising from 65% in 2022–23 to 73% in 2024–25, and academic support understanding remaining stable.

However, a concern remains regarding whether students are receiving needed resources. While parent approval stayed high (86% in 2023–24 and 83% in 2024–25), staff approval dropped from 79% to 66% over the same period, highlighting a 17% gap in perceptions. This signals a need to reassess how supports are delivered and experienced.

We will continue monitoring this data, collaborating with stakeholders, and refining our systems to ensure every student has the resources to thrive academically and emotionally.

Student Support

	2022-23		2023-24		2024-25	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	96%	91%	88%	92%	96%	95%
try to make class interesting.	98%	100%	95%	100%	98%	100%
encourage collaboration among students.	98%	96%	100%	100%	96%	100%
encourage critical thinking.	92%	96%	98%	96%	96%	97%
listen to students.	90%	100%	100%	100%	96%	100%
encourage students on a regular basis.	100%	100%	98%	100%	98%	100%
help my child when he/she doesn't understand something.	94%		95%		94%	
nurture creativity.	100%	100%	98%	96%	95%	100%

Summary:

Supporting students academically, socially, and emotionally remains a top priority at Coyote Ridge. The 2024–25 survey results reflect strong approval in all areas of student well-being, with both staff and parents expressing overwhelmingly positive perceptions. This widespread approval highlights the school's dedication to supporting students in all aspects of their growth.

A key highlight was that one hundred percent (100%) of staff agreed they listen to students, encourage collaboration, and offer regular encouragement. Parents also expressed high satisfaction, with ninety-eight percent (98%) agreeing that teachers and staff consistently encourage students, and ninety-six percent (96%) agreeing that technology is effectively used in instruction.

Both staff and parents strongly supported efforts to encourage critical thinking and collaboration, with over ninety-six percent (96%) approval. Additionally, fostering creativity remained a focus, with one hundred percent (100%) of staff and ninety-five percent (95%) of parents acknowledging these efforts.

The survey data indicates that students are supported not only academically but also through strategies that foster engagement, critical thinking, and creativity. Moving forward, Coyote Ridge will continue to prioritize practices that nurture well-rounded, motivated learners who are prepared to succeed both in and out of the classroom.

Social Climate

	2022-23		2023-24		2024-25	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	92%	93%	82%	96%	93%	95%
students from different cultural backgrounds become friends.	90%	96%	93%	96%	96%	90%
students have friends at school.	96%	100%	95%	100%	95%	100%
students respect the teachers and staff.	100%	93%	95%	73%	92%	73%
all staff are treated fairly.	66%	100%	91%	88%	83%	85%
all students are treated fairly.	80%	96%	83%	85%	89%	78%
students get along with each other and respect their differences.	70%	96%	85%	81%	83%	66%
students feel safe at school.	84%	93%	88%	85%	93%	93%
students are comfortable talking to school staff.	82%	100%	88%	88%	90%	90%
staff feel safe at school.	70%	100%	86%	88%	87%	93%
bullying is not a problem. *Q Changed for 20-21 to bullying is a problem.	27%	0%	25%	25%	32%	10%

Summary:

Social climate is vital to the learning environment at Coyote Ridge, influencing student interactions, engagement with adults, and feelings of safety and support. In 2024–25, ten of eleven areas received at least 83% parent approval, and eight areas received 85% or higher staff approval. Both groups strongly agreed that students feel safe (93%) and have friendships at school (95% of parents, 100% of staff).

While most areas showed positive growth, some differences emerged. Only 66% of staff, compared to 83% of parents, felt students respect each other's differences—a 17% gap. Similarly, there was a 19% gap in perceptions of students respecting teachers and staff. These areas highlight the need for continued focus on building respectful relationships.

Concerns about bullying remained, with 32% of parents and 10% of staff identifying it as an issue. Although staff perceptions improved, parent concern rose by 7% from last year.

Coyote Ridge remains committed to a safe, inclusive environment through restorative practices, class community circles, and ongoing review of PBIS/SWIS behavior data to support all students' well-being.

Stakeholder Engagement - Communication with Parents

	2022-23		2023-24		2024-25	
<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.	94%		95%		94%	
Teachers keep me well informed about my child's progress.	81%		95%		88%	

Summary:

Clear and regular communication between parents, teachers, and the school is essential for student success. At Coyote Ridge, 94% of parents reported feeling well-informed about events and activities in both 2022–23 and 2024–25, with a slight rise to 95% in 2023–24, showing consistent engagement efforts.

In student progress communication, parent approval rose from 81% in 2022–23 to 95% in 2023–24, before settling at 88% in 2024–25—an overall positive trend.

Coyote Ridge shares information through The Howler e-newsletter, school website, social media, office slideshow, marquee, and School Messenger. Teachers keep families updated on student progress through reports, conferences, phone calls, and emails.

Stakeholder Engagement - Communication with Parents

	2022-23		2023-24		2024-25	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	96%		93%		98%	
No	4%		2%		0%	
N/A/ I have not needed to communicate with teachers or staff	0%		5%		2%	

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. Establishing and maintaining positive partnerships with parents and school staff is essential to student success. This category continues to show strong results, with ninety-eight percent (98%) of parents indicating they are able to communicate with teachers and staff when needed. Two percent (2%) of parents indicated they have not needed to communicate with teachers or staff, and zero percent (0%) of parents reported being unable to communicate when needed. This is a positive increase compared to previous years and demonstrates the continued commitment to accessibility and responsiveness at Coyote Ridge.

Potential barriers to communication, such as limited access to phones, email, or social media, or language differences, continue to be considered. As a district, we have access to the Language Line, which provides professional translation services in approximately 240 languages. Through the use of this service, we are able to strengthen communication with our English Learner families, helping to ensure that all parents and guardians feel connected and supported.

Stakeholder Engagement - Communication with Parents

	2022-23		2023-24		2024-25	
<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	85%		84%		86%	
School and/or District Newsletters	62%		53%		61%	
School and/or District website	27%		26%		32%	
Communications from my child's teacher	67%		53%		74%	
Social Media	13%		14%		19%	
Employees of the district	4%		2%		6%	
Other	4%		5%		3%	
None of the above	2%		0%		0%	

Summary:

Maintaining clear communication is important in achieving the objective of educating our students to the highest standards. Students benefit from improved communication because consistent contact between home and school helps children learn and succeed. This category confirms that the majority of parents continue to receive most of their school information through electronic communications sent by the school, with eighty-six percent (86%) of parents reporting this as their primary source—an increase of two percent (2%) from the previous year.

In today's fast-paced society, families value the convenience of receiving timely information directly at their fingertips, and the data reflects this ongoing preference. Additionally, seventy-four percent (74%) of parents indicated that they receive important information directly from their child's teacher, a significant increase from the previous year.

Communication through the school website and social media also saw growth, showing that families appreciate having multiple ways to access important school information. Moving forward, we will continue to strengthen all communication channels to ensure that parents feel well-informed, connected, and supported.

Stakeholder Engagement - Communication with Parents

	2022-23		2023-24		2024-25	
<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	92%		93%		89%	
Text messages	63%		44%		50%	
School and/or District Newsletters	37%		44%		44%	
School and/or District website	22%		23%		28%	
Social media	10%		23%		10%	
Mail/letters	12%		14%		13%	
Phone calls	8%		5%		7%	
School or district meetings	2%		2%		2%	
Other	4%		0%		2%	

Summary:

The survey results again reflect a strong preference for electronic communication among families. Email continues to be the most preferred method at eighty-nine percent (89%), showing only a small decline from the previous year. Text messaging, which had dropped last year, rose slightly from forty-four percent (44%) to fifty percent (50%), suggesting that families still value quick, mobile updates.

Newsletters held steady at forty-four percent (44%), while preference for school websites increased slightly from twenty-three percent (23%) to twenty-eight percent (28%). Social media, however, dropped back down to ten percent (10%) after a temporary increase the year prior. Phone calls remain one of the least preferred methods at seven percent (7%), further confirming the shift away from traditional communication.

Consistent with previous years, only two percent (2%) of families prefer school or district meetings, reinforcing the continued challenge of recruiting parents to participate on committees.

Parent Involvement

	2022-23		2023-24		2024-25	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	83%	91%	86%	92%	88%	89%
encourage(s) parental involvement.	88%	96%	89%	92%	93%	97%
encourage(s) involvement from community members and organizations.		78%		75%		75%
has/have parents who are highly involved.	78%	83%	80%	79%	93%	74%

Summary:

Historically, both parents and staff report strong, favorable ratings in the area of Parent Involvement at Coyote Ridge. Opportunities for involvement include classroom volunteering, PTA-supported events, field trip chaperoning, and participation in art, music, and library programs. In 2024–25, 93% of parents and 97% of staff agreed that the school “encourages parental involvement,” showing an increase for both groups from the previous year.

Parent and staff perceptions of the school's communication regarding student progress also remain high, with 88% of parents and 89% of staff agreeing. When asked about parental involvement, 93% of parents responded favorably, a significant increase from 80% the previous year. However, staff responses dropped to 74%, creating a 19% perception gap—the largest in the past three years. This suggests parents feel more engaged, but staff may not be seeing the same level of visible involvement during the school day.

In the area of encouraging involvement from community members, staff responses remained consistent at 75%. This continues to be an area for growth, as we work to strengthen partnerships with external organizations and enhance community engagement at Coyote Ridge. Moving forward, we will continue collaborating with the PTA and other stakeholders to foster meaningful connections and expand school-wide involvement.

Parental Involvement

	2022-23		2023-24		2024-25	
<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	70%		80%		81%	
School or class event, such as a play, sports event, or award assemblies	51%		73%		70%	
Parent-teacher conference with child's teacher	92%		84%		87%	
Volunteering at my child's school	43%		61%		52%	
Family/Parent Events	25%		36%		36%	
Parent Teacher Association	9%		30%		31%	
School committee or council such as Site Council or ELAC	9%		5%		4%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	6%		5%		2%	
Other	2%		9%		6%	
None of the above	6%		2%		4%	

Summary:

Parental involvement in school activities remains a strength at Coyote Ridge. In 2024–25, the highest participation rates were in parent-teacher conferences (87%) and Back to School/Open House events (81%), showing strong commitment during key academic moments. Participation in school events like performances, assemblies, and sports remained strong at 70%, with only a slight dip from the previous year. Attendance at Family Events (36%) and PTA involvement (31%) held steady, reflecting a core group of engaged families.

However, volunteering dropped from 61% to 52%, likely due to shifts in family availability, changes in volunteer opportunities, or post-pandemic barriers. Consistent with previous years, the lowest engagement areas remain in school and district-level committees, with only 2% to 4% of families participating.

These areas offer opportunities for growth as we work to expand family voice in decision-making. Moving forward, Coyote Ridge is committed to providing various involvement opportunities to meet all families' needs and increase participation in school governance.

Parental Involvement

	2022-23		2023-24		2024-25	
<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	36%		23%		32%	
More information on involvement opportunities	45%		32%		26%	
More communication between school and parents	30%		25%		18%	
More participation opportunities at the school level	17%		20%		22%	
More events offered in the evening	30%		32%		34%	
More participation opportunities at the district level	8%		11%		7%	
More convenient locations for participation	9%		0%		5%	
More communication in our family's primary language	4%		0%		8%	
More events offered in the morning	4%		14%		7%	
Other	15%		7%		7%	
None of the above	15%		27%		21%	
Virtual Event (Ex. Zoom)	25%		18%		13%	

Summary:

When asked what would help them become more involved, families expressed a continued interest in opportunities that align with their schedules and support their role at home. In 2024–25, the most requested support was “more events offered in the evening,” selected by 34% of parents. This marks an increase from previous years and underscores the importance of after-hours access for inclusive involvement.

Coyote Ridge Elementary School Parent/Staff/Student Survey 2024-2025

Additionally, 32% of parents indicated that more information on how to support their student at home would help increase their engagement. This shows a recovery from last year's dip and highlights a desire for at-home strategies and clearer academic expectations. While interest in receiving information about general involvement opportunities declined slightly to 26%, it may suggest that existing communication methods need to be refreshed or better targeted.

Other areas, such as "communication in our family's primary language" and "more convenient locations," saw small increases, though they remain relatively low. Interest in participation at the district level (7%) and virtual events (13%) remained minimal, continuing a downward trend. This indicates that families prefer in-person, school-based experiences over remote or system-wide options.

Moving forward, Coyote Ridge will continue to prioritize communication that meets families where they are—both in format and timing—while expanding efforts to equip parents with tools to support learning at home.

Parental Involvement

	2022-2023		2023-2024		20234-2025	
<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	76%		83%		86%	

Summary:

Over the past three years, parent perception of being valued by the school and/or district has steadily increased. In 2024–25, eighty-six percent (86%) of parents agreed or strongly agreed that their participation or input in engagement opportunities is valued—a continued rise from eighty-three percent (83%) in 2023–24 and seventy-six percent (76%) in 2022–23. This upward trend reflects ongoing efforts to foster inclusive, respectful partnerships between families and schools.

Self-Awareness

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I feel positive about my future.	81%	85%	94%
I know what I am good at.			96%
I can do most things if I try.	86%	85%	95%
I am happy with who I am.	79%	82%	93%
I can explain my feelings to others.	51%	48%	58%
I know when I am feeling overwhelmed.	82%	84%	91%

Summary:

Student perception of self-awareness showed strong growth across nearly all areas in 2024–25. Notably, 96% of students agreed with the statement, “I know what I am good at,” and 95% reported they can do most things if they try. These marks represent the highest responses recorded in this category over the past three years.

Students also reported increased confidence and positivity in their self-view. Ninety-four percent (94%) felt positive about their future, and 93% said they are happy with who they are. These upward trends suggest that students are developing a stronger sense of identity and capability.

Awareness of emotional regulation continues to rise, with 91% of students reporting that they know when they are feeling overwhelmed. This is an encouraging sign for ongoing social-emotional learning (SEL) efforts. However, only 58% of students agreed that they can explain their feelings to others. While this is a 10% increase from the previous year, it remains the lowest-rated item in the category, indicating a continued need for targeted support in emotional expression and communication.

As we continue building student self-awareness through SEL lessons, reflection tools, and peer discussions, a focused emphasis on emotional vocabulary and expression will be key to continued progress.

Growth Mindset

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I can usually solve my problems.	77%	81%	94%
I keep trying, even when things are hard.	82%	84%	94%
I can make the best out of a bad situation.	55%	61%	80%
I am a hard worker.	86%	89%	97%
I can learn from my mistakes.	90%	90%	94%
I feel confident in my ability to learn new things.	83%	85%	94%

Summary:

Student responses related to Growth Mindset continue to reflect strong and steady improvement across all indicators. In 2024–25, 97% of students identified as hard workers, and 94% agreed they keep trying even when things are hard. This highlights the development of perseverance and determination across grade levels.

Increased confidence was also evident, with 94% of students saying they feel confident in their ability to learn new things and can usually solve their own problems. This marks an encouraging jump from previous years. Additionally, students continue to demonstrate high self-reflection, with 94% indicating they can learn from their mistakes.

The statement, “I can make the best out of a bad situation,” while still the lowest-rated item, showed the most growth—rising from 55% in 2022–23 to 80% this year. This signals promising gains in emotional resilience and mindset framing, though it remains an area for continued SEL focus.

Overall, the data shows that students are developing the attitudes and strategies needed to persist, reflect, and thrive—even when learning feels difficult. Efforts to reinforce growth mindset practices through classroom culture, reflection strategies, and goal setting have made a clear impact.

Self-Management

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I keep my promises.	85%	88%	94%
I know right from wrong.	81%	83%	95%
I follow the rules.	84%	83%	96%
I finish whatever I begin.	66%	71%	88%
I know how to identify my feelings.			87%

Summary:

The 2024–25 self-management results demonstrate a significant and encouraging upward trend across all indicators. Students reported particularly high agreement on behavioral expectations, with 96% indicating they follow rules and 95% stating they know right from wrong. These findings reflect the effectiveness of our campus-wide expectations and consistent behavior reinforcement practices.

Ninety-four percent (94%) of students shared that they keep their promises, and 88% reported that they finish what they begin—up from 71% last year and 66% the year prior. These increases suggest that students are developing stronger self-discipline and commitment.

A new addition to the survey this year, “I know how to identify my feelings,” received an 87% agreement rate—further supporting our site’s focus on social-emotional learning and student emotional literacy.

Overall, the data reflects that students are gaining control over their behavior, following through on commitments, and becoming more aware of their emotions. Continued reinforcement through SEL lessons, character assemblies, and classroom routines will help sustain and build on this progress.

Responsible Decision-Making

	2022-23	2023-24	2024-25
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student (%Agree)
I wait patiently in line.	79%	79%	93%
I wait for my turn to talk in class.	82%	79%	94%
I think about what will happen before making a decision.	60%	71%	80%
I pay attention in class.	80%	83%	96%
I tell the truth even when it is hard.	70%	74%	92%
I can calm myself down when I am upset.	56%	67%	82%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines “responsible decision making” as the ability to make constructive choices based on ethical standards, safety concerns, and social norms. At Coyote Ridge, we focus on this through our Positive Behavior Intervention and Supports (PBIS) program, which aims to create a positive, safe learning environment and foster respectful student-teacher relationships.

The 2024–25 student survey shows promising growth in self-regulation, responsible decision making, and social awareness. Ninety-six percent (96%) of students reported paying attention in class, while ninety-four percent (94%) wait for their turn to talk. Additionally, ninety-three percent (93%) wait patiently in line, and ninety-two percent (92%) tell the truth even when it is hard. These results reflect the positive impact of PBIS efforts on creating a respectful learning environment.

Although students are improving in thinking before making decisions (80%) and calming down when upset (82%), these areas still show room for growth compared to other survey categories. We recognize that self-regulation and reflective decision-making remain key focus areas. To address this, we will continue using "The Toolbox" and social-emotional learning lessons to strengthen these essential skills and support empathy, resiliency, and responsible decision making.

Social Awareness

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I accept others for who they are, even if they are different than me.	96%	93%	99%
I treat people with respect.	97%	96%	99%
If someone is sad, I try to help them.	89%	86%	95%
I can tell when someone is upset.	84%	85%	92%
I am happy for my friends when they do well in school.	94%	96%	98%

Summary:

Social awareness is a vital competency that helps students build healthy relationships, demonstrate empathy, and contribute to a positive school climate. The data from the 2024–25 school year indicates that social awareness continues to be a strength for our students at Coyote Ridge, with all five survey items receiving scores of ninety-two percent (92%) or higher.

Ninety-nine percent (99%) of students reported accepting others even if they are different from themselves, and another ninety-nine percent (99%) indicated that they treat people with respect. Additionally, ninety-eight percent (98%) of students shared that they are happy for their friends when they do well in school, and ninety-five percent (95%) reported that they try to help others when they are sad.

While social awareness remains a strong area, recognizing when someone is upset received the lowest percentage at ninety-two percent (92%). This indicates that continued support in developing emotional awareness and empathy remains important. As a school, we will continue to intentionally teach and model these skills through direct instruction, community-building activities, and our commitment to fostering a supportive and inclusive school environment.

Relationship Skills

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I can talk easily with other kids in my grade.	74%	76%	89%
I feel comfortable working in a team with other students.	77%	73%	86%
I have friends at school.	93%	94%	98%
I feel like my classmates include me			90%
I feel like my peers leave me out of things.	22%	24%	

Summary:

Relationship skills continue to be a significant part of students' development at Coyote Ridge. When students have strong relationship skills, it contributes to higher self-esteem, increased student engagement, and a stronger, more cohesive classroom environment.

Ninety-eight percent (98%) of students indicated they have friends at school, which is a four percent (4%) increase from the previous year. Eighty-nine percent (89%) of students feel they "can talk easily with other kids in my grade," which is a thirteen percent (13%) increase from the previous year. Additionally, eighty-six percent (86%) of students shared they feel comfortable working in a team with other students, which is a thirteen percent (13%) increase from the prior year.

Ninety percent (90%) of students reported feeling included by their classmates, showing a strong sense of belonging among the majority of students. However, in prior years, approximately twenty-four percent (24%) of students indicated they felt their peers left them out of things. This suggests that, although the most recent data was not collected, this remains an important area to monitor.

As a school team, we will continue to prioritize building strong peer relationships, ensuring that all students feel included and valued. We will do this through explicit teaching of friendship skills, team-building activities, and the use of restorative circles within the classroom community.

Civic Mindset

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I am knowledgeable about what is happening in the world.	74%	75%	90%
I care about my community.	91%	93%	99%
I believe that I can make a difference in my community.	69%	67%	85%

Summary:

Cultivating a civic mindset is a vital part of helping students recognize their role as positive contributors to their community. In 2024–25, students showed strong growth in this area.

Ninety-nine percent (99%) of students reported caring about their community—an increase of six percent (6%) from the previous year—and ninety percent (90%) of students indicated they are knowledgeable about what is happening in the world. Additionally, eighty-five percent (85%) of students reported believing they can make a difference in their community, marking a significant increase from sixty-seven percent (67%) the year prior.

These gains suggest that students are developing greater confidence in their ability to enact positive change. Through opportunities such as Student Council, buddy programs, and school-wide service projects, Coyote Ridge will continue to nurture a sense of agency, leadership, and community engagement in all students.

Social Support

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
Adults at school listen when I have something to say.	81%	75%	94%
Adults at school care about me.	87%	81%	96%
I feel like I belong at school.	68%	67%	92%
I have at least one adult at school that I trust.	86%	85%	93%
My teachers believe that I will be successful.	93%	90%	98%
Adults at school support me when I need help	82%	88%	97%

Summary:

Social support continues to be an area of strength at Coyote Ridge. In 2024–25, students reported overwhelmingly positive perceptions of adult support on campus.

Ninety-eight percent (98%) of students indicated that their teachers believe in their success, and ninety-seven percent (97%) reported that adults at school support them when needed. Additionally, ninety-six percent (96%) of students shared that adults at school care about them, and ninety-four percent (94%) felt that adults listen when they have something to say.

Trust in adults also remained strong, with ninety-three percent (93%) of students indicating they have at least one trusted adult at school. Most notably, ninety-two percent (92%) of students reported feeling a sense of belonging at school, marking a twenty-five percent (25%) increase from previous years.

These results reflect the collective efforts of staff to build strong, caring relationships with students, and highlight the importance of continuing to prioritize inclusive practices, mentorship, and emotional support systems.

Emotional Well-Being

	2022-23	2023-24	2024-25
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student **Number of students reporting 0 times	Student **Scale Shortened - Often, Sometimes, Never
I feel sad.	29%	15%	88%
I feel lonely.	41%	39%	89%
I feel like not talking to anyone.	32%	32%	87%
I have trouble falling asleep.	30%	26%	69%
I worry about school work.	28%	29%	76%
I feel worried.	38%	32%	85%
I could not focus in school.	34%	37%	94%

Summary:

Emotional well-being remains a critical focus area at Coyote Ridge. In the 2024–25 school year, students reported notable improvements across several indicators.

Eighty-eight percent (88%) of students reported not feeling sad often, and eighty-nine percent (89%) reported not feeling lonely—both showing significant improvements compared to prior years. Additionally, eighty-seven percent (87%) of students reported rarely feeling like they did not want to talk to anyone.

While seventy-six percent (76%) reported not worrying about schoolwork, and sixty-nine percent (69%) reported minimal trouble falling asleep, sleep and academic stress remain areas for continued focus. Encouragingly, ninety-four percent (94%) of students indicated they could focus in school.

These results reflect positive growth in student emotional health and highlight the success of schoolwide supports such as Restorative Circles, The Toolbox curriculum, SEL lessons, and small group counseling. As a school team, we remain committed to promoting emotional regulation, balance, and well-being across all grade levels.

Frequency of Bullying

	2022-23	2023-24	2024-25
<i>Since the start of the school year, how often have you experienced the following:</i>	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	85%	76%	75%
I have been verbally bullied by students at school.	78%	60%	61%
I have been electronically bullied by students (e.g., text messages, email, social media).	94%	84%	85%

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, comprehensive prevention practices and policies in place to address bullying and all forms of harassment.

Prevention must be prioritized, alongside timely and consistent intervention, social-emotional supports for both victims and perpetrators, and clear, appropriate discipline. Educators, school psychologists, students, and families must work together to ensure that students feel safe not only while at school but also on their way to and from school.

At Coyote Ridge, we are committed to fostering a bully-free environment through proactive education, intervention, and support. In 2024–25, eighty-five percent (85%) of students reported never experiencing electronic bullying—an improvement of one percent (1%) from the prior year. Seventy-five percent (75%) of students indicated they have never been physically bullied, and sixty-one percent (61%) reported never experiencing verbal bullying. While there is still room for growth, these figures reflect continued progress in creating a safer and more supportive school climate.

Through PBIS, character education programs, STOPit! reporting, and classroom discussions on kindness and inclusion, we will continue to reinforce respectful behavior and empower students to stand up against bullying.

Location of Bullying

	2022-23	2023-24	2024-25
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	71%	73%	66%
In a classroom.	28%	19%	26%
At the cafeteria.	22%	22%	19%
In hallways.	5%	6%	5%
In the bathroom.	7%	7%	10%
In the locker room			1%
Online	17%	26%	20%
Other	20%	19%	19%

Summary:

As research suggests, bullying most frequently occurs in less-structured areas with lower adult supervision. In 2024–25, sixty-six percent (66%) of students who experienced bullying reported that it happened during recess or outside time, which is consistent with previous findings. Reports of bullying in the classroom (twenty-six percent; 26%) and cafeteria (nineteen percent; 19%) remained relatively stable.

However, there was a slight increase in reported incidents in bathrooms (ten percent; 10%). Online bullying incidents decreased slightly to twenty percent (20%), though this remains an important area for vigilance.

These findings underscore the need for continued supervision during unstructured times and ongoing digital citizenship education. Coyote Ridge will continue to focus on active playground supervision, structured recess activities, and online safety education to minimize bullying opportunities across all settings.

School Environment

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I am proud to be part of my school.	82%	81%	97%
School activities are fun.	81%	79%	95%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	54%	60%	81%
My school is a safe place.	79%	85%	98%
My school has a positive environment.			94%

Summary:

A positive and safe school environment is essential for student success. In 2024–25, ninety-eight percent (98%) of students reported feeling that their school is a safe place—a remarkable thirteen percent (13%) increase from the previous year. Ninety-seven percent (97%) of students indicated they are proud to be part of Coyote Ridge, and ninety-five percent (95%) shared that they find school activities fun.

Notably, eighty-one percent (81%) of students reported having a say in school decisions, marking a significant twenty-one percent (21%) increase compared to the prior year. These results reflect a thriving school climate centered on safety, engagement, and student voice.

Coyote Ridge will continue its commitment to fostering a vibrant, student-centered environment where every child feels empowered to succeed academically, socially, and emotionally.