

Coyle Avenue Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Coyle Avenue Elementary School |
| Street | 6330 Coyle Avenue |
| City, State, Zip | Carmichael CA, 95608 |
| Phone Number | (916) 867-2012 |
| Principal | Donna Kenfield |
| E-mail Address | dkenfield@sanjuan.edu |
| Web Site | http://www.sanjuan.edu/coyle |
| Grades Served | K-5 |
| CDS Code | 34-67447-6034466 |

| District Contact Information | |
|------------------------------|----------------------------------|
| District Name | San Juan Unified School District |
| Phone Number | (916) 971-7700 |
| Superintendent | Kent Kern |
| E-mail Address | info@sanjuan.edu |
| Web Site | www.sanjuan.edu |

School Description and Mission Statement (Most Recent Year)

Mission Statement:

Dedicated to strong character and embracing individual uniqueness, the mission of Coyle Avenue Community is to inspire and nurture each child to become a compassionate leader, critical thinker, and confident 21st century learner through innovative instruction and student-driven productivity in a highly collaborative, safe and relationship-centered environment.

“Take the leap!”

This mission was created by a team of Coyle Community members during a 2-day strategic planning session. The mission was taken back to staff and parent groups for approval.

School Profile:

Coyle Avenue Elementary is one of 42 elementary schools in the San Juan Unified School District located in Carmichael, California. The 401 students attending Coyle are 55.6 % white, 23.2 % Hispanic/Latino, 1.7 % Asian/Asian American, and 12.7 % other ethnicities. 15.2 % of our students are English Language Learners, with Spanish as a primary language, and 77 % of students are socioeconomically disadvantaged. We currently have 61 students identified as English Language Learners. The curriculum provided is transitioning this year to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

Coyle Avenue School Vision Statement:

Coyle Avenue School is dedicated to the recognition of the unique value of each person; providing active learning in a safe, supportive environment; building a partnership between home, school and community; and preparing students for the future using the Common Core State Standards through research based instruction.

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

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

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

Programs at Coyle:

- Rich academic instruction in Literacy, Writing, Math, Science, Social Studies, Music, Physical Education
- Multiple measure assessments: use of school based, district, and state assessments to monitor student learning
- Parent Teacher Association (P.T.A.)
- Community partnership with Mercy San Juan Medical Center, Citrus Heights Kiwanis Club, Washington Mutual Savings & Loan, SD Deacon, and PBS&J
- Band Program: meets after school on Mondays, Wednesdays, and Fridays
- K-Kids Club: school and community service club sponsored by Citrus Heights Kiwanis Club.
- B.U.G. Program: Bringing Up Grades Program sponsored by Citrus Heights Kiwanis Club. .

- Writers Workshop Program in all grades
- Accelerated Reader: computerized reading comprehension program on all computers.
- Full-time Resource Specialist and Instructional Aide: serve identified special education students and site-based students at risk of not meeting standards.
- Speech and Language Specialist: by referral.
- Adaptive Physical Education: by referral.
- Computer Instructional Assistant: 4 hours a day
- MacBook Pro Computer Lab: 34 computers with use of wireless internet
- Minimum of five student computers/Ipads and at least 1 staff computer in every classroom.
- Promethean Boards in every classroom.
- Jump Rope for Heart school wide fund raiser for the American Heart Association on February 14th.
- Reading Celebration held in May.
- Discovery Club: a before and after school child care/enrichment program serving children in kindergarten through sixth grade.
- Bridges After School Program: a free after school program that operates 3¼ hours a day, five days a week, funded through a 21st Century Community Learning Center Grant.
- Special Day Classes for Emotionally Disturbed students: when appropriate, students are mainstreamed into the regular classroom and receive additional assistance from specially trained staff.
- Preschool – Kindergarten Autism Program: Special Day Classes for students identified with autism. When appropriate, students are mainstreamed into the Early Childhood Education classroom, kindergarten, and 1st grade where they receive additional assistance from specially trained staff.
- Head Start/State Preschool Programs: These Early Childhood Education Programs provide educational and developmental opportunities for children from eligible low-income and special needs families.
- English Learner Instructional Assistant works in the classroom with English Learners

Principal's Message:

Dear Students and Parents:

This year we have jumped into our transition to the Common Core Standards that have been adopted by California and most states in the US. It is our goal to do everything we can to have all students achieve grade level standards.

In addition to our curriculum focus, everyone here teaches and lives by our school rules: Respect, Responsibility, Courage, Caring, Honesty and Cooperation. We are a Positive Behavior Support (PBS) school and work with PBS trained school psychologists. By supporting our own learning and the learning of others, we know we can all do great things! We know that a Coyle Cougar ROARS: Respects Others, Acts Responsibly and Supports others!!

It is our goal to have as many parents as possible be active members of our educational community. We encourage parents to participate in any and all school activities. Please look at our calendar and school newsletters for information about PTA, Coyle Cafe, Coyle Skate nights, and School literacy nights. We know it takes a team to help children grow and learn, and we are pleased to have you as part of our team!

Ms. Donna Kenfield, Principal

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 66 |
| Grade 1 | 50 |
| Grade 2 | 61 |
| Grade 3 | 68 |
| Grade 4 | 64 |
| Grade 5 | 54 |
| Total Enrollment | 363 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 11.8 |
| American Indian or Alaska Native | 0.3 |
| Asian | 2.8 |
| Filipino | 1.1 |
| Hispanic or Latino | 29.2 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 48.2 |
| Two or More Races | 5.8 |
| Socioeconomically Disadvantaged | 74.1 |
| English Learners | 14 |
| Students with Disabilities | 15.4 |
| Foster Youth | 0.8 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 17 | 17 | 21 | 1840 |
| Without Full Credential | 0 | 1 | 0 | 28 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 46 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 88.3 | 11.7 |
| High-Poverty Schools in District | 86.6 | 13.4 |
| Low-Poverty Schools in District | 97.0 | 3.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Pilot%20adoption%20Schedule.pdf>.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|---|
| Reading/Language Arts | 2003: Houghton Mifflin- Legacy of Literature | Yes | 0.0 |
| Mathematics | 2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math | Yes | 0.0 |
| Science | 2007: Delta Education - FOSS | Yes | 0.0 |
| History-Social Science | 2005: Teacher's Curriculum Institute (TCI) - History Alive 2006: Scott Foresman/Pearson - History - Social Science for California | Yes | 0.0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

Coyle Avenue has wireless internet access throughout its classrooms.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in December 2015 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month in which data were collected: 12/2/2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: 12/2/2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: 12/2/2015 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|--------------------------------|--|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 25 | 42 | 44 |
| Mathematics | 18 | 32 | 33 |

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 64 | 63 | 98.4 | 41 | 33 | 19 | 6 |
| | 4 | 62 | 60 | 96.8 | 57 | 18 | 10 | 15 |
| | 5 | 59 | 57 | 96.6 | 56 | 19 | 21 | 4 |
| Male | 3 | 64 | 39 | 60.9 | 49 | 28 | 18 | 5 |
| | 4 | 62 | 40 | 64.5 | 60 | 23 | 8 | 10 |
| | 5 | 59 | 29 | 49.2 | 72 | 17 | 10 | 0 |
| Female | 3 | 64 | 24 | 37.5 | 29 | 42 | 21 | 8 |
| | 4 | 62 | 20 | 32.3 | 50 | 10 | 15 | 25 |
| | 5 | 59 | 28 | 47.5 | 39 | 21 | 32 | 7 |
| Black or African American | 3 | 64 | 11 | 17.2 | 73 | 27 | 0 | 0 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 4 | 62 | 11 | 17.7 | 55 | 36 | 9 | 0 |
| | 5 | 59 | 5 | 8.5 | -- | -- | -- | -- |
| American Indian or Alaska Native | 4 | 62 | 1 | 1.6 | -- | -- | -- | -- |
| Asian | 3 | 64 | 2 | 3.1 | -- | -- | -- | -- |
| | 4 | 62 | 2 | 3.2 | -- | -- | -- | -- |
| | 5 | 59 | 1 | 1.7 | -- | -- | -- | -- |
| Filipino | 4 | 62 | 2 | 3.2 | -- | -- | -- | -- |
| | 5 | 59 | 1 | 1.7 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 64 | 16 | 25.0 | 44 | 44 | 13 | 0 |
| | 4 | 62 | 14 | 22.6 | 50 | 36 | 7 | 7 |
| | 5 | 59 | 19 | 32.2 | 47 | 26 | 21 | 5 |
| Native Hawaiian or Pacific Islander | 3 | 64 | 2 | 3.1 | -- | -- | -- | -- |
| | 4 | 62 | 1 | 1.6 | -- | -- | -- | -- |
| White | 3 | 64 | 32 | 50.0 | 28 | 34 | 25 | 13 |
| | 4 | 62 | 29 | 46.8 | 62 | 3 | 10 | 24 |
| | 5 | 59 | 30 | 50.8 | 60 | 13 | 23 | 3 |
| Two or More Races | 5 | 59 | 1 | 1.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 64 | 46 | 71.9 | 50 | 28 | 17 | 4 |
| | 4 | 62 | 40 | 64.5 | 65 | 18 | 10 | 8 |
| | 5 | 59 | 42 | 71.2 | 62 | 19 | 14 | 5 |
| Students with Disabilities | 3 | 64 | 16 | 25.0 | 69 | 13 | 19 | 0 |
| | 4 | 62 | 15 | 24.2 | 80 | 13 | 7 | 0 |
| | 5 | 59 | 12 | 20.3 | 75 | 17 | 8 | 0 |
| Foster Youth | 3 | -- | -- | -- | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- | -- | -- | -- |

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 64 | 64 | 100.0 | 42 | 34 | 17 | 6 |
| | 4 | 62 | 60 | 96.8 | 40 | 33 | 18 | 7 |
| | 5 | 59 | 57 | 96.6 | 65 | 30 | 4 | 2 |
| Male | 3 | 64 | 40 | 62.5 | 43 | 33 | 20 | 5 |
| | 4 | 62 | 40 | 64.5 | 38 | 30 | 28 | 3 |
| | 5 | 59 | 29 | 49.2 | 66 | 31 | 0 | 3 |
| Female | 3 | 64 | 24 | 37.5 | 42 | 38 | 13 | 8 |
| | 4 | 62 | 20 | 32.3 | 45 | 40 | 0 | 15 |
| | 5 | 59 | 28 | 47.5 | 64 | 29 | 7 | 0 |
| Black or African American | 3 | 64 | 11 | 17.2 | 82 | 18 | 0 | 0 |
| | 4 | 62 | 11 | 17.7 | 55 | 27 | 9 | 0 |
| | 5 | 59 | 5 | 8.5 | -- | -- | -- | -- |
| American Indian or Alaska Native | 4 | 62 | 1 | 1.6 | -- | -- | -- | -- |
| Asian | 3 | 64 | 2 | 3.1 | -- | -- | -- | -- |
| | 4 | 62 | 2 | 3.2 | -- | -- | -- | -- |
| | 5 | 59 | 1 | 1.7 | -- | -- | -- | -- |
| Filipino | 4 | 62 | 2 | 3.2 | -- | -- | -- | -- |
| | 5 | 59 | 1 | 1.7 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 64 | 16 | 25.0 | 44 | 38 | 6 | 13 |
| | 4 | 62 | 14 | 22.6 | 36 | 21 | 36 | 7 |
| | 5 | 59 | 19 | 32.2 | 58 | 37 | 5 | 0 |
| Native Hawaiian or Pacific Islander | 3 | 64 | 2 | 3.1 | -- | -- | -- | -- |
| | 4 | 62 | 1 | 1.6 | -- | -- | -- | -- |
| White | 3 | 64 | 33 | 51.6 | 30 | 39 | 24 | 6 |
| | 4 | 62 | 29 | 46.8 | 41 | 34 | 14 | 10 |
| | 5 | 59 | 30 | 50.8 | 63 | 30 | 3 | 3 |
| Two or More Races | 5 | 59 | 1 | 1.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 64 | 47 | 73.4 | 47 | 38 | 11 | 4 |
| | 4 | 62 | 40 | 64.5 | 53 | 28 | 18 | 0 |
| | 5 | 59 | 42 | 71.2 | 69 | 24 | 5 | 2 |
| Students with Disabilities | 3 | 64 | 16 | 25.0 | 63 | 38 | 0 | 0 |
| | 4 | 62 | 15 | 24.2 | 53 | 27 | 13 | 0 |
| | 5 | 59 | 12 | 20.3 | 92 | 8 | 0 | 0 |
| Foster Youth | 3 | -- | -- | -- | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 5 | -- | -- | -- | -- | -- | -- | -- |

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 37 | 42 | 19 | 59 | 61 | 57 | 59 | 60 | 56 |

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|--|---|
| All Students in the LEA | 57 |
| All Students at the School | 19 |
| Male | 21 |
| Female | 17 |
| Black or African American | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 10 |
| White | 31 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 18 |
| English Learners | -- |
| Students with Disabilities | 17 |
| Foster Youth | -- |

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

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 16.10 | 26.80 | 28.60 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

Parents are encouraged to join P.T.A. and are asked throughout the year to help with many school activities. Our monthly P.T.A. meetings are held on the first Tuesday of the month in the evening. The P.T.A. Executive Board meets at 6 p.m. for half an hour before the regular meetings. The P.T.A. provides enrichment to our students and families through: Math and Science Family Nights, Book Fairs, school assemblies, funds for classroom materials, funds for field trips, materials for both the computer lab and the library. For information about the P.T.A., please contact Natalie Northsworthy at 867-2012.

Coyle has an English Learner Advisory Committee that meets four times a year in December, February, April and May on the third Monday at 1:15 p.m. The goal is to inform the parents of our English Learners about programs at Coyle that help their children learn English and be successful academically. Parents are taught about the School Site Council, the CELDT, the School's Language Census (R-30 Report), Progress Notices and Report Cards, interventions used at Coyle, and services that are available. We also train parents in their responsibilities to make their children successful.

Coyle's School Site Council meets monthly on the third Tuesday afternoon at 2:30 p.m. to oversee The Single Plan for Student Achievement. Five members of the School Site Council are parents and community members, three members are teachers, one is a classified staff member and the tenth member is the Principal. The Site Council monitors all programs and budgets at Coyle and seeks ways to improve the academic performance of all students.

Parents are kept informed about school activities through: the principal's bi-monthly newsletter which parents may receive by email or hard copy, P.T.A. bulletins, classroom newsletters, the Parent/Student Handbook, Parent Education Nights, School Site Council Meetings, P.T.A. Meetings, parent conferences, Student Study Team Meetings, Positive Behavior Support Action Team Meetings, School Messenger phone messages, flyers, and assessment forms. Coyle has an active website where you can check us out and access our many links to help you improve your child's education. <http://www.sanjuan.edu/CoyleAvenue.cfm>. Last year we started a Coyle Avenue Facebook page - we want our community to be informed on all that we are doing at school!!

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office 867-2012.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 6.14 | 4.43 | 5.32 | 8.28 | 7.37 | 5.71 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.09 | 0.04 | 0.07 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer. The Deputy Sheriffs are assigned to a specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan by March 1st of every year. The plan must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school meets or exceeds the Education Code requirements for fire drills and lock down drills. Our school staff is regularly trained with emergency procedures, Child Abuse reporting guidelines as well as how to address Bullying situations. These trainings occur at the beginning of each school year as well as throughout the year. Our monthly safety drills allow us to modify and fine tune our emergency plans.

The Coyle Avenue Comprehensive Safety Plan was updated and approved at our February 2015 School Site Council meeting after input from parents and staff.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|---|--------|----------|-------|
| Made AYP Overall | Yes | No | Yes |
| Met Participation Rate: English-Language Arts | Yes | No | Yes |
| Met Participation Rate: Mathematics | Yes | No | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2008-2009 |
| Year in Program Improvement* | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 17 |
| Percent of Schools Currently in Program Improvement | N/A | 68.0 |

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 21 | 1 | 2 | | 21 | 1 | 2 | | 21 | 1 | 3 | |
| 1 | 24 | | 3 | | 27 | | 2 | | 31 | | 1 | |
| 2 | 23 | 1 | 2 | | 31 | | 2 | | 31 | | 2 | |
| 3 | 29 | | 2 | | 30 | | 2 | | 31 | | 2 | |
| 4 | 31 | | 2 | | 33 | | | 1 | 33 | | | 1 |
| 5 | 26 | 1 | | 2 | 33 | | 1 | 1 | 23 | 2 | 1 | 1 |
| Other | | | | | 9 | 2 | | | | | | |

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1.0 | 400 |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | .5 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist | 1.0 | N/A |
| Other | .5 | N/A |

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | 8643 | 3790 | 4853 | |
| District | N/A | N/A | \$5,013 | \$71,583 |
| Percent Difference: School Site and District | N/A | N/A | -3.2 | |
| State | N/A | N/A | \$5,348 | \$72,971 |
| Percent Difference: School Site and State | N/A | N/A | | |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs.

In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$41,336 | \$43,165 |
| Mid-Range Teacher Salary | \$70,764 | \$68,574 |
| Highest Teacher Salary | \$83,465 | \$89,146 |
| Average Principal Salary (Elementary) | \$102,900 | \$111,129 |
| Average Principal Salary (Middle) | \$112,906 | \$116,569 |
| Average Principal Salary (High) | \$126,182 | \$127,448 |
| Superintendent Salary | \$225,000 | \$234,382 |
| Percent of Budget for Teacher Salaries | 39% | 38% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher’s Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

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

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.