



# Los Alisos Intermediate School

25171 Moor Ave. • Mission Viejo CA, 92691 • (949) 830-9700 • Grades 7-8

Richard Freda, Principal

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[https://www.saddlespace.org/risser/losalisos/cms\\_page/view](https://www.saddlespace.org/risser/losalisos/cms_page/view)

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
Mission Viejo CA, 92691  
(949) 586-1234  
[www.svusd.org](http://www.svusd.org)

#### District Governing Board

Suzie Swartz  
Ginny Faye Aitkens  
Dolores Winchell  
Dennis Walsh  
Amanda Morrell

#### District Administration

Dr. Clint Harwick  
**Superintendent**  
Dr. Terry Stanfill  
**Assistant Superintendent, Human Resources**  
Geri Partida  
**Assistant Superintendent, Business**  
Laura Ott  
**Assistant Superintendent, Educational Services**  
Tammy Blakely  
**Assistant to the Superintendent/Director, Pupil Services**  
Dr. Rocky Murray  
**Director, Secondary Education**  
Dr. Terry Petersen  
**Director, Elementary Education**  
Dr. Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

The faculty and staff at Los Alisos Intermediate School are committed to providing our students the highest quality educational experience possible. To this end, in partnership with individual families and the community at large, our mission is to:

1. Provide our students a safe and nurturing school environment where individual differences and respect for the rights of others are highly regarded.
2. Provide our students a challenging academic curriculum that will prepare them to successfully achieve future educational and societal goals.
3. Provide our students special interest activities and experiences that build and maintain a high level of self-esteem, personal pride, and school pride.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (949) 830-9700 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	481
Grade 8	467
<b>Total Enrollment</b>	<b>948</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
Asian	5
Filipino	5.8
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.1
White	31.6
Two or More Races	3.8
Socioeconomically Disadvantaged	50.2
English Learners	22.7
Students with Disabilities	9
Foster Youth	0.2

## 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 Intermediate School	13-14	14-15	15-16
<b>With Full Credential</b>	37	40	43
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	1195
<b>Without Full Credential</b>	♦	♦	3
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Alisos Intermediate School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>High Point Basics Student Book Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p> <p>Scholastic Read 180 Adopted 2004</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Big Ideas Math Course 2 by Big Ideas Learning Adopted 2014</p> <p>Glencoe Math Accelerated by McGraw-Hill Adopted 2014</p> <p>California Math Course 3 by McGraw-Hill Adopted 2014</p> <p>Algebra 1: Analyze, Connect, Explore California by Houghton Mifflin Harcourt Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Prentice Hall CA Science Explorer: Focus/Life Science Adopted 2008</p> <p>Prentice Hall CA Science Explorer: Focus/Physical Sci. Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>World His., Med./Early Mod./Holt, Rinehart &amp; Winston Adopted 2007</p> <p>U.S. History, Ind. to 1914 by Holt, Rinehart &amp; Winston Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities, which were completely modernized last year, are in excellent condition. They consist of eight permanent wings and eight portables. We are able to accommodate approximately 1,250 students in 45 classrooms. We also have five computer labs, two locker rooms, two home economics labs, an art room, an instrumental music room, a choral music room, a large multipurpose room, and a gymnasium. Over the winter of 2011-12 our student restrooms were completely renovated.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-28-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				Carpet seams are showing. Will be repaired when carpet is replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				light out, to be replaced by custodian.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	X				

### B. Pupil Outcomes

#### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	54	61	44
Math	39	47	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	77	77	75	81	80	79	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	17.70	27.80	30.90

\* 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.

2014-15 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	79
All Student at the School	75
Male	76
Female	73
Black or African American	--
Asian	100
Filipino	75
Hispanic or Latino	61
White	91
Two or More Races	93
Socioeconomically Disadvantaged	50
English Learners	33
Students with Disabilities	61
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	488	479	98.2	15	26	39	20
	8	483	463	95.9	20	30	36	14
Male	7	488	239	49.0	18	28	34	18
	8	483	224	46.4	27	34	29	9
Female	7	488	240	49.2	11	23	43	22
	8	483	239	49.5	13	26	42	18
Black or African American	7	488	2	0.4	--	--	--	--
	8	483	5	1.0	--	--	--	--
Asian	7	488	21	4.3	0	10	48	43
	8	483	25	5.2	8	16	28	48
Filipino	7	488	25	5.1	4	28	32	32
	8	483	29	6.0	14	45	17	14
Hispanic or Latino	7	488	244	50.0	25	32	35	8
	8	483	245	50.7	31	33	31	4
Native Hawaiian or Pacific Islander	7	488	1	0.2	--	--	--	--
White	7	488	164	33.6	5	18	45	31
	8	483	139	28.8	6	24	48	22

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	7	488	20	4.1	5	30	25	40
	8	483	16	3.3	0	25	50	25
Socioeconomically Disadvantaged	7	488	228	46.7	25	30	34	9
	8	483	237	49.1	34	35	27	3
Students with Disabilities	7	488	32	6.6	44	22	22	13
	8	483	49	10.1	51	27	16	4
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	488	483	99.0	25	32	23	19
	8	483	471	97.5	38	26	19	17
Male	7	488	242	49.6	25	29	24	21
	8	483	227	47.0	41	26	19	14
Female	7	488	241	49.4	25	34	23	18
	8	483	244	50.5	35	25	19	20
Black or African American	7	488	2	0.4	--	--	--	--
	8	483	5	1.0	--	--	--	--
Asian	7	488	21	4.3	0	10	52	38
	8	483	25	5.2	8	12	32	48
Filipino	7	488	26	5.3	15	38	19	27
	8	483	29	6.0	31	34	17	17
Hispanic or Latino	7	488	247	50.6	38	36	20	6
	8	483	253	52.4	55	23	16	6
Native Hawaiian or Pacific Islander	7	488	1	0.2	--	--	--	--
White	7	488	164	33.6	11	30	26	32
	8	483	139	28.8	16	32	24	28
Two or More Races	7	488	20	4.1	20	15	20	45
	8	483	16	3.3	13	31	13	44

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	7	488	231	47.3	38	36	16	8
	8	483	245	50.7	58	25	12	5
Students with Disabilities	7	488	32	6.6	53	28	13	6
	8	483	50	10.4	70	18	6	6
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement

Parent involvement is an important feature of our school and usually occurs through the Parent Teacher Organization (PTO) or School Site Council (SSC). Our PTO meets regularly throughout the year to allocate funds and to plan parent-sponsored events. The SSC, which includes parent members, makes decisions about our school improvement plan and approves related budget expenditures. Our English Language Advisory Committee (ELAC) helps our Spanish-speaking parents feel welcome at our school and provides them with vital school information essential for student success. We have extensive parent outreach programs such as Grupo Crecer, Disciplina Positiva, and Parent Project, designed specifically to help parents navigate through intermediate school. These programs focus on empowering parents with knowledge and strategies that make both them and their children successful.

#### 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

Los Alisos is a safe, closed campus. Teachers and administrators monitor the campus from 7:30 a.m. to 4 p.m., and a campus supervisor is on site each day. We have a fully developed emergency preparedness plan that we revise yearly as necessary. Each classroom also has an effective intercom system, a telephone, and email access. Los Alisos is a Positive Behavior Interventions and Supports school (PBIS). Through PBIS, students are oriented on school-wide behavior expectations. Students are positively rewarded for making good choices.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	9.31	5.89	3.64
Expulsions Rate	0.10	0.75	0.10
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	66.7	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	27	26	10	11	8	15	15	30	12	14	1
Math	29	29	22	5	5	1	14	12		11	14	
Science	31	30	30	1	2	1	12	17	23	14	10	7
SS	29	32	30	5	3	3	9	4	17	16	21	12

\* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.49
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist	
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.

### Professional Development provided for Teachers

Our SSC updates our school improvement and professional development plans yearly. The SSC also approves the expenditure of funds to support curriculum and staff development activities. In 2013-14 we devoted much of our site-level staff development days to improving reading and core skills in all curricular areas, improving test-taking skills, aligning curriculum with California Content Standards, and integrating technology into teacher and student projects and presentations. We also put significant effort into enhancing our professional learning community project.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
Percent of District Budget		
Teacher Salaries	45%	38%
Administrative Salaries	5%	5%

### Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- \* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- \* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- \* Provide appropriate, current instructional materials.
- \* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- \* Support continued implementation of strategies for Designated and Integrated ELD.
- \* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- \* Expand Advancement Via Individual Determination (AVID).
- \* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- \* Expand Counseling Services.
- \* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

\* 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5135.45	289.10	\$4,873	\$92,431
District	◆	◆	4846.35	\$78,959
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			0.5	19.4
Percent Difference: School Site/ State			3.9	30.7

\* Cells with ◆ do not require data.