Los Coyotes Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Los Coyotes Elementary
Street	8122 Moody Street
City, State, Zip	La Palma, CA 90623
Phone Number	(714) 228-3260
Principal	Vicki Wong
Email Address	vicki_wong@cesd.us
Website	lc.cesd.k12.ca.us
County-District-School (CDS) Code	30664726066823

Entity	Contact Information
District Name	Centralia Elementary School District
Phone Number	(714) 228-3100
Superintendent	Norma E. Martinez
Email Address	stacy_chang@cesd.us
Website	https://www.cesd.k12.ca.us/

School Description and Mission Statement (School Year 2019-20)

School Description

Los Coyotes Elementary School, located in the City of La Palma, is one of eight schools in the Centralia Elementary School District. Los Coyotes offers an exemplary program for students in kindergarten through grade six. Los Coyotes Elementary School is proud of its excellence in academic achievement. We believe that the success of our school directly correlates to a wonderfully supportive parent community, students with a true desire to learn, and a dedicated and highly skilled team of certificated and classified staff. Most recently Los Coyotes earned the prestigious California Distinguished School award in 2018 and the California Gold Ribbon award in 2016. The school is a proud to be part of the OCDE Science Technology, Engineering and Math (STEM) program. Currently there are 20 regular education teachers with a .5 special education teacher.

A School-Wide Positive Behavior Intervention System (PBIS) program has long been established at Los Coyotes. The program focuses on instructing students in the school's core values; positive attitude, respect for self and others, integrity, dependability and excellence (or PRIDE). This program has tremendous staff and parent support, and focuses on reinforcing positive behavior and teaching appropriate behavior. In 2016-2018, Los Coyotes received a medals from the California PBIS Coalition's System of Recognition.

A strong school community partnership exists allowing activities and organizations such as AYSO, Club Soccer, Little League, arts programs, the Jumping Coyotes, Girl Scouts and Boy Scouts to use our facilities. The Regional Occupational Program (ROP) available through Kennedy High School also provides instructional support services for students by qualified high school students during the instructional day. The La Palma Police Department provides instruction in drug prevention for our 6th grade students. The school participates in community events such as Red Ribbon Week Challenge in the Park, and various community-related philanthropies throughout the school year.

School Vision

As a leader in education, Los Coyotes School is dedicated to producing responsible, self-confident learners who master concepts, skills and positive character attributes through a comprehensive, technologically enhanced, standards-based curriculum. It is a positive, collaborative environment where new ideas are encouraged, and innovative practices are fostered. Student success is our top priority, and is valued by the entire community.

Mission Statement

In partnership with parents and the community, our school is dedicated to providing a challenging learning environment for all students which will enable them to reach their potential in becoming productive, contributing citizens. Staff members work collaboratively to provide students with a rigorous, standards-based curriculum and a safe place to learn. Individual creativity and contributions are promoted in a nurturing environment of cooperative spirit, positive attitude and mutual respect. Los Coyotes School provides exceptional staff, as well as opportunities for family and community involvement. Centralia School District is committed to meeting the diverse educational needs of all students and creating lifelong learners.

Belief Statements
- All children can learn given time, tools & opportunity.
- All decisions should be student centered and data driven.

- Campuses should be safe, clean and inviting.
- Effective, highly-skilled staff should be employed.
- Technology should be available and utilized to enhance student learning and organizational efficiency.
- A systems approach organizational structure should be used for efficiency and clarity.
- All stakeholders: students, staff, parents and community members are valued and respected.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	69
Grade 1	74
Grade 2	85
Grade 3	74
Grade 4	72
Grade 5	80
Grade 6	83
Total Enrollment	537

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	47.7
Filipino	13.8
Hispanic or Latino	16.6
White	14.9
Two or More Races	6.7
Socioeconomically Disadvantaged	22.9
English Learners	8.6
Students with Disabilities	4.7
Homeless	2

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	20	188
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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)

Year and month in which data were collected: September 2019

Sufficient state-adopted and standards-aligned textbooks and instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas.
Resolution Date: 08/11/15
In 2011, the Governor and State Legislature extended the suspension of State Board of Education (SBE) adoptions of instructional materials until the 2015–16 school year (Education Code Section 60200.7). At this time the State has adopted frameworks for English Language Arts/ English Language Development, and math which will assist in our implementation of California's Common Core State Standards. We are currently piloting State Board of Education adopted (January, 2014) instructional materials for math to reflect the rigor of the California's Common Core State Standards, teachers are developing curricula units, and various resources are provided as additional instructional materials. The State Board of Education adopted ELA/ ELD instructional materials in November 2015 which directed our pilot and adoption of new instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current State Board of Education approved and CESD Board adopted textbooks for English Language Arts/ English Language Development. We use Benchmark Advance (2017) in grades K-6th. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include Leveled Literacy Intervention, Reading for Phonics, Read Naturally, Ticket to Read, Reading Mastery.	Yes	0%
Mathematics	All students have access to current State Board of Education approved and CESD	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Board adopted textbooks for math. Grade levels K-5 utilize McGraw Hill, My Math (2013/14) materials. Grade level 6 utilizes Glencoe, California Math, course 1 (2013/14) materials. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include St Math.		
Science	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%
History-Social Science	All students have access to current State adopted and Board approved textbooks for History Social Studies. Harcourt Reflections for California (2007) materials are used in grades K-6th. In addition to textbooks, students use consumable homework and practice books.	Yes	0%
Health	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
Visual and Performing Arts	There is no specific textbook adopted for VPA, however, materials used are aligned to the standards and incorporated into ELA instruction, as well as, into history social studies and science instruction. The LCAP funds Strings Music Instruction (viola, violin, and cello) and Centralia School District's Education Foundation donated instruments.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe and functional. The Schools Facility Good Repair Checklist provides information about the condition of the school's grounds, buildings and restrooms. All inspected items were in good condition.

Age of School Buildings
Los Coyotes School was built in 1969. The site has undergone recent modernization over the past two years. Improvements include making all areas ADA compliant, the upgrade of lighting, security and fire systems, new asphalt, classroom improvements and the upgrading of the school's data infrastructure.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A total of 172 work orders were completed and emergency repairs are given the highest priority.

Cleaning Process and Schedule
In the evenings and during the day, a team of two custodians ensure classrooms, restrooms and campus grounds are kept clean and safe. As responsible members of the community we take pride in our school environment by maintaining a clean, safe, and well-groomed campus.

Deferred Maintenance Budget
The district funds the School Deferred Maintenance Program, which funds expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor systems, and asphalt.

Measure N
The Measure N bond funds the 21st century classrooms and administration office renovations. This includes new casework, furniture, paint, new carpet, electrical upgrades, new technology, and low voltage upgrades.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	9 classrooms- 21st century upgrades and pending Admin Office remodel
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	preventative treatment for all pests campus-wide
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	anticipated new locks for all rooms and security cameras
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	aerated fields, New Kindergarten shade structure
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	90	93	64	64	50	50
Mathematics (grades 3-8 and 11)	86	89	59	60	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	302	301	99.67	0.33	93.02
Male	163	163	100.00	0.00	92.02
Female	139	138	99.28	0.72	94.20
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	150	150	100.00	0.00	94.67
Filipino	34	34	100.00	0.00	100.00
Hispanic or Latino	48	48	100.00	0.00	79.17
Native Hawaiian or Pacific Islander					
White	46	45	97.83	2.17	97.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	23	23	100.00	0.00	91.30
Socioeconomically Disadvantaged	74	74	100.00	0.00	87.84
English Learners	69	69	100.00	0.00	88.41
Students with Disabilities	15	15	100.00	0.00	46.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	302	301	99.67	0.33	89.33
Male	163	163	100.00	0.00	89.51
Female	139	138	99.28	0.72	89.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	150	150	100.00	0.00	92.67
Filipino	34	34	100.00	0.00	97.06
Hispanic or Latino	48	48	100.00	0.00	70.21
Native Hawaiian or Pacific Islander					
White	46	45	97.83	2.17	93.33
Two or More Races	23	23	100.00	0.00	86.96
Socioeconomically Disadvantaged	74	74	100.00	0.00	85.14
English Learners	69	69	100.00	0.00	89.86
Students with Disabilities	15	15	100.00	0.00	46.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.2	34.6	19.2

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.

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)

The Centralia School District (CESD) welcomes, actively recruits, and values parental involvement in District and school programs. During the 2018-19 school year, CESD continued the Local Control Accountability Plan (LCAP) process. This funding process affords school districts the opportunity to engage parents, teachers, employee groups, and the wider community to be a part of the development of the LCAP. Our LCAP committee membership was revised so that new members could share their voices while keeping some existing members so that their expertise and experience were not lost. Members are representatives from each stakeholder group. In addition, public meetings were held to receive parent and community input. The culmination of the LCAP committee was the adoption of the 2019-20 LCAP on June 19, 2019, by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our district and our community on behalf of all of the students.

Parents and families at Los Coyotes School are an integral part of our students' education and success.

Many opportunities are available for involvement and include:

• Classroom & School Volunteers
• Field Trip Chaperones
• Back to School Night
• Open House
• Fall and Spring Parent-Teacher Conferences
• Family Nights/ Community Carnival
• Movie Nights
• Talent Show
• Room Parent Tea
• Book Fairs that include Amazing Family Events
• Red Ribbon Week Activities that include a Challenge in the Park
• Tree Lighting Ceremony
• Trimester Awards Assemblies
• Student Study Team
• IEP Team Meetings
• Meet the Masters Program
• Harvest Parade
• Kids Run the OC Event
• Santa Shop
• Progress Reports & Report Cards
• Weekly Communication via phone, email, text, Twitter, and electronic marquee
• Monday Morning Assemblies
• Jog-a-Thon
• Monthly PTSO Meetings
• Great Kindness Challenge

Parents have an opportunity to provide input about the instructional program via their participation in a variety of meetings/workshops including:
- Regularly scheduled School Site Council/English Language Advisory Council (SSC/ELAC) meetings (4 times a year)
- District English Learner Advisory Committee (DELAC) meetings (4 times a year)
- Monthly Principal Coffee Chats

These groups meet on a regular basis to share information, discuss school programs, evaluate performance data and provide input toward school-based decision making. The SSC/ELAC oversees the development and implementation of the School Plan for Student Achievement (SPSA) and has final approval of the annual updates and implementation of the Safe School Plan.

For additional information about organized opportunities for parent involvement at Los Coyotes Elementary, please contact Principal Vicki Wong or PTSO President Karen Moore at (949) 510-1470.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.2	0.4	0.3	0.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Los Coyotes Elementary. The Safe School Action Plan was developed by the School Safety Team with input from staff, teachers, law enforcement, parents, and School Site Council. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2019-2020 goals of our Safe School Action Plan include the following goals:

Goal #1: Los Coyotes School's climate shall reflect respect, tolerance, and pride for the diversity of culture, ethnicity, and philosophy. It is a place where students demonstrate strong academic progress and show Coyote PRIDE (Positive - Respect - Integrity - Dependability - Excellence).

Goal #2: Los Coyotes School's climate shall provide an emotionally secure learning environment for all students.

Goal #3: Los Coyotes School provides a secure campus with careful monitoring and supervision of all areas to ensure student safety and adherence to the rules.

Goal #4: Los Coyotes School provides for the safety of students and staff through a well-planned and implemented crisis response plan.

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California ShakeOut earthquake drill each October. The District also provided a district-wide Active Shooter Training in collaboration with the Buena Park Police Department with follow up training in December. Fire and other emergency drills are held monthly. The school maintains a Safety Committee which meets, at a minimum, four times a year to review safety issues, plan staff development, confer with local police and fire departments, and makes recommendations for improvement.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

Los Coyotes School believes that to ensure a positive learning experience requires a safe and orderly environment. Toward this end, Los Coyotes created a school-wide positive behavior intervention and support (PBIS) plan that communicates high expectations for student behavior. Each student receives training on behavior expectations twice a year. At the beginning of the school year or upon entry into the school, parents are provided with a detailed description of the program. Students are expected to embrace the "PRIDE" attributes (Positive, Respectful, Integrity, Dependable and Excellence). Teachers teach, monitor, enforce and exhibit these attributes throughout the year. The school follows all District Board Policies including those pertaining to Safety, Suspension, Expulsion, and Mandatory Expulsion and Sexual Harassment Policy.

The Centralia School District's Board of Trustees reviews the safety plans annually by March 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24		3		23		3	
1	24		3		25		3		25		3	
2	24		3		25		3		28		3	
3	26		3		24		3		25		3	
4	25		3		31		2		28		2	
5	30		2		30		3		29		3	
6	31		3		30		3		30		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.125
Psychologist	0.2
Social Worker	0.25
Nurse	0.375
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,580.00	$114.00	$7,466.00	$96,048.00
District	N/A	N/A	$7,360.00	$91,674.00
Percent Difference - School Site and District	N/A	N/A	1.4	4.7
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-0.5	21.2

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.

Types of Services Funded (Fiscal Year 2018-19)

The majority of the per-pupil funding comes from the Local Control Funding Formula.

Programs and services available at Los Coyotes School to support and assist students include the following:

At Los Coyotes School, the principal works with the school's leadership team and the School Site Council to develop the comprehensive School Plan for Student Achievement (SPSA). Through the Local Control and Accountability Plan (LCAP), the school has a Bilingual Instructional Assistant (BIA) who provides small group reinforcement of core skills and works with parents for translations. Also paid for through LCAP are computer-based online instruction programs such as Study Island, Ticket to Read, Discovery Learning, and Accelerated Reader. During 2018-2019, funds were also used to purchase Scholastic News and Meet The Masters for all grade levels. Scholastic News is a hands-on expository "news magazine" for students that also contains an online component. Meet the Masters is an engaging art curriculum that offers interactive, multi-media art lessons and exposure to a variety of artists and art elements. Classrooms are equipped with 21st-century technology, and grades 1-6 have access to a class set of Chromebooks to facilitate the use of technology for meaningful learning. The LCAP funds for GATE enrichment provide students with an extended after school programs, such as Coding and Cyber Patriots. The GATE program is site-based with differentiated instruction during the school day. For the 2019-2020 year, an after school intervention program targeting students who struggle in English Language Arts and Math is also provided. This program services approximately 45 students, focuses on improving the understanding of Common Core State Standards and provides 24 hours of additional instruction.

English Learner program is focused on improving students' acquisition of English language skills through a strong ELD program. EL students receive both designated ELD time and integrated ELD instruction.

The primary use of the innovation lab is to support STEM practices across content areas. The school has an innovation lab with 32 computers and 15 iPads used by students in grades K-6 for reading, math, language, word processing and for use od specialized software focused on improving student achievement for identified students. In addition, technology is used to expose students to the skills needed in the 21st century - creativity, problem-solving, critical thinking skills, and communication. Apps for design thinking and digital design are available on each iPad and/or Chromebook.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,661	$49,378
Mid-Range Teacher Salary	$88,074	$77,190
Highest Teacher Salary	$110,065	$96,607
Average Principal Salary (Elementary)	$133,895	$122,074
Average Principal Salary (Middle)	$0	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$252,092	$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	9	9

Certificated staff participates in a variety of staff development activities to enhance each individual's involvement, competence, effectiveness and productivity in meeting the needs of all students. Opportunities for staff development are sponsored through site and District, County and local conferences. The scope of our professional development includes curriculum implementation and alignment to California's Common Core State Standards, assessments, instructional strategies and interventions, Social-Emotional Learning, instructional materials, and technology. The primary areas of focus for staff development were selected based on data from the CAASPP data (2017-18 and 2018 -19), the current year district goals/initiatives, school-wide goals, stakeholder feedback from surveys such as LCAP and California Healthy Kids Survey.

- Thinking Maps training for all teachers and instructional aides in the classroom
- Substitute Teacher Training for new sub hires.
- Teacher and principal training on Standard Based Grading and new report card implementation during the professional day through conference attendance.
- Teachers trained in 21st Century Classroom technology and instruction during the professional day through district TOSA's.
- Teachers and principal training for ST Math application – Math Chats during the professional day in an in-class instructional model and after school workshop.
- Teachers and principals trained in Design Thinking through the OC Maker Challenge program during the professional day and after school workshops.
- Teachers trained in digital design Google draw during an afterschool workshop.
- Teachers trained in Google Classroom and SeeSaw during the professional day.
- Teacher training on care, use of iPads and iPad applications Doink and iMovie in an afterschool workshop.
- Teachers trained in Social Emotional Learning Curriculum adoption during the professional day in a workshop.
- Teacher and principal trained in 3D digital design in an afterschool workshop.
- A teacher trained in NGSS standards.
- Teachers and the principal trained in PLC and collaboration strategies at a 3-day conference during the professional day.
- Teachers trained in Depth of Knowledge and Rigor for math during the day in a workshop by district TOSAs
- Principal trained in Student Discipline Investigation and Expulsion panels through a conference during the professional day.
- Principal trained in the implementation processes at a 2-day conference during the professional day at a workshop.
- Principal trained in ELD strategies during the professional day.
- Principal trained in OC STEM initiative and STEM practices during the professional day.
- Principal trained in Civic Learning practices in an afterschool workshop.
- Principal trained in Implementation Matrix of California Standards