

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	31-66803-6119887	May 19, 2026	June 11, 2026

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 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 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

Coyote Ridge Elementary School, located in West Roseville, is the largest elementary school in the Dry Creek Joint Elementary School District. Since opening on August 5, 2002, Coyote Ridge is now in its 24th year of serving a diverse student body of approximately 810 students in transitional kindergarten through fifth grade. The school provides high-quality education through a comprehensive array of programs that support the academic, social, and emotional growth of every student, including Special Education, English Learner (EL) support, Gifted and Talented Education (GATE), and Transitional Kindergarten. As a Title I school, where over 40% of students are socioeconomically disadvantaged, federal funding is utilized to enhance instructional and social-emotional support for at-risk students, ensuring equitable opportunities for success.

Enrichment and Extracurricular Activities

Coyote Ridge offers a variety of enrichment and extracurricular programs to foster academic growth and character development:

- STEAM Enrichment Academy: Now in its seventh year, this program provides students in grades 1–5 with hands-on experiences in Science, Technology, Engineering, Arts, and Mathematics. Students rotate through courses every 5–6 weeks, exploring each STEAM element in depth.
- History Immersion Field Trips: Third graders engage in authentic 1889 children's activities at The Bernhard Museum in Auburn, CA. Fourth and fifth graders participate in on-site programs such as Walk Through California and Walk Through the American Revolution, bringing history to life through interactive and collaborative experiences.
- Mentorship Program with Woodcreek High School: High school juniors and seniors deliver physical education lessons emphasizing teamwork, character building, and positivity. Student interns also provide classroom support.

- Other Extracurricular Offerings: Student Council, Drama, Visual and Performing Arts, Cross Country, Chess Club, Reader's Theater, English Learner Conversation Club, and family engagement events.
- Music Program: All students in grades K–5 receive weekly music instruction from a credentialed teacher, funded through Prop 28.
- Library: Students in grades TK–5 regularly visit the school library, where the librarian reads stories that incorporate lessons on character development. Students in grades 1–5 may check out books to take home.

School Culture and Achievements

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

Notable awards include:

- PBIS Gold Award for evidence-based behavior interventions and supports (2025)
- 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 interventions and supports (2019)
- California Distinguished School Award (2006)

Academic Excellence and Community Support

Coyote Ridge consistently demonstrates high levels of student achievement, with the majority of students meeting or exceeding standards on district and state assessments. Success is attributed to professional development, targeted interventions, and research-based instructional strategies. The School Site Council drives school improvement initiatives and cultivates a positive school culture, while strong partnerships with the PTA, local businesses, and community organizations support art, enrichment, field trips, and other school programs.

A Commitment to the Whole Child

At Coyote Ridge Elementary, we provide a creative, innovative, and engaging learning environment that nurtures both academic excellence and social-emotional well-being. By collaborating with families and the community, we empower students to become lifelong learners, critical thinkers, and compassionate citizens, 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 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 play a vital role in the development, implementation, and ongoing review of school goals and programs. Throughout the school year, our staff, Leadership Team, School Site Council (SSC), and English Language Advisory Committee (ELAC) regularly review and analyze multiple sources of data to guide decision-making and continuous improvement efforts aligned to the Single Plan for Student Achievement (SPSA).

Data reviewed includes CAASPP results, classroom-based assessments, English Learner program data (including progress toward English language proficiency), and feedback from parent and student surveys, including local indicator data related to parent engagement. Educational partners are provided structured opportunities during meetings to review this data, ask questions, and provide input on school goals, actions, and resource allocation.

Based on data analysis and partner feedback, adjustments are made to instructional practices, interventions, and schoolwide programs to better meet the academic and social-emotional needs of all students, including English Learners.

Meeting and Involvement Schedule:

Leadership Team: 8/21/25, 9/18/25, 10/23/25, 11/20/25, 12/18/25, 1/22/26, 2/26/26, 3/19/26, 4/23/26, 5/28/26

School Site Council (SSC): 8/26/25, 9/23/25, 11/18/25, 1/20/26, 2/24/26, 3/17/26, 4/21/26, 5/19/26
English Language Advisory Committee (ELAC): 9/29/25, 3/16/26, 6/1/26

This collaborative approach ensures that all stakeholders are meaningfully involved in data review and decision-making processes that support student achievement and ongoing school improvement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

As a Title I school, the needs assessment process at Coyote Ridge Elementary identified several resource inequities impacting student outcomes. Analysis of CAASPP data, classroom assessments, and English Learner progress indicates achievement gaps for economically disadvantaged students, English Learners, and students requiring additional academic and behavioral support. Additionally, parent survey and local indicator data related to family engagement suggest that some families face barriers to participation, including language access and availability during school events.

These inequities highlight the need for continued allocation of resources toward targeted academic interventions, English Learner supports, expanded access to instructional materials and technology, and increased opportunities for meaningful family engagement. Ongoing monitoring of these areas will ensure that resources are equitably distributed to meet the diverse needs of all students.

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.

In 2025, all indicators on the California Dashboard showed overall performance at the Yellow level or higher for Coyote Ridge Elementary School. Disaggregated data highlights areas for targeted support among specific student groups. In English Language Arts, Hispanic, Asian, and Two or More Races students were in Orange status, while in Mathematics, Two or More Races and Students with Disabilities were in Orange status. English Learners continued to make progress, maintaining Green status for English Learner Progress.

To support academic achievement, staff meet in weekly Professional Learning Communities (PLCs) and trimester Collaborative Conferences to analyze state and district assessment data. Identified areas of need are addressed with fidelity through our multi-tiered systems of support (MTSS), including Tier II and Tier III interventions and targeted instruction for students with significant learning gaps.

In the area of Conditions and Climate, suspension data indicates Hispanic, Students with Disabilities, and White students as areas of focus. Chronic absenteeism remains a concern for English Learners, Hispanic, Students with Disabilities, Asian, Two or More Races, Socioeconomically Disadvantaged, and White student groups. To address these needs, staff collaborate with Social-Emotional Learning (SEL) teams, implement PBIS strategies, and utilize MTSS supports. Tiered interventions and family engagement strategies are in place to improve attendance, support behavior, and promote equitable outcomes for all students.

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.

Referring to the California School Dashboard for Coyote Ridge Elementary School, no student group scored two or more performance levels below the “all student” performance category in any academic indicator for Spring 2025. This includes English Language Arts, Mathematics, and English Learner Progress.

Staff will continue to meet in weekly Professional Learning Communities (PLCs) and trimester Collaborative Conferences to analyze state and district assessment data. Any areas of need are immediately identified and addressed with fidelity using our multi-tiered systems of support (MTSS), including Tier II and Tier III interventions for students with significant learning gaps.

In the area of Conditions and Climate, no student group scored two or more performance levels below the “all student” performance for Suspension, and Chronic Absenteeism was not applicable. Staff will continue to collaborate with Social-Emotional Learning (SEL) teams and in trimester Collaborative Conferences to monitor data and implement targeted supports as needed.

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. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.49%	0.12%	0.13%	4	1	1
African American	2.06%	1.60%	2.25%	17	13	18
Asian	14.81%	17.06%	17.25%	122	139	138
Filipino	2.55%	3.07%	2.50%	21	25	20
Hispanic/Latino	25.00%	25.64%	26.00%	206	209	208
Pacific Islander	1.46%	1.10%	1.13%	12	9	9
White	39.81%	37.91%	37.88%	328	309	303
Multiple/No Response	13.35%	12.64%	11.38%	110	103	91
Total Enrollment				824	815	800

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		48	74
Kindergarten	108	103	94
Grade 1	115	121	95
Grade 2	129	127	134
Grade 3	146	135	131
Grade 4	135	140	131
Grade 5	146	141	141
Total Enrollment	824	815	800

Conclusions based on this data:

- Overall Enrollment Slightly Decreased: 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 Census Day Student Enrollment data above, our overall enrollment has slightly decreased. Total enrollment decreased from 824 students in 2023–24 to 815 students in 2024–25, a net loss of nine students. As an “overflow” school, enrollment fluctuates based on capacity at neighboring schools, which impacts grade-level class sizes and staffing needs.

2. Shifts in Student Demographics: Enrollment increased among Asian, Filipino, Hispanic/Latino, and students listed as “Not Reported,” with the largest gain seen in Asian students (+13.9%). Enrollment decreased among White, African American, American Indian, Pacific Islander, and Two or More Races students, with the most notable decline in White students (-5.8%). These demographic shifts underscore the need to monitor programs and resources to support an increasingly diverse student population.
3. Grade-Level Enrollment Trends: The largest year-to-year increases occurred in 1st (+6) and 4th (+5) grades, while the largest decreases occurred in 3rd (-11) and kindergarten (-5) grades. Over a three-year period, 5th grade experienced the greatest overall gain (+20 students), and kindergarten experienced the greatest overall decline (-60 students). These trends inform class size planning, staffing, and allocation of supports across grade levels, particularly in early grades.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	179	192	189	21.0%	21.7%	23.6%
Fluent English Proficient (FEP)	46	48	52	4.7%	5.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	25	33		3.1%	3.0%	

Conclusions based on this data:

1. English Learner Enrollment: The number of English Learners grew from 165 students (21.0%) in 2022–23 to 192 students (23.6%) in 2024–25, indicating a consistent upward trend in both the count and proportion of EL students on campus.
2. Growth in Fluent English Proficient Students: FEP enrollment increased from 37 students (4.7%) to 48 students (5.9%) over the three-year period, suggesting progress in language development and movement toward English proficiency for some students.
3. Importance of Reclassification and Monitoring: While RFEP enrollment increased slightly from 16 students (9.7%) in 2022–23 to 18 students (10.1%) in 2023–24, it decreased to 15 students (7.8%) in 2024–25, indicating a need to closely monitor reclassification processes and supports to ensure EL students are progressing toward reclassification.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	127	150	140	126	147	135	126	147	135	99.2	98	96.4
Grade 4	143	137	140	141	133	140	141	133	140	98.6	97.1	100
Grade 5	122	149	145	120	147	145	120	147	145	98.4	98.7	100
All Grades	392	436	425	387	427	420	387	427	420	98.7	97.9	98.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2427.	2424.	2426.	32.54	31.29	21.48	17.46	17.69	24.44	23.02	21.09	31.11	26.98	29.93	22.96
Grade 4	2478.	2482.	2479.	31.21	36.09	30.71	25.53	16.54	21.43	19.15	24.06	22.86	24.11	23.31	25.00
Grade 5	2508.	2527.	2510.	23.33	29.93	24.83	30.83	29.93	31.03	21.67	17.69	21.38	24.17	22.45	22.76
All Grades	N/A	N/A	N/A	29.20	32.32	25.71	24.55	21.55	25.71	21.19	20.84	25.00	25.06	25.29	23.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	23.13	17.04	60.32	53.74	67.41	17.46	23.13	15.56
Grade 4	23.40	26.32	26.43	64.54	60.90	52.86	12.06	12.78	20.71
Grade 5	19.17	26.53	17.93	63.33	60.54	66.90	17.50	12.93	15.17
All Grades	21.71	25.29	20.48	62.79	58.31	62.38	15.50	16.39	17.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.67	16.33	14.81	54.76	53.06	65.19	28.57	30.61	20.00
Grade 4	12.06	18.05	12.86	62.41	57.14	67.86	25.53	24.81	19.29
Grade 5	11.67	23.81	15.86	70.00	53.06	60.00	18.33	23.13	24.14
All Grades	13.44	19.44	14.52	62.27	54.33	64.29	24.29	26.23	21.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.49	14.29	12.59	71.43	70.07	68.15	15.08	15.65	19.26
Grade 4	15.60	12.03	15.71	76.60	79.70	70.71	7.80	8.27	13.57
Grade 5	18.33	17.01	8.97	66.67	73.47	79.31	15.00	9.52	11.72
All Grades	15.76	14.52	12.38	71.83	74.24	72.86	12.40	11.24	14.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.87	19.73	15.56	67.46	63.27	68.15	16.67	17.01	16.30
Grade 4	16.31	20.30	17.86	68.79	66.17	70.00	14.89	13.53	12.14
Grade 5	23.33	27.21	25.52	65.00	60.54	61.38	11.67	12.24	13.10
All Grades	18.35	22.48	19.76	67.18	63.23	66.43	14.47	14.29	13.81

Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine areas of focus for growth in subsequent years. The 2024–25 CAASPP data shows that 51.42% of students in grades 3–5 scored in the areas of “Standard Exceeded” or “Standard Met,” a slight decrease from 57.87% in 2023–24. Over a three-year period, the percentage of students in grades 3–5 who exceeded standards in English Language Arts has increased from 29.97% in 2021–22 to 25.71% in 2024–25, reflecting shifts in performance across grade levels. Compared to 2023–24 results, there was a decrease in the percentage of students meeting or exceeding standards in grades 3 and 4, while grade 5 saw relatively stable results. Third grade decreased from 48.98% to 45.92%, and fourth grade decreased from 52.63% to 52.14%. Fifth grade showed a modest decrease from 59.86% to 55.86% meeting or exceeding standards in English Language Arts.
2. Analysis of claim-level data helps guide the development of SMART goals and informs targeted instructional planning. This disaggregation of the data highlights both areas of success and areas for growth. In 2024–25, Coyote Ridge Elementary students achieved the highest percentage of “Above Standard” scores in the claim Reading: Demonstrating Understanding of Literary and Non-Fictional Texts at 20.48%, reflecting a decrease from the previous year (25.29%). When combining the percentages of students scoring “At or Near Standard” with “Above Standard,” overall student performance across claims is as follows: Listening – 88.76%, Research/Inquiry – 85.71%, Reading – 83.6%, and Writing – 73.77%. These data indicate that the majority of students are performing at or near standard across all four claims. The lowest percentage of students scoring “Above Standard” was in Listening: Demonstrating Effective Communication Skills at 12.38%. However, when combining “At or Near Standard” with “Above Standard,” Listening actually shows the highest overall performance (88.76%), suggesting that most students are meeting or approaching grade-level expectations in this domain. In Writing: Producing Clear and Purposeful Writing, 14.52% of students scored above standard, with 64.29% at or near standard. While this represents a decrease in “Above Standard” from the previous year (19.44%), writing remains the claim with the

lowest combined percentage of students meeting or approaching standards (73.77%). These results emphasize the need for continued targeted instruction in Writing.

Note: The state does not provide separate data for students scoring “At Standard”; these students are included with “Near Standard” percentages. Therefore, reporting “Above Standard” alone does not fully represent students who are meeting or exceeding expectations. For this reason, combining “Near” and “Above” standards provides a more accurate picture of overall student performance in each 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	127	150	140	126	150	140	126	150	140	99.2	100	100
Grade 4	143	137	140	142	137	140	142	137	140	99.3	100	100
Grade 5	122	149	145	121	149	145	121	149	145	99.2	100	100
All Grades	392	436	425	389	436	425	389	436	425	99.2	100	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2442.	2434.	2420.	22.22	22.00	17.86	40.48	28.00	27.86	14.29	22.00	25.71	23.02	28.00	28.57
Grade 4	2481.	2483.	2484.	23.24	17.52	18.57	28.17	38.69	32.86	28.87	22.63	32.14	19.72	21.17	16.43
Grade 5	2510.	2512.	2517.	23.97	26.17	27.59	22.31	18.12	16.55	26.45	25.50	28.28	27.27	30.20	27.59
Grade 11															
All Grades	N/A	N/A	N/A	23.14	22.02	21.41	30.33	27.98	25.65	23.39	23.39	28.71	23.14	26.61	24.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.57	29.33	19.29	50.00	44.67	49.29	21.43	26.00	31.43
Grade 4	29.58	29.20	29.29	44.37	47.45	46.43	26.06	23.36	24.29
Grade 5	23.97	26.17	31.72	51.24	43.62	46.21	24.79	30.20	22.07
Grade 11									
All Grades	27.51	28.21	26.82	48.33	45.18	47.29	24.16	26.61	25.88

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.19	24.00	18.57	50.00	48.67	55.00	23.81	27.33	26.43
Grade 4	19.72	18.25	19.29	59.86	56.93	58.57	20.42	24.82	22.14
Grade 5	20.66	22.82	18.62	55.37	52.35	55.17	23.97	24.83	26.21
All Grades	22.11	21.79	18.82	55.27	52.52	56.24	22.62	25.69	24.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.37	22.00	18.57	57.94	63.33	60.71	12.70	14.67	20.71
Grade 4	26.06	18.98	24.29	54.23	66.42	61.43	19.72	14.60	14.29
Grade 5	20.66	19.46	17.93	57.85	59.06	57.24	21.49	21.48	24.83
All Grades	25.45	20.18	20.24	56.56	62.84	59.76	17.99	16.97	20.00

Conclusions based on this data:

1. The data provides information on student achievement levels and serves as an indicator to determine areas of focus for growth in subsequent years. The 2024–25 CAASPP data shows that 46.06% of students in grades 3–5 scored either Standard Met or Standard Exceeded, reflecting a decrease from 50.00% in 2023–24. By grade level, the percentage of students meeting or exceeding standards in 2024–25 was as follows: Grade 3 – 45.72%, Grade 4 – 51.43%, and Grade 5 – 44.14%. Compared to the previous year, grades 3 and 5 saw slight declines, while grade 4 experienced modest growth. Over a three-year period, the percentage of students in grades 3–5 meeting or exceeding standards has decreased from 52.79% in 2021–22 to 46.06% in 2024–25, indicating an overall 6.73% decline in Mathematics achievement. These trends highlight the need for continued focus on targeted instruction and support to improve student outcomes in mathematics.
2. Analysis of each mathematics claim informs the development of school and grade-level SMART goals and helps identify areas of strength as well as areas requiring targeted support. In 2024–25, students demonstrated varied performance across all claims, with the majority performing at or near standard. The Concepts & Procedures claim, which assesses students' ability to apply mathematical concepts and procedures, shows an overall success rate (Above/At/Near Standard) of 74.11%, with 26.82% of students scoring Above Standard. Fifth grade had the highest proportion of students exceeding standards (31.72%), while third grade had the lowest (19.29%) and also the highest percentage of students below standard (31.43%). In the Problem Solving & Modeling/Data Analysis claim, which evaluates students' use of tools and strategies to solve real-world problems, the overall success rate was 75.06%, with 18.82% of students exceeding standards. Across grades, third and fifth grades showed similar performance trends, while fourth grade had slightly higher percentages of students at or near standard, indicating progress in developing problem-solving skills. The Communicating Reasoning claim, which measures students' ability to support mathematical conclusions, shows an overall success rate of 79.76% Above/At/Near Standard,

with 20.24% of students exceeding standards. Fourth grade had the highest proportion of students exceeding standards (24.29%), while third grade showed a slight decline in students above standard (18.57%) and an increase in students below standard (20.71%).

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

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1394.4	1407.7	1406.0	1404.8	1418.6	1415.6	1369.9	1382.0	1383.7	48	37	28
1	1452.1	1450.4	1454.7	1453.5	1454.3	1467.0	1450.1	1446.1	1441.9	37	30	32
2	1478.5	1491.2	1481.0	1464.7	1493.1	1483.2	1491.8	1488.9	1478.4	22	38	36
3	1503.6	1476.3	1480.8	1499.9	1476.8	1483.6	1506.8	1475.2	1477.8	26	26	38
4	1506.4	1523.0	1516.0	1513.4	1529.8	1514.3	1498.7	1515.7	1517.1	25	27	25
5	1536.8	1532.5	1544.8	1546.4	1547.4	1553.7	1526.8	1517.0	1535.2	12	23	26
All Grades										170	181	185

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.17	5.41	3.57	20.83	43.24	35.71	54.17	35.14	46.43	20.83	16.22	14.29	48	37	28
1	8.11	6.67	6.25	37.84	50.00	46.88	43.24	23.33	40.63	10.81	20.00	6.25	37	30	32
2	13.64	13.16	19.44	40.91	55.26	36.11	27.27	28.95	36.11	18.18	2.63	8.33	22	38	36
3	19.23	3.85	7.89	46.15	42.31	39.47	23.08	23.08	34.21	11.54	30.77	18.42	26	26	38
4	12.00	22.22	24.00	48.00	40.74	40.00	28.00	29.63	24.00	12.00	7.41	12.00	25	27	25
5	25.00	26.09	42.31	41.67	26.09	38.46	16.67	34.78	15.38	16.67	13.04	3.85	12	23	26
All Grades	11.18	12.15	16.22	36.47	44.20	39.46	37.06	29.28	33.51	15.29	14.36	10.81	170	181	185

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.17	16.22	3.57	27.08	35.14	39.29	43.75	27.03	39.29	25.00	21.62	17.86	48	37	28
1	13.51	23.33	31.25	48.65	36.67	40.63	27.03	23.33	21.88	10.81	16.67	6.25	37	30	32
2	18.18	31.58	33.33	36.36	47.37	27.78	27.27	15.79	30.56	18.18	5.26	8.33	22	38	36
3	38.46	34.62	28.95	42.31	30.77	39.47	15.38	15.38	15.79	3.85	19.23	15.79	26	26	38
4	56.00	44.44	32.00	28.00	40.74	48.00	8.00	14.81	8.00	8.00	0.00	12.00	25	27	25
5	58.33	47.83	69.23	25.00	34.78	23.08	16.67	8.70	3.85	0.00	8.70	3.85	12	23	26
All Grades	24.71	31.49	32.43	35.29	38.12	36.22	26.47	18.23	20.54	13.53	12.15	10.81	170	181	185

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		2.70	0.00		27.03	14.29		51.35	78.57		18.92	7.14		37	28
1		6.67	3.13		36.67	31.25		40.00	53.13		16.67	12.50		30	32
2		7.89	5.56		52.63	47.22		26.32	33.33		13.16	13.89		38	36
3		0.00	0.00		26.92	23.68		34.62	42.11		38.46	34.21		26	38
4		3.70	0.00		40.74	44.00		29.63	40.00		25.93	16.00		27	25
5		8.70	7.69		21.74	30.77		43.48	53.85		26.09	7.69		23	26
All Grades	5.29	4.97	2.70	24.71	35.36	31.89	48.24	37.57	49.19	21.76	22.10	16.22	170	181	185

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	16.22	7.14	66.67	62.16	78.57	20.83	21.62	14.29	48	37	28
1	35.14	43.33	43.75	56.76	43.33	50.00	8.11	13.33	6.25	37	30	32
2	13.64	31.58	27.78	81.82	63.16	61.11	4.55	5.26	11.11	22	38	36
3	26.92	19.23	21.05	65.38	53.85	55.26	7.69	26.92	23.68	26	26	38
4	24.00	44.44	24.00	64.00	48.15	60.00	12.00	7.41	16.00	25	27	25
5	58.33	21.74	19.23	33.33	65.22	76.92	8.33	13.04	3.85	12	23	26
All Grades	24.71	29.28	24.32	63.53	56.35	62.70	11.76	14.36	12.97	170	181	185

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.25	29.73	3.57	58.33	45.95	67.86	35.42	24.32	28.57	48	37	28
1	10.81	13.33	9.38	70.27	60.00	84.38	18.92	26.67	6.25	37	30	32
2	36.36	31.58	33.33	45.45	63.16	50.00	18.18	5.26	16.67	22	38	36
3	38.46	46.15	52.63	57.69	26.92	34.21	3.85	26.92	13.16	26	26	38
4	68.00	55.56	60.00	24.00	44.44	20.00	8.00	0.00	20.00	25	27	25
5	75.00	82.61	88.46	16.67	13.04	7.69	8.33	4.35	3.85	12	23	26
All Grades	30.00	40.33	40.00	51.18	44.75	45.41	18.82	14.92	14.59	170	181	185

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	2.70	0.00	83.33	81.08	89.29	16.67	16.22	10.71	48	37	28
1	5.41	26.67	9.38	64.86	56.67	65.63	29.73	16.67	25.00	37	30	32
2	31.82	0.00	8.33	40.91	86.84	72.22	27.27	13.16	19.44	22	38	36
3	7.69	0.00	0.00	73.08	61.54	57.89	19.23	38.46	42.11	26	26	38
4	0.00	11.11	4.00	56.00	62.96	64.00	44.00	25.93	32.00	25	27	25
5	8.33	8.70	11.54	83.33	56.52	80.77	8.33	34.78	7.69	12	23	26
All Grades	7.06	7.73	5.41	68.24	69.61	70.81	24.71	22.65	23.78	170	181	185

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	19.44	14.29	56.25	63.89	78.57	31.25	16.67	7.14	48	36	28
1	5.41	6.67	0.00	81.08	80.00	90.63	13.51	13.33	9.38	37	30	32
2	22.73	15.79	19.44	59.09	78.95	72.22	18.18	5.26	8.33	22	38	36
3	26.92	3.85	5.26	65.38	61.54	71.05	7.69	34.62	23.68	26	26	38
4	8.00	18.52	8.00	68.00	70.37	80.00	24.00	11.11	12.00	25	27	25
5	16.67	17.39	0.00	66.67	65.22	92.31	16.67	17.39	7.69	12	23	26
All Grades	14.12	13.89	8.11	65.88	70.56	80.00	20.00	15.56	11.89	170	180	185

Conclusions based on this data:

1. This data provides information on Coyote Ridge's English Learner (EL) English proficiency levels and serves as an indicator to determine areas of focus for growth in subsequent years. Of the 185 EL students tested in grades K–5, 16.22% are at the highest English proficiency level, Level 4, demonstrating well-developed English language skills. An additional 39.46% of students are at Level 3, indicating moderately developed English skills. Both Level 3 and Level 4 fall within the Bridging Proficiency Level, showing that a majority of our EL students are approaching grade-level proficiency. Students at Level 2 represent 33.51% of ELs, reflecting developing English language skills,

while 10.81% of students are at Level 1, the lowest proficiency level. These results highlight areas for targeted language support, particularly for students in Levels 1 and 2, to ensure continued growth toward bridging and fully proficient levels.

2. When analyzing the domains for 2024–25, the data indicates that the Speaking Domain remains the area of greatest strength, with 40.00% of students scoring at the Well Developed level. The Reading Domain had the lowest percentage of students at Level 4, with only 5.41% considered Well Developed. Across all four domains, the majority of students performed in the Somewhat/Moderately Developed range: Listening – 62.70%, Speaking – 45.41%, Reading – 70.81%, and Writing – 80.00%. These results highlight that while oral language skills (Listening and Speaking) are relative strengths, continued focus on literacy development—particularly in Reading and Writing—is needed to increase the proportion of students achieving the Well Developed level.
3. The 2025-2026 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 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
815	47.9%	23.6%	0.4%
Total Number of Students enrolled in Coyote Ridge Elementary.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	192	23.6%
Foster Youth	3	0.4%
Homeless	11	1.3%
Socioeconomically Disadvantaged	390	47.9%
Students with Disabilities	64	7.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.6%
American Indian	1	0.1%
Asian	139	17.1%
Filipino	25	3.1%
Hispanic	209	25.6%
Two or More Races	103	12.6%
Pacific Islander	9	1.1%
White	309	37.9%

Conclusions based on this data:

1. Student Population Overview:

Analyzing student population data is essential when evaluating school and student performance in the Single Plan for Student Achievement (SPSA), as it provides critical context for understanding trends, disparities, and areas of need. In the 2024–25 school year, Coyote Ridge Elementary had a total enrollment of 815 students, a slight decrease of 9 students from the previous year (824 students). Among specific student groups, 47.9% were from socioeconomically disadvantaged households, 23.6% were English Learners, and 7.9% were students with disabilities. Both Homeless and Foster Youth populations were at or below 1.3%, highlighting smaller but important groups requiring targeted support.

2. Student Diversity and Equity Needs:

Coyote Ridge Elementary serves a racially and ethnically diverse population, including 37.9% White, 25.6% Hispanic, 17.1% Asian, and 12.6% identifying as Two or More Races. Nearly half of the students (47.9%) are socioeconomically disadvantaged, and 23.6% are English Learners. These data highlight the importance of culturally responsive instruction and targeted supports to ensure equitable access to high-quality learning opportunities for all students.

3. Support for Students with Specialized Needs:

Students with disabilities comprise 7.9% of enrollment, with smaller populations of Foster Youth (0.4%) and Homeless students (1.3%). These students require individualized support and ongoing monitoring to address academic, social-emotional, and well-being needs, ensuring that every student has the opportunity to succeed.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 2025 Academic Performance and Instructional Support:
The 2025 overall Academic Performance indicator in English Language Arts was in the Yellow performance level, a decline from the previous year when it was Green. In Mathematics, the performance level remained Yellow, consistent with the prior year. English Learner progress continued to be in the Green level, indicating effective support for language acquisition. As a staff, we will continue to address academic growth through high-quality Tier I

instruction in the core classroom, consistent Tier II instruction aimed at closing essential standards gaps, and Tier III targeted instruction for students with significant learning gaps.

2. **Chronic Absenteeism and Attendance Support:**
The Academic Engagement indicator for Chronic Absenteeism was in the Orange performance level, a decline from the previous year's Yellow. To support attendance, both district-wide and school-wide programs are in place, including attendance tracking with family notifications, positive incentives for consistent attendance, Attendance Success Plans, and referrals to the County School Attendance Review Board (SARB).
3. **Suspension Rate and School Climate Initiatives:**
The Conditions and Climate indicator for Suspension Rate remained in the Yellow performance level, consistent with the prior year. Coyote Ridge continues to implement strategies and programs to promote a positive school climate, including Positive Behavior Interventions and Supports (PBIS), social-emotional learning curriculum, and staff training and classroom implementation in Restorative Practices.

School and Student Performance Data

Academic Performance English Language Arts

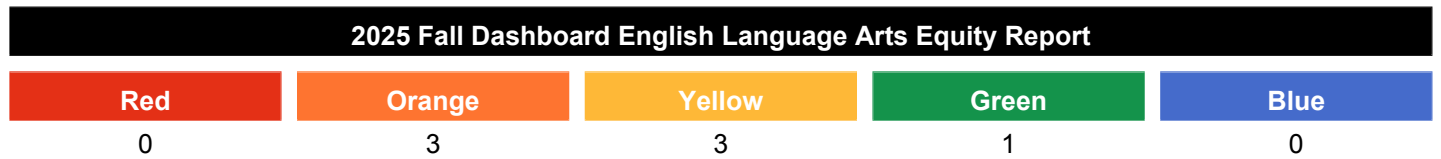
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 6.3 points above standard Declined 6.2 points 405 Students	English Learners  Yellow 16.7 points below standard Increased 10.2 points 119 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 16.9 points below standard Increased 9.3 points 214 Students

Students with Disabilities  Yellow 61 points below standard Increased 9.5 points 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 15.5 points below standard Maintained 0.2 points 67 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 5.6 points below standard Declined 12.4 points 109 Students
Two or More Races  Orange 9.3 points below standard Declined 27.8 points 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green 27.7 points above standard Increased 8.4 points 160 Students

Conclusions based on this data:

- Overall School Performance:**
 The overall ELA performance for all students (405 students) was in the Yellow status level, with students scoring 6.3 points above the standard. This represents a decline of 6.2 points from the previous year, indicating a slight decrease in overall achievement despite remaining above standard.
- Subgroup Performance and Growth:**
 Key student groups in ELA included English Learners (119 students), Socioeconomically Disadvantaged students (214 students), and Students with Disabilities (50 students). All three subgroups were in the Yellow status level. English Learners scored 16.7 points below standard, increasing 10.2 points from the prior year. Socioeconomically Disadvantaged students scored 16.9 points below standard, with a 9.3-point increase, and Students with Disabilities scored 61 points below standard, improving 9.5 points. These gains reflect meaningful progress within historically lower-performing student groups.
- Equity by Race/Ethnicity:**
 Performance by race/ethnicity revealed areas for targeted support. White students (160 students) achieved 27.7 points above standard and improved by 8.4 points, performing in the Green status level. In contrast, Asian (67 students), Hispanic (109 students), and Two or More Races (52 students) were in the Orange status level, scoring 15.5, 5.6, and 9.3 points below standard, respectively, with declines or minimal change for some groups. This highlights the need to continue differentiated instruction, targeted interventions, and supports to close achievement gaps for specific racial and ethnic groups. To support continued growth, integrated ELD instruction will be used to support language development during daily content-area lessons, allowing English Learners to access grade-level content. In addition, students will receive designated ELD instruction focused on building English language proficiency.

School and Student Performance Data

Academic Performance Mathematics

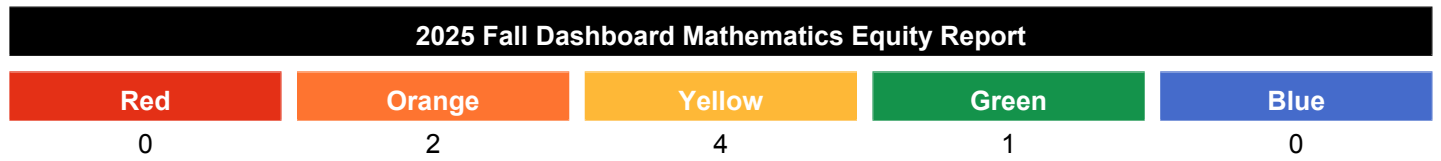
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 5.6 points below standard Maintained -2.5 points 407 Students	English Learners  Yellow 25.1 points below standard Increased 8.6 points 121 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 25.4 points below standard Increased 10.8 points 215 Students

Students with Disabilities  Orange 54.4 points below standard Maintained 2.6 points 50 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Yellow 24.1 points below standard Declined 7.8 points 67 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 16.9 points below standard Declined 6.2 points 110 Students
Two or More Races  Orange 29.1 points below standard Declined 17.9 points 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green 15.2 points above standard Increased 9.2 points 161 Students

Conclusions based on this data:

- Overall School Performance:**
The overall Mathematics performance for all students (407 students) was in the Yellow status level, scoring 5.6 points below standard. This represents a decline of 2.5 points from the previous year, indicating that overall achievement remained slightly below standard and was stable compared to prior performance.
- Subgroup Performance and Growth:**
Key student groups in Mathematics included English Learners (121 students), Socioeconomically Disadvantaged students (215 students), and Students with Disabilities (50 students). English Learners scored 25.1 points below standard, improving 8.6 points from the prior year, and Socioeconomically Disadvantaged students scored 25.4 points below standard, improving 10.8 points. Students with Disabilities scored 54.4 points below standard, maintaining performance with a slight 2.6-point increase. These results highlight progress for English Learners and Socioeconomically Disadvantaged students, while Students with Disabilities continue to need targeted interventions.
- Equity by Race/Ethnicity:**
Performance by race/ethnicity shows a range of outcomes. White students (161 students) achieved 15.2 points above standard, improving 9.2 points, and performing in the Green status level. In contrast, Asian students (67 students) scored 24.1 points below standard, showing a decline of 7.8 points, and Hispanic students (110 students) scored 16.9 points below standard, declining 6.2 points. Students identifying as Two or More Races (52 students) scored 29.1 points below standard, with a significant decline of 17.9 points, in the Orange status level. These results indicate the need for continued support and differentiated instruction for specific subgroups to close achievement gaps in Mathematics. To support continued growth, Tiered instructional strategies will be implemented, including high-quality Tier I core instruction, Tier II interventions targeting essential standards gaps, and Tier III individualized instruction for students with significant learning needs. Additionally, supports for English Learners will continue through integrated and designated ELD instruction to ensure access to grade-level mathematics content and build academic language proficiency.

School and Student Performance Data

Academic Performance Science

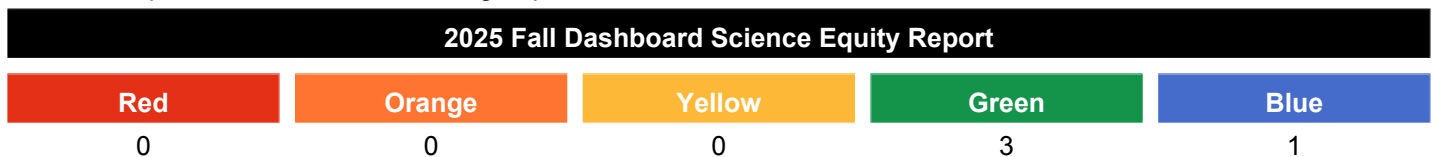
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 59.4 science points Maintained -1.9 points 139 Students	English Learners  Green 52.8 science points Increased 4.3 points 41 Students	 No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Green 54.8 science points Increased 6.5 points 76 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 52.8 science points Maintained -0.2 points 24 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green 59.1 science points Declined 5.2 points 32 Students
Two or More Races  No Performance Color 49.3 science points Declined 18.9 points 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 66.2 science points Increased 7.4 points 57 Students

Conclusions based on this data:

- Overall Science Performance:**
The 2025 Fall Dashboard Science performance indicator for all students (139 students) was in the Green status level, with 59.4 science points, maintaining performance from the previous year. This demonstrates that the majority of students are meeting or exceeding grade-level standards in Science.
- Progress for Key Student Groups:**
English Learners (41 students) and Socioeconomically Disadvantaged students (76 students) both maintained Green status and showed growth in science points, with increases of 4.3 and 6.5 points, respectively. This reflects continued progress in supporting students from traditionally underserved groups to achieve grade-level proficiency in Science.
- Disaggregated Performance by Race/Ethnicity:**
White students (57 students) achieved Blue/Very High status with 66.2 points, an increase of 7.4 points, demonstrating strong performance. Hispanic students (32 students) and students identifying as Two or More Races (15 students) experienced declines, highlighting areas where targeted instructional support may be needed to close gaps and ensure equitable outcomes in Science for all students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
56.3 making progress.	making progress.
Number Students: 144 Students	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.

2025 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
18.1%	25.7%	0%	56.3%

Conclusions based on this data:

- Overall EL Progress:**
The English Learner Progress indicator for all EL students (144 students) was in the Green status level, with 56.3% of students progressing at least one ELPI level. This demonstrates that more than half of our English Learners are making measurable gains in English proficiency.
- Students Maintaining Current Levels:**
Approximately 25.7% of EL students maintained their current ELPI levels (Levels 1–3H), while 0% maintained ELPI Level 4, indicating that a quarter of students are stable in their English skills and already proficient students remain at the highest levels.
- Areas for Targeted Support:**
About 18.1% of EL students decreased by at least one ELPI level, signaling a need for continued targeted language development supports. The data underscores the importance of ongoing designated and integrated ELD instruction, intervention through Tier II and Tier III supports, and progress monitoring to ensure all English Learners achieve proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

15% Chronically Absent

Increased 3.7

839 Students

English Learners



Red

14.6% Chronically Absent

Increased 3.7

205 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



No Performance Color

16.7% Chronically Absent

Declined 1.5

18 Students

Socioeconomically Disadvantaged



Orange

19.7% Chronically Absent

Increased 2.7

442 Students

Students with Disabilities  Red 22.2% Chronically Absent Increased 8.3 90 Students	African American  No Performance Color 28.6% Chronically Absent Increased 8.6 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 11.3% Chronically Absent Increased 1 142 Students	Filipino  No Performance Color 12% Chronically Absent Increased 3.7 25 Students	Hispanic  Red 21.9% Chronically Absent Increased 6.4 215 Students
Two or More Races  Orange 18.1% Chronically Absent Increased 7.9 116 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Orange 10.1% Chronically Absent Increased 0.7 316 Students

Conclusions based on this data:

- Overall Chronic Absenteeism:**
In 2025, the Chronic Absenteeism indicator for all students was in the Red performance level, with 15% of students chronically absent, an increase of 3.7 percentage points from the previous year. This data reflects that nearly 1 in 6 students missed 10% or more of instructional days, highlighting the continued need to prioritize attendance interventions school-wide.
- Subgroup Trends and Areas of Concern:**
Several student groups experienced high chronic absenteeism, particularly Students with Disabilities (22.2%, Red), Hispanic students (21.9%, Red), and Socioeconomically Disadvantaged students (19.7%, Orange). English Learners also showed a concerning rate of 14.6% (Red). While some subgroups such as Asian (11.3%, Orange) and White students (10.1%, Orange) were lower, all measured subgroups showed an increase in absenteeism compared to the previous year.
- Implications for Support and Intervention:**
The data indicates a need for targeted and tiered attendance supports. District-wide and school-level strategies—including attendance tracking with family notifications, positive incentives for consistent attendance, Attendance Success Plans, and referrals to the County School Attendance Review Board (SARB)—will continue to be implemented with fidelity to address chronic absenteeism and support students most at risk.

Note: 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

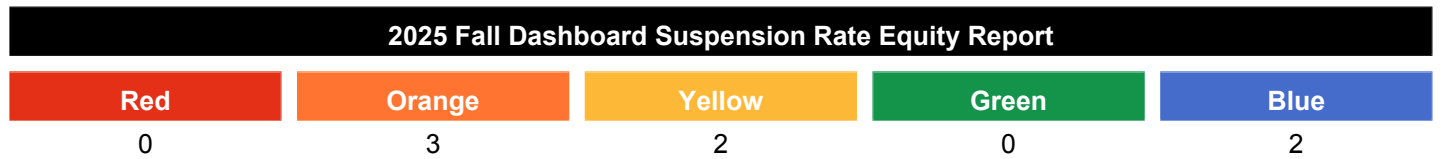
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.5% suspended at least one day Maintained 0.2% 871 Students	English Learners  Blue 0.5% suspended at least one day Declined 1.9% 209 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Socioeconomically Disadvantaged  Yellow 2% suspended at least one day Maintained 0.1% 457 Students

Students with Disabilities  Orange 3.3% suspended at least one day Increased 0.7% 92 Students	African American  No Performance Color 13.3% suspended at least one day Increased 4.2% 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0% suspended at least one day Declined 2.2% 146 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Hispanic  Orange 1.8% suspended at least one day Increased 0.9% 225 Students
Two or More Races  Yellow 1.7% suspended at least one day Maintained 0% 118 Students	Pacific Islander  No Performance Color 9.1% suspended at least one day Increased 9.1% 11 Students	White  Orange 1.2% suspended at least one day Increased 0.4% 329 Students

Conclusions based on this data:

- Overall Suspension Rate:**
In 2025, the Suspension Rate indicator for all students remained in the Yellow performance level, with 1.5% of students suspended at least one day, maintaining a similar rate as the prior year (+0.2%). This reflects that suspensions remain low overall, indicating continued effectiveness of school-wide behavioral supports. 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.
- Subgroup Trends and Areas of Concern:**
While most student groups maintained low suspension rates, Students with Disabilities (3.3%, Orange) and Hispanic students (1.8%, Orange) experienced slight increases compared to the previous year. English Learners (0.5%, Blue) and Asian students (0%, Blue) demonstrated the lowest suspension rates, highlighting the success of culturally responsive and inclusive practices. African American students (13.3%) and Pacific Islander students (9.1%) had higher rates, though both groups include fewer than 30 students, so performance color is not calculated.
- Implications for Support and Intervention:**
The data emphasizes the need to continue implementing Positive Behavior Interventions and Supports (PBIS), social-emotional learning curriculum, and restorative practices to sustain low suspension rates while addressing the needs of student groups with higher suspension incidences. Targeted support and proactive interventions will help maintain a safe and positive school climate for all students.

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: Education - Provide targeted professional development for staff in effective instructional practices to increase student achievement. Support the development of critical thinking skills through analysis, reflection, and purposeful problem-solving. Promote and support student attendance to strengthen engagement and maximize learning opportunities.

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: Asian, Hispanic, Two or More Races

Math: Students with Disabilities, Two or More Races

Science: none

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 2026 End of Year Assessments: Upper Case ID: 70% proficient (20/26 letters) Lower Case ID: 78% proficient (20/26 letters) Letter Sounds: 62% proficient Comprehension: 90% proficient Math 2026 End of Year Assessments: Counting 1:1 correspondence: 91% proficient Counting to 30: 59% proficient Number ID: 84% proficient	ELA: By June 2027, 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 • Letter Sounds • Confirm Understanding of a Text Math: By June 2027, 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 2026 End of Year Assessments: Upper Case ID: 97.8% proficient (24/26 letters) Lower Case ID: 97.8% proficient (24/26 letters) Sounds: 96.7% proficient (>28 sounds) Comprehension/Benchmark #2: 91% proficient (4/5) Math 2026 End of Year Assessments: Number ID: 95.6% proficient (20/21) Counting to 100: 90.5% proficient (100/100) Performance Task: 93.3% proficient (2/3)	ELA: By June 2027, all Kindergarten students will score proficient or demonstrate one year's growth on the following common district summative assessments: • Upper Case ID • Lower Case ID • Beginning Sounds • Comprehension Benchmark #2 MATH: By June 2027, all Kindergarten students will score proficient or demonstrate one year's growth problem solving at grade level as measured by the following common district summative assessments: • Number ID • Counting to 100 • Trimester 3 Performance Task
First Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: SIPPS Placement Test: 86% proficient (B41+) IXL: 63% proficient (180+) Comprehension/Benchmark #2: 81% proficient (9/11) MCLASS Composite: 65% proficient	ELA: By June 2027, all 1st grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • SIPPS • IXL

	Math 2026 End of Year Assessments: IXL: 69% proficient (180+) Performance task: 73% proficient (4/4)	- Comprehension/Benchmark 2 - MCLASS Composite MATH: By June 2027, all 1st grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: - IXL - Performance task
Second Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 57% proficient (280+) Comprehension/Benchmark #2: 20% proficient (12/16) MCLASS Composite: 73% proficient Math 2026 End of Year Assessments: IXL: 59% proficient (280+) Math EOY Summative: 91% proficient (11/14)	ELA: By June 2027, all 2nd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: - IXL - Comprehension/Benchmark 2 - MCLASS Composite MATH: By June 2027, 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: - IXL - Math EOY Summative
Third Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 55% proficient (380+) Comprehension/Benchmark #2: 59% proficient (5+) MCLASS Composite: 60% proficient Math 2026 End of Year Assessments: IXL: 46% proficient (380+) Math EOY Summative: 56% proficient (12/16)	ELA: By June 2027, all 3rd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: - IXL - Comprehension/Benchmark 2 - MCLASS Composite MATH: By June 2027, 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: - IXL - Math EOY Summative
Fourth Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 60% proficient (480+) Comprehension/Benchmark #2: 12% proficient (5+) MCLASS MAZE: 50% proficient	ELA: By June 2027, all 4th grade students will score proficient or demonstrate one year's growth on the following end

	Math 2026 End of Year Assessments: IXL: 57% proficient (480+) DCJESD Gr4 Math EOY Summative: 58% proficient (18/25)	of the year district summative assessments: - IXL - Comprehension/Benchmark 2 - MCLASS MAZE MATH: By June 2027, 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: - IXL - Math EOY Summative
5th Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 65% proficient (580+) Comprehension/Benchmark #2: 37% proficient (5+) MCLASS MAZE: 71% proficient Math 2026 End of Year Assessments: IXL: 46% proficient (580+) DCJESD Gr5 Math EOY Summative: 51% proficient (12/17)	ELA: By June 2027, all 5th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: - IXL - Comprehension/Benchmark 2 - MCLASS MAZE MATH: By June 2027, 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: - IXL - Math EOY Summative

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 2027, 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.	All TK & Kindergarten Students	2,400 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 760 General Unrestricted 1000-1999: Certificated Personnel Salaries Grade level planning/collaboration time to determine common formative

	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 district adopted math curriculum, which incorporates a variety of Common Core math strategies. The Mathematical Domain of Counting and Cardinality will be a major focus in the TK/K math lessons.		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 2027, 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 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 district adopted math curriculum, which incorporates a variety of Common Core math strategies, daily.	All First Grade Students	1,200 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 380 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.)
1.3	Second Grade Goal: By June 2027, 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.	All Second Grade Students	1,200 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 380 General Unrestricted 1000-1999: Certificated Personnel Salaries

	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 district adopted math curriculum, which incorporates a variety of Common Core math strategies, daily.		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 2027, all third 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 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.	All Third Grade Students	1,800 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 570 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.)

	Teachers will implement district adopted math curriculum, which incorporates a variety of Common Core math strategies, daily. Teachers will implement performance tasks in Math to develop problem-solving skills.		
1.5	Fourth Grade Goal: By June 2027, 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. 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 implement district adopted math curriculum, incorporating a variety of Common Core math strategies, daily, 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.	All Fourth Students	1,350 Lottery 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 475 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).
1.6	Fifth Grade Goal: By June 2027, 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:	All Fifth Grade Students	1,350 Lottery: Inst. Materials 4000-4999: Books And Supplies Grade level funds for instructional materials and supplies. 475 General Unrestricted

	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. Teachers will implement district adopted math curriculum, incorporating a variety of Common Core math strategies, daily, to cover concepts and Mathematical Domains essential for student proficiency.		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.)
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. To address student subgroups performing at the Orange level on the CA Dashboard in ELA and/or Math, the school will implement targeted instructional supports aligned to identified areas of need. Strategies will include regular analysis of assessment data, differentiated instruction, and small-group interventions during the instructional day. Teachers will collaborate to refine instructional practices and provide timely feedback to ensure students receive appropriate academic support.	All Students	24,944 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.) 12,472 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.) 5,158 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. 6,206 Title 1 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. 61,209 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 3,040 Title 1 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). 3,040 Title 1 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 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 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.	All Students	2,429.00 Title 1 2000-2999: Classified Personnel Salaries Hourly rate to pay staff to implement the intervention groups. 5,000.00 Lottery: Inst. Materials 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) Summer Bridge workbooks will be provided to students performing below grade level to reinforce essential standards in ELA and Math and mitigate summer learning loss.	All Students	10,140 Lottery: Inst. Materials 4000-4999: Books And Supplies Students in grades 2-5 will use the IXL program to build their essential skills in ELA and Math. 2,300 Lottery: Inst. Materials

	Family Engagement Packs will be purchased to increase the amount of learning time.		4000-4999: Books And Supplies Each TK-5 teacher will receive 5 workbooks to give to their students who are performing below grade-level standards in ELA & Math.
1.14			

Annual Review

SPSA Year Reviewed: 2025-26

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.

Coyote Ridge Elementary School implemented a strategic, multi-tiered approach to improve student achievement in both ELA and Math, with a focus on ensuring that all students demonstrate at least one year's growth as measured by classroom, district, and state assessments. These efforts were grounded in strong collaboration, targeted intervention, and ongoing progress monitoring. A key component of implementation was the districtwide use of Professional Learning Communities (PLCs). Weekly PLC time was dedicated to analyzing student data, identifying areas of need, and monitoring progress toward mastery of grade-level standards across all subject areas. This consistent collaboration allowed teachers to adjust instruction in real time, share effective practices, and ensure alignment of instructional strategies to student needs. To further support student learning, the site funded three Intervention Instructional Assistants who provided targeted, small-group instruction for students requiring additional academic support. In total, 108 students received Tier 3 interventions focused on addressing gaps in key foundational skills in both ELA and Math. These interventions were carefully designed and monitored to accelerate learning and close achievement gaps. Additionally, substitute coverage was provided three times throughout the school year to allow teachers to participate in Collaborative Conferences. These conferences created structured opportunities for in-depth data analysis, goal setting, and instructional planning, strengthening the overall effectiveness of classroom instruction. Funds were also allocated to support both in-school and after-school intervention opportunities, ensuring that students had multiple access points for additional learning time and support. Collectively, these strategies contributed to measurable academic growth for students. The combination of consistent data analysis, targeted interventions, and collaborative planning resulted in improved student performance and progress toward proficiency in both ELA and Math, demonstrating the effectiveness of the school's comprehensive approach.

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 2026-27 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:

Safety - Enhance campus safety through a layered approach that leverages behavioral health instruction and intervention, strategic security measures, and systematic staff training.

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: Students with Disabilities, Hispanic, White

Chronic Absenteeism: All student groups

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 2026 Annual Parent Survey	Students care about their school. (93%) Students want to do well in school. (93%) Students come to class prepared. (93%) Students like coming to school. (85%) My child's school rules are fair. (88%) Students from different cultural backgrounds become friends. (93%) Students have friends at school. (95%) Students respect the teachers and staff. (89%) All students are treated fairly. (77%) Students get along with each other and respect their differences. (79%) Students feel safe at school. (88%) Students are comfortable talking to school staff. (85%) Bullying is not a problem. (36%)	Students care about their school. (95%) Students want to do well in school. (95%) Students come to class prepared. (95%) Students like coming to school. (87%) My child's school rules are fair. (90%) Students from different cultural backgrounds become friends. (95%) Students have friends at school. (97%) Students respect the teachers and staff. (91%) All students are treated fairly. (80%) Students get along with each other and respect their differences. (81%) Students feel safe at school. (90%) Students are comfortable talking to school staff. (87%) Bullying is not a problem. (50%)
Spring 2026 Annual Student Survey (4th & 5th Graders)	I feel positive about my future. (92%) I can do most things if I try. (96%) I am happy with who I am. (92%) I know when I am feeling overwhelmed. (90%) I can explain my feelings to others. (66%) I can learn from my mistakes. (93%) I feel confident in my ability to learn new things. (91%) I can usually solve my problems. (90%) I keep trying, even when things are hard. (95%) I am a hard worker. (95%) I can make the best out of a bad situation. (72%) Adults at school care about me. (94%) I feel like I belong at school. (86%)	I feel positive about my future. (94%) I can do most things if I try. (98%) I am happy with who I am. (94%) I know when I am feeling overwhelmed. (92%) I can explain my feelings to others. (70%) I can learn from my mistakes. (95%) I feel confident in my ability to learn new things. (93%) I can usually solve my problems. (92%) I keep trying, even when things are hard. (97%) I am a hard worker. (97%) I can make the best out of a bad situation. (75%) Adults at school care about me. (96%) I feel like I belong at school. (88%)
Discipline Data	Minor Referrals per SWIS Suite: 209 total for 25-26 school year (average of 1.12/day) Major Referrals per SWIS Suite: 273 total for 25-26 school year (average of 1.42/day) Suspensions: 1.8% of students (total of 15) were suspended at least once in the 25-26 school year	Decrease Minor and Major Discipline Referrals by at least 10%. Suspensions: Decrease results by 0.8% of students from the year prior, resulting in an overall suspension rate of 1.0% or lower.
Annual Attendance Reports	2025-2026 Average Attendance Kindergarten: 94.7% Grade 1-3: 94.5% Grade 4-5: 94.9%	Average Student Attendance should be a minimum of 97% for all grade levels during the 26-27 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 Lottery 4000-4999: Books And Supplies Incentives to implement PBIS successfully, will be designed and purchased. 3,000 General Unrestricted 2000-2999: Classified Personnel Salaries Substitutes needed to cover two teachers who will attend the 2-day PBIS annual conference, plus the cost of the registration fees
2.2	We will address chronic absenteeism through consistent attendance monitoring, early identification of at-risk students, and targeted family outreach. Attendance data will be reviewed	All students	2,500 Lottery: Inst. Materials 4000-4999: Books And Supplies

	regularly to trigger timely interventions, including parent communication, student check-ins, and referrals to support services as needed. The school will promote positive attendance habits through recognition activities and family education, while partnering with staff and community resources to reduce barriers to regular school attendance.		Attendance incentives and recognition materials, family engagement activities focused on attendance
2.3	Schoolwide focus on positive relationships, self-regulation, and school community building. Variety of resources and implementation activities include: Restorative Circles, character building through read aloud stories and anti-bullying lessons, monthly character education assemblies, and special guest speakers. Teachers will also explicitly teach the twelve "Tools" from Dovetail Learning Toolbox to support Social Emotional Learning. A yearly school-wide pacing guide has been developed to ensure that students are learning about the "Tools" at the same time. This promotes common language and strategies our students and staff can use to regulate emotions in a safe and appropriate way.	All Students	2,000 Lottery 4000-4999: Books And Supplies Additional resources to highlight character traits, self-regulation "Tools" and target life skills, such as self-esteem and confidence building. 3,000 General Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Contracted service: Assembly focusing on anti-bullying, character development and motivation
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 and Family Math Nights.	All Students	3,000 Lottery 1000-1999: Certificated Personnel Salaries Teachers will be provided a stipend for planning and participating in the event. 1,200 Lottery: Inst. Materials 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 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. Our school counselor will facilitate a 6-week parent workshop to support families in developing effective behavior management strategies that promote student responsibility, self-regulation, and positive decision-making. Goal: Increase parent capacity to support students' social-emotional development and positive behavior at home, leading to improved student behavior, engagement, and readiness to learn at school.	All Students	3,000 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 Title 1 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	All Students	2,000 General Unrestricted

	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.		4000-4999: Books And Supplies Materials and supplies to support our school wide STEAM Enrichment Program.
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Annual Review

SPSA Year Reviewed: 2025-26

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.

Coyote Ridge Elementary School has implemented a comprehensive and data-driven approach to maintaining a safe, orderly, and supportive school climate. Central to this work is the ongoing implementation of PBIS practices across Tier 1 and Tier 2 levels. The PBIS team meets monthly to review schoolwide expectations, reinforce consistent practices, and plan targeted supports for students in need of additional intervention. These meetings ensure that proactive strategies remain aligned and responsive to student needs. A key component of our effectiveness is the regular analysis of behavior data through SWIS, including office discipline referrals. The team uses this data to identify trends, monitor the impact of interventions, and make informed decisions to improve student behavior and overall school climate. As a result, responses are timely, targeted, and focused on prevention and support. In addition to behavior supports, the school prioritizes strong attendance practices. Bi-weekly attendance meetings with administration and the attendance clerk allow the team to closely monitor attendance data, identify patterns of chronic absenteeism, and implement early interventions. This consistent attention helps ensure that students remain engaged in learning and connected to the school community. Together, these structures and practices have contributed to a positive and engaging school environment. Increased positive response rates on parent and student surveys, along with improvements in attendance and discipline data, reflect the effectiveness of these coordinated efforts.

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 2026-27 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	\$198,078.00
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	\$105,118.00

Subtotal of additional federal funds included for this school: \$105,118.00

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	\$25,517.00
Lottery	\$25,450.00
Lottery: Inst. Materials	\$24,363.00
Supplemental Grant	\$17,630.00

Subtotal of state or local funds included for this school: \$92,960.00

Total of federal, state, and/or local funds for this school: \$198,078.00

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	25,517.00	0.00
Title 1	105,118.00	0.00
Supplemental Grant	17,630.00	0.00
Lottery	25,450.00	0.00
Lottery: Inst. Materials	24,363.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	25,517.00
Lottery	25,450.00
Lottery: Inst. Materials	24,363.00
Supplemental Grant	17,630.00
Title 1	105,118.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	83,029.00
2000-2999: Classified Personnel Salaries	54,209.00
4000-4999: Books And Supplies	57,840.00
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	11,740.00

2000-2999: Classified Personnel Salaries	General Unrestricted	3,000.00
4000-4999: Books And Supplies	General Unrestricted	7,777.00
5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	Lottery	3,000.00
4000-4999: Books And Supplies	Lottery	22,450.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	24,363.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	17,630.00
1000-1999: Certificated Personnel Salaries	Title 1	68,289.00
2000-2999: Classified Personnel Salaries	Title 1	33,579.00
4000-4999: Books And Supplies	Title 1	3,250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,778.00
Goal 2	41,300.00

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
Amy Mack, Chair	Parent or Community Member
Carolyn Brown, Co-Chair	Parent or Community Member
Julie Sanchez	Classroom Teacher
Anissa Martinez (Classified; Secretary)	Other School Staff
Michael Meyer	Parent or Community Member
Christa Hale	Classroom Teacher
Lauren Flood	Classroom Teacher
Malory Schaffert	Parent or Community Member
Basirah Limar	Parent or Community Member
Stacy Slay (Classified alternate/sub)	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 5.19.2026.

Attested:



Principal, Julie Herrmann on 5.19.2026



SSC Chairperson, Amy Mack on 5.19.2026

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 School Site Council
2026-2027 Planning Calendar*

**Agenda items subject to change*

August 25, 2026

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

September 22, 2026

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

October 20, 2026

Intro School Safety Plan and Goals
PBIS Tiered Supports
Academic Tiered Supports

November 17, 2026

Approve School Safety Plan and Goals
Review Student Survey Data 25/26 School Year

January 19, 2027

SPSA overview (2027-28)
Review and analyze TRI 1 site/district assessments
Dashboard Analysis

February 23, 2027

SPSA/LCAP (Goals 1-2)

March 16, 2027

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

April 20, 2027

Review SPSA Goals 2027-28
Parent/Student Survey results review

May 25, 2027

Final SPSA Approval 2027-28
Review and analyze EOY site/district assessments
Share SSC 2027-28 Meetings
Review Site Council Balloting Process

Coyote Ridge Elementary School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

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

ARTICLE II: Objectives

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

ARTICLE III: Membership

Section 1. School Site Council

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

Section 2. Responsibilities and Rights

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

Section 3. Termination of Membership

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

Section 4. Term of Office

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

Section 5. Resignation

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

Section 6. Vacancy

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

ARTICLE IV: Officers

Section 1.

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

Section 2. Election and Term of Office

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

Section 3. Chairperson

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

Section 4. Vice-Chairperson

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

Section 5. Recording Secretary

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

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

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

Section 2. Membership

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

Section 3. Term of Office

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

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

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

Section 2. Special Meetings

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

Section 3. Place of Meetings

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

Section 4. Notice of Meetings

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

Section 5. Quorum

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

Section 6. Meetings Open to Interested Persons

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

Section 7. Parent Survey

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

Section 8. Teacher Feedback

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

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

ARTICLE VII: Election Procedures

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

Section 2.

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

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

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

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

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

ARTICLE VIII: Amendments

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

Amended: September 8, 2020

Coyote Ridge Elementary School

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

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

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and 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 (in person and/or virtual) and provide child care, 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 (SPSA). Parents can provide input at meetings in writing or in person. Parents who deem the plan unsatisfactory may 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:

- *An overview of resources parents may access/utilize to foster academic achievement will be shared with the SSC and ELAC members.*

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, 2025 and will be in effect until the Fall of 2026. 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

Partners in Learning School Pledge/Compact 2026-2027

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:** _____

Grade Level Assessments

	2022-23		2023-24		2024-25	
Kindergarten	Site	District	Site	District	Site	District
EOY Number ID (K.CC.3)	96%	94%	96%	92%	94%	96%
EOY Addition (K.OA.1)	99%	97%	99%	99%	95%	96%
EOY Subtraction (K.OA.1)	99%	96%	98%	97%	95%	95%
EOY ELA Uppercase Letter ID (K.R.F1.D)	88%	98%	100%	98%	99%	99%
EOY ELA Lowercase Letter ID (K.R.F1.D)	88%	97%	100%	97%	99%	99%
EOY ELA Consonant Letter Sounds (K.R.F.3.B)	95%	93%	96%	93%	97%	97%
EOY ELA High Frequency Words (K.R.F.3.C)	68%	73%	63%	73%	92%	92%
Grade 1	Site	District	Site	District	Site	District
EOY Math Assessment	82%	83%	90%	78%	78%	78%
DC Early Literacy Screener (RF 1.3)	40%	58%	75%	80%	82%	82%
Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)	53%	65%	64%	68%	78%	78%
Comprehension - Fiction (RL 1.3, RF 1.3)	65%	65%	58%	81%	78%	78%
Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	72%	72%	86%	79%	77%	77%
Language Arts EOY Comprehension Summative	84%	82%	88%	81%	84%	85%

Coyote Ridge Elementary School District and State Assessments

<i>(RI 2.1, RL 2.2, RL 2.9)</i>						
Language Arts EOY Comprehension Summative (RI 2.1)	55%	47%	51%	44%	55%	49%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	69%	73%	67%	69%	53%	75%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	38%	38%	40%	42%	35%	37%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	51%	72%	57%	48%	53%	59%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	43%	47%	43%	67%	35%	39%
Grade 5	Site 22-23	District 22-23	Site 23-24	District 23-24	Site 24-25	District 24-25
EOY Math Assessment	44%	48%	55%	43%	58%	50%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	46%	51%	59%	51%	50%	61%

Summary:

All students in grades K–5 at Coyote Ridge Elementary School completed the End-of-Year (EOY) Grade-Level DCJESD Assessments at the conclusion of the 2024–2025 school year. This data provides insight into Coyote Ridge students’ proficiency levels compared to their peers within DCJESD. These scores will be used to analyze trends and compare performance at both the site and district levels over a three-year period.

Kindergarten:

- **Number Recognition:** Coyote Ridge kindergartners consistently outperformed the district in 2022–23 and 2023–24. In 2024–25, performance dipped slightly to 94%, while the district increased to 96%. Despite this small decrease, mastery rates of 94–96% reflect overall stability.
- **Addition Fluency:** Students demonstrated exceptionally high performance (99%) in 2022–23 and 2023–24. In 2024–25, scores dropped to 95%, still above the district by one percentage point. This four-point decrease suggests a need to review instructional practices to maintain high achievement.

Coyote Ridge Elementary School District and State Assessments

- **Overall Math Performance:** After two years of very high performance, the slight decrease to 95% in 2024–25 brings Coyote Ridge to district-average performance. This downward trend will continue to be monitored closely.
- **Letter Identification:** Kindergarteners have closed the gap with the district and now perform at or above district levels in both uppercase and lowercase letter identification. While there was a minimal dip in 2024–25 (100% to 99%), overall performance remains extremely strong.
- **Consonant Letter Sounds:** Students show a steady upward trend in consonant letter sound mastery, increasing from 95% to 96% to 97% over the past three years. Performance is consistently at or above district levels, indicating strong phonics instruction and effective sound-letter mapping routines.
- **High Frequency Words:** In 2022–23 and 2023–24, Coyote Ridge students performed below the district. In 2024–25, there was a remarkable turnaround, with mastery increasing 29 points (63% to 92%), now fully aligned with district performance. It will be important to sustain the instructional changes that contributed to this growth.

1st Grade:

- **Math:** The 2023–24 school year was a peak year for Coyote Ridge first graders, with a 90% End-of-Year Math assessment score—12 points above the district average. In 2024–25, scores declined to 78%, aligning with the district average. This drop may reflect instructional inconsistencies, pacing challenges, or cohort readiness differences.
- **Foundational Literacy (Phonics/Decoding):** First graders demonstrated substantial growth in foundational literacy, increasing from 40% in 2022–23 to 75% in 2023–24 (+35 points), and continuing to 82% in 2024–25. Performance is now fully aligned with district averages, reflecting strong phonics instruction and effective literacy practices.
- **Non-Fiction Reading Comprehension:** Students show a consistent upward trend in non-fiction comprehension, improving from 53% (2022–23) to 64% (2023–24) and 79% (2024–25). Coyote Ridge now matches district performance and has closed the initial achievement gap.
- **Fiction Reading Comprehension:** In 2022–23, first graders performed on par with the district. A significant dip occurred in 2023–24 (58%), falling 23 points below the district average (81%). In 2024–25, students rebounded to 78%, fully matching district performance. These gains suggest that targeted instructional adjustments effectively supported fiction comprehension growth.

2nd Grade:

- **Math:** The 2023–24 school year was a high-performing year for Coyote Ridge second graders, with End-of-Year Math Assessment scores increasing from 72% in 2022–23 to 86% in 2023–24, placing the site 7 points above the district average. In 2024–25, scores declined to 77%, matching district performance but falling 9 points below the previous year's high. This decline may reflect cohort differences, differences in Tier 1 instruction or pacing, and/or changes in assessment conditions.
- **ELA Overall Comprehension:** Second graders have maintained consistently strong performance on the End-of-Year Comprehension Summative, ranging from 84% to 88%. In 2023–24, the site outperformed the district by 7 points. In 2024–25, scores dipped slightly to 84%, one point below the district average. Moving forward, efforts will focus on maintaining instructional consistency, emphasizing deeper analysis standards, and ensuring alignment in small-group reading instruction.
- **Key Ideas and Details (RI 2.1):** Performance on the RI 2.1 standard, which assesses key ideas and details, has fluctuated but remains consistently above the district average. After a dip in 2023–24, scores rebounded to 55% in 2024–25, matching the previous high. Despite this improvement, RI 2.1 mastery remains well below overall comprehension levels in the 80s. This indicates potential

Coyote Ridge Elementary School District and State Assessments

instructional gaps in identifying key details, citing evidence, and sustaining engagement with informational text.

3rd Grade:

- **Math:** Coyote Ridge third graders were close to district performance in 2022–23 and 2023–24, trailing by only 2–4 points. In 2024–25, scores declined significantly to 53%, while the district average rose to 75%, creating a 22-point gap—the largest in the three-year trend. This cohort demonstrated substantial struggles in math, indicating that their current fourth-grade teachers will need to provide immediate support and targeted interventions to address foundational gaps.
- **ELA – Comprehension:** Third-grade students have consistently scored low (35%–40%) on the Language Arts Comprehension Summative over the past three years. Site performance aligns closely with district trends, which are also low. In 2024–25, both the site (40% → 35%) and the district (42% → 37%) dropped by five points. Grade 3 comprehension appears to be a district-wide challenge, as the assessed standards require abstract and complex skills. Early reading gaps from K–2 often become more pronounced in Grade 3, highlighting the need for continued literacy support and interventions.

4th Grade:

- **Math:** Coyote Ridge fourth graders trailed the district by 21 points in 2022–23 (CR 51%, District 72%). In 2023–24, performance improved to 57%, surpassing the district by 9 points. In 2024–25, scores declined slightly to 53%, while the district increased to 59%. Despite this small dip, performance remains above the 2022–23 baseline, demonstrating overall growth over the three-year period.
- **ELA – Comprehensive Summary:** On the Language Arts Comprehensive Summary, fourth-grade performance at Coyote Ridge remained flat from 2022–23 to 2023–24 (43% to 43%), while the district increased from 47% to 67%, widening the gap by 24 points. In 2024–25, Coyote Ridge declined further to 35%, compared with a district score of 39%. To address this, teachers will focus on citing text evidence, using graphic organizers for theme and main idea, and implementing consistent close reading routines across the grade level.

5th Grade:

- **Math:** On the End-of-Year Math assessment, Coyote Ridge fifth graders have demonstrated steady upward progress over the past three years, increasing from 44% to 55% to 58%. The site outperformed the district in both 2023–24 (+12 points) and 2024–25 (+8 points). This consistent growth contrasts with trends observed in some lower grades. Teachers will continue to provide strong Tier 1 instruction, reinforce foundational skills, and implement effective reteaching and small-group support strategies.
- **ELA – Comprehension:** Fifth graders showed significant improvement on the Language Arts Comprehension Summative from 2022–23 to 2023–24 (+13 points), outperforming the district by the end of 2023–24. In 2024–25, however, scores declined from 59% to 50%, while the district increased to 61%, creating an 11-point gap. This decline may indicate a cohort with weaker foundational reading skills, differences in Tier 1 instruction, and/or challenges with higher-level standards, such as comparing texts or analyzing structure.

Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 3	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	63%	58%	50%	54%	46%	51%
<i>ELA % Met Achievement Standard</i>	50%	52%	48%	50%	46%	48%
Grade 4	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	51%	54%	56%	51%	52%	53%
<i>ELA % Met Achievement Standard</i>	57%	52%	52%	52%	51%	55%
Grade 5	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	46%	47%	44%	45%	56%	43%
<i>ELA % Met Achievement Standard</i>	54%	56%	59%	59%	44%	57%

Summary:

This data provides an overview of Coyote Ridge students' proficiency levels on the Smarter Balanced Assessment, compared to their peers across the state of California. All students in grades 3–5 at Coyote Ridge Elementary School completed the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2024–2025 school year. These scores will be used to analyze trends and compare performance at both the site and district levels over a three-year period.

3rd Grade:

- Math:** In 2022–23, Coyote Ridge third graders outperformed the district by 5 percentage points (63% vs. 58%). In 2023–24, scores declined sharply to 50%, 4 points below the district, and further decreased to 46% in 2024–25, 5 points below the district average. Both site and district declines may indicate cohort-specific challenges or instructional gaps in Grade 3 math. This downward trend highlights the urgent need for focused and explicit Tier 1 instruction, careful pacing, review of foundational skills from earlier grades, and immediate reteaching and small-group support on essential standards.
- ELA – Comprehension:** Third graders consistently perform slightly below the district, though gaps are small (approximately 2 points). Performance has gradually declined over three years, from 50% to 48% to 46%. To increase achievement, it is essential to implement data-driven small groups for students not meeting standards, maintain ongoing progress monitoring, and provide consistent comprehension routines, including close reading, text-dependent questioning, and structured writing.

Coyote Ridge Elementary School District and State Assessments

4th Grade:

- **Math:** In 2022–23, Coyote Ridge fourth graders performed slightly below the district (51% vs. 54%). Performance improved to 56% in 2023–24, 5 points above the district average. In 2024–25, scores declined slightly to 52%, aligning closely with the district (53%). Overall, math performance demonstrates moderate fluctuation but remains relatively stable. The 2024–25 decline may reflect cohort-specific challenges, pacing issues, or alignment with standards.
- **ELA – Comprehension:** In 2022–23, Coyote Ridge fourth graders performed slightly above the district (57% vs. 52%). Performance declined to 52% in 2023–24, matching the district, and decreased further to 51% in 2024–25, 4 points below the district average (55%). Grade 4 ELA shows a gradual downward trend over the three-year period. Continued emphasis on strong Tier 1 instruction—including comprehension strategies, text-dependent questioning, and writing from evidence—is essential. Providing additional support for students below standard and frequently monitoring their growth will remain a priority.

5th Grade:

- **Math:** In 2022–23 (46%) and 2023–24 (44%), Coyote Ridge fifth graders performed similarly to the district, trailing by 1–2 points. In 2024–25, performance improved significantly to 56%, 13 points above the district average. This dramatic growth suggests effective Tier 1 core instructional strategies and targeted interventions.
- **ELA – Comprehension:** In 2022–23, Coyote Ridge fifth graders performed slightly below the district (54% vs. 56%). In 2023–24, performance increased to 59%, matching the district. However, in 2024–25, scores declined sharply to 44%, while the district remained at 57%, creating a 13-point gap. This inconsistency across years indicates a need for cohort-specific supports, including small-group instruction focused on close reading, text-dependent questioning, and writing from evidence, as well as continued targeted intervention for students below standard. Frequent progress monitoring is essential to prevent further declines.

- Parent Survey: A total of sixty (60) parents from Coyote Ridge completed the Spring 2026 survey, marking a significant decrease from the previous year, when one hundred seventy (170) parents participated. It is also important to note that some questions received fewer responses from parents.
- Staff Survey: A total of seventeen (17) staff members participated in the survey. This is twenty-four (24) fewer than the previous year. As with the parent survey, some questions received fewer responses from staff.
- Student Survey: Two hundred sixty-eight (268) students in grades 4-5 participated in the school survey.

Student Engagement

	2023-24		2024-25		2025-26	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	96%	96%	95%	87%	93%	76%
wants to do well in school.	98%	96%	94%	87%	93%	76%
come to class prepared.	93%	77%	95%	76%	93%	63%
like going to school.	87%	92%	92%	89%	85%	94%

Summary:

Research shows that student engagement is crucial for academic growth, attendance, and behavior. Across the past three years, survey results show generally strong parent perceptions, with some gradual declines, while staff responses indicate more notable decreases in several areas.

Parent data remains high overall but shows a downward trend since 2023–24. In 2025–26, 93% of parents agreed their child “cares about their school,” down from 96% in 2023–24. Similarly, 93% reported their child “wants to do well in school,” a decrease from 98%. Perceptions of students “coming to class prepared” remained relatively stable (93%), while “students like going to school” declined to 85% after peaking at 92% in 2024–25.

Staff responses show more significant declines over time. In 2025–26, 76% of staff agreed that students “care about their school” and “want to do well,” both down from 96% in 2023–24. Perceptions of student preparedness dropped from 77% to 63%, representing the lowest-rated area. Notably, staff perception of students “liking school” increased to 94%, the highest across all years.

Preparedness and motivation remain key areas for continued focus, particularly given the decline in staff perceptions. Strengthening students’ self-management skills, engagement, and readiness to learn will be essential as the school works to support both academic success and positive school experiences.

Learning Environment

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	86%	50%	93%	46%	95%	29%
maintains its resources well.	93%	58%	89%	68%	82%	76%
has facilities with up-to-date technology.	88%	69%	85%	59%	76%	24%
want(s) students to succeed.	91%	100%	95%	97%	97%	94%
provide(s) a well-rounded curriculum.	86%	100%	93%	89%	91%	82%
offer(s) challenging classes.	73%	67%	78%	79%	69%	81%
focus(es) on students' character.	87%	100%	91%	97%	83%	94%

Summary:

A safe, positive, and inclusive learning environment is essential for student success, along with a commitment to supporting the whole child. In the 2025–26 survey, parent responses remained generally positive, though several areas showed declines compared to previous years, while staff responses revealed notable shifts—both increases and significant decreases.

Parent ratings continue to be strongest in areas related to student success and overall school experience. Ninety-seven percent (97%) of parents agreed the school “wants students to succeed,” the highest-rated area and an increase from prior years. Cleanliness also improved to 95%. However, several areas declined, including “maintains its resources well” (82%), “up-to-date technology” (76%), “focus on students’ character” (83%), and “offers challenging classes,” which dropped to 69%, the lowest-rated area among parents.

Staff responses show a more varied pattern. While perceptions of maintaining resources (76%) and offering challenging classes (81%) increased over time, there were significant declines in other areas. Staff ratings for cleanliness dropped sharply to 29%, and perceptions of up-to-date technology decreased to 24%, representing the lowest-rated indicators overall. Despite these concerns, staff continued to report high agreement that the school “wants students to succeed” (94%) and “focuses on students’ character” (94%).

Notable gaps persist between parent and staff perceptions, particularly in cleanliness and technology, where staff ratings are substantially lower. These discrepancies highlight important areas for further review and improvement. Moving forward, the school will continue to prioritize maintaining facilities, improving access to updated technology, and ensuring a rigorous and supportive learning environment that meets the needs of all students.

Expectations

	2023-24		2024-25		2025-26	
<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.	100%	83%	75%	81%	58%	60%
set(s) high expectations for student achievement.	86%	96%	83%	97%	78%	88%
success in college or a career.	65%	84%	71%	92%	71%	56%
encourage(s) a healthy lifestyle.	84%	68%	81%	78%	77%	63%

Summary:

Research shows that high expectations for students are crucial for academic success. In the 2025–26 survey, both parent and staff responses indicate some declines across multiple areas, highlighting important opportunities for growth while maintaining a continued focus on student success and well-being.

Parent perceptions decreased across all four indicators compared to previous years. Seventy-eight percent (78%) of parents agreed the school “sets high expectations for student achievement,” down from prior years but still representing the highest-rated area among parents. Confidence in preparing students for “success in college or a career” remained steady at 71%. However, there were more notable declines in “encouraging a healthy lifestyle” (77%) and especially in “encouraging participation in extracurricular activities,” which dropped significantly to 58%, the lowest-rated area.

Staff responses also show mixed trends. While 88% of staff agreed the school sets high expectations, remaining a relative strength, this reflects a decline from previous years. Staff perception of preparing students for college or career readiness dropped sharply to 56%, the lowest across all indicators. Similarly, encouragement of a healthy lifestyle decreased to 63%, and extracurricular participation was rated at 60%.

Gaps between parent and staff perceptions have narrowed in some areas, but overall results point to a need for renewed focus. In particular, increasing opportunities and communication around extracurricular involvement, strengthening support for healthy lifestyles, and reinforcing systems that prepare students for future success will be important next steps. Coyote Ridge remains committed to maintaining high expectations while supporting the whole child and ensuring all students are prepared for their next stage of learning.

Student Support

	2023-24		2024-25		2025-25	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	80%	92%	78%	92%	73%	94%
Students receive the resources and support they need.	86%	63%	83%	66%	79%	53%
I understand what types of social-emotional support are available to students.	72%	92%	73%	95%	64%	94%

Summary:

Research shows that strong support systems boost student success in academics, emotional well-being, and long-term growth. At Coyote Ridge, we remain committed to supporting the whole child through our Multi-Tiered Systems of Support (MTSS) framework. The 2025–26 survey results highlight both strengths and areas for continued growth, particularly in communication and perceived effectiveness of supports.

Staff responses remain consistently high in understanding available supports. Ninety-four percent (94%) of staff reported understanding both academic and social-emotional supports, continuing a strong trend over the past three years. In contrast, parent understanding declined in both areas, with 73% reporting understanding of academic supports and 64% for social-emotional supports, representing the lowest levels across the three-year span.

Perceptions of whether students receive the resources and support they need show a concerning decline. Parent agreement decreased to 79%, while staff agreement dropped more significantly to 53%, the lowest rating across all indicators. This widening gap suggests a need to examine not only the delivery of supports but also how effectively they are meeting student needs in practice.

Overall, while staff remain confident in their knowledge of available systems, the decline in parent understanding and both groups' perceptions of support effectiveness point to a need for improved communication, clarity, and implementation. Moving forward, the school will prioritize strengthening awareness of supports, ensuring equitable access, and refining systems to better meet the academic and social-emotional needs of all students.

Student Support

	2023-24		2024-25		2025-26	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	88%	92%	96%	95%	90%	88%
try to make class interesting.	95%	100%	98%	100%	96%	100%
encourage collaboration among students.	100%	100%	96%	100%	94%	100%
encourage critical thinking.	98%	96%	96%	97%	96%	94%
listen to students.	100%	100%	96%	100%	94%	100%
encourage students on a regular basis.	98%	100%	98%	100%	95%	100%
help my child when he/she doesn't understand something.	95%		94%		91%	
nurture creativity.	98%	96%	95%	100%	94%	75%

Summary:

Supporting students academically, socially, and emotionally remains a top priority at Coyote Ridge. The 2025–26 survey results continue to reflect strong overall approval from both parents and staff, with many areas maintaining high levels of agreement, while a few indicators show modest declines that highlight opportunities for growth.

Staff responses remain especially strong, with 100% agreement in several key areas, including making class interesting, encouraging collaboration, listening to students, and regularly encouraging students. Staff also reported high levels of agreement in encouraging critical thinking (94%) and using technology to teach (88%), though both reflect slight decreases from prior years. A notable decline was seen in “nurturing creativity,” which dropped to 75%, representing the lowest staff-rated area.

Parent responses also remain positive, though most areas show slight decreases compared to previous years. Ninety-six percent (96%) of parents agreed that teachers try to make class interesting, while 95% agreed that students are regularly encouraged. Ninety-four percent (94%) reported that staff listen to students and encourage collaboration. Perceptions of technology use (90%) and critical thinking (96%) remain strong, though slightly lower than in 2024–25. Additionally, 91% of parents agreed that teachers help their child when they do not understand something, indicating continued confidence in direct academic support.

Overall, the data reflects a strong foundation in student-centered practices, including engagement, collaboration, and encouragement. Moving forward, the school will continue to build on these strengths while placing additional focus on fostering creativity and maintaining high levels of instructional engagement to support well-rounded student development.

Social Climate

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	82%	96%	93%	95%	88%	88%
students from different cultural backgrounds become friends.	93%	96%	96%	90%	93%	88%
students have friends at school.	95%	100%	95%	100%	95%	100%
students respect the teachers and staff.	95%	73%	92%	73%	89%	47%
all staff are treated fairly.	91%	88%	83%	85%	77%	71%
all students are treated fairly.	83%	85%	89%	78%	87%	82%
students get along with each other and respect their differences.	85%	81%	83%	66%	79%	65%
students feel safe at school.	88%	85%	93%	93%	88%	81%
students are comfortable talking to school staff.	88%	88%	90%	90%	85%	88%
staff feel safe at school.	86%	88%	87%	93%	78%	81%
bullying is not a problem. *Q Changed for 20-21 to <u>bullying is a problem.</u>	25%	25%	32%	10%	36%	20%

Summary:

Social climate plays a critical role in supporting student learning, engagement, and overall well-being at Coyote Ridge. The 2025–26 survey results show generally positive perceptions from both parents and staff, while also highlighting several areas where perceptions have declined and where continued focus is needed.

Parent responses remain relatively strong across most areas, though several indicators declined compared to prior years. The highest-rated area continues to be that students have friends at school (95%). Parents also reported that students are treated fairly (87%) and feel safe at school (88%). However, perceptions of fairness among staff (77%), students respecting teachers and staff (89%), and students getting along with one another (79%) all show decreases, indicating a gradual decline in perceived social cohesion and respect.

Staff responses show more significant declines in several areas. While staff continue to report that students have friends (100%) and feel comfortable talking to staff (88%), perceptions of fairness and respect have

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decreased notably. Only 47% of staff agreed that students respect teachers and staff, representing one of the lowest-rated indicators. Staff also reported declines in students getting along with each other (65%) and students feeling safe (81%), though staff perceptions of safety for themselves (81%) and student comfort with staff interactions (88%) remain relatively stable.

Concerns related to bullying also show continued attention is needed. In 2025–26, 36% of parents and 20% of staff indicated bullying is a concern, with parent concern increasing over time.

Overall, while many indicators remain positive, particularly friendships and student-staff communication, the data reflects growing gaps in perceptions of respect, fairness, and safety. Coyote Ridge remains committed to strengthening school climate through restorative practices, PBIS systems, and intentional efforts to build respectful relationships, ensure student safety, and promote a positive and inclusive school environment for all students and staff.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<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.	95%		94%		93%	
Teachers keep me well informed about my child's progress.	95%		88%		84%	

Summary:

Clear and consistent communication between the school, teachers, and families remains an important priority at Coyote Ridge. The 2025–26 survey results show that parent perceptions of communication remain positive overall, though there is a slight downward trend in both key areas over the past three years.

In 2025–26, 93% of parents reported that the school keeps them well informed about events and activities, reflecting a gradual decline from 95% in 2023–24. Despite this slight decrease, the data continues to indicate strong and effective schoolwide communication practices.

Communication regarding student progress shows a more noticeable decline. In 2025–26, 84% of parents agreed that teachers keep them well informed about their child's academic progress, down from 95% in 2023–24 and 88% in 2024–25. While this remains a strong overall rating, it highlights an area for continued focus to ensure families feel fully informed and engaged in their child's learning.

Overall, the data suggests that schoolwide communication systems remain effective, particularly for general school information, while communication about individual student progress is an area for continued strengthening. Coyote Ridge will continue to utilize multiple communication platforms, including newsletters, the school website, social media, automated messaging, and direct teacher outreach, to ensure families stay informed and connected to their child's academic experience.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	93%		98%		100%	
No	2%		0%		0%	
N/A/ I have not needed to communicate with teachers or staff	5%		2%		0%	

Summary:

Effective communication between families and school staff is essential for building trust, supporting student success, and fostering strong partnerships. The 2025–26 survey results show continued and improving strength in this area at Coyote Ridge.

In 2025–26, 100% of parents reported that they are able to communicate with teachers and staff when needed, reflecting a continued upward trend from 98% in 2024–25 and 93% in 2023–24. Additionally, 0% of parents reported being unable to communicate with staff, and 0% indicated they have not needed to communicate, demonstrating that families feel both able and confident in reaching school personnel when necessary. These results highlight a strong and consistent commitment to accessibility and responsiveness across the school community. The continued increase over time reflects intentional efforts to maintain open lines of communication between home and school.

Coyote Ridge will continue to prioritize effective two-way communication through multiple platforms and support systems, including translation services such as Language Line, to ensure all families, regardless of language or access barriers, can fully engage in their child’s education and feel supported as partners in learning.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<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	84%		86%		86%	
School and/or District Newsletters	53%		61%		55%	
School and/or District website	26%		32%		38%	
Communications from my child's teacher	53%		74%		75%	
Social Media	14%		19%		20%	
Employees of the district	2%		6%		4%	
Other	5%		3%		4%	
None of the above	0%		0%		0%	

Summary:

Effective communication remains essential in supporting student success by ensuring families are informed, engaged, and connected to their child's learning experience. The 2025–26 survey results show that families continue to rely on multiple communication channels, with electronic communication and teacher outreach remaining the strongest sources of information.

In 2025–26, 86% of parents reported receiving most of their school information through electronic communications sent by the school, remaining consistent over the past three years. Communication from teachers continues to be a key source of information, increasing slightly to 75% from 74% in 2024–25 and showing a significant rise from 53% in 2023–24. This reflects strengthened teacher-to-family communication over time.

Use of the school and district website also continues to grow, increasing to 38%, suggesting that more families are accessing information online. Social media usage remained relatively stable at 20%, while newsletters decreased slightly to 55% after a prior increase. Very few parents reported receiving information through district employees (4%) or other sources (4%), and 0% reported not receiving information through any of the listed channels.

Overall, the data reflects a strong and diversified communication system, with continued emphasis on electronic messaging and teacher communication. Coyote Ridge will continue to strengthen all communication platforms to ensure families have easy, timely, and consistent access to important school information.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<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	93%		89%		91%	
Text messages	44%		50%		45%	
School and/or District Newsletters	44%		44%		34%	
School and/or District website	23%		28%		11%	
Social media	23%		10%		11%	
Mail/letters	14%		13%		11%	
Phone calls	5%		7%		13%	
School or district meetings	2%		2%		4%	
Other	0%		2%		4%	

Summary:

The 2025–26 survey results continue to show a strong preference among families for electronic and direct digital communication. Email remains the most preferred method of receiving school information at 91%, reflecting its continued importance as the primary communication tool between school and home.

Text messaging remains a commonly preferred option at 45%, showing a slight decrease from the previous year but still indicating that families value quick, mobile-friendly updates. Preference for school/district newsletters also declined to 34%, suggesting a gradual shift away from more traditional, longer-form communication formats.

Interest in accessing information through the school or district website decreased significantly to 11%, while social media remained steady at 11%, indicating these platforms are used by a smaller portion of families for school updates. Phone calls increased notably to 13%, suggesting that some families continue to value more personal, direct communication when needed. Preferences for mail/letters (11%), meetings (4%), and other methods (4%) remain low, reinforcing the overall shift toward digital communication channels.

Overall, the data reflects a clear and consistent trend toward electronic communication, particularly email and text messaging, as the most effective ways to reach families. Coyote Ridge will continue to prioritize clear, timely, and accessible communication across multiple platforms to meet the diverse preferences of families while ensuring important information is consistently shared.

Parent Involvement

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	86%	92%	88%	89%	89%	88%
encourage(s) parental involvement.	89%	92%	93%	97%	88%	94%
encourage(s) involvement from community members and organizations.		75%		75%		56%
has/have parents who are highly involved.	80%	79%	93%	74%	90%	53%

Summary:

Parent involvement continues to be an important focus at Coyote Ridge, with survey results showing generally positive perceptions from both parents and staff, along with some notable shifts in 2025–26 that highlight areas for continued growth and alignment.

Communication regarding student progress remains strong and relatively consistent, with 89% of parents and 88% of staff agreeing that the school effectively communicates about student learning. However, perceptions of how well the school encourages parental involvement declined to 88% of parents and 94% of staff, down from higher ratings in 2024–25, indicating a slight decrease while still reflecting overall positive sentiment.

A more significant change is seen in perceptions of actual parent involvement. In 2025–26, 90% of parents reported that parents are highly involved, while only 53% of staff agreed—a substantial gap that suggests a difference in how involvement is experienced versus observed within the school setting. This gap may indicate that while families feel engaged, staff may not consistently see that involvement during the school day or in visible school-based activities.

Perceptions of community involvement also declined notably, with staff ratings dropping to 56%, highlighting this as an area for continued development and stronger outreach to community partners and organizations.

Overall, the data suggests that while communication and perceived engagement remain strong from the parent perspective, there is a growing need to strengthen visible engagement opportunities, improve alignment between staff and parent perceptions, and expand community partnerships. Coyote Ridge will continue working with families, staff, and the PTA to increase meaningful involvement and strengthen school-home-community connections.

Parental Involvement

	2023-24		2024-25		2025-26	
<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	80%		81%		75%	
School or class event, such as a play, sports event, or award assemblies	73%		70%		73%	
Parent-teacher conference with child's teacher	84%		87%		88%	
Volunteering at my child's school	61%		52%		50%	
Family/Parent Events	36%		36%		29%	
Parent Teacher Association	30%		31%		14%	
School committee or council such as Site Council or ELAC	5%		4%		5%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	5%		2%		2%	
Other	9%		6%		2%	
None of the above	2%		4%		2%	

Summary:

Parental involvement in school activities at Coyote Ridge remains an important area of engagement, with 2025–26 data showing both steady participation in key events and declines in some traditional involvement opportunities.

The highest levels of participation continue to be in direct academic engagement activities. Parent-teacher conferences remain the strongest area at 88%, showing a continued upward trend and strong family commitment to supporting student learning. Attendance at Back to School Night/Open House declined to 75%, while participation in school events such as performances, assemblies, and sports remained steady at 73%, indicating sustained interest in schoolwide activities.

Family events saw a decline to 29%, and PTA participation dropped significantly to 14%, marking one of the largest decreases across categories. Volunteering at school also continued its downward trend, decreasing to

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50%, suggesting ongoing challenges related to family availability and opportunities for in-person involvement. Participation in school and district committees remained very low (2%–5%), consistent with prior years.

Overall, the data reflects strong engagement in academic-focused events such as conferences, while broader school involvement opportunities show declining participation. Coyote Ridge will continue to explore flexible and accessible ways to increase family engagement, strengthen participation in school activities, and expand opportunities for families to be involved in decision-making and school community life.

Parental Involvement

	2023-24		2024-25		2025-26	
<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	23%		32%		36%	
More information on involvement opportunities	32%		26%		30%	
More communication between school and parents	25%		18%		27%	
More participation opportunities at the school level	20%		22%		25%	
More events offered in the evening	32%		34%		32%	
More participation opportunities at the district level	11%		7%		7%	
More convenient locations for participation	0%		5%		9%	
More communication in our family's primary language	0%		8%		7%	
More events offered in the morning	14%		7%		7%	
Other	7%		7%		4%	
None of the above	27%		21%		14%	
Virtual Event (Ex. Zoom)	18%		13%		20%	

Summary:

When asked what would help increase their involvement, families at Coyote Ridge identified a continued need for clearer communication, practical support for learning at home, and more accessible opportunities to participate in school activities. The 2025–26 survey results show shifting priorities compared to previous years, with several areas increasing slightly while others remain steady or decline.

The most frequently identified need was more information on how to support students at home (36%), showing a steady increase over time and highlighting families' desire for guidance in supporting learning outside of school. More communication between school and parents (27%) and more participation opportunities at the school level (25%) also increased, reinforcing the importance of strong school-home connections and accessible engagement options.

Interest in more events offered in the evening (32%) remained consistently high, confirming that scheduling continues to be a key factor in family participation. Requests for involvement opportunities and communication about how to get involved (30%) also remain strong, suggesting families value clear, ongoing outreach about engagement options.

Virtual participation options increased to 20%, indicating some growing interest in flexible engagement formats, while preferences for district-level participation (7%) and morning events (7%) remain low. Requests for convenient locations (9%) and communication in families' primary language (7%) show small increases but remain less frequently selected overall.

Overall, the data suggests that families are most interested in practical, accessible ways to support their child's learning and participate in school life, particularly through improved communication and evening opportunities. Coyote Ridge will continue to strengthen family engagement by expanding clear communication, offering flexible involvement options, and providing resources that help families support student learning at home.

Parental Involvement

	2023-2024		2024-2025		2025-2026	
<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	83%		86%		82%	

Summary:

Over the past three years, parent perceptions of being valued by the school and/or district for their participation and input have remained strong, with a slight overall decline in 2025–26 following prior gains. In 2025–26, 82% of parents agreed or strongly agreed that the school and/or district values their engagement, compared to 86% in 2024–25 and 83% in 2023–24.

While the most recent data shows a small decrease, overall perceptions remain positive, with more than four out of five parents continuing to feel that their voice and participation are valued. The trend reflects generally strong and stable family-school relationships, though the slight decline indicates an opportunity to reinforce outreach and ensure families consistently feel heard and included.

Moving forward, Coyote Ridge will continue to prioritize meaningful family engagement by strengthening communication, expanding opportunities for input, and ensuring that parent voice remains an integral part of school decision-making and improvement efforts.

Self-Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I feel positive about my future.	85%	94%	92%
I know what I am good at.		96%	95%
I can do most things if I try.	85%	95%	96%
I am happy with who I am.	82%	93%	92%
I can explain my feelings to others.	48%	58%	66%
I know when I am feeling overwhelmed.	84%	91%	90%

Summary:

Student self-awareness continues to show generally strong and positive trends across the 2025–26 school year, with most indicators remaining high while a few areas show steady improvement opportunities.

In 2025–26, 92% of students reported feeling positive about their future, and 92% said they are happy with who they are, reflecting sustained confidence and positive self-perception. Students also continue to demonstrate strong beliefs in their abilities, with 95% agreeing they know what they are good at and 96% stating they can do most things if they try. These results indicate a consistently strong sense of self-efficacy among students.

Awareness of emotional regulation remains an area of strength, with 90% of students reporting they know when they are feeling overwhelmed. This suggests continued growth in students' ability to recognize internal emotional states.

The lowest-rated area remains students' ability to express emotions, with 66% reporting they can explain their feelings to others. Although this reflects steady improvement over time, it continues to be the primary area of need within the self-awareness domain.

Overall, the data reflects a strong foundation in student confidence, optimism, and self-efficacy, with continued progress in emotional awareness. Moving forward, targeted support in emotional expression and communication will further strengthen students' self-awareness and social-emotional development.

Growth Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can usually solve my problems.	81%	94%	90%
I keep trying, even when things are hard.	84%	94%	95%
I can make the best out of a bad situation.	61%	80%	72%
I am a hard worker.	89%	97%	95%
I can learn from my mistakes.	90%	94%	93%
I feel confident in my ability to learn new things.	85%	94%	91%

Summary:

Student responses related to Growth Mindset in 2025–26 continue to reflect generally strong performance across all indicators, with most areas remaining high and some showing slight decreases compared to the prior year.

Students demonstrated strong perseverance, with 95% reporting they keep trying even when things are hard, and 95% identifying themselves as hard workers. In addition, 93% of students agreed they can learn from their mistakes, and 91% feel confident in their ability to learn new things, reflecting a continued strong foundation in resilience and academic self-belief.

Confidence in problem-solving remains positive, with 90% of students stating they can usually solve their problems. However, this represents a slight decrease from previous years. The lowest-rated area continues to be students' ability to make the best out of a bad situation, which declined to 72% after previous gains, indicating some fluctuation in emotional resilience and adaptability.

Overall, the data shows that students maintain a strong growth mindset, particularly in perseverance, effort, and learning from mistakes. While most indicators remain high, continued focus on helping students reframe challenges and build resilience during difficult situations will further strengthen growth mindset development across the school.

Self-Management

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I keep my promises.	88%	94%	96%
I know right from wrong.	83%	95%	95%
I follow the rules.	83%	96%	96%
I finish whatever I begin.	71%	88%	81%
I know how to identify my feelings.		87%	85%

Summary:

Student responses related to Self-Management in 2025–26 reflect generally strong and consistent performance across most indicators, with several areas showing continued high levels of agreement and a few areas indicating slight declines that warrant attention.

In 2025–26, students reported strong adherence to expectations and values. Ninety-six percent (96%) stated they keep their promises and follow the rules, while 95% indicated they know right from wrong. These results reflect a strong foundation in integrity and understanding of behavioral expectations.

Students also demonstrated positive growth in persistence, with 81% reporting they finish whatever they begin. While still a majority, this represents a decline from the previous year and remains one of the lower-rated areas within this category, suggesting continued focus is needed around sustained effort and task completion.

Additionally, 85% of students reported they know how to identify their feelings, reflecting developing emotional awareness and consistency in self-understanding.

Overall, the data indicates that students show strong self-management skills in terms of responsibility, rule-following, and ethical decision-making. Continued emphasis on persistence, task completion, and emotional regulation will further strengthen students' ability to manage themselves effectively in academic and social settings.

Responsible Decision-Making

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how often have you...</i>	Student	Student (%Agree)	Student (%Agree)
I wait patiently in line.	79%	93%	90%
I wait for my turn to talk in class.	79%	94%	91%
I think about what will happen before making a decision.	71%	80%	82%
I pay attention in class.	83%	96%	97%
I tell the truth even when it is hard.	74%	92%	89%
I can calm myself down when I am upset.	67%	82%	77%

Summary:

Student responses related to Responsible Decision-Making in 2025–26 reflect generally strong and consistent performance across most indicators, with continued strengths in classroom behavior, engagement, and honesty, along with some areas for ongoing growth in self-regulation.

In 2025–26, 97% of students reported that they pay attention in class, and 91% indicated they wait their turn to talk, both representing strong indicators of classroom engagement and respect for learning time. Additionally, 90% of students wait patiently in line, and 89% report telling the truth even when it is hard, reflecting continued positive social behavior and integrity.

Students also show growing ability to think reflectively before acting, with 82% reporting that they consider consequences before making decisions, indicating steady improvement in this area over time.

The lowest-rated area remains students' ability to calm themselves when upset, at 77%. While still a majority, this represents a decline from the previous year and continues to highlight emotional regulation as an important area for targeted support.

Overall, the data shows that students demonstrate strong responsible decision-making skills in structured school settings, particularly in following expectations and showing honesty. Continued emphasis on self-regulation strategies, emotional coping skills, and reflective thinking will further strengthen students' ability to make thoughtful and responsible choices.

Social Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I accept others for who they are, even if they are different than me.	93%	99%	98%
I treat people with respect.	96%	99%	98%
If someone is sad, I try to help them.	86%	95%	94%
I can tell when someone is upset.	85%	92%	94%
I am happy for my friends when they do well in school.	96%	98%	98%

Summary:

Social awareness continues to be one of the strongest areas of student social-emotional development in 2025–26 at Coyote Ridge. Survey results show consistently high levels of agreement across all indicators, reflecting students' strong capacity for empathy, respect, and positive peer relationships.

In 2025–26, 98% of students reported accepting others even when they are different from them, and 98% indicated they treat people with respect. Students also demonstrated strong pro-social behaviors, with 98% reporting they are happy for friends when they do well in school. Additionally, 94% of students said they try to help others when they are sad, and 94% reported they can recognize when someone is upset, showing continued growth in emotional awareness and responsiveness to others.

Overall, all indicators remain very high, ranging from 94% to 98%, reflecting a consistently positive school climate and strong student relationships. The data suggests that students are highly aware of others' feelings and demonstrate consistent respect and kindness in their interactions.

Coyote Ridge will continue to reinforce these strengths through community-building practices, SEL instruction, and opportunities for collaboration, ensuring students continue to develop empathy, inclusion, and strong interpersonal skills.

Relationship Skills

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can talk easily with other kids in my grade.	76%	89%	87%
I feel comfortable working in a team with other students.	73%	86%	87%
I have friends at school.	94%	98%	96%
I feel like my classmates include me		90%	83%
I feel like my peers leave me out of things.	24%		

Summary:

Relationship skills remain an important strength in student social-emotional development at Coyote Ridge, with 2025–26 data showing generally strong and stable results across most indicators, along with a slight decline in some areas compared to the prior year.

In 2025–26, 96% of students reported having friends at school, reflecting a strong sense of belonging and peer connection. Additionally, 87% of students stated they can talk easily with other kids in their grade, and 87% reported feeling comfortable working in a team with other students. While both areas remain positive, they show a slight decrease from the previous year, suggesting a need to continue reinforcing communication and collaboration skills.

Perceptions of inclusion showed a decline, with 83% of students reporting they feel included by their classmates. This indicates that while most students feel connected, a meaningful portion may still experience feelings of exclusion or disconnection.

Overall, the data reflects that students generally feel connected to their peers and are developing strong collaboration and communication skills. However, maintaining and strengthening a sense of belonging and inclusion remains an important focus area.

Coyote Ridge will continue to support relationship-building through structured collaboration, explicit instruction in friendship skills, and restorative practices designed to ensure all students feel included, valued, and connected within their school community.

Civic Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am knowledgeable about what is happening in the world.	75%	90%	90%
I care about my community.	93%	99%	98%
I believe that I can make a difference in my community.	67%	85%	80%

Summary:

Civic mindset remains a strong area of student development at Coyote Ridge in 2025–26, with survey results showing consistently high engagement and a slight decrease in students’ sense of personal impact compared to the previous year.

In 2025–26, 90% of students reported that they are knowledgeable about what is happening in the world, maintaining the same strong level as the prior year. Additionally, 98% of students indicated that they care about their community, reflecting a consistently high sense of civic responsibility and connection to others.

While still a majority, 80% of students reported that they believe they can make a difference in their community, representing a slight decline from 85% in 2024–25. This suggests that while students feel informed and care deeply about their community, some may be less confident in their ability to effect change.

Overall, the data reflects a strong and stable civic mindset, particularly in students’ awareness and care for their community. Continued emphasis on student voice, leadership opportunities, and authentic community engagement will help strengthen students’ sense of agency and their belief that they can positively impact the world around them.

Social Support

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
Adults at school listen when I have something to say.	75%	94%	93%
Adults at school care about me.	81%	96%	94%
I feel like I belong at school.	67%	92%	86%
I have at least one adult at school that I trust.	85%	93%	91%
My teachers believe that I will be successful.	90%	98%	97%
Adults at school support me when I need help	88%	97%	95%

Summary:

Social support remains a strong and essential component of the student experience at Coyote Ridge in 2025–26, with survey results reflecting consistently high levels of trust, care, and adult support, along with a slight decline in students’ sense of belonging.

In 2025–26, 97% of students reported that their teachers believe they will be successful, and 95% indicated that adults at school support them when they need help. Additionally, 94% of students said that adults at school care about them, and 93% shared that adults listen when they have something to say, reflecting strong and consistent perceptions of being heard and valued by school staff.

Trust in adults remains a strength, with 91% of students reporting they have at least one adult at school they trust. However, this represents a slight decline from the previous year. The most notable change is in students’ sense of belonging, which decreased to 86%, indicating that while most students still feel connected to school, this area shows the greatest opportunity for continued attention.

Overall, the data reflects a strong foundation of caring adult relationships and supportive school environments. Moving forward, Coyote Ridge will continue to prioritize belonging, strengthen student-adult connections, and expand inclusive practices that ensure all students feel valued, supported, and connected to their school community.

Emotional Well-Being

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together
I feel sad.	15%	88%	79%
I feel lonely.	39%	89%	84%
I feel like not talking to anyone.	32%	87%	82%
I have trouble falling asleep.	26%	69%	68%
I worry about school work.	29%	76%	73%
I feel worried.	32%	85%	79%
I could not focus in school.	37%	94%	89%

Summary:

Emotional well-being at Coyote Ridge in 2025–26 reflects generally positive trends, with most students reporting relatively low levels of negative emotions, though several areas show slight increases in reported challenges compared to the previous year.

In 2025–26, 79% of students reported not frequently feeling sad, and 84% reported not feeling lonely, both showing slight increases in reported emotional difficulty compared to 2024–25. Similarly, 82% of students indicated they rarely feel like not talking to anyone, suggesting that most students continue to experience positive social-emotional states, though small increases in isolation-related feelings are noted.

Areas related to stress and regulation show mixed results. Seventy-three percent (73%) of students reported minimal worry about schoolwork, while 68% reported little trouble falling asleep. These results suggest that academic stress and sleep challenges remain consistent areas of need over time. Additionally, 79% of students reported not feeling worried, reflecting a modest decline from the prior year.

The area of strongest concern remains focus in school, with 89% of students reporting they are generally able to focus, though this represents a decline from 94% in 2024–25.

Overall, while most students continue to report stable emotional well-being, the data indicates slight increases in stress-related feelings and decreases in focus and overall emotional stability. Coyote Ridge will continue to prioritize social-emotional learning, restorative practices, and targeted supports to strengthen student well-being, emotional regulation, and resilience across all grade levels.

Frequency of Bullying

	2023-24	2024-25	2025-26
<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.	76%	75%	68%
I have been verbally bullied by students at school.	60%	61%	58%
I have been electronically bullied by students (e.g., text messages, email, social media).	84%	85%	82%

Summary:

Bullying data from the 2025–26 school year shows a slight increase in reported experiences of bullying across all categories, indicating a need for continued focus on prevention and student safety efforts.

In 2025–26, 68% of students reported they have never been physically bullied, a decline from previous years. Similarly, 58% reported never experiencing verbal bullying, also reflecting a slight decrease over time. Electronic bullying remains the least common form, with 82% of students reporting they have never experienced it, though this also shows a small decline compared to prior years.

Overall, the data indicates that while most students continue to report not experiencing bullying, there is a gradual downward trend across all categories, suggesting that more students are encountering or perceiving bullying behaviors than in previous years.

Coyote Ridge remains committed to maintaining a safe and supportive school environment through proactive prevention strategies, including PBIS, character education, STOPit reporting systems, and ongoing social-emotional learning. Continued emphasis on respectful behavior, early intervention, and strong school-home partnerships will remain essential in reducing bullying and ensuring all students feel safe and supported.

Location of Bullying

	2023-24	2024-25	2025-26
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	73%	66%	74%
In a classroom.	19%	26%	27%
At the cafeteria.	22%	19%	25%
In hallways.	6%	5%	6%
In the bathroom.	7%	10%	7%
In the locker room		1%	1%
Online	26%	20%	26%
Other	19%	19%	20%

Summary:

The 2025–26 location of bullying data shows that incidents continue to occur most frequently in less structured settings, with some shifts compared to previous years that highlight areas for continued supervision and prevention efforts.

In 2025–26, the highest percentage of students reported bullying occurring during recess or outside time (74%), reflecting an increase from the prior year and reinforcing that unstructured outdoor settings remain the most common location for incidents. Reports of bullying in classrooms (27%) and cafeterias (25%) also show slight increases, suggesting that bullying is not limited to outside spaces and may be occurring more broadly across school environments.

Incidents in bathrooms (7%) and hallways (6%) remain relatively low and stable over time. Online bullying increased to 26%, returning to a higher level after a previous decline, indicating that digital spaces continue to be a notable area of concern.

Overall, the data indicates that while bullying is most prevalent during recess and other less supervised times, there are small increases across multiple school settings, including online environments. Coyote Ridge will continue to prioritize active supervision in unstructured areas, strengthen structured recess supports, and reinforce digital citizenship education to reduce opportunities for bullying across all settings.

School Environment

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am proud to be part of my school.	81%	97%	93%
School activities are fun.	79%	95%	91%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	60%	81%	62%
My school is a safe place.	85%	98%	93%
My school has a positive environment.		94%	93%

Summary:

The 2025–26 School Environment data reflects generally positive student perceptions of school climate, with strong feelings of pride, safety, and engagement, alongside a notable decline in student voice compared to the previous year.

In 2025–26, 93% of students reported they are proud to be part of their school, and 91% indicated that school activities are fun, both showing slightly lower but still strong levels of engagement compared to prior years. Students also continue to report a positive overall environment, with 93% agreeing that their school is a safe place.

However, the area of student voice shows a significant decline, with only 62% of students reporting that they have a say in school decisions that affect them, down from 81% in 2024–25. This represents one of the largest shifts in this category and highlights an important area for growth in ensuring students feel heard and involved in decision-making.

Overall, while students continue to experience a positive and safe school environment with strong levels of pride and enjoyment, the data suggests a need to re-energize opportunities for student voice and leadership. Coyote Ridge remains committed to fostering an inclusive, student-centered environment where students feel safe, valued, and actively engaged in shaping their school experience.