

Los Alisos Middle School

14800 S. Jersey Ave. • Norwalk, CA 90650 • (562) 868-0865 • Grades 6-8

Mr. Mike Garcia, Principal

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



Norwalk-La Mirada Unified School District

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District Governing Board

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Jesse Urquidi Board Vice President
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Chris Pflanzler Board Member
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District Administration

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

School Description

Los Alisos Middle School serves as a learning community where students are challenged and are engaged in rigorous curriculum and relevant instruction that is standards-based. Our agreement with Project Lead The Way (PLTW) and our partnership with USC have been key components in the development of our Math, Science, and Technology Magnet program that offers robotics and engineering courses and infuses STEM (Science, Technology, Engineering, Math) in the core curriculum. Los Alisos also offers an AVID (Advancement via Individual Determination) program. AVID classes include an exploratory wheel in 6th grade and elective classes in 7th and 8th grades. Our goal is to expand AVID strategies schoolwide. The AVID elective class and the magnet program both require an application and interview process to participate in this great yearlong course.

We have a strong team of dedicated individuals who provide a welcoming environment where the top priorities are academic achievement and a safe and nurturing school. Our school program includes WEB (Where Everyone Belongs) a transition program designed to assist adolescents in making successful transitions from elementary to middle school and one that prepares them for the challenges of high school and beyond.

Los Alisos has created a positive learning environment that expects and promotes respect and safety for all. Project Wisdom is the character education program we use to promote positive choices. We believe that "Character Education" is an intentional effort to help students understand, care about, and act upon core ethical values. Discipline at Los Alisos is based on developing positive relationships among students, teachers, parents, and administrators. We have developed the Six Ps (Polite, Proud, Prompt, Positive, Prepared, Productive) to guide our students as they learn to be more self-directed and self-disciplined. We hope to help students achieve these goals by encouraging them to become capable, connected, contributing members of our school community. Students with good character are caring, just, and responsible. Good character education improves social and emotional competencies as well as academic performance. This positive school environment along with our uniform dress code has significantly impacted our community's perception and school pride.

At Los Alisos everyone is held accountable for student learning. We expect students to come prepared and actively participate in class. To ensure that learning occurs, our school environment promotes academic rigor in each class through technology and project-based learning. We take pride in the cleanliness of our campus, the organizational structures in place, and the quality of instruction. Our goal is to develop productive citizens who will follow this code of conduct in school and their community.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 868-0865.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	458
Gr. 7	409
Gr. 8	372
Total	1,239

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	3.1
Filipino	2.4
Hispanic or Latino	87.2
Native Hawaiian/Pacific Islander	0.4
White	3.9
Two or More Races	0.6
Socioeconomically Disadvantaged	87.7
English Learners	14.9
Students with Disabilities	15.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Los Alisos Middle School	12-13	13-14	14-15
Fully Credentialed	46	46	50
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	5	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.56	9.44
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	62	75	64	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	56	58	52	54	54	54	56	55
Math	53	55	53	46	47	48	49	50	50
HSS	55	48	63	41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	10	8	10

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

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.7	22.5	29.8

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

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	55	
All Student at the School	64	
Male	64	
Female	63	
Black or African American		
American Indian or Alaska Native		
Asian	83	
Filipino	69	
Hispanic or Latino	64	
Native Hawaiian/Pacific Islander		
White	50	
Two or More Races		
Socioeconomically Disadvantaged	64	
English Learners	15	
Students with Disabilities	31	
Students Receiving Migrant Education Services	66	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	19	16	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	18	8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	27	11	13
English Learners	29	28	-50
Students with Disabilities	14	73	20

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Los Alisos Middle School provides a wide range of opportunities for parent involvement. We have an active PTSA that meets monthly to provide students and teachers with a supportive school environment. It has raised funds for field trips, character and reward assemblies, plants and paint for the beautification of our quad, new instruments and music for our band classes, and new chairs for student performances in our multipurpose room.

Parent representatives on the School Site Council work with teachers, students, and staff during monthly meetings to address issues that support achievement, including school climate, a positive discipline and dress code, supplemental educational materials, and the budget. The ELAC meets monthly and provides parents with resources, guest speakers, and input for supporting English learners. Mr. Garcia, Principal, has a monthly get together (Second Cup of Coffee) with parents to keep them updated on the work of the Literacy and Math Initiatives and other new programs at Los Alisos Middle School. Parents can also visit classrooms to see evidence of the children's work. We will hold an evening event to present information on college, testing, and safety for parents and promotion requirements.

All parents are invited to our Back-to-School Night in September, when teachers share the standards, syllabus, and expectations for the year; and a Community Open House in May, when students showcase their work for the year.

In order to support positive home-school communication on a daily basis, Los Alisos provides a student agenda/planner book for each student. Students are required to record both class work and homework each day and have it checked and signed by a parent each night. For the last two years, teachers indicated "assignment completed" or "assignment not completed" in the agenda to assist parents in helping their children complete assignments. This has been a very effective communication tool. Parents are encouraged to use the Parent Portal to access their child's attendance, grades and communicate with teachers. Students are also encouraged to participate in their education by login in and periodically check their grades and attendance. The principal also uses a Web communication system, Connect Ed, regularly to inform parents of important events.

For more information about volunteering at Los Alisos, you can speak to Mr. Mike Garcia, Principal, at (562) 868-0865.

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

School supervision aides and administrative staff monitor the grounds for 30 minutes before and after school. Parent volunteers help periodically. Teachers regularly review the rules for safe, responsible behavior at school and on the campus grounds. We have a closed campus and all visitors must enter the school through one access point and sign in at the main office and receive a visitor's pass prior to entering the campus. Students are not allowed off campus any time during the school day.

We revise our School Safety Plan annually; it was last revised in June 2014. The components of the plan are school crime/safety assessment, the child abuse policy, disaster procedures, the suspension and expulsion policy, procedures for notifying teachers of dangerous pupils, the sexual harassment policy, the dress code policy, procedures for safe ingress and egress, a safe and orderly environment conducive to learning at school, school discipline rules and procedures, and the hate crime policy. The Safe School Plan is submitted to our School Site Council for review and approval, and a copy is kept 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 four times annually and participate in all district wide emergency drills. Training for staff on emergency preparedness is conducted at the beginning of the year and as necessary during the year.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	14.9	10.7	4.4
Expulsions Rate	0	0	0.1
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

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

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

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		27	27		26	37		13	20		49	64
English	28.7	34	25	9		13	3	4	5	20	18	17
Math	30.3	28	30	7	8	6	2	7	6	21	15	19
Science	30.5	29	30	4	6	6	2	4	3	17	17	16
SS	31	34	30	4	1	5	3	2	3	19	18	17

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

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8721.64	3299.53	5422.10	69821.26
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-10.5	-4.2
Percent Difference: School Site/ State			15.6	0.7

Types of Services Funded at Los Alisos Middle School

Professional Development provided for Teachers at Los Alisos Middle School

During the 2013-14 school year, Los Alisos's professional development for teachers focused on learning the new common core standards and strategies to support their successful implementation. The school focused on the strategies of Close Reading for language arts, and the Launch-Explore-Summarize lesson structure for math. These two strategies were selected for implementation based on a district-wide implementation plan to address the instructional shifts in language arts and the mathematical practices of developing and critiquing mathematical arguments. A big part of our professional development was also dedicated to advancing the staff's knowledge in AVID (Advancement Via Individual Determination) strategies.

Professional development for teachers was conducted two times per month during after school workshops. Teachers were supported during implementation by district academic coaches. Teachers were also provided release days to work with academic coaches around district curriculum maps and SBAC strategies.