

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Vicki Wong  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Los Coyotes Elementary School  
(As it should appear in the official records)

School Mailing Address 8122 Moody Street  
(If address is P.O. Box, also include street address.)

City La Palma State CA Zip Code+4 (9 digits total) 90623-2046

County Orange County

Telephone (714) 228-3260 Fax (714) 228-3260

Web site/URL https://lc.cesd.k12.ca.us/ E-mail vicki\_wong@cesd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mrs. Norma Martinez E-mail norma\_martinez@cesd.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Centralia Elementary School District Tel. (714) 228-3100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Luis Flores  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2020-2021) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 8 TOTAL

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	43	33	76
1	40	30	70
2	34	43	77
3	34	38	72
4	46	37	83
5	49	24	73
6	35	40	75
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	281	245	526

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
  - 65.1 % Asian
  - 2.7 % Black or African American
  - 18 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 14 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2019	526
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Assyrian, Cantonese, English, Tagalog, Gujarati, Hindi, Khmer, Korean, Mandarin, Punjabi, Spanish, Tamil, Telugu, Urdu, Vietnamese

English Language Learners (ELL) in the school: 8 %  
41 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 30

8. Students receiving special education services: 5 %

26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>3</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>15</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	99%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
 Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Los Coyotes staff and teachers collectively empower students through a future-ready environment focused on the learning and development of the whole child.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Los Coyotes started the school year in a Distance Learning (i.e., online learning) Model. A month into the school year, we transitioned into offering our students two learning models: The Hybrid Learning Model and the Distance Learning Model. Students who selected the Hybrid Learning Model attend school in-person two days per week and study at home for the remaining three days. Students connect with their teacher during at-home asynchronous days through a morning Zoom meeting and then work independently on their assignments. Students who chose the Distance Learning model attend school virtually five days a week, engaging in synchronous with the teacher and asynchronous work independently. As of recent April 19th, 2021, Los Coyotes will be bringing all Hybrid Learning Model students grades K-6 back to the school campus for five full days of in-person learning in a traditional instructional model.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Los Coyotes Elementary School is one of eight elementary schools in the Centralia Elementary School District, which serves students in grades K - 6 from the cities of Anaheim, Buena Park, and La Palma. Located in the City of La Palma, the school was dedicated by its founding members on February 7, 1970. The dedication symbolized a unifying commitment by the staff, parents, students, and the community to support student achievement. This unifying commitment to academic achievement continues to set us apart from other schools today.

Los Coyotes' diverse population is another asset that makes our school unique. This diversity offers students the opportunity to grow in their understanding of different cultures living in the United States. Our demographics are 1% African American, 47% Asian, 14% Filipino, 19% Hispanic, 7% two or more races, and 12% white.

Despite the challenges of the current pandemic, Los Coyotes continues to foster high student and family engagement and strong community partnerships. The school's exceptional performance in student achievement continues to be recognized in our county. Some of our recent achievements include the following distinctions and awards: Educational Results Partnership (ERP) Honor Roll for high academic achievement in 2018/2019 and 2019/2020; PBIS Gold School 2019/2020; and Civic Learning Award of Merit 2020.

At Los Coyotes, four exemplary practices that encourage and sustain student achievement receive schoolwide commitment and intentionality. These essential practices- collective efficacy, student agency, social-emotional learning, and future-ready instruction help to ensure all students develop academic, social-emotional, physical, and cultural competencies.

Our diverse team of teachers and staff are collaborative leaders who collectively create a highly effective environment, focusing on the whole child's development and learning. Exercising collective efficacy through school leadership contributes to our unique character. We implement a shared leadership approach while enacting our schoolwide vision and mission. School leadership (teachers and principal) participate in various leadership programs to strengthen best practices and support students. Two programs that strongly influence student achievement are 1) The Cotsen Foundation for the Art of Teaching, a program in which teachers receive mentoring and professional development to achieve expertise in teaching a specific content area; and 2) West Ed leadership training, which focuses on implementing and sustaining effective school leadership practices. Other programs that our school leaders participate in include the OC STEM Initiative, the OC Civic Learning Partnership, our District Curriculum Team, the Association of California School Administrators (ACSA), and the Teacher Council.

The promotion of student agency through student leadership opportunities plays a pivotal role in academic achievement. Los Coyotes believes that every student is a leader who can positively influence his or her school culture and learning environment. Our school incorporates student opportunities to develop, practice, and demonstrate leadership and agency through our student leadership program, LEAD (Learn, Engage, Aspire, Do). LEAD focuses on giving students a voice, democratic choice, and multiple perspectives while developing empathy for others. Students also involve themselves in public speaking platforms such as the school broadcast team, student debate, interaction with local officials, and community outreach.

Recognizing that students face various challenges even before they step foot on campus, our teachers and staff endeavor to build and sustain a strong foundation for student social-emotional growth. Providing students with social-emotional knowledge and skills help our students navigate through daily barriers to learning. Social-Emotional Learning (SEL) is part of all students' daily whole group and individualized instruction. School members incorporate SEL into our Positive Behavior Intervention Supports (PBIS) and Restorative Justice practices. Restorative Circles are an integral part of our classroom schedules. We also integrate student agency into SEL by involving our student leadership program in the OCDE Student Advocates for Mental Health program. As mental health advocates, our students actively create opportunities to ensure a peer-to-peer connection is happening.

Los Coyotes is committed to ensuring that all students are future-ready and have access to rigorous instruction through our Multi-Tiered System of Supports (MTSS). General education classrooms engage all students, including our Special Education, English Learner, and GATE students, through the delivery of standards-based instruction, universally designed lessons, innovative learning environments, and informative progress monitoring. Teachers use data from diagnostic, formative, and summative assessments to ensure students are learning. They devote time to implement STEAM practices and Cognitively Guided Instruction, allowing every student to develop conceptual understanding as well as demonstrate their thinking. To further enhance future-ready skills, students and teachers collaborate with community members on projects that foster a connection to real-world learning. Finally, leveraging technology in digital learning environments adds to the rigor of the curriculum. Students have the opportunity to participate in our CyberPatriots, coding, and design thinking programs and curricula. At Los Coyotes, we believe that implementing integrated technology increases student engagement and ensures equitable access to learning for all students.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

Los Coyotes’ teachers in grades K-6 support and nurture all areas of student development and learning, from social-emotional awareness to cognitive thinking skills in literacy, math, social studies, and science. Emphasizing a humanistic approach to educating our students is even more vital during the COVID-19 pandemic.

After the March 2020 state-mandated closure of schools, Los Coyotes moved forward by offering students enrollment in either of two learning models - Hybrid Learning and Distance Learning. Students who selected the Hybrid Learning model attend school in-person two days per week and study at home the remaining three days. During at-home asynchronous days, students connect with their teacher through a morning Zoom meeting and then work independently on their assignments. Students that chose the Distance Learning model attend school virtually five days a week engaging in both synchronous and asynchronous work. Although the pandemic has changed how our school delivers instruction, each learning model’s challenges do not interfere with our teachers’ unified approach to first best instructional practices.

Regardless of the learning model, Los Coyotes Elementary focuses on integrating high-quality instruction in the core subjects of English Language Arts (ELA), Math, Science, and Social Studies. In ELA, teachers use Benchmark Advance, i-Ready reading, and Standards Plus to support reading and writing instruction. All ELA lessons are standards-based and use sound instructional tools such as Thinking Maps, close reading strategies, small group instruction, and student-led discussion. In math, teachers use My Math by McGraw-Hill, Cognitively Guided Instruction (CGI) strategies, ST Math Chats, and i-Ready Math. Instructional tools such as manipulatives, digital whiteboards, and Nearpod also support student learning. Our science curriculum is based on the NGSS standards and uses Active Science and Mystery Science to support student learning. The Social Studies curriculum includes our adopted textbook, Reflections, which is rich in civics & government, history, economics, geography, law, and democracy. Scholastic News then provides additional curricular support for students to discuss current local, national, and international events in the classroom.

The Los Coyotes instructional framework is grounded in our Multi-Tiered System of Supports (MTSS), which begins with robust Tier I and Tier II practices in the classroom. Teachers utilize Explicit Direct Instruction to introduce students to the essential vocabulary and academic language they will need to engage in learning. Our instructional framework is a student-centered environment where students feel empowered to set learning goals, monitor their learning, and met or exceed their goals.

Each grade level, consisting of two-three teachers, collaborates to identify the content and curriculum that aligns with California State Standards. Once the content and curriculum are determined, each grade level follows pacing guides that match district assessments and reporting timelines. District assessment data such as writing performance tasks, math benchmark tests, i-Ready Diagnostic assessments, and Oral Reading Records determine the level of student readiness for learning. In addition to summative assessments, our teachers use ongoing formative assessment data to plan instruction and meet their students’ diverse needs. Formative assessments include checking for understanding during instruction and quizzes or exit tickets when students transition between core subjects. Using Team-Up collaboration meetings, teachers analyze student data, devise strategies that will improve learning, and reassess student outcomes in a 6-week instructional learning cycle.

Our commitment to ensuring equitable access through differentiated instruction for all students is at the heart of our MTSS program. Based on multiple data points (report cards, district benchmarks, i-Ready scores, anecdotal teacher records), Los Coyotes identifies who among our students have the greatest needs and offers them the following Tier II and Tier III interventions: online reading intervention programs, after-school intervention programs, and an in-person Engagement Lab. Our Engagement Lab supports students enrolled in our Hybrid Learning model by inviting them to campus during their at-home asynchronous learning days. The lab provides them with a structured learning environment, peer-to-peer interaction, and academic support.

Our school leadership team guides our instructional decisions and works to identify schoolwide instructional practices that need refinement. Prior to the pandemic, our teachers participated in instructional rounds and identified the need to improve our math rigor. Our school set a goal to improve our state testing scores in math by 2% by increasing rigor. Teachers were then trained in the area of Cognitive Complexity, to expand the way we activate Depth of Knowledge in our instruction and ensure that our students practice the full range of cognitive skills: knowledge acquisition, application, analysis, and augmentation. Over the past two years, our teachers also received training in Number Talks and CGI strategies for math, both of which promote the use of academic discussion to guide student cognition. As a result, this year our students showed an 11% growth in their i-Ready math scores from the baseline assessment data to end-of-trimester 1 data.

**1a. For secondary schools (middle and/or high school grades):**

**1b. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

Los Coyotes enriches student curriculum through VAPA, physical education, foreign language, technology, and our PBIS program.

Our VAPA program is offered to upper-grade students as electives. Each trimester, students in grades 4-6 choose a course from the elective wheel, such as visual arts, design thinking, music, and dance. Our visual arts courses allow students to explore 2D art using different mediums. Our design thinking course trains students in 3D design and 3D printing. In music, students learn to play a variety of string instruments like the cello, violin, and viola.

To bring a more robust physical education program to our students, Los Coyotes partnered with America On Track (AOT) to build optimal physical education, health, and nutrition practices. Through a three-year, collaborative approach with AOT, our school positively impacted our students' physical development. Our aim was to make students self-aware and knowledgeable about physical education, health, and nutrition. In our online learning model, physical education lessons take place virtually and include stretch/yoga breaks, asynchronous health and nutrition assignments, and encouragement of a healthy, active lifestyle. Over the past seven years, Los Coyotes has also partnered with Kids Run the OC (KROC) to offer an after-school student running club focused on fitness training.

This year Los Coyotes is piloting our district Foreign Language Exploratory (FLEX) program in the second grade. Students in this program receive language training focused on speaking and listening. Students engage in online access to the Rosetta Stone language-learning platform and attend virtual weekly Spanish lessons with a bilingual teacher.

Los Coyotes teachers use technology daily to increase student engagement in learning. In fact, instructional tools such as Nearpod, Flipgrid, Seesaw, Padlet, and Google Classroom were utilized in Los Coyotes classrooms before the pandemic. This broad background in technology helped our teachers and students transition more smoothly into an online Distance Learning Model and Hybrid Learning Model. This year students access books and reading materials digitally through online libraries, Epic and myON. Additionally, Los Coyotes continues to work with our district's Implementing New Innovative Technology (INIT) Team to ensure that our students are digitally literate and practicing digital citizenship. The INIT Team and our teachers plan together to bring innovative programs such as Tynker Coding, BreakoutEDU, Do Ink green screen, and iMovie to our students.

such as Math Academy, CyberPatriots, and coding classes. Through our Los Coyotes Alumni program high school students are recruited to help teach two of our after-school programs, Math Academy and Coding. In addition, Los Coyotes partners with Cypress Community College in bringing cybersecurity learning opportunities through the CyberPatriots program for students in Grade 6. CyberPatriots is a national youth cyber education program created to help direct students toward careers in cybersecurity or other science, technology, engineering, and mathematics disciplines.

### **3. Academic Supports:**

Embedded in our MTSS framework are intervention supports for academic, social-emotional, and behavioral needs. At the beginning of the year, teachers identify students performing below grade level in either math or ELA using multiple data points from district and state assessments. Teachers use data to group their students into small groups for targeted instruction in the classroom.

At the end of the first trimester, students performing below grade level are identified and monitored through a school-wide Critical Friends datasheet. Teachers and the principal Team Up to discuss these students and identify additional Tier II or Tier III academic, social-emotional, and/or behavioral interventions. After 6 weeks, the teachers and principal meet again to assess student learning outcomes. Students identified as not making adequate academic, behavioral or social-emotional gains despite classroom interventions are recommended for the school Student Study Team (SST) process. The SST then meets to recommend supports for each student, and an action plan is put in place to ensure student success.

Our students thrive in rigorous learning environments. Our teachers work to ensure that learning is rooted in practices that develop student agency, give students ownership of their learning, and incorporate real-world experiences, inquiry-based approaches, universal design, and project-based learning. Among our student body is a group of students performing at the 98th percentile on state testing and other district assessments. These students exhibit exceptional mastery in learning and are invited to go through the Gifted and Talented Education (GATE) identification process once they are in fourth grade. Students accepted into the program are part of GATE clusters in the classroom and receive differentiated instruction during the school day. These students also participate in learning enrichment after school and on weekends in programs such as The Science Behind Disney, CyberPatriots, Coding, Math Academy, and the district-wide GATE Conference.

All English Learners receive 30 minutes of daily instruction in designated English Language Development (ELD). Varying levels of support for acquiring English are provided for students. EL students needing extra support receive targeted instruction in developing speaking, reading, and writing skills. Teachers use instructional tools and strategies such as Thinking Maps, choral responses, sentence frames, conversation cues, anchor charts, and practice time for language production. Our bilingual aide regularly pushes into our classrooms to support our EL students during integrated ELD instruction. We take the time to celebrate our Reclassified Fluent English Proficient (RFEP) students by honoring them with a Recognition of Success Certificate at our student awards assembly.

Our Special Education program meets students' individual needs through the Individualized Educational Plan (IEP). Our Special Education team consists of a school psychologist, social worker, Resource Specialist Teacher, and Speech and Language Pathologist. Our students are assessed by a member(s) of our Special Education team and the classroom teacher to develop a plan for supporting the student. Students with an IEP are provided services in a pull-out or push-in model. The education specialist collaborates with the general education teacher to provide accommodations and support throughout the student's learning day.



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Los Coyotes offers an engaging, positive environment through our school-wide Positive Behavior Intervention and Supports (PBIS) program. In 2019-2020, Los Coyotes received a Gold PBIS medal for implementing PBIS with fidelity. During the pandemic, Los Coyotes teachers noticed an increased need for student support in attendance and academic engagement. To address this challenge of low attendance and engagement, our fourth-grade teachers piloted a Behavioral Health Program focused on teaching students that positive thoughts lead to positive actions. Positive actions lead to positive feelings about oneself. This program involved whole group instruction, small group intervention, and family education nights covering the following topics: self-concept, managing responsibilities, treating others with respect, and self-improvement.

To adapt to the new challenges that our students are facing this year, our PBIS Team shifted our behavioral focus to reflect social-emotional learning (SEL). Our PBIS framework in grades K-6 incorporates Restorative Justice practices and social-emotional curriculum (Second Step and Kelso's Choice). Restorative Justice practices help students learn that making restitution after committing an offense is a positive social-emotional and behavioral expectation. This year, all teachers participated in professional development for SEL and Restorative Justice practices to further help our students in their social-emotional development.

Keeping with the philosophy of student agency and empowerment, our student leadership program, LEAD, involves our students in teaching and modeling positive behaviors to their peers through student-led campus tours, student assemblies, and student-made videos. In our biweekly broadcasts, students receive Shout Outs for demonstrating PRIDE (exemplary character traits). LEAD plans and organizes events that build peer-to-peer connections, such as the lunchtime socials that offer activities such as art, Kahoot games, and chat times for students. Our LEAD students create a monthly Coyotes Challenge where students can get involved in school-wide challenges like chalk art, family exercise, and pet picture sharing. Another school-wide event our LEAD coordinated was our Mercy Sock House Drive, where students stuffed 183 pairs of socks with personal hygiene items for the homeless and delivered them to the Fullerton armory. This year our LEAD began partnering with the Orange County Department of Education Student Advocating for Mental Health program and organized a school-wide Mental Awareness Spirit Week. Each day students participated in a themed dress-up day and a mental health awareness activity. To further support student agency and empowerment, the principal invites all 5th and 6th-grade students to attend a monthly leadership skills workshop called, Principal Pals.

### **2. Engaging Families and Community:**

At the heart of Los Coyotes' academic success is a strong family and community involvement. Groups such as our Parent Teacher Student Organization (PTSO), America On Track, Police Interaction with Youth, Kiwanis Club, Inside the Outdoors, and Orange County Health Care Agency (OCHCA) partner with our school to bring programs and activities. These include field trips, enrichment classes, family nights, learning support, and community outreaches. During the COVID-19 pandemic, traditional engagement practices between family, community, and schools once offered in person are now accessible through virtual platforms. This year our classrooms in grades K-6 partnered with California Courts through a program called Judges In the Classroom. This program invited judges to visit our classrooms through Zoom to share about the three branches of government. Another impactful success this year has been our virtual PTSO family nights, which offered the school community opportunities to connect through activities like baking, story hour, sock hop dance, bingo, and scavenger hunts.

Our community partners also played pivotal roles by ensuring that our students had the tools needed to navigate successfully through the challenges of learning in a pandemic. This year, OCHCA provided students with opportunities to engage in social awareness. Our student leadership program participated in the Student Advocates for Mental Health program and helped coordinate a schoolwide Mental Health Awareness week. Finally, our students had the opportunity to participate in a Mask It Up contest. One of our

first-grade students won first place in this contest, and our school was awarded a grant for technology.

For Los Coyotes, communication is an essential part of family engagement. We offer our parents multiple opportunities to engage in conversation about their child's learning. Parents attend monthly Coffee & Chat times with the principal. Through these virtual meetings, parents are informed of the latest school events and initiatives and are invited to provide feedback and input to the principal. Parents also participate in advisory board committees, such as School Site Council, the School Safety Committee, and the English Learner Advisory Committee. Online parent surveys are distributed to parents to ask for feedback on school safety, curriculum and instruction, and school culture. PTSSO meetings occur virtually and encourage communication among the parents, school principal, and teacher representatives. Schoolwide activity and event flyers posted to our website and school newsletters highlight ways for students and families to engage in student learning. Additionally, social media apps help distribute information to parents.

### **3. Creating Professional Culture:**

Los Coyotes establishes a school culture where teachers are highly valued and supported. Teachers are involved in decision-making processes that impact school culture and instructional practices. The principal works closely with the school Leadership Team to ensure that teachers participate in planning school instruction, events, and activities. Teachers provide guidance and feedback to the principal and school Leadership Team on various topics related to student achievement and school culture through teacher surveys and Jamboard discussion forums.

To support the transition from a traditional learning model to the Distance Learning or Hybrid Model, teachers received professional development on making the shift to the virtual or hybrid classroom. Each teacher received a copy of the Distance Learning Playbook by Douglas Fisher, Nancy Frey, and John Hattie. Training for online learning platforms and programs were and continue to be provided by the district. Professional development in the areas of social-emotional learning was the focus of our school this past year. Teachers received training on mindfulness practices for themselves, social-emotional learning, and Restorative Justice to support our PBIS.

This year our school was invited to join the Cotsen Foundation - Art of Teaching for the 2021-2022 school year. The mission of this foundation is to transform good teachers into great teachers. Six of our highly effective teachers will receive expert coaching and mentoring to support their exemplary practice further. These teachers will work together as fellows under one mentor and attend professional development in one of the four areas: math, reading, writing, or science.

Besides growing as peers professionally, our teachers support each other and their students through biweekly Professional Learning Communities (PLCs). In their PLCs they reflect upon their instruction and discuss the implementation of research-based practices to support student learning. Teachers meet with the principal biannually in Team Up meetings to analyze data by grade level as well as to discuss resources and a wide range of supports for teaching a range of learners. During the Team Up meetings, teachers draft individualized plans with targets for struggling students who need differentiated instruction. The principal assists teachers with accessing resources or curriculum needed to implement a more personalized approach to teaching. If necessary, the principal will coordinate and facilitate Triad Meetings with the parents of the student, the teacher, and the principal to ensure all three members participate in and support the individualized learning plans for the student.

### **4. School Leadership:**

Using a shared leadership approach at Los Coyotes, we divide our vision and mission statement into four quadrants: Leadership and Instruction, MTSS/SEL, Civic Learning, and STEAM Practices. These quadrants align with the agreed-upon action steps to implementing our vision and mission statement. Teachers select a quadrant by interest to focus on. They gain expertise and training in that area. All teachers are responsible for supporting all quadrants, but they rely on other teachers to provide expertise in the focus areas they did not select. This shared approach to leadership encourages trust and ensures strong inter-team support in implementing and sustaining school programs and policies that strengthen student achievement. For

example, our PBIS program falls under the MTSS/SEL quadrant, where a select group of teachers works to make sure they keep current with PBIS practices. They update procedures and policies as needed to support PBIS. This year our MTSS/SEL leaders organized the PBIS behavior matrix to reflect current COVID-19 safety behaviors, such as standing 6 feet apart and playing in the designated areas by class.

Upholding our school vision and mission during this pandemic has served as an anchor for our school. To support our vision and mission work, Los Coyotes is part of the WestEd School Leadership Team Networks. During these meetings, we work with network leaders to strengthen leadership knowledge and skills. These network meetings help build unified support among our school leaders to make changes and overcome challenges necessary for student success.

## **5. Culturally Responsive Teaching and Learning:**

Los Coyotes' teachers and staff are aware of how our students' diverse cultural backgrounds influence student learning. Cultural diversity creates various successes for our students, but it can also create challenges. For instance, students of diverse backgrounds have an array of experiences and skills that may not transfer to the classroom. In some cases, these students struggle in school because the curriculum is not responsive to their cultural and linguistic needs. Providing equity and access for our culturally diverse students is part of our MTSS framework. We believe that every student can learn and deserve equitable opportunities to learn.

Building equity in our classrooms begins with our teachers ensuring students feel valued and have access to learning. Teachers use different strategies, like equity sticks, restorative circles, and philosophical chairs, to build an environment where students take time to listen to and share multiple perspectives. Prior to COVID-19, our 21st century designed classrooms provided flexible seating arrangements and multiple instructional focal points to ensure students had equal proximity to the teacher and other students.

In addition, our teachers strive to develop cultural awareness in the classroom. Our school curriculum and instruction include studying biographies of people from diverse backgrounds and reading rich literature written from different cultural perspectives. Projects such as recognizing cultural celebrations and family traditions are integrated into the curriculum. Some teachers build Bitmoji classrooms that provide students with links to books and videos on African American, Native American, Asian American and Pacific Islander, and Mexican heritages. Teachers cover current events and facilitate student discussion around racial justice topics such as the Black Lives Matter movement. This year, our second-grade team live-streamed an interview with a parent on the topic of Diwali. Our kindergarten classrooms spotlight each student and let them say good morning in their native language - Japanese, Spanish, Tagalog, Korean, and Hindi.

Developing a healthy cultural awareness in students goes beyond the classroom. At Los Coyotes, we strive to maintain a school-wide that respects and values other cultures. Through our PBIS, we teach students awareness of social norms. Our goal is to help students feel accepted culturally and develop positive relationships with our staff and peers to reach their fullest potential as a whole child. We encourage school-wide events that support cultural awareness, like our annual Los Coyotes Talent Show, where students often choose to perform an act from their country of origin and dress in their country's traditional clothing.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Our school vision embraces the concept that our students are future-ready. At the foundation of STEAM are the future-ready practices of curiosity, openness, engagement, creativity, persistence, metacognition, and flexibility. These practices provide students with a connectedness to learning, social-emotional tools, and academic rigor, making STEAM highly instrumental in our continued student success since the school closure of March 2020.

Prior to the pandemic, our teachers were trained in Design Thinking and encouraged 289 students to participate in the design thinking OC STEM Challenge. Design Thinking is a vehicle for teaching the mindsets of STEAM by asking the student to begin with empathy to design a product that solves a real-world problem. As students move through the five-step design process: 1) empathize, 2) define, 3) ideate, 4) prototype and 5) test, they develop the flexibility in thinking and cognitive capacity needed for success.

STEAM is a way of thinking, and projects can demonstrate how students engage in this thinking. At Los Coyotes, projects include weekly coding assignments and monthly signature grade-level projects. A few examples of signature projects include kindergarten students' 100-day projects, where they create and design a model using 100 of the same household product; third-grade students' aqueduct projects built from cardboard; and 6th-grade students' computer app designs. Over time, our approach to STEAM practices has shifted from teacher-directed to student autonomy. This is because, as students demonstrate higher mastery levels of STEAM practices, they become more independent learners. In our Distance and Hybrid Learning models, teachers integrate STEAM into core instruction through home learning projects. Home learning projects move the locus of learning from teacher to student by offering Universally Designed Learning where students choose how they will demonstrate their thinking. Teachers encourage their students to share ideas and expertise through digital platforms such as Flipgrid, SeeSaw, and Google Slides. They also convey their work through video and photo submissions to our school broadcast team for schoolwide viewing.

Our school has an innovation lab that houses our 3D printer, aeroponic garden, green screen room, and STEAM exploratory kits to support STEAM learning further. The Innovation Lab provides our students a space to explore, innovate, and have hands-on experience with STEAM practices. This upcoming year, Los Coyotes will deepen the building of college and career pathways in coding, design thinking, and aeroponic gardening. Our commitment to integrated STEAM practices will continue to remain one of our top priorities.