Los Alisos Intermediate School

25171 Moor Ave. • Mission Viejo CA, 92691 • (949) 830-9700 • Grades 7-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Saddleback Valley Unified School District

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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 vision at Los Alisos is to create an innovative learning community that develops our student to become self-motivated, life-long learners and respectful global citizens. In order to work towards this vision, we have created our mission statement. Our mission is to use innovative resources to provide relevant, engaging instruction centered on inquiry to empower students to be self-motivated, life-long learners. We will provide a safe environment to promote a culture of respect and tolerance.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 7	421
Grade 8	422
Total Enrollment	**843**

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	4.3
Filipino	5.1
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0.1
White	25.5
Socioeconomically Disadvantaged	54.8
English Learners	28.6
Students with Disabilities	14.7
Foster Youth	0.2

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			
Los Alisos Intermediate School	**16-17**	**17-18**	**18-19**
With Full Credential	42	43	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Saddleback Valley Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	1,157
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Alisos Intermediate School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2018-19)
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 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Study Sync Adopted 2016 English 3D Adopted 2016 Scholastic Read 180 Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Big Ideas Math Course 2 by Big Ideas Learning Adopted 2014 Glencoe Math Accelerated by McGraw-Hill Adopted 2014 California Math Course 3 by McGraw-Hill Adopted 2014 Algebra 1: A Common Core Curriculum by Big Ideas Learning Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Prentice Hall CA Science Explorer: Focus/Life Science Adopted 2008 Prentice Hall CA Science Explorer: Focus/Physical Sci. Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	World His., Med./Early Mod./Holt, Rinehart & Winston Adopted 2007 U.S. History, Ind. to 1914 by Holt, Rinehart & Winston Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities, which were completely modernized in the 2014-2015 school 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, one home economics lab, two STEM labs, an instrumental music room, a science lab, 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: October 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles, to be replaced by plant foreman. broken floor tile, to be repaired by district. torn carpet, to be replaced by contractor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	light out, to be replaced by plant foreman
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	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.

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

	2017-18 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	54.0	57.0	64.0	65.0	48.0	50.0
Math	38.0	38.0	51.0	52.0	37.0	38.0

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					
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.8	23.1	29.6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	835	820	98.20	56.95
Male	425	414	97.41	53.86
Female	410	406	99.02	60.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	34	94.44	94.12
Filipino	37	34	91.89	79.41
Hispanic or Latino	509	499	98.04	46.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	215	215	100.00	71.63
Two or More Races	23	23	100.00	82.61
Socioeconomically Disadvantaged	457	447	97.81	44.30
English Learners	370	358	96.76	38.55
Students with Disabilities	127	127	100.00	10.24
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	835	832	99.64	37.98
Male	425	423	99.53	40.9
Female	410	409	99.76	34.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100	77.78
Filipino	37	37	100	48.65
Hispanic or Latino	509	506	99.41	25.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	215	215	100	58.14
Two or More Races	23	23	100	56.52
Socioeconomically Disadvantaged	457	455	99.56	24.62
English Learners	370	369	99.73	17.62
Students with Disabilities	127	127	100	4.72
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Parent involvement is an important feature of our school and usually occurs through the Parent Teacher Student Association (PTSA) or School Site Council (SSC). Our PTSA meets regularly throughout the year to allocate funds and to plan parent-sponsored events. The SSC (which includes parent members, students, teachers, an administrator and office staff) 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 Olivecrest Parenting Classes, Disciplina Positiva, and Parent Project, designed specifically to help parents navigate through intermediate school. We also offer Parent Academy workshops twice a year. These workshops are led by our school counselor and our Advancement Via Individual Determination (AVID) coordinator. They are designed to help parents understand what goes on in a typical classroom. Parents are trained on the use of computer applications and Google Classroom, as well as note-taking and organization skills. All of 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 State priority: School Climate (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, monitored 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. Our campus has a camera system that can be monitored on site. We have a fully developed emergency preparedness plan that we review and update yearly. Each classroom also has an effective intercom system, a telephone, and email access. Los Alisos is a Positive Behavior Interventions and Support school (PBIS). Through PBIS, students are oriented on school-wide behavior expectations. Students are positively rewarded for making good choices.

We have a Safety Committee which meets monthly to discuss safety items, help prepare and update our Safety Plan, and determine budget needs. Our initial safety plan is shared with our staff, in August, before school begins. This plan is also shared with and approved by our School Site Council in September.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.0	7.8	6.3
Expulsions Rate	0.6	1.0	1.4
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.8	1.8	1.9
Expulsions Rate	0.1	0.2	0.2
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	900

* 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)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	26.0	24.0	24.0	11	19	15	28	14	20	1	11	4
Mathematics	11.0		26.0	6		9			21			3
Science	26.0	28.0	27.0	4	3	5	33	26	15		4	11
Social Science	28.0	30.0	26.0	5	3	6	24	16	23	6	12	3

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

Professional Development provided for Teachers

During the 2015-16, 2016-17, and 2017-18 school years we have had three dedicated professional development days for staff. During the 2015-16 school year we focused on adapting instructional practices to meet the needs of 21st Century learners with a focus on checking for student understanding. During the 2016-17 school year we focused on our schoolwide writing goal (using text-supported, evidence-based writing strategies) and math goal (communicating reasoning). We also introduced the process of the Instructional Rounds observation approach to help address a school-wide problem of practice. During the 2017-18 school year we are focusing on collaborative practices and engagement strategies to address results of our Instructional Rounds. We will also continue with Instructional Rounds to address a new problem of practice. In addition to our three dedicated professional development days, all staff meet approximately once a month, for one hour after school, to continue our ongoing focus of professional development. During the 2016-17 school year we added an academic coach to our staff. The academic coach is instrumental in helping coach our staff individually and in groups through their professional learning communities to meet the expectations of our instructional goals. Teachers also have access to conferences and workshops through the targeted use of our Title I and LCAP funds.

Teachers engage in training around the three district priorities: student engagement, innovation and intentional lesson design.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$30,000	$47,903
Mid-Range Teacher Salary	$76,027	$74,481
Highest Teacher Salary	$102,824	$98,269
Average Principal Salary (ES)	$127,800	$123,495
Average Principal Salary (MS)	$133,873	$129,482
Average Principal Salary (HS)	$154,800	$142,414
Superintendent Salary	$270,000	$271,429
Percent of District Budget		
Teacher Salaries	38.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	6367.69	411.27	5956.42	92881.36
District	◆	◆	5956.42	$83,025
State	◆	◆	$7,125	$80,764
Percent Difference: School Site/District			0.0	11.2
Percent Difference: School Site/ State			-17.9	14.0

* Cells with ◆ 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

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.

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.