

Corvallis Middle School

11032 E. Leffingwell Rd. • Norwalk, CA 90650 • (562) 868-2678 • Grades 6-8

Mr. Bob Easton, Principal

beaston@nlmusd.org



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



Norwalk-La Mirada Unified School District

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

District Governing Board

Margarita L. Rios Board President
Jesse Urquidi Board Vice President
Darryl R. Adams Board Member
Karen Morrison Board Member
Chris Pflanzler Board Member
Sean M. Reagan Board Member
Ana Valencia Board Member

District Administration

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

School Description

The focus at Corvallis Middle School of Arts & Technology Magnet is student achievement. This central purpose guides all of our actions.

Corvallis Middle School of Arts & Technology Magnet engages students in a well-rounded educational program that emphasizes rigorous academic instruction and engaging enrichment experiences. Students who are enrolled in the Magnet are able to choose from enrichment courses in one of three strands each year: Performance Arts (Band, Orchestra, Theater, Choir, Dance), Visual/Media Arts (Ceramics, Art/Design), or Technology (Computer Applications, Filmmaking & Digital Photography, Robotics). In addition to the enrichment classes, students engage in a variety of performances, including concerts, talent shows, Fine Arts Nights, and off campus performances. Students also benefit from guest presenters in the arts & technology professions. All students at Corvallis Middle School of Arts & Technology engage in rigorous instruction in language arts, mathematics, science, social studies, and physical education. Interested students may also apply for the AVID and/or Honors academic programs.

As part of the Technology component of the Magnet Program, selected students are participating in a 1-to-1 iPad program where each student has an iPad to use in class and to take home to use for assignments and research.

The following are essential components in providing an effective learning environment: Knowledgeable and caring teachers who engage students in rich and meaningful learning experiences, which will prepare them to meet the challenges of their future. High standards for student learning and behavior. Opportunities for acceleration and additional support. Positive communication between school and home.

Corvallis Middle School of Arts & Technology Magnet is committed to providing access to high-quality curriculum that is aligned with the California Content Standards, designing engaging instructional activities, and maintaining a supportive learning environment so that each student meets or exceeds the standards. Staff members are committed to closing the achievement gap for our students who are below grade level, while ensuring that every student makes continuous growth each year.

Corvallis receives Title 1 funding, which allows us to provide extended learning opportunities for our students.

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) 868-2678.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	258
Gr. 7	259
Gr. 8	305
Total	822

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	0.4
Asian	1.5
Filipino	2.3
Hispanic or Latino	87.2
Native Hawaiian/Pacific Islander	0.1
White	3.6
Two or More Races	0.9
Socioeconomically Disadvantaged	91.2
English Learners	14.4
Students with Disabilities	14.1

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			
Corvallis Middle School	12-13	13-14	14-15
Fully Credentialed	34	34	33
Without Full Credential	3	1	1
Teaching Outside Subject Area of Competence	3	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			
Corvallis 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	97.58	2.42
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)

Site currently under modernization - completion 2015

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 02/28/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	100%
Interior: Interior Surfaces	[X]	[]	[]	95.65
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	95.83
Electrical: Electrical	[]	[X]	[]	78.26
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	100%
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	100%
Structural: Structural Damage, Roofs	[X]	[]	[]	95.65
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	97.92%
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

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	52	43	51	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	46	54	46	52	54	54	54	56	55
Math	34	39	40	46	47	48	49	50	50
HSS	40	47	45	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	3	4	4
Similar Schools	7	6	5

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

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.4	16.0	13.2

* 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	51	
Male	58	
Female	43	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	48	
Native Hawaiian/Pacific Islander		
White	73	
Two or More Races		
Socioeconomically Disadvantaged	49	
English Learners	25	
Students with Disabilities	75	
Students Receiving Migrant Education Services	47	

* 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	5	37	-24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-4	36	-29
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	7	40	-22
English Learners	-5	86	-82
Students with Disabilities			

* "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

There are many ways for parents to be involved at Corvallis, and we depend on parents to help us with student achievement. Parents may serve on the School Site Council, which meets monthly to examine the school's educational program.

Parents of English Learners are vital to our ELAC committee and to our parent outreach efforts. Our ELAC works with staff and students to raise funds to support our school. We expect parents to attend school activities including Back to School Night, Parent Conferences and Awards Celebrations. We always welcome new volunteers at our school! For more information about becoming involved at Corvallis, call our principal, Mr. Easton, at (562) 868-2678.

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

Corvallis is a closed campus and there is only one entrance to campus during the school day. Visitors must enter the school through the office and sign in. Students are not allowed off campus during the school day. Our campus supervisors monitor the school grounds for 30 minutes before and 15 minutes after school. We have many teaching assistants who also help monitor the campus during snack and lunch. Administrators also monitor the campus before and after school, as well as during snack and lunch. Teachers review the rules for safe, responsible behavior in school and on the grounds with their students on an ongoing basis.

We revise our School Safety Plan annually; it was last revised in October of 2013. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We keep copies in the office for parents and students to see and become familiar with. We share the plan with all staff members during a school-wide staff meeting. We also practice fire and earthquake drills on a monthly basis. As a result, staff and students are aware of safety procedures and know what to do whenever we have an emergency drill.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	8.6	9.8	4.1
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	2009-2010	2009-2010
Year in Program Improvement	Year 4	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)	
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist	2
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	1	26	25	1	12	21	0	23	6	0	11	35
English	27.4	23	21	5	10	13	17	13	16	12	9	5
Math	31.1	25	30	2	7	4	6	5	4	14	9	12
Science	28.7	26	28	4	4	3	8	7	10	9	7	7
SS	30.1	30	27	2	3	3	8	5	12	10	9	2

* 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	8733.21	2988.66	5744.56	70152.45
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-5.2	-3.7
Percent Difference: School Site/ State			22.5	1.1

Types of Services Funded at Corvallis Middle School

Professional Development provided for Teachers at Corvallis Middle School

Staff development is a critical part of student success at Corvallis. Based on the analysis of student achievement data (iReady data, report card grades, teacher assessments, and writing assignments), professional development for staff, using a Professional Learning Community model, focuses on the following areas:

Building an effective community of learners

Implementing the Common Core State Standards, emphasizing the district Instructional Priorities (Designing learning experiences that develop students' communication skills through speaking and writing, fostering meaningful and purposeful collaboration among students, and planning for rigor and relevance through effective lesson design)

Implementing AVID strategies (Cornell Notes, Critical Reading, and Writing) school – wide and use of SIOP to support English Language Learners.