

Coyote Valley Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Shane Lee, Principal

Principal, Coyote Valley Elementary

About Our School

Welcome to Coyote Valley Elementary located in Hidden Valley Lake. We are one of three elementary schools in the Middletown Unified School District. The student population is approximately 430 grades TK - 6. Coyote Valley Elementary is staffed with 20 regular education teachers, 2 special education teachers and a support staff of 24 adults. Our parents are very involved in the school with thousands of hours volunteered in classrooms each year. Our school is located in southern Lake County, 5 miles north of Middletown. The majority of students live in the community of Hidden Valley Lake. Approximately 5 percent of the students attend school with either interdistrict agreements or intradistrict agreements.

Contact

Coyote Valley Elementary
18950 Coyote Valley Rd.
Middletown, CA 95461-0338

Phone: 707-987-3357
E-mail: shane.lee@middletownusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Middletown Unified
Phone Number	(707) 987-4100
Superintendent	Catherine Stone
E-mail Address	catherine.stone@middletownusd.org
Web Site	www.middletownusd.org

School Contact Information (School Year 2016-17)	
School Name	Coyote Valley Elementary
Street	18950 Coyote Valley Rd.
City, State, Zip	Middletown, Ca, 95461-0338
Phone Number	707-987-3357
Principal	Shane Lee, Principal
E-mail Address	shane.lee@middletownusd.org
County-District-School (CDS) Code	17640556110761

Last updated: 2/16/2017

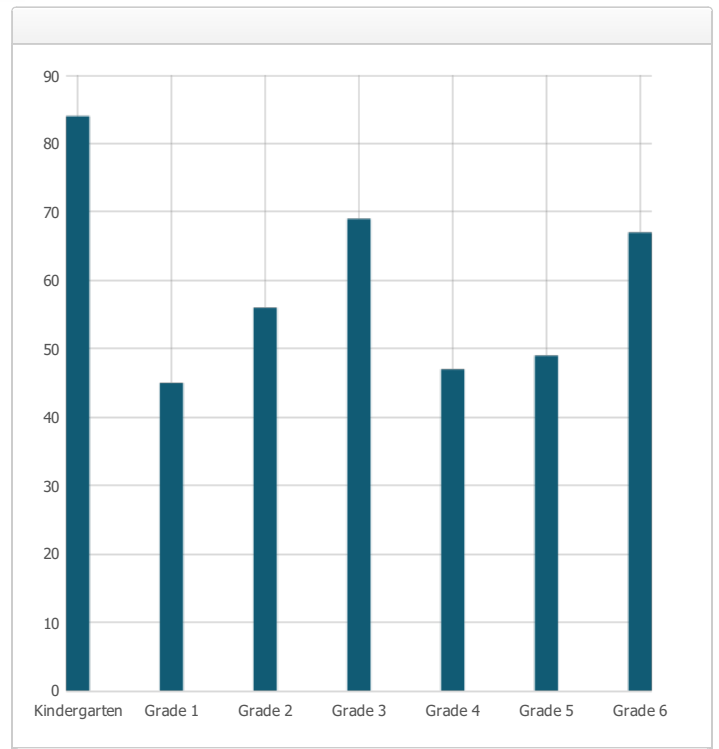
School Description and Mission Statement (School Year 2016-17)

Coyote Valley Elementary promotes a safe learning environment in which high expectations are established for all. The experienced teachers of Coyote Valley understand that relationships, consistency, clear expectations, rigor and practice are all important components to establishing a classroom environment in which each student can be successful and achieve success and growth. Staff have been trained in BEST practices, establishing a behavioral and discipline system that supports our students to reach their academic potential. Coyote Valley Elementary is a community of learners that encourages parents, students, businesses and community volunteers to be involved in the school.

Last updated: 2/16/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	84
Grade 1	45
Grade 2	56
Grade 3	69
Grade 4	47
Grade 5	49
Grade 6	67
Total Enrollment	420



Last updated: 2/16/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	1.4 %
Asian	0.5 %
Filipino	0.5 %
Hispanic or Latino	21.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	70.4 %
Two or More Races	4.4 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.4 %
English Learners	8.2 %
Students with Disabilities	10.3 %
Foster Youth	0.0 %

Last updated: 2/16/2017

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	0.0%	0.0%

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

Last updated: 2/16/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Reading Street (K-6) Published by Pearson Education	Yes	0.0 %
Mathematics	Eureka Math (K-5) Published by: Great Minds	Yes	0.0 %
Science	California Science (2nd-6th) Published by: Pearson/Scott Foresman	Yes	0.0 %
History-Social Science	California Vistas (2nd-6) Published by: MacMillan/McGraw Hill	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/16/2017

School Facility Conditions and Planned Improvements

The MUSD maintenance staff continues to maintain our campus so it is a safe and accessible learning environment for all students. There is a plan and system in place to report and address maintenance and custodial needs. All issues that create a safety concern are immediately addressed to make sure the facility is deemed safe.

Last updated: 2/16/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 2/16/2017

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	45.0%	48.0%	48.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	42.0%	28.0%	36.0%	30.0%	34.0%	36.0%

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

Last updated: 2/16/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	54.6%
Male	23	23	100.0%	47.8%
Female	21	21	100.0%	61.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.0%	45.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.0%	53.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/16/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	51	92.7%	51.0%
Male	35	32	91.4%	43.8%
Female	20	19	95.0%	63.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	41	93.2%	53.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	27	93.1%	48.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/16/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	64	98.5%	51.6%
Male	28	27	96.4%	33.3%
Female	37	37	100.0%	64.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	62.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.8%	51.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.2%	51.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/16/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	70	98.6%	30.0%
Male	41	40	97.6%	27.5%
Female	30	30	100.0%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.4%	23.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.0%	34.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	28.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/16/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	44	100.0%	40.9%
Male	23	23	100.0%	39.1%
Female	21	21	100.0%	42.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.0%	38.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.0%	34.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/16/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	51	92.7%	33.3%
Male	35	32	91.4%	37.5%
Female	20	19	95.0%	26.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	41	93.2%	34.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	27	93.1%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/16/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	65	64	98.5%	25.0%
Male	28	27	96.4%	11.1%
Female	37	37	100.0%	35.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	18.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.8%	28.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.2%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/16/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	70	98.6%	17.1%
Male	41	40	97.6%	22.5%
Female	30	30	100.0%	10.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	17	94.4%	11.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	46	100.0%	21.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.8%	20.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/16/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	52.0%	65.0%	63.0%	60.0%	64.0%	64.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 2/16/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	65	64	98.5%	62.5%
Male	28	27	96.4%	55.6%
Female	37	37	100.0%	67.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	16	16	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	46	45	97.8%	68.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.2%	45.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 2/16/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.0%	25.4%	41.3%

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

Last updated: 2/16/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are invited and encouraged to be active members of the Coyote Valley Elementary School community. Parents are notified of all meetings through our newsletter. Meeting dates and times are posted along with agendas. Throughout the school year we have numerous opportunities for parent involvement, from volunteering in the classroom to helping with our Cinco de Mayo Celebration.

At the Site level parents can serve on the School Site Council, Parent Teacher Organization, and ELAC. The parents that serve on these committees continue to provide strong support to our school. At the district level parent input is sought for the Local Control Accountability Plan. The Board of Trustees also has an open forum at each meeting where parents can speak to the board.

State Priority: Pupil Engagement

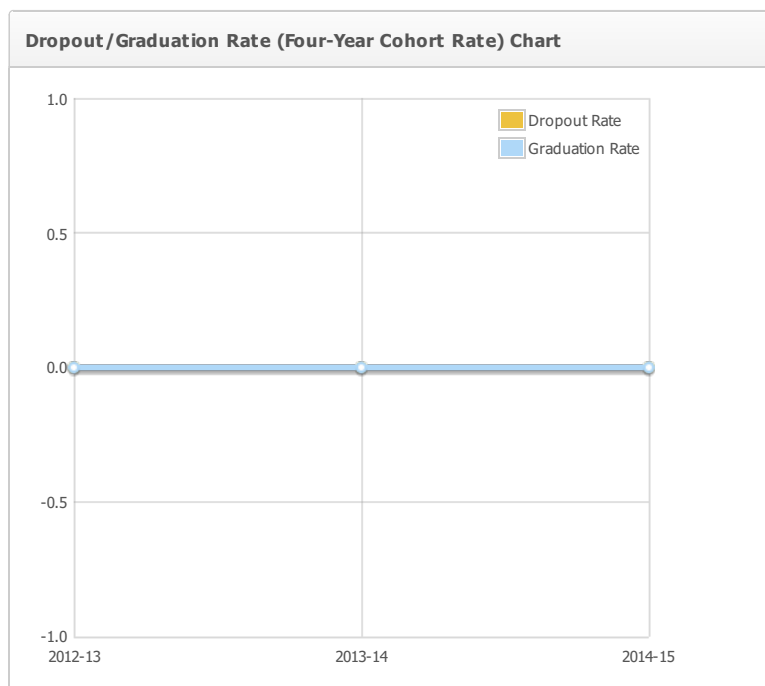
Last updated: 2/16/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	92.30	90.80	92.10	80.44	80.95	82.27



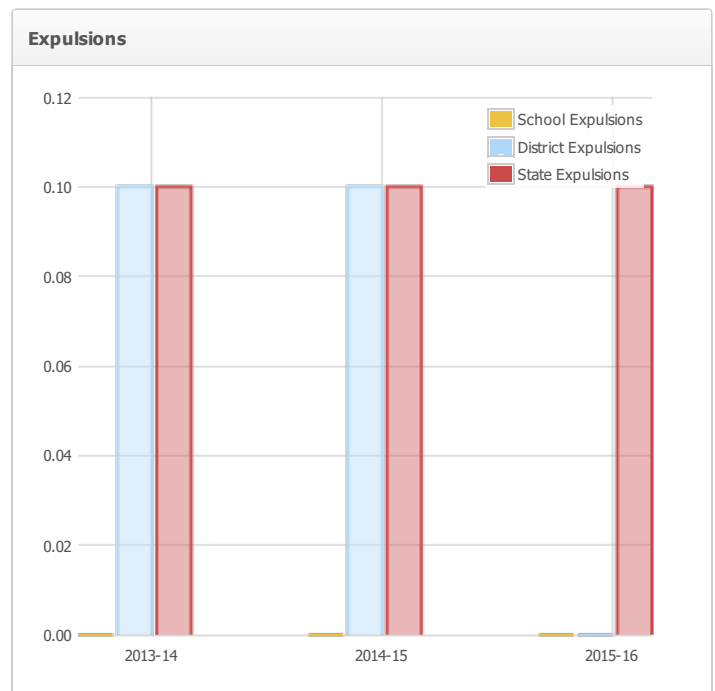
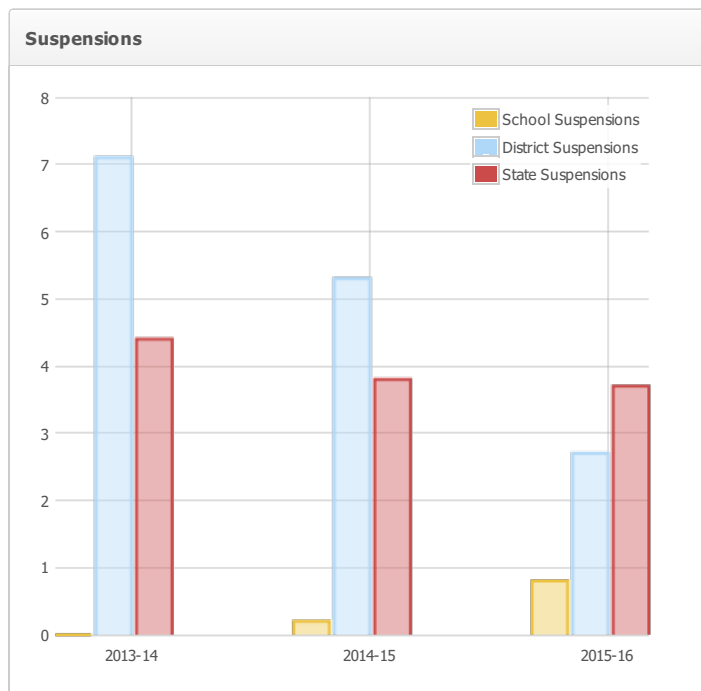
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.2	0.8	7.1	5.3	2.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 2/16/2017

School Safety Plan (School Year 2016-17)

Coyote Valley Elementary School has developed a Safe School Plan with collaboration of administration, teachers, support staff, local emergency personnel and local law enforcement. Most teachers and many of the classified staff have been trained in "Emergency Response" and many are certified in CPR & First Aid. Teams are continually being developed and trained in emergency preparedness. Students are also trained in emergency procedures at school. Safety drills are held to provide students training and practice in emergency procedures. Emergency Response Trainings are conducted every year at each school site and a major training involving Lake County Emergency Response, Fire, Sheriff and CHP is conducted at school sites on a 3 year rotation. All of the district buses are equipped with full-time video cameras to monitor behavior and ensure safety. The school facility is a Drug Free Zone. Rules are strictly enforced. Safety procedures are in place to provide a safe environment for students to learn. A copy of the district Emergency Response plan can be accessed at the Middletown Unified School District office.

Last updated: 2/16/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 2/16/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	4	0	21.0	2	2	0	20.3	2	1	0
1	22.0	0	2	0	21.0	0	3	0	19.0	2	1	0
2	22.0	0	1	0	24.0	0	2	0	21.3	0	3	0
3	22.0	0	3	0	26.0	0	2	0	21.6	0	3	0
4	28.0	0	2	0	29.0	0	2	0	26.5	0	2	0
5	29.0	0	2	0	27.0	0	2	0	26.0	0	3	0
6	25.0	1	3	0	27.0	1	3	0	26.3	0	3	0
Other	24.0	0	1	0	0.0	0	0	0				

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

Last updated: 2/16/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7313.0	\$1300.0	\$6013.0	\$64769.0
District	N/A	N/A	\$0.0	\$60924.0
Percent Difference – School Site and District	--	--	6435.0%	62834.0%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	7.0%	3.0%

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

Last updated: 2/16/2017

Types of Services Funded (Fiscal Year 2015-16)

With General Fund monies: Salaries; Instructional Aides; Computer Aides

Provided after-school academic help for students.

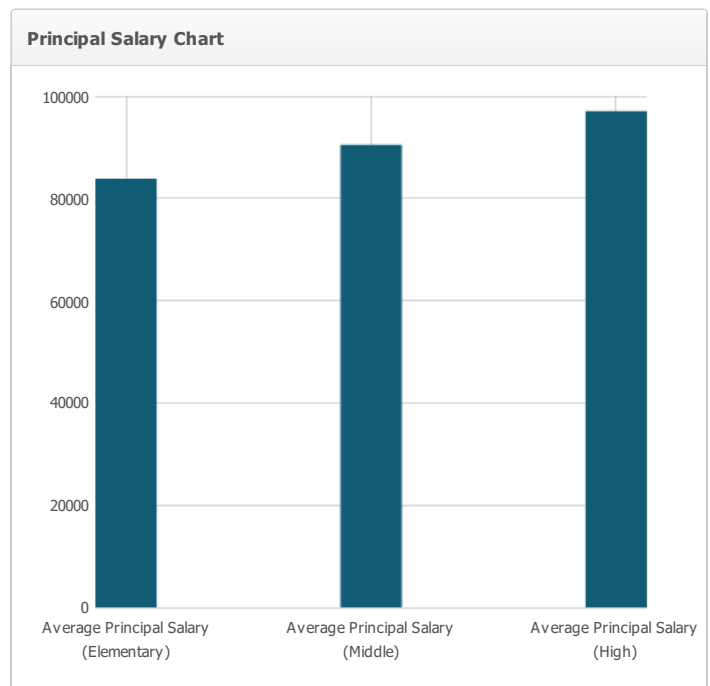
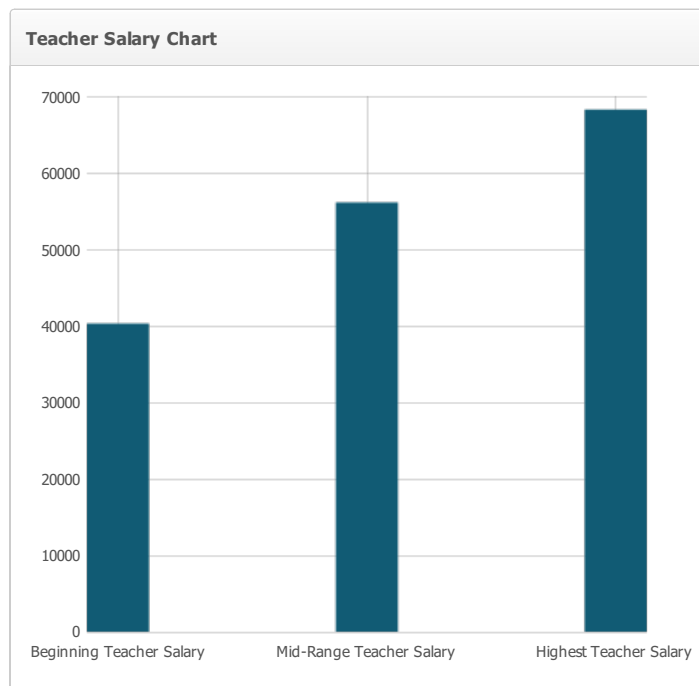
Provided bilingual help for our students and teachers.

Last updated: 2/16/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,286	\$40,430
Mid-Range Teacher Salary	\$56,106	\$58,909
Highest Teacher Salary	\$68,243	\$77,358
Average Principal Salary (Elementary)	\$83,840	\$94,634
Average Principal Salary (Middle)	\$90,476	\$97,839
Average Principal Salary (High)	\$97,065	\$100,453
Superintendent Salary	\$144,970	\$123,728
Percent of Budget for Teacher Salaries	37.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 2/16/2017

Professional Development

Coyote Valley Elementary School, as part of the Middletown Unified School District completes three full days of staff development/implementation, one at each school as well as eight minimum days for staff development spread out over the course of the year.

Staff development consists of webinars, outside contracted presenters, on-staff expert presentation and implementation time.

Last updated: 2/16/2017