

Corvallis Middle School

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

Mr. Bob Easton, Principal

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



Norwalk-La Mirada Unified School District

12820 Pioneer Blvd
Norwalk, CA 90650
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www.nlmusd.org

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**Assistant Superintendent, Business
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Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

The focus at Corvallis Middle School STEAM Magnet is student achievement. This central purpose guides all of our actions. The STEAM Magnet focuses on Science, Technology, Engineering, Arts, and Mathematics. Corvallis Middle School STEAM Magnet engages students in a well-rounded educational program that emphasizes rigorous academic instruction and engaging enrichment experiences. Students are able to choose from enrichment courses: 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 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, students participate 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 STEAM 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

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 (562) 868-2678 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	250
Grade 7	262
Grade 8	258
Total Enrollment	770

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	2.1
Hispanic or Latino	88.3
Native Hawaiian or Pacific Islander	0.1
White	3.2
Two or More Races	1.2
Socioeconomically Disadvantaged	86
English Learners	21.6
Students with Disabilities	12.2
Foster Youth	0.9

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	13-14	14-15	15-16
With Full Credential	34	33	32
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Corvallis Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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
This School	98.3	1.7
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

* 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)

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 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	32	43	44
Math	18	25	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	42	50	46	55	54	52	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	11.80	19.10	10.60

* 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	52
All Student at the School	46
Male	45
Female	45
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	43
White	--
Socioeconomically Disadvantaged	12
English Learners	16
Students with Disabilities	46
Students Receiving Migrant Education Services	--
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	6	240	238	99.2	37	36	24	3
	7	258	251	97.3	38	29	29	4
	8	249	243	97.6	23	40	30	7
Male	6		145	60.4	42	37	19	3
	7		124	48.1	45	28	24	2
	8		132	53.0	30	41	24	5
Female	6		93	38.8	29	34	31	4
	7		127	49.2	31	29	34	6
	8		111	44.6	15	40	36	9
Black or African American	6		4	1.7	--	--	--	--
	7		12	4.7	42	25	33	0
	8		6	2.4	--	--	--	--

**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
Asian	6		3	1.3	--	--	--	--
	7		4	1.6	--	--	--	--
	8		5	2.0	--	--	--	--
Filipino	6		7	2.9	--	--	--	--
	7		6	2.3	--	--	--	--
	8		7	2.8	--	--	--	--
Hispanic or Latino	6		211	87.9	38	37	23	2
	7		222	86.0	39	29	28	4
	8		214	85.9	26	40	29	6
Native Hawaiian or Pacific Islander	6		1	0.4	--	--	--	--
White	6		6	2.5	--	--	--	--
	7		6	2.3	--	--	--	--
	8		11	4.4	9	55	27	9
Two or More Races	6		6	2.5	--	--	--	--
	7		1	0.4	--	--	--	--
Socioeconomically Disadvantaged	6		204	85.0	37	37	24	2
	7		203	78.7	40	29	28	3
	8		209	83.9	24	40	29	7
English Learners	6		48	20.0	67	27	6	0
	7		32	12.4	81	13	6	0
	8		29	11.6	55	41	3	0
Students with Disabilities	6		20	8.3	85	15	0	0
	7		24	9.3	92	4	4	0
	8		31	12.4	65	29	6	0
Students Receiving Migrant Education Services	6		11	4.6	27	36	27	9
	7		6	2.3	--	--	--	--
	8		8	3.2	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	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	6	240	238	99.2	50	36	11	3
	7	258	251	97.3	53	30	15	2
	8	249	243	97.6	44	33	15	8
Male	6		144	60.0	54	33	11	2
	7		125	48.4	59	26	13	2
	8		132	53.0	51	30	13	7
Female	6		94	39.2	45	41	11	3
	7		126	48.8	47	34	17	2
	8		111	44.6	36	36	18	10
Black or African American	6		4	1.7	--	--	--	--
	7		13	5.0	38	54	8	0
	8		6	2.4	--	--	--	--
Asian	6		3	1.3	--	--	--	--
	7		4	1.6	--	--	--	--
	8		5	2.0	--	--	--	--
Filipino	6		7	2.9	--	--	--	--
	7		6	2.3	--	--	--	--
	8		7	2.8	--	--	--	--
Hispanic or Latino	6		211	87.9	53	36	10	1
	7		222	86.0	56	28	15	1
	8		214	85.9	47	32	14	7
Native Hawaiian or Pacific Islander	6		1	0.4	--	--	--	--
White	6		6	2.5	--	--	--	--
	7		5	1.9	--	--	--	--
	8		11	4.4	27	45	27	0
Two or More Races	6		6	2.5	--	--	--	--
	7		1	0.4	--	--	--	--
Socioeconomically Disadvantaged	6		204	85.0	52	37	9	2
	7		203	78.7	52	31	16	1
	8		209	83.9	46	31	15	7
English Learners	6		47	19.6	89	9	0	2
	7		32	12.4	88	6	6	0
	8		29	11.6	66	31	3	0
Students with Disabilities	6		20	8.3	100	0	0	0
	7		24	9.3	96	4	0	0
	8		31	12.4	71	23	6	0

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
Students Receiving Migrant Education Services	6		11	4.6	55	36	0	9
	7		6	2.3	--	--	--	--
	8		8	3.2	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	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

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 January 2016. 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	2012-13	2013-14	2014-15
Suspensions Rate	9.82	4.11	6.80
Expulsions Rate	0.00	0.11	0.12
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	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	88.9	

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	23	21	23	10	13	13	13	16	1	9	5	13
Math	25	30	27	7	4	5	5	4	5	9	12	10
Science	26	28	27	4	3	5	7	10	1	7	7	12
SS	30	27	29	3	3	4	5	12		9	2	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
Counselor (Social/Behavioral or Career Development)	1
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.

Professional Development provided for Teachers

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

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

Types of Services Funded

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9322.45	2816.20	6506.25	75,755.60
District	◆	◆	6913.40	\$76,984
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-5.9	-1.6
Percent Difference: School Site/ State			21.7	5.9

* Cells with ◆ do not require data.