



# Los Coyotes Middle School

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

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<https://www.loscoyotesms.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 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

Jude Cazares

#### Board President

Jesse Urquidi

#### Board Vice President

Darryl R. Adams

#### Board Member

Chris Pflanzner

#### Board Member

Karen Morrison

#### Board Member

Ana Valencia

#### Board Member

Jorge Tirado

#### Board Member

#### District Administration

Dr. Hasmik Danielian

#### Superintendent

Dr. Patricio Vargas

#### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 166                |
| Grade 7                 | 135                |
| Grade 8                 | 131                |
| <b>Total Enrollment</b> | <b>432</b>         |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.2                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 16.7                        |
| Filipino                            | 7.4                         |
| Hispanic or Latino                  | 55.1                        |
| Native Hawaiian or Pacific Islander | 0.7                         |
| White                               | 15.5                        |
| Two or More Races                   | 2.8                         |
| Socioeconomically Disadvantaged     | 54.4                        |
| English Learners                    | 6                           |
| Students with Disabilities          | 9.7                         |
| Foster Youth                        | 0.7                         |
| Homeless                            | 16.4                        |

## 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

| Teacher Credentials for Los Coyotes Middle  | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | 18    | 22    | 20    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 1     |

| Teacher Credentials for Norwalk-La Mirada   | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 890   |
| Without Full Credential                     | ♦     | ♦     | 3     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 6     |

### Teacher Misassignments and Vacant Teacher Positions at Los Coyotes Middle School

| Indicator                     | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 1     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

\* Note: "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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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: 2019- September**

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption   |
|-------------------------------|--|
| <b>Reading/Language Arts</b>  | Grades 6-8 English Language Arts: Pearson-California My Perspectives, Adopted 2017<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Mathematics</b>            | Grades 6-8 Mathematics: Cengage Learning – Math Big Ideas Course (1, 2, & 3), Adopted 2014<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Science</b>                | Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, Adopted 2008<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>History-Social Science</b> | Grades 6-8 Social Science: National Geographic Learning/ Cengage- CA World History- Ancient Civilizations, CA World History- Medieval, and CA US History- Beginnings to WW1, Adopted 2019<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |

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

**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 |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |   |
| <b>Electrical:</b><br>Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          |   |
| <b>Overall Rating</b>  | <b>Good</b>   |   |

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 49           | 60           | 46             | 47             | 50          | 50          |
| Math    | 34           | 40           | 32             | 35             | 38          | 39          |

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A          | N/A          | N/A            | N/A            | N/A         | N/A         |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 7           | 15.3   | 32.8   | 22.9   |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 420                     | 417                  | 99.29                 | 60.43                          |
| Male  | 208                     | 208                  | 100.00                | 58.17                          |
| Female  | 212                     | 209                  | 98.58                 | 62.68                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | 71                      | 70                   | 98.59                 | 87.14                          |
| Filipino                                      | 30                      | 30                   | 100.00                | 80.00                          |
| Hispanic or Latino                            | 230                     | 228                  | 99.13                 | 49.56                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 63                      | 63                   | 100.00                | 57.14                          |
| Two or More Races                             | 14                      | 14                   | 100.00                | 78.57                          |
| Socioeconomically Disadvantaged               | 226                     | 224                  | 99.12                 | 52.23                          |
| English Learners                              | 57                      | 56                   | 98.25                 | 55.36                          |
| Students with Disabilities                    | 34                      | 34                   | 100.00                | 23.53                          |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |
| Homeless                                      | 76                      | 75                   | 98.68                 | 1.32                           |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 421              | 420           | 99.76          | 39.76                   |
| Male  | 209              | 209           | 100.00         | 41.15                   |
| Female  | 212              | 211           | 99.53          | 38.39                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 71               | 70            | 98.59          | 71.43                   |
| Filipino                                      | 30               | 30            | 100.00         | 53.33                   |
| Hispanic or Latino                            | 230              | 230           | 100.00         | 28.26                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 63               | 63            | 100.00         | 38.10                   |
| Two or More Races                             | 14               | 14            | 100.00         | 57.14                   |
| Socioeconomically Disadvantaged               | 227              | 226           | 99.56          | 30.97                   |
| English Learners                              | 57               | 56            | 98.25          | 33.93                   |
| Students with Disabilities                    | 34               | 34            | 100.00         | 14.71                   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |
| Homeless                                      | 76               | 76            | 100.00         | 0.00                    |

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### 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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

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 (562) 210-3595.

**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.

**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 for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 3.0     | 5.0     | 3.1     |
| Expulsions Rate                           | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                            | 2.6     | 3.7     | 3.8     |
| Expulsions Rate                             | 0.0     | 0.0     | 0.0     |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate                         | 3.6     | 3.5     | 3.5     |
| 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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 216.0 |

\* 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.

**Student Support Services Staff (School Year 2018-19)**

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 2.0                                  |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  | .5                                   |
| Resource Specialist (non-teaching)                  |                                      |
| Other   |                                      |

\* 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        | 2016-17            | 2016-17                 | 2016-17                  | 2016-17                | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                |
|----------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|                | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English        | 26                 | 4                       | 6                        | 6                      | 29                 | 1                       | 6                        | 4                      | 27                 | 2                       | 4                        | 4                      |
| Mathematics    | 34                 | 1                       | 1                        | 10                     | 32                 |                         | 6                        | 4                      | 22                 | 6                       | 3                        | 3                      |
| Science        | 29                 | 3                       | 4                        | 7                      | 35                 |                         | 2                        | 7                      | 30                 | 1                       | 3                        | 5                      |
| Social Science | 29                 | 4                       | 5                        | 6                      | 33                 | 1                       | 2                        | 7                      | 27                 | 2                       | 3                        | 5                      |

\* 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

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 16      | 18      | 18      |

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 2017-18 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$52,733        | \$51,374                                     |
| Mid-Range Teacher Salary      | \$81,762        | \$80,151                                     |
| Highest Teacher Salary        | \$107,259       | \$100,143                                    |
| Average Principal Salary (ES) | \$135,001       | \$126,896                                    |
| Average Principal Salary (MS) | \$153,836       | \$133,668                                    |
| Average Principal Salary (HS) | \$139,258       | \$143,746                                    |
| Superintendent Salary         | \$269,120       | \$245,810                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 35%             | 35%  |
| 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | 12353.36 | 2818.20    | 9535.16      | 101784.86              |
| District    | N/A      | N/A        | 9174.34      | \$88,239.00            |
| State       | N/A      | N/A        | \$7,506.64   | \$82,031.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 3.9          | 14.3                   |
| School Site/ State   | 23.8         | 21.5                   |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.