



Los Coyotes Middle School

14640 Mercado Ave. • La Mirada, CA 90638 • (714) 739-2368 • Grades 6-8

Dr. Christina C. Stanley, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

Margarita L. Rios Board President
Jesse Urquidi Board Vice President
Darryl R. Adams Board Member
Karen Morrison Board Member
Chris Pflanzler Board Member
Sean M. Reagan Board Member
Ana Valencia Board Member

District Administration

Dr. Ruth Perez
Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Los Coyotes Middle School is the Home of the Centurions and is a small community based school in the residential city of La Mirada located on the eastern Los Angeles County border. The staff and students at LCMS work together to create a friendly, positive learning environment for all.

This year, our school theme is "YOGOWYPI--You Only Get Out What You Put In." Students can get involved at Los Coyotes Middle School through WEB (Where Everyone Belongs) Mentoring, Leadership, Intramural Sports, the Centurion Honors Magnet (CHM), the Medical and Forensic Magnet, Academic Pentathlon, Photography and Video Production, Drama class and productions, College Week, Medieval Arts, Concert Band, Symphonic Band, Wind Ensemble, World Percussion, Science Fair, Color Guard, Cheerleading, Fencing, National Junior Honor Society, AVID, and many clubs.

The staff at Los Coyotes is committed to the education and development of well rounded, contributing members of society. We use a Response to Intervention (RtI) approach to provide an academically challenging environment for all students, extensive extra-curricular programs, balanced literacy strategies, and leveled math classes to support students' growth potential.

Los Coyotes is a "Character Counts!" school. Students attending Los Coyotes are expected to display the following positive character traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Los Coyotes students will take responsibility for their actions and their education to ensure they maximize their individual potential as contributing citizens.

Our Centurion Honors Magnet allows students the opportunity to enroll in honors and Pre-AP classes in 6th, 7th, and 8th grades. The AVID program is available for all three grades. Students experience a strong academic program with additional support through AVID tutorials and curriculum. Our Medical and Forensic Magnet allows students the opportunity to enroll in Introduction to Anatomy and Physiology, Health, Introduction to Sports Medicine, and Introduction to Forensic Science. Our Music program offers an award winning performance band, along with beginning and intermediate levels of band.

We strive to ensure that students feel connected with the school and the staff. All students receive instruction in study skills, "Character Counts!" curriculum, and AVID strategies, as well as Positive Alternatives (supported by the local sheriff's department), Straight Talk, and Goals for Life. We have a focus each month on our target Character traits--Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We focus on Positive Behavior Intervention Support through a monthly pancake breakfast to recognize outstanding students, front of the line passes, extra time at lunch, and more!

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 739-2368.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	204
Gr. 7	222
Gr. 8	195
Total	621

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	15.5
Filipino	5.0
Hispanic or Latino	55.2
Native Hawaiian/Pacific Islander	0.5
White	19.5
Two or More Races	1.6
Socioeconomically Disadvantaged	39.5
English Learners	3.2
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Los Coyotes Middle School	12-13	13-14	14-15
Fully Credentialed	21	21	23
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Coyotes Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.98	6.02
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 6-8 English-language Arts: California Holt McDougal Literature & Language Arts, adopted 2003 and Common Core aligned supplemental materials: Houghton Mifflin Harcourt Collections Close Reader
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
History-Social Science	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	86	85	81	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	68	69	66	52	54	54	54	56	55
Math	62	46	60	46	47	48	49	50	50
HSS	69	70	70	41	41	44	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	5	1	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	22.1	22.1	33.6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	81
Male	80
Female	82
Black or African American	
American Indian or Alaska Native	
Asian	97
Filipino	
Hispanic or Latino	76
Native Hawaiian/Pacific Islander	
White	77
Two or More Races	
Socioeconomically Disadvantaged	73
English Learners	
Students with Disabilities	78
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	19	-6	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	1	4
Native Hawaiian/Pacific Islander			
White	23	-16	-14
Two or More Races			
Socioeconomically Disadvantaged	15	-17	14
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

We have many ways for parents to participate in our school, and we depend on parents to keep our programs running smoothly. Parents join our School Site Council (SSC), which works with the administration to make financial decisions, analyze school programs, review our student handbook, and hire new employees.

Parents of English Learners are vital to our English Learners Advisory Council (ELAC) and to our outreach efforts on behalf of new families.

Our Parent Teacher Student Association (PTSA) works with teachers to hold Back-to-School Night in the fall and Open House in the spring. Our parents volunteer in the office and classrooms and organize fundraisers each year to raise monies for classroom technology needs and student support. Parents and the Associated Student Body (ASB) organize the eighth grade dance and luau. They also help with our school talent show and dances. PTSA leaders host parent education nights throughout the year to address topics facing parents of middle school children. We always need new volunteers to help chaperone activities or field trips, to assist in the office or in classrooms! For more information about getting involved at our school, please the office at (714) 739-2368.

State Priority: School Climate

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

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

School Safety Plan

- Our campus supervisors monitor the school grounds for 30 minutes before and after school, as well as during nutrition and lunch. Teachers regularly review the rules with students to ensure safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main gate, sign in at the office, and wear a badge while on campus. Students are not allowed off campus during the school day.
- We revise our School Safety Plan annually. It was last revised in February 2014. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire, earthquake, and/or lockdown drills each month and hold trainings for staff on emergency preparedness at the start of and throughout each school year.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.2	0.5	6.2
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		28	29		10	8		7	13		21	21
English	33.6	34	31	1	1	2	3	1	5	10	10	7
Math	31.9	31	32	1	2	1	7	6	5	8	5	8
Science	33.8	33	33	0	1	2	5	2	1	8	5	6
SS	35.3	35	31	0	1	3	2	1	4	11	9	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7939.95	2005.11	5934.84	71751.31
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-2.0	-1.6
Percent Difference: School Site/ State			26.5	3.4

Types of Services Funded at Los Coyotes Middle School

Professional Development provided for Teachers at Los Coyotes Middle School

At Los Coyotes Middle School, professional development is provided for teachers in the areas of Common Core State Standards (CCSS), CCSS implementation, technology integration, core academics (Math, ELA, Science, Social Science, World Languages), Special Education compliance, academic and instructional strategies, safety drills and first aid, Character Counts!, classroom management, and student discipline.