

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

---

[X] Public or [ ] Non-public

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

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

Official School Name Coyote Creek Elementary School  
(As it should appear in the official records)

School Mailing Address 8700 North Gale Ridge Road  
(If address is P.O. Box, also include street address.)

City San Ramon State CA Zip Code+4 (9 digits total) 94582-5081

County Contra Costa County

Telephone (925) 735-1183 Fax (925) 735-1197

Web site/URL https://ckes.srvusd.net/ E-mail walpert@srvusd.net

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\* Dr. John Malloy E-mail Superintendent@srvusd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Ramon Valley Unified School District Tel. (925) 552-5500

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. Ken Mintz  
(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**

---

The signatures 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	9	7	16
K	47	39	86
1	36	53	89
2	55	47	102
3	59	65	124
4	66	57	123
5	70	81	151
6	0	0	0
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>	342	349	691

\*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):
- 0.8 % American Indian or Alaska Native
  - 69 % Asian
  - 1.8 % Black or African American
  - 7.4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 13.5 % White
  - 7.5 % 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 2020 - 2021 school year: 9%

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, 2020 until the end of the 2020-2021 school year	40
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2020	774
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Arabic, Cantonese, English, Farsi, Gujarati, Hindi, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Tamil, Telugu, Taishanese, Turkish

English Language Learners (ELL) in the school: 10 %  
67 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 35

8. Students receiving special education services with an IEP or 504: 13 %  
87 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |                                                |
|----------------------------------|------------------------------------------------|
| <u>9</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>16</u> Specific Learning Disability         |
| <u>7</u> Emotional Disturbance   | <u>38</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: 8
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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 23:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	97%	97%	97%	0%
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 2021.

<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.

We envision a diverse school community that values the whole child by meeting their academic, social, and emotional needs. We will prepare students for the future by providing them with a safe, engaging, challenging, and emotionally supportive environment. With a dedicated staff and parent community, we will strive to develop students who will become lifelong learners and are able to meet the growing changes of the future.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

District programs and activities shall be free from discrimination, including harassment, intimidation or bullying with respect to a sex, gender, gender identity or gender expression, ethnic group identification, race, ancestry, national origin, religion, color, physical or mental disability, marital or parental status, age or sexual orientation; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

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

## **PART III – SCHOOL OVERVIEW**

---

Coyote Creek Elementary is a California Distinguished and Exemplary Arts Education school that opened in August 2000. It was the first developer built school in the Dougherty Valley area of San Ramon, CA. The school opened with a student population of 300 and currently has 691 students enrolled. The school serves a diverse population of students including 10% of English Learners and 5% Socioeconomically Disadvantaged. There are over 16 languages spoken at Coyote Creek.

The cornerstone of our school is the strong partnership between students, staff, parents, and the community with the underlying premise that decisions are made with the focus on "students first." There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical, and emotional potential of each child. We believe that all children can learn and are responsive to their individual learning styles. Our strong academic curriculum is standards-based and our teaching strategies provide a positive, caring, and stimulating setting where students love to learn.

With common core standards and school goals in mind, teachers work collaboratively to further develop their curriculum within and across grade levels. As active participants in the school, all staff members are considered educators of children and accept this responsibility with pride. Within the school exists mutual support, respect, shared decision making, and shared leadership.

Along with a rigorous academic program, Coyote Creek offers theatre, music, visual arts, dance, and media arts experiences to all students both as independent classes and as interdisciplinary subjects woven into core content areas of English Language Arts, Math, Science, and Social Studies. Students enrolled in our school receive weekly instruction in Visual and Performing Arts (VAPA) and integrated arts. Specifically, students in fourth and fifth grade receive two 50 minute sessions of Performing Arts instruction per week with a credentialed teacher. Our students in the primary grades receive Performing Arts instruction in eight week cycles throughout the school year. In addition, students receive integrated arts instruction with their classroom teachers, spearheaded by our teachers who received certification in an intensive, year long integrated learning specialist program. Currently, one-third of our certificated teaching staff are trained in this program that enriches the lives of our students while preparing and equipping them to meet the academic challenges ahead.

The COVID pandemic brought about many challenges for our students. To better support our students' return to in-person learning this year, we strengthened our social-emotional programs. New this year, our students are fortunate to have a school counselor on campus several days per week. The counselor uses data from student wellness surveys to identify and follow up with students considered "at-risk." She works with students both 1:1 and in small group settings to address any social-emotional needs. We have also implemented a "Chill Zone" for students to access during lunch recess. This area provides a calm environment where students can just relax, color, or play a quiet game with a friend.

Coyote Creek Character Education is addressed through Sanford Harmony, our district adopted curriculum. Fifth Grade Leadership students visit all classrooms on a monthly basis and teach positive character traits to our students. We emphasize and support the selected character traits through monthly read alouds and classroom discussions facilitated by the principal, Administrative Teacher on Special Assignment, and school counselor. Students are also involved in making weekly videos in order to share thoughtful ways to apply the character traits in students' everyday lives. Our Fifth Grade Leadership and Student Safety Patrol offer leadership roles for students while teaching community awareness and safety.



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

---

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

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

At Coyote Creek, we have a tradition of excellence and a desire to provide a high-quality education to all students. We provide students with a safe, engaging, challenging, and emotionally supportive environment. Students are challenged to be the best they can be. They are supported in this goal by a committed, caring staff who believes that "all children are our children." We assist students in developing curiosity, confidence, and independence. We encourage students to set and achieve goals and gain a lifelong love of learning. We have standards based curriculum and report cards.

Coyote Creek emphasizes a whole student approach in our curriculum philosophy. We believe that all students can succeed and that success may look different for each student. To ensure meeting the needs of our students, we are using Multi-Tiered Systems of Support (MTSS). Through a multi-level assessment approach, we are specifically targeting our instruction and programs. Formative assessments take place consistently in the classroom on a daily basis. Students record their thinking in reading and writing journals, confer with teachers 1:1 or in small groups, use quick check exit tickets in math, and teachers hold routine class meetings to assess student wellness. Summative assessments take place periodically throughout the school year. At the beginning, middle, and end of the school year, assessment days are used to ensure teachers are thorough in their assessments. During this time, teachers are able to assess students individually. Summative assessments include FastBridge in reading and math and Fountas and Pinnell reading levels. State mandated testing for 3rd-5th grade students is done in April and May.

In addition to student academics, we take great pride and care ensuring our students' social and emotional needs are monitored. Students take a Wellness Survey in the fall and spring. Our 5th grade students, staff, and parents take the Healthy Kids Survey in May. All of this gives us data to help guide how to best meet the needs of the whole child.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

Coyote Creek uses a balanced literacy approach in which we use explicit language instruction combined with independent learning and language exploration. Currently, we use Wilson Foundations Phonics curriculum to support our structured literacy in Kindergarten-2nd grade. In all grades K-5 we use the Teachers College Reading and Writing Program to scaffold a workshop model that permits teachers to differentiate based on student need and interest. The workshop model consists of guided teaching points that all students engage with via a teacher led, daily mini-lesson. Some of the instructional methods used are whole and small group instruction, 1:1 conferring, read alouds, online programs, centers, and games. Students work on applying the learned strategy through leveled opportunities such as just right books and choice in writing topic. All students learn strategies to support narrative, argumentative, and informational writing. Reading content focuses on literature analysis skills in K-5 through character development, plot examination, and identifying themes within a story. Words their way is implemented to help students with spelling strategies.

Coyote Creek uses FastBridge as an ELA screener three times per year to collect data and measure progress. Lexia, an online program, is also used. Lexia is research based and combines effective, teacher-led instruction with engaging experiences to support the reading progress of a wide range of students. With Lexia, teachers are able to prioritize and differentiate instruction. This allows students to develop critical reading skills at their own pace while promoting personal learning. Other online programs available for students include Brainpop, Scholastic News, Newsela, EPIC, and Raz Kids.

#### **1c. Mathematics curriculum content, instruction, and assessment:**

Coyote Creek teachers strive to make math instruction fun and authentic for students. While the core curriculum is Eureka Math, teachers supplement this robust math program with several different resources. These include but are not limited to Kim Sutton games, Marcy Cook math tiles, and Silicon Valley Math Initiative problems of the month. Students also have access to online programs such as Dreambox and Zearn for engagement and to address personal learning. Zearn is used to give students additional practice on the math concepts they are currently learning in class as it follows the Eureka math curriculum. Dreambox is a computer adaptive program that differentiates and adjusts levels to meet the individual needs of students. Teachers utilize many different instructional methods such as whole and small group instruction, centers, number talks, kinesthetic activities with manipulatives, chants, and games.

FastBridge is used as a screener to identify students who may be at risk. Students complete the math portion of FastBridge three times per year. The data is used to form intervention groups and monitor/measure student progress. Additional assessments used to identify students needing more intensive support or enrichment include classroom common assessments, end of module assessments from Eureka Math, data from Dreambox, and daily exit tickets.

This year we have many math supports in place for students in need of additional support. Using the multiple measures listed above, students are placed into targeted intervention groups. Our "just below" and "far below" students are all being accommodated. Students working far below grade level receive support from a credentialed teacher in a 1:1 setting to develop the foundational math skills needed for mathematical success. Students working just below grade level work in small groups with a trained math instructional assistant and receive Tier 2 interventions.

#### **1d. Science curriculum content, instruction, and assessment:**

All Coyote students receive science instruction in their classroom with an emphasis on cross-curricular integration of ELA and Math standards through a hands-on approach in which students engage with a variety of phenomena units of study. Concepts are integrated with ELA and Math standards at each grade level. Students in grades 2-5 visit our Science Lab one day each week for fifty minutes where they receive hands-on learning doing experiments and activities that align with the curriculum being taught in the classroom. We follow the Next Generation Science Standards (NGSS) California in all grades. Our primary curriculum is TWIG Science which is a phenomena-based approach in which students are engaged with guiding questions. The students then use prior knowledge and research to participate in problem-based learning. We strive to make science instruction and activities relevant to student experience in order to make the content meaningful and peak student curiosity. We supplement our TWIG Science instruction with Mystery Science, Scholastic News, informational texts, and Brainpop.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

We base our social studies curriculum on the History-Social Science for California Public State Standards. There is no formal curriculum adoption, however teachers have built thematic units of study using a wide variety of resources that cater to grade level focus. Each grade level has a particular content focus that students engage in during the school year through various inquiry-based and experiential units of study. Kindergarten students focus on "Learning and Working Now and Long Ago." First graders learn about "A Child's Place in Time and Space." Second graders focus on "People Who Make a Difference" both in the local community and significant historical figures such as Martin Luther King, Jr., Rosa Parks, and Jackie Robinson. Students in third grade are exposed to continuity and change in the local community. Third graders have the opportunity to attend a local working farm and a nearby one-room schoolhouse. These field trips help to emphasize understanding and give students a first hand experience of what life in the past might have been like. Fourth grade students learn about our "Changing State" and attend virtual field trips to the Gold Country and the state capitol. The fifth grade focus is United States History and Geography and the making of a new nation. In fourth and fifth grades, social study thematic units are integrated into Performing Arts curriculum for 100 weekly minutes per class. Students showcase performances two to three times per year after extended units of study. Social studies is also integrated with reading and writing standards in the classroom through a variety of informational literature, historical fiction stories, and primary sources.

**1f. For secondary schools:**

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

**2. Other Curriculum Areas:**

Coyote Creek Elementary strives to provide opportunities for students to develop skills and knowledge in other curriculum areas beyond academics. Some of the ways we do this is through our visual and performing arts programs, providing physical education enrichment opportunities, and giving students exposure to Science, Technology, Engineering, Arts, and Mathematics (STEAM) projects.

For Visual Arts, students in all grades receive an art class once a month with an art instructional assistant who teaches the students about shading, texture, color, space, line, etc. Students apply these techniques when creating their art. All Coyote students also participate in a Parent Teacher Association (PTA) sponsored Art Masterpiece program to explore diverse, contemporary artists and create art inspired by these artists (three projects during this school year). The program is facilitated by trained parent volunteers and the student projects are displayed in our "courtyard art gallery" for our school community to admire.

With Performing Arts, all students have the opportunity to have vocal and/or instrumental music. We employ a credentialed music teacher who teaches weekly vocal music classes to our students in Transitional Kindergarten-2nd grade. Students in grades 3-5 have the opportunity to sing in our after school chorus program and our 4th and 5th grade students can join our instrumental music program if they choose to do so. For Theatre Arts, we also employ a credentialed teacher. Our Transitional Kindergarten-3rd grade students go through an eight week rotation learning common core/content area standards through a performing arts lens using the California Arts standards. Our 4th and 5th grade students receive 100 minutes weekly learning social studies and English Language Arts content standards through a performing arts lens using the California Arts standards. Lastly, our 4th and 5th grade students have the opportunity to join our Drama Club. The Drama Club is facilitated by a credentialed teacher who meets with the students once a week after school. The first semester focuses on performance skills. The second semester is dedicated to practicing for our annual musical and culminates in a musical performance for our school community. Students audition for their roles and some students choose to help with set design, lighting, and tech support during the performance.

For Physical Education, our students in Transitional Kindergarten and Kindergarten receive 30 minutes weekly of Psychomotor class. This class is taught by a para educator and focuses on building strength and gross and fine motor skills. Students in grades 1-5 receive 100 weekly minutes of P.E. instruction from our two credentialed P.E. teachers. The P.E. lessons are scaffolded in that a skill is taught, practiced, then applied in a fun game. Run Club is a P.E. enrichment activity offered to all students two days a week before school. With the help of parent volunteers, students run for 20 minutes and their distance is tracked- our goal is to put all of the miles together to see if we would be able to run 3,000 miles across the United States!

All of our students attend Library once a week for thirty minutes with our school librarian. Each session incorporates a weekly story followed by the students checking out two books of their preference. In the area of technology, we have 1:1 student devices for all students to integrate technology into the daily curriculum. This helps to promote deeper thinking, creativity, college readiness, and helps to make assessments more efficient. Our Administrative Teacher on Special Assignment provides Digital Citizenship lessons to our 4th and 5th grade students to ensure internet safety.

This year we have worked collaboratively as a staff to build strong character education into our curriculum. Morning meetings are done at least a few times a week by all teachers to strengthen classroom community. Our 5th grade leadership students push into all classes on a monthly basis with scripted character trait lessons. The principal, Administrative Teacher on Special Assignment (TSA), and school counselor visit

classrooms for monthly character trait read alouds followed by a related video created by our staff and students.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Coyote Creek has a robust intervention program that includes a variety of reading, math, and language intervention support. All of our interventions are driven by the most recent data to ensure that we are meeting the needs of all students regardless of any subgroup they may be a part of. During the 2021-22 school year, we have successfully run four intervention cycles of improvement in math and reading. Our math intervention is driven by grade level diagnostic assessments that are designed by our intervention team. The assessments evaluate grade level essential standards. Based on student performance and teacher conferring, students are placed in small groups across the entire grade level to ensure targeted instruction is given to students with the most need. We currently have three staff members supporting our math intervention doing a combination of push-in support as well as pull-out instruction with small groups. Our reading intervention targets students in Kindergarten through fifth grades with a focus on phonics, fluency, and reading comprehension. Students are assessed using a variety of diagnostic assessments to monitor progress and drive targeted interventions. Similar to math, our reading intervention team consists of three staff members that use DIBELS, CORE Phonics Surveys, and Fountas and Pinnell Reading Level assessments. We also have a Barton reading intervention program for students who require 1:1 intensive instructional support and show possible signs of dyslexia. In addition, we use online programs such as Lexia, Lexia English, IXL, and Xtra Math to provide intervention opportunities for all students. We received a special grant this year that allowed us to offer support for 5th grade ELA and Math skills, as well as 3rd-5th grades social-emotional well being, outside of the regular school day.

#### **3b. Students performing above grade level:**

Coyote Creek Elementary ensures all students are given opportunities for enrichment in both academic and social-emotional programs. All students have equal opportunity to participate in school-wide Science, Technology, Engineering, Arts, and Mathematics (STEAM) challenges such as our "Kite Day" in which students at all grade levels build a kite through a design learning process. Further enrichment programs include Geography Bee (4th and 5th grade), WordMasters Challenge (3rd-5th grades), Science Alliance (5th grade), Math Olympiad (4th and 5th grade), and Art Reflections (all grades). All of these programs provide students the ability to go above and beyond the curriculum presented in the classroom.

Within the classrooms, teachers use instructional strategies that differentiate for students performing above grade level or who show mastery of specific content standards. Students who are assessed as reading above grade level standard can choose higher level texts to apply to their independent work after the teacher presents the daily reading mini-lesson. Some grade levels have students complete monthly challenge projects with a STEAM focus. Writing assignments are often open ended and higher level rubrics are used to challenge students to take their writing to the next level. Online learning applications are also used for acceleration based on student performance. Online programs such as Dreambox, XtraMath, Greg Tang Math, Lexia, and Reading A-Z are used to address reading and math enrichment as these programs naturally differentiate based on student ability.

#### **3c. Special education:**

Our students with special needs are able to participate in all of our programs on campus, including general education interventions as well as enrichment opportunities. Students who qualify to receive Special Education services can receive Speech and Language services with a certificated Speech and Language Pathologist (SLP) and/or Resource (academic) support with a certificated Resource Specialist (RSP). Coyote Creek also houses a Special Day Class called the Counseling Enriched Program (CEP). Students in grades 2-5 who qualify for our CEP are given support to address specific social, emotional, and/or behavioral needs. The program currently supports 19 students with two certificated Special Education teachers, a certificated school psychologist, and five paraprofessionals. Students in the CEP receive specialized academic support

through individualized instruction in the counseling enriched classroom. They push-in to general education classrooms for additional academic instruction and for subjects such as Physical Education, Visual and Performing Arts, and Science. The students also join the general education classrooms for class celebrations and field trips. For social-emotional and/or behavioral support, each student in the CEP receives three counseling sessions per week, one session being 1:1 and two sessions in a small group setting with a credentialed school psychologist.

**3d. English Language Learners, if a special program or intervention is offered:**

At Coyote Creek Elementary School, we have 67 students who are classified as English Language Learners. These students are identified by their parents during our district's enrollment process. To support the students as they are learning the English language, classroom teachers implement a variety of instructional strategies in their classrooms. We also have an English Learner Specialist (paraprofessional) dedicated to working with our English Learner population. Students who are in need of extra support receive targeted instruction to meet their individual needs. All students are assessed annually for proficiency using the ELPAC (English Language Proficiency Assessments for California). The results from this assessment are used to determine which students would benefit from added support with our intervention specialist. We also use ELPAC data to monitor student progress across the year and to target/guide English Learner instruction. Depending on the need, our intervention specialist works with our English Learner students in small groups or on a 1:1 basis.

Our English Learner students also have access to an online program called Lexia English. This program provides additional support for our English Learners while providing our teachers and intervention specialist with valuable data, including progress on specific, identified goals. Students and parents are trained on how to access and use Lexia English. This program can be accessed from home or school.

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

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

---

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

Coyote Creek provides students with a positive environment that supports their academic, social, and emotional growth. This is done in a plethora of ways.

This year, the Chill Zone was created at Coyote Creek as a safe and calming place for students to be at recess time. It is important for all students to feel safe, connected, and have a sense of belonging. This is the rationale behind the Chill Zone. The Chill Zone includes art materials and board games like chess, checkers, and Jenga. This allows for students to interact with one another and develop relationships in a smaller group setting. Adult supervision is present to help students who may need support and guidance with practicing appropriate social interactions with peers.

Another way we provide a positive environment is throughout fifth grade leadership team. The leadership students work collaboratively with a partner and visit the classrooms to teach monthly character trait lessons. These students also create weekly videos with the principal shown every Wednesday in every classroom. The videos have specific messages to promote a positive school environment by reminding students of school rules and sharing ideas for how students can apply the character traits in their daily lives. Teachers nominate students who display positive character traits each week. The principal recognizes these students during the Wednesday Announcement videos, giving them a shout out for receiving the weekly "Coyote Coupon." This encourages students to exhibit positive behavior and help others.

Our Administrative team and school counselor visit classrooms monthly to read aloud a book that reinforces the monthly, school wide character trait. Students engage in conversations about the book's theme and how the character trait is relevant to their school and personal experiences. Books are chosen based on theme, age appropriateness, and making sure they represent a diverse, equitable, and inclusive perspective.

Last year during remote learning, we promoted student and family engagement by providing opportunities for families and staff to stay connected. We were consistent in holding most events similar to previous years despite the pandemic. Our school musical, Art Reflections Program, and PTA events pivoted to a virtual platform. Following CDC safety guidelines at the time, we were able to hold a drive thru Halloween parade, 5th grade end of the year celebration, and curbside "meet your teacher" event all in-person!

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

Parents place an exceptionally high value on education and support our school's efforts to provide an equitable learning environment and exemplary academic and arts program. The Parent Teacher Association (PTA) has been successful in furthering our school community spirit by sponsoring family events that include a Welcome Back Social, Multicultural Fall Festival, Outdoor Family Movie Night, Sweetheart Dance, and a Color Festival. The PTA also coordinates parent volunteers in many leadership roles that include committee chairs, room parents, and Art Masterpiece.

Our Coyote Creek Learning Foundation (CCLF) enhances school programs through fundraising efforts such as our annual registration drive, spring auction gala, Fun(d) Run, and Read-a-thon. These funds, raised by our families, help pay for paraprofessionals who provide instructional support in math and reading across all grade levels, our Art Instructor, a certificated Reading Specialist, music for Transitional Kindergarten, Kindergarten, and 2nd grade students, and Science, Technology, Engineering, Art, and Mathematics enrichment activities for all students. With financial support, volunteer time, committee leadership, and professional services, parent involvement is essential to running an efficient and unique school. Lastly, with a keen eye, our Site Council reviews data and programs and in turn makes recommendations for program improvements and annual learning goals.

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

The transition between remote, hybrid, and in-person learning has been a challenging transition for anyone who has any involvement in the educational community. Coyote Creek takes pride in creating a positive and respectful professional culture that emphasizes collaboration between all staff with a focus on well-being. We work hard to create a professional learning community that meets regularly, shares expertise and knowledge, and works collaboratively and cooperatively to improve teaching skills and students' academic performance. Staff meetings allow all credentialed staff to come together and engage in professional development opportunities that focus on team building, analyzing data, and reviewing best instructional practices. Mindfulness or team building is typically done at the beginning of each staff meeting. Each grade level teacher team meets weekly to collaborate and discuss student support needs and align instructional practices. A key focus with professional development this year has been on establishing essential standards in core academic subjects through grade level articulation as well as vertical alignment to ensure student success at the next grade level and beyond.

Communication is high on the priority list. The principal sends out a weekly email notifying all staff of any important events taking place during the week. In addition, there is a staff resource site developed by our Office Manager called "The Complete Coyote" which houses pertinent information and useful links for teachers to access with ease.

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

The leadership philosophy of Coyote Creek values collaboration and contributions of all staff and community stakeholders. The principal is closely involved with staff, students, and our parent community and works to help communicate needs as well as facilitate collaborative discussions.

We have a part time Administrative Teacher on Special Assignment who works closely with the school principal to support the daily operations on campus such as playground supervision, state mandated testing coordination, attending Special Education meetings, and community development through monthly read alouds and frequent Digital Citizenship lessons. We have a Grade Level Representative Committee that meets once every six weeks to gather information shared by the principal. The representatives then take the information to their grade level teams. By having this committee, more time can be spent at staff meetings on professional development rather than "nuts and bolts."

In response to the COVID pandemic, our Safety Committee has worked throughout the school year to ensure safe practices are happening before, during, and after the school day. Our Student Support Coordinator works with our intervention specialists to evaluate instructional practices, review curriculum resources, and align student needs to drive intervention instruction. Our School Counselor facilitates monthly check-ins with our social-emotional team consisting of a paraprofessional, school psychologist, and a psych intern. The check-ins focus on the effectiveness of our overall student wellness program and how we are supporting students. The Coyote Creek Learning Fund (CCLF) is a volunteer, non-profit organization dedicated to raising funds to help maintain and enhance the quality of education at Coyote Creek. CCLF accomplishes this through collaboration of parents, educators, and the community. Our Parent Teacher Association (PTA) fosters community engagement through a variety of events such as our Sweetheart Dance, school wide multicultural talent show, Outdoor Movie Night, and a Festival of Colors that honors and celebrates the diverse cultures on our campus.

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

Culturally Responsive Teaching and Learning emphasizes the use of student experience to leverage a strong connection to grade level curriculum. All staff make it a top priority to get to know our students and families. Teachers have parents/caregivers complete questionnaires during the first week of school so they can get to know their students and their families better. They understand that learning needs to be authentic and relevant to their students' lives. Coyote Creek teachers work to connect what students are learning in school to their students' cultures, languages, and life experiences. In every classroom on campus, each student gets a week where they are the focus of the classroom, or "Star of the Week." During this week, students create a poster about themselves, their families, and their lives. They share this poster with their classroom community.

Another way that staff shows students are valued members of our learning community is by ensuring that all students are represented in their classroom literature. Our school librarian has been working hard over the last couple of years on inventorying our library books to make certain all students are able to find books where their physical characteristics and culture are portrayed in the characters and storylines.

Our teachers are all equipped with a Culturally Responsive Teaching and Learning resource titled, "Why Culturally & Linguistically Responsive Teaching?" The book was developed by our district CLR Team about five years ago. It is designed to give teachers protocols and activities for classroom response and discussion, classroom movement, read aloud, and English Language Arts scaffolding. The activities provide structured roles for participation and aim to increase student engagement and accountability. They also help to lower student anxiety and create a positive and safe environment for risk taking and learning. When used effectively, the activities validate, affirm, or build bridges for a particular learning mode. These modes are then juxtaposed to balance traditional and non-traditional learning experiences. By balancing these learning experiences we are better able to meet students where they are to help them get where they need to be. In addition, each activity can be used to provide learning opportunities for students to be validated or affirmed in their personal modality of learning. These strategies have been successful in building strong classroom communities where mistakes are encouraged as long as you learn from them (growth mindset) and trust between peers.



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

---

In the 2019-2020 school year, Coyote Creek became an Arts infusion school. Visual and Performing Arts became a focus in our school with arts integration in the general education classrooms and through Visual Arts, Music, and Performing Arts classes.

Coyote Creek hired a Performing Arts teacher in 2019 to round out Arts education for all students. The fourth and fifth grade students attend this program throughout the school year with two 50 minute classes each week. Using the California Performing Arts Standards and the Common Core and Content Area Standards, students explore the curriculum through a performing arts lens. The social studies curriculum has been a focus in the class. Students research Native American cultures in California and the United States while exploring and retelling their stories. Fourth graders retell California Native American tales, while fifth graders work collaboratively to adapt Native American tales from around the United States into a short play. They help to create their own storytelling checklist/rubric to assist in their preparation and evaluation of their storytelling skills. All students perform in the classroom, and some also participate in a Native American Storytelling Showcase where they have the opportunity to tell their stories to a community audience while celebrating indigenous cultures through their stories, art, games, and food. In other units of study, the fourth grade students research and become explorers in a "Who is the Real Explorer?" Game Show. Fourth graders also create and perform perspective poems on how the California missions affected the Native American populations. The fifth grade students add verses to poems following different rhyme schemes and perform a play about colonies where families are invited.

In addition to creating and performing, the students watch videos of performances that facilitate daily classroom discussions teaching vocabulary, appreciation of costumes, scenery, lighting, and other technical and performance aspects. These videos and discussions often explore the diversity of our world, highlighting people with disabilities, the deaf community, women, LGBTQ+, African Americans, Hispanics, and Asian American and Pacific Islander heritages.

All other grades (Transitional Kindergarten-3rd grade) rotate through the Performing Arts class for an eight-week cycle. In collaboration with grade level teacher teams, the focus of the eight-week cycle is selected. Third graders learn how to be better writers and explored the Ohlone Indians through a play about their culture. The third grade students are also given the opportunity to perform in the Native American Storytelling Showcase. The second grade students focus on being better writers and nonfiction readers. First grade students explore using transition words and adding details to improve writing skills. Kindergarten students explore fairytales, while the Transitional Kindergarten students have a different topic each week: space, dinosaurs, ducks, volcanoes, farms, oceans, and superheroes. Similar to our fourth and fifth grade students, the younger students explore the curriculum with a performing arts lens.

Our fourth and fifth grade students have an opportunity to participate in an after school drama club. The first semester focuses on drama and improv games to build performance skills. The second semester culminates with a musical performance. This year the students will perform "Madagascar, Jr."

We recognize that not all of our students will be performers; however, the skills the students focus on (preparing, using their voice, showing with their face and body, engaging audience, organizational skills) help to prepare them to be collaborative communicators in life as they think critically to create and solve problems.