

# Corvallis Middle School

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

Mr. Bob Easton, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Norwalk-La Mirada Unified School District**

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

#### **District Governing Board**

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

#### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
John Lopez  
**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 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 <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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	244
Grade 7	239
Grade 8	255
<b>Total Enrollment</b>	<b>738</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.1
Asian	1.8
Filipino	1.9
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.1
White	3
Two or More Races	0.9
Socioeconomically Disadvantaged	88.2
English Learners	17.8
Students with Disabilities	9.2
Foster Youth	0.7

## 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	14-15	15-16	16-17
With Full Credential	33	32	39
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Corvallis Middle School	14-15	15-16	16-17
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

2015-16 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	96.6	3.4
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	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 2016-17)

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			100%
<b>Interior:</b> Interior Surfaces	X			95.65
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		95.83%
<b>Electrical:</b> Electrical		X		78.26
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100%
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100%
<b>Structural:</b> Structural Damage, Roofs	X			95.65%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			97.92%
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	32	30	43	46	44	48
Math	18	12	25	29	34	36

\* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	50	46	30	54	52	47	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.8	20.7	19

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	264	260	98.5	30.0
Male	127	124	97.6	32.3
Female	137	136	99.3	27.9
Hispanic or Latino	230	226	98.3	28.8
Socioeconomically Disadvantaged	225	222	98.7	29.3
English Learners	42	41	97.6	12.2
Students with Disabilities	34	32	94.1	12.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	6	244	239	98.0	33.5
	7	251	247	98.4	27.9
	8	265	261	98.5	29.1
Male	6	121	119	98.3	21.9
	7	150	147	98.0	25.2
	8	128	125	97.7	17.6
Female	6	123	120	97.6	45.0
	7	101	100	99.0	32.0
	8	137	136	99.3	39.7
Black or African American	6	12	11	91.7	36.4
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	207	204	98.5	31.4
	7	223	219	98.2	26.9
	8	231	227	98.3	27.8
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	218	213	97.7	30.1
	7	220	216	98.2	26.9
	8	225	222	98.7	28.4
English Learners	6	48	46	95.8	8.7
	7	47	47	100.0	8.5
	8	42	41	97.6	4.9

**School Year 2015-16 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 Met or Exceeded
Students with Disabilities	6	21	21	100.0	
	7	26	26	100.0	7.7
	8	34	32	94.1	3.1
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	6	244	240	98.4	9.6
	7	251	247	98.4	13.0
	8	265	261	98.5	14.6
Male	6	121	119	98.3	7.6
	7	150	147	98.0	15.1
	8	128	125	97.7	12.8
Female	6	123	121	98.4	11.7
	7	101	100	99.0	10.0
	8	137	136	99.3	16.2
Black or African American	6	12	11	91.7	
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 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 Met or Exceeded
Hispanic or Latino	6	207	205	99.0	7.3
	7	223	219	98.2	10.6
	8	231	227	98.3	13.7
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	218	214	98.2	8.0
	7	220	216	98.2	11.6
	8	225	222	98.7	14.4
English Learners	6	48	46	95.8	2.2
	7	47	47	100.0	2.2
	8	42	41	97.6	4.9
Students with Disabilities	6	21	21	100.0	
	7	26	26	100.0	3.9
	8	34	32	94.1	
Students Receiving Migrant Education Services	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

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. 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	2013-14	2014-15	2015-16
Suspensions Rate	4.1	6.8	7.3
Expulsions Rate	0.1	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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	

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.



Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	21	23	23	13	13	13	16	1	1	5	13	13
Mathematics	30	27	27	4	5	5	4	5	5	12	10	10
Science	28	27	27	3	5	5	10	1	1	7	12	12
Social Science	27	29	29	3	4	4	12			2	12	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.

### 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

\* 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9674.22	2600.07	7074.15	80,110.83
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-4.3	-0.2
Percent Difference: School Site/ State			24.6	7.9

\* Cells with ♦ do not require data.

### 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 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.