



# Los Coyotes Middle School

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

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Norwalk-La Mirada Unified School District

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
[www.nlmusd.org](http://www.nlmusd.org)

#### District Governing Board

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

#### District Administration

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
John Lopez  
**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 “Unleash Your Potential!” 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 and Instruction (RtII) 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 and the Project Lead the Way classes of Design and Modeling, Automation and Robotics, and Medical Detectives/Intro 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!

## About the SARC

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	179
Grade 7	220
Grade 8	224
<b>Total Enrollment</b>	<b>623</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.5
Asian	13.8
Filipino	5
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	0.5
White	19.6
Two or More Races	2.6
Socioeconomically Disadvantaged	39
English Learners	4.8
Students with Disabilities	6.4
Foster Youth	0.6

## 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	14-15	15-16	16-17
<b>With Full Credential</b>	23	25	28
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	1013
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Coyotes Middle School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2015-16 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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	96.4	3.6
<b>High-Poverty Schools</b>	96.2	3.8
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 2016-17)**

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: 2015	
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: 10/25/2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			
<b>Overall Rating</b>	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, 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	49	55	43	46	44	48
Math	33	37	25	29	34	36

\* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	80	62	61	54	52	47	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.7	30.3	32.1

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	225	223	99.1	61.4
Male	103	103	100.0	68.0
Female	122	120	98.4	55.8
Asian	32	32	100.0	81.3
Hispanic or Latino	133	131	98.5	57.3
White	39	39	100.0	66.7
Socioeconomically Disadvantaged	89	89	100.0	48.3
English Learners	12	12	100.0	16.7
Students with Disabilities	12	12	100.0	16.7

\* 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. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	183	180	98.4	57.2
	7	222	222	100.0	55.0
	8	225	223	99.1	52.5
Male	6	90	89	98.9	49.4
	7	109	109	100.0	44.0
	8	103	103	100.0	49.5
Female	6	93	91	97.8	64.8
	7	113	113	100.0	65.5
	8	122	120	98.4	55.0
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	6	23	23	100.0	82.6
	7	29	29	100.0	82.8
	8	32	32	100.0	81.3
Filipino	6	17	16	94.1	75.0
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	97	96	99.0	51.0
	7	120	120	100.0	46.7
	8	133	131	98.5	45.8
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	34	33	97.1	51.5
	7	47	47	100.0	57.5
	8	39	39	100.0	53.9
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	72	71	98.6	42.3
	7	94	94	100.0	46.8
	8	89	89	100.0	40.5

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	12	12	100.0	
Students with Disabilities	6	--	--	--	--
	7	23	23	100.0	17.4
	8	12	12	100.0	16.7
Students Receiving Migrant Education Services	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	183	180	98.4	47.2
	7	222	222	100.0	34.7
	8	225	223	99.1	32.3
Male	6	90	89	98.9	41.6
	7	109	109	100.0	37.6
	8	103	103	100.0	30.1
Female	6	93	91	97.8	52.8
	7	113	113	100.0	31.9
	8	122	120	98.4	34.2
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	6	23	23	100.0	73.9
	7	29	29	100.0	72.4
	8	32	32	100.0	68.8

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	6	17	16	94.1	62.5
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	97	96	99.0	35.4
	7	120	120	100.0	25.0
	8	133	131	98.5	24.4
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	34	33	97.1	51.5
	7	47	47	100.0	34.0
	8	39	39	100.0	33.3
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	72	71	98.6	33.8
	7	94	94	100.0	23.4
	8	89	89	100.0	24.7
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	12	12	100.0	16.7
Students with Disabilities	6	--	--	--	--
	7	23	23	100.0	13.0
	8	12	12	100.0	25.0
Students Receiving Migrant Education Services	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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. 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. 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.

**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 (School Year 2016-17)

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, Book Fair, and Open House in the spring. Our parents volunteer in the office and classrooms and organize fundraisers each year to raise monies for classroom 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. Administration and 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. 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	2013-14	2014-15	2015-16
Suspensions Rate	6.2	1.7	0.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### 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.

2016-17 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		88.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	628

\* 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 (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	31	27	27	2	4	4	5	5	5	7	8	8
Mathematics	32	32	32	1	1	1	5	3	3	8	10	10
Science	33	33	33	2	1	1	1	5	5	6	10	10
Social Science	31	31	31	3	2	2	4	3	3	7	10	10

\* 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.

**Professional Development provided for Teachers**

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8839.99	1823.86	7016.13	79,309.88
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-5.1	-1.2
Percent Difference: School Site/ State			23.6	6.9

\* Cells with ♦ do not require data.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

**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.