



# Los Alisos Middle School

14800 S. Jersey Ave. • Norwalk, CA 90650 • (562) 210-3496 • Grades 6-8

Dr. Majid Salehi, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Norwalk-La Mirada Unified

#### School District

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### District Governing Board

Karen Morrison

#### Board President

Norma Amezcua

#### Board Vice President

Jude Cazares

#### Board Member

Jose Rios

#### Board Member

Chris Staples

#### Board Member

Jorge Tirado

#### Board Member

Jesse Urquidi

#### Board Member

#### District Administration

John Lopez

#### Superintendent

Dr. Patricio Vargas

#### Assistant Superintendent - Educational Services

Estuardo Santillan

#### Assistant Superintendent, Business Services

Dr. Michael Gotto

#### 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.

### 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	361
Grade 7	393
Grade 8	357
<b>Total Enrollment</b>	<b>1,111</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	2
Filipino	2.2
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.3
White	2.2
Two or More Races	1.2
Socioeconomically Disadvantaged	86.9
English Learners	15.8
Students with Disabilities	10.6
Foster Youth	0.4
Homeless	42.4

## 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 Alisos Middle	18-19	19-20	20-21
With Full Credential	51	50	47
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	2	0

Teacher Credentials for Norwalk-La Mirada	18-19	19-20	20-21
With Full Credential	♦	♦	830
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	14

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

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	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 2020-21)

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: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 6-8 English Language Arts: Pearson-California My Perspectives, Adopted 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Grades 6-8 Mathematics: Cengage Learning – Math Big Ideas Course (1, 2, & 3), Adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Impact Science Inc- Impact Science-Digital Curriculum Content and Lesson Plan Licensing, Adopted 2020 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	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 <b>The textbooks listed are from most recent adoption:</b> Yes <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)

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/29/2012

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	47	N/A	50	N/A
Math	35	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	20	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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 State priority: School Climate (Priority 6):

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

**School Safety Plan (School Year 2020-2021)**

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. 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.2	8.4	3.7	3.8	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	555.5

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	28	12		21	27	10	4	17	30	6	6	14
Mathematics	31	5	4	20	30	7	4	17	31	3	7	14
Science	34	3		21	32	3	2	19	31	3	6	15
Social Science	34	3	1	21	32	3	1	20	31	3	8	13

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	37

During the 2017-18 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.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,842	\$52,484
Mid-Range Teacher Salary	\$85,033	\$81,939
Highest Teacher Salary	\$111,551	\$102,383
Average Principal Salary (ES)	\$140,662	\$129,392
Average Principal Salary (MS)	\$161,068	\$136,831
Average Principal Salary (HS)	\$144,834	\$147,493
Superintendent Salary	\$288,282	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	5.0

\* 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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12634.99	4114.12	852086	95292.74
District	N/A	N/A	9878.33	\$92,057
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	195.4	3.5
School Site/ State	196.4	11.9

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

### Types of Services Funded