

# **Coyote Hills Elementary**

## **2021 School Accountability Report Card**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

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

## 2021-22 School Contact Information

School Name	Coyote Hills Elementary
Street	36270 Cherry St.
City, State, Zip	Newark
Phone Number	5108183300
Principal	Jessica Tommasini
Email Address	<a href="mailto:jtommasini@newarkunified.org">jtommasini@newarkunified.org</a>
School Website	<a href="https://coyotehills.newarkunified.org/">https://coyotehills.newarkunified.org/</a>
County-District-School (CDS) Code	CA

## 2021-22 District Contact Information

<b>District Name</b>	Newark Unified School District
<b>Phone Number</b>	(510) 818-4103
<b>Superintendent</b>	Dr. Mark Triplett
<b>Email Address</b>	mtriplett@newarkunified.org
<b>District Website Address</b>	www.newarkunified.org

## 2021-22 School Overview

Coyote Hills Elementary, formerly Graham Elementary, is the result of a merger between Graham and Snow Elementary, which closed after the 2020-2021 school year. At Coyote Hills Elementary School (K-6) it is our mission to provide students with a safe, respectful, and supportive environment while empowering students to be lifelong empathetic learners, problem solvers, equity warriors, critical thinkers and to persevere in a global world. Coyote Hills Elementary School is one of seven elementary schools in the Newark Unified School District. Coyote Hills Elementary celebrates our diverse ethnic population. The school provides California Common Core Standards-Based instruction in all the academic areas. The school also provides specialized services to English Learners, struggling readers, and Students with Disabilities.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of “big city” life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of seven elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

The Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens. Newark Unified School District will provide academic excellence via equity and opportunities for all students.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	51
Grade 2	50
Grade 3	53
Grade 4	50
Grade 5	64
Grade 6	48
Total Enrollment	365

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
American Indian or Alaska Native	0.3
Asian	13.2
Black or African American	1.9
Filipino	4.4
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	1.6
Two or More Races	3.3
White	5.2
English Learners	30.7
Homeless	6
Socioeconomically Disadvantaged	70.7
Students with Disabilities	15.3

### A. Conditions of Learning

#### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Year and month in which the data were collected

8/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
<b>Mathematics</b>	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	0%
<b>Science</b>	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007	Yes	0%
<b>History-Social Science</b>	100% availability of History-Social Science for California, Scott Foresman, approved 2006	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005	Yes	0%
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

## School Facility Conditions and Planned Improvements

Coyote Hills was constructed in 1960 with major additions in 1961, 1964, 1991 and 2000. Modernization in 2001 through 2004 included restrooms, HVAC and electrical and data upgrades. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

Year and month of the most recent FIT report

7/26/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 25: Sink Faucet is loose - repaired 8/19/21
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	210	NT	NT	NT	NT
Female	91	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	148	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	167	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	36	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	210	NT	NT	NT	NT
Female	91	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	148	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	167	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	36	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	212	192	91	9	26
Female	92	87	95	5	28
Male	120	105	88	12	24
Asian	34	27	79	21	56
Hispanic or Latino	150	139	93	7	20

<b>English Learners</b>	70	61	87	13	11
<b>Socioeconomically Disadvantaged</b>	144	132	92	8	21
<b>Students with Disabilities</b>	33	20	61	39	5

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	212	190	90	10	28
<b>Female</b>	92	87	85	4	28
<b>Male</b>	120	103	86	14	28
<b>Asian</b>	34	28	82	18	54
<b>Hispanic or Latino</b>	150	137	91	9	23
<b>English Learners</b>	70	61	87	13	8
<b>Socioeconomically Disadvantaged</b>	144	131	91	9	23
<b>Students with Disabilities</b>	33	19	58	42	5

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	NT	NT	NT	NT
Female	20	NT	NT	NT	NT
Male	41	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Once the restrictions of COVID-19 are eased, Coyote Hills Elementary will provide many opportunities for parent involvement. The most common form of parent involvement is direct volunteering in classrooms. Parents and community members read with students, help with classroom projects, share special talents, and attend field trips. The principal holds periodic meetings with parents. Currently, all parent meetings are held virtually due to COVID-19. These bilingual meetings provide parents with opportunities to learn more about school programs and supporting students at home.

Our Parent-Teacher Organization (PTO) organizes a number of special events. Parents work at our Book Fairs in the fall and spring. Parents also lead fundraising to benefit school programs and teachers' needs. Money raised goes to support field trips, classroom needs, school improvements, and Sixth Grade Science Camp.

In addition, parents are encouraged to participate on the School Site Council (SSC), which oversees Coyote Hill's annual planning and budgeting. Other participation opportunities include our English Language Advisory Committee (ELAC), which provides input on our programs that support students learning English.

Please contact the school office for more information on opportunities for parent involvement. We can't do it without you!

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	372	369	0	0.0
Female	165	165	0	0.0
Male	207	204	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	48	48	0	0.0
Black or African American	7	7	0	0.0
Filipino	18	17	0	0.0
Hispanic or Latino	250	250	0	0.0
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	12	12	0	0.0
White	22	21	0	0.0
English Learners	124	124	0	0.0
Foster Youth	0	0	0	0.0
Homeless	21	21	0	0.0
Socioeconomically Disadvantaged	263	263	0	0.0
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	64	64	0	0.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.27	0.00	3.72	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.12	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.26	1.63	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



2021-22 School Safety Plan

Coyote Hills Elementary School reviews our safety plan annually and practices our safety procedures on a monthly basis. Our safety plan was most recently reviewed and updated through a process that included staff and the SSC in January 2021 and approved by our school board in February 2021. Staff at the site take emergency preparedness very seriously. Coyote Hills Elementary enforces arrival and dismissal procedures, and requires all visitors to check into the main office. Monthly fire drills, lock-down drills, and earthquake drills are conducted to ensure the school's preparedness for emergencies. And, the Newark Police Department works with all NUSD schools as needed to update site safety plans.

Our positive behavior focus includes the implementation of Positive Behavioral Interventions & Supports (PBIS), a program which enhances our common focus and routines. Coyote Hills has three school rules or expectations: Be Safe; Be Respectful; Be Responsible! Collaborative problem-solving methods are encouraged and practiced. We implement positive interventions as alternatives to traditional suspensions, whenever possible. Our staff focuses their efforts on building a positive and healthy social environment. Monthly themes are established that include character traits that promote a safe academic environment. Coyote Hills Elementary School implements a system of buddy classes. These cross-grade-level connections provide the opportunity for teachers and students to work together in learning that helps meet the needs of a variety of age groups. This collaboration also builds self-esteem and a sense of empowerment to students who value and practice mentoring and cooperation with others.

Newark Unified School District is committed to creating an environment in which our students can return to in-person learning while ensuring the safety and health of our students, staff and families. Due diligence and proper planning will be the strategy that will guide our work. To do this, we will continue to work together to reduce the number of COVID-19 cases by observing all the precautions, guidance, and requirements from health experts. Given the reality that COVID-19 will remain a very real threat for the foreseeable future, we stand committed to a plan of what will get us through this period working together.

- NUSD and its staff are committed to:
- Comply with all mask requirements and adhere to social distancing guidelines to the maximum extent possible in order to avoid the spread of COVID-19 and remain safe.
  - Provide in-person learning to all students who are able to return, while offering a virtual option for families whose child is not yet able to attend in-person due to health or safety reasons.
  - Create a safe and healthy workplace for our employees and learning environment for our students and families.
  - Do what we can to increase student, parent, and staff confidence that returning to school is as safe as we can make it, operating with transparency, honesty, and respect.
  - Acknowledge that as we design creative solutions within a system we may encounter limitations.
  - Value and maintain the strong partnerships and relationships that exist between our community and our staff, ensuring that our connections and respect are stronger as a result of having gone through this together.

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	25		2	
2	20	2		
3	22	1	2	
4	23		2	
5	22	1	1	
6	31		2	
Other	9	2		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	26		2	
2	24		2	
3	23		2	
4	31		2	
5	30		1	
6	31		1	
Other	16	2	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	25		2	
2	24		2	
3	23		2	
4	31		1	
5	66			1
6	32		1	
Other	20	2	2	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12880	4545	8334	98987
District	N/A	N/A	8027	\$90,669
Percent Difference - School Site and District	N/A	N/A	3.8	8.8
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-1.3	19.9

## 2020-21 Types of Services Funded

Coyote Hills Elementary School receives Title I and LCFF (Local Control Funding Formula) dollars which fund the following programs.

Intensive reading instruction for students having reading difficulty in grades K to 6; by providing two ELD/Intervention Teachers (both 1.0 FTE) to support students, a full-time bilingual instructional aide and a full-time classroom instructional aide to provide intervention support to struggling readers to support daily guided reading and phonics support to struggling readers.

Additionally, there is a 1.0 SEAL Coach for kindergarten - 3rd grades for teachers implementing the SEAL strategies for EL students;

English Language Development instruction with supplemental curriculum for students at the beginning levels of English proficiency;

Additional clerical hours;

Funding for a mental health clinician dedicated solely to our site;

Additional technology hardware and learning software licenses.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,209	\$51,029
Mid-Range Teacher Salary	\$87,720	\$78,583
Highest Teacher Salary	\$109,648	\$99,506
Average Principal Salary (Elementary)	\$135,528	\$124,576
Average Principal Salary (Middle)	\$140,960	\$131,395
Average Principal Salary (High)	\$151,136	\$144,697
Superintendent Salary	\$239,859	\$240,194
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

Professional development emphasis focuses on providing effective instruction in the area of English Language Arts, Mathematics and English Language Development. Staff Development days, collaboration time, release days, formal training, and observations are dedicated to the on-going implementation of Reader's & Writer's Workshop structures and Big Ideas Mathematics. Our K-3 teachers and some other support teachers are receiving SEAL (Sobrato Early Academic Language) training to support the needs of our English Learners. As a newly merged school, we are in a baseline year in regard to student academic progress.

District-based Professional Development Days are also provided, as well as site-based and district-based PD opportunities on some early-release Friday afternoons.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

# Newark Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Dr. Mark Triplett

<b>Email Address</b>	mtriplett@newarkunified.org
<b>District Website Address</b>	www.newarkunified.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2764	1	0.04	99.96	--
<b>Female</b>	1261	0	0.00	100.00	--
<b>Male</b>	1501	1	0.07	99.93	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	438	0	0.00	100.00	--
<b>Black or African American</b>	77	0	0.00	100.00	--
<b>Filipino</b>	224	0	0.00	100.00	--
<b>Hispanic or Latino</b>	1495	0	0.00	100.00	--
<b>Native Hawaiian or Pacific Islander</b>	49	0	0.00	100.00	--
<b>Two or More Races</b>	188	0	0.00	100.00	--
<b>White</b>	287	1	0.35	99.65	--
<b>English Learners</b>	556	0	0.00	100.00	--
<b>Foster Youth</b>	14	0	0.00	100.00	--
<b>Homeless</b>	306	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1656	0	0.00	100.00	--
<b>Students Receiving Migrant Education Services</b>	41	0	0.00	100.00	--
<b>Students with Disabilities</b>	412	1	0.24	99.76	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2764	1	0.04	99.96	--
Female	1261	0	0.00	100.00	--
Male	1501	1	0.07	99.93	--
American Indian or Alaska Native	--	--	--	--	--
Asian	438	0	0.00	100.00	--
Black or African American	77	0	0.00	100.00	--
Filipino	224	0	0.00	100.00	--
Hispanic or Latino	1495	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	49	0	0.00	100.00	--
Two or More Races	188	0	0.00	100.00	--
White	287	1	0.35		--
English Learners	556	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	306	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1656	0	0.00	100.00	--
Students Receiving Migrant Education Services	41	0	0.00	100.00	--
Students with Disabilities	412	1	0.24	99.76	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

