

# Corvallis Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Corvallis Elementary School
Street	14790 Corvallis Street
City, State, Zip	San Leandro, CA 94579
Phone Number	(510) 317-4901
Principal	Bryan Dunn-Ruiz
Email Address	bdunnruiz@slzusd.org
Website	<a href="http://corvallis.slzusd.org/">http://corvallis.slzusd.org/</a>
County-District-School (CDS) Code	01-61309-6002539

Entity	Contact Information
<b>District Name</b>	San Lorenzo Unified School District
<b>Phone Number</b>	(510) 317-4690
<b>Superintendent</b>	Daryl Camp, Ed.D.
<b>Email Address</b>	dcamp@slzusd.org
<b>Website</b>	<a href="https://www.slzusd.org/">https://www.slzusd.org/</a>

## School Description and Mission Statement (School Year 2019-20)

### Principal's Message

Corvallis School, although part of the San Lorenzo Unified School District, is situated in the Washington Manor area of San Leandro. Corvallis has an ethnically diverse population. The school houses 20 self-contained classrooms, although staff at and across grade levels work in a collaborative way. The staff also includes three special day class (SDC) teachers, a resource specialist, a part time EL TSA, a Literacy/Intervention TSA and instructional assistants for resource, SDC, and bilingual instructional assistants. In addition, an instructional assistant provides library support services to the school. A speech and language specialist, psychologist, PE specialists, and music teacher provide their services to the school. A COST and Student Success Team (SST) meets with teachers and parents to address concerns related to student progress.

The Corvallis staff has developed a mission statement that reflects what we hope to accomplish working together with students, parents, and community:

- "All students at Corvallis Elementary School will participate in a challenging, problem solving, integrated, multi-modality instructional program to ensure their academic and social success. This academically rigorous learning environment will empower all participants to become lifelong learners and productive members of society."

A major emphasis is in transitioning to Common Core Standards in the areas of English language arts, math and English Language Development (ELD). A focus for the school and the district is improving literacy as well as incorporating technology in the classroom in meaningful ways. The staff continues our thoughtful and deliberate collaboration to enhance the learning environment for all. The staff also continues to work on building skills required in shared decision making and developing consensus. Training is being provided in Restorative Practices. Parents and members of the community are encouraged to work with the staff in creating a safe, positive learning environment where all stakeholders have a voice.

### District Mission Statement

The mission of San Lorenzo Unified School District is to work together with parents and the community to develop critical and creative thinkers who are knowledgeable, responsible, caring participants who contribute to a changing world.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	76
<b>Grade 1</b>	77
<b>Grade 2</b>	81
<b>Grade 3</b>	76
<b>Grade 4</b>	78
<b>Grade 5</b>	84
<b>Total Enrollment</b>	472

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.6
American Indian or Alaska Native	0.2
Asian	25.4
Filipino	7
Hispanic or Latino	43.9
Native Hawaiian or Pacific Islander	2.5
White	8.7
Two or More Races	5.5
Socioeconomically Disadvantaged	63.8
English Learners	39.4
Students with Disabilities	13.6
Foster Youth	0.4
Homeless	0.8

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	21	23	473
Without Full Credential	0	0	1	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	3	3
Total Teacher Misassignments*	0	3	4
Vacant Teacher Positions	0	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 2019-20)

**Year and month in which data were collected:** November 2019

Schools in the San Lorenzo Unified School District (SLUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the district-adopted curriculum adoption cycle. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading, Fountas and Pinnell Classroom, 2018 Adopted in 2018 for TK-3 Adopted in 2019 for 4-5 Writing, Lucy Calkins Units of Study, 2013 Adopted in 2013	Yes	0%
<b>Mathematics</b>	enVision Math, Scott Foresman, 2009 Adopted in 2012	Yes	0%
<b>Science</b>	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
<b>History-Social Science</b>	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

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

The school consists of 20 general education classrooms, two music rooms, a library, computer lab, staff room, and eight rooms for specialists (SDC, resource specialist program [RSP], speech, Literacy/Intervention, PE, and English Language (EL) program). There is an office for the principal, counselor's office which is used by a STARS counselor, a nurse's room, and space for three office personnel. All classrooms have been wired to allow for Internet and phone access. Each classroom has a computer and most students in fourth and fifth grades use laptop computers as part of the classroom curriculum. Additional technology (tablets and chromebooks) have been purchased to be shared by grade level teachers. Two pieces of playground equipment were purchased to replace unsafe and inadequate playground structures. The kindergarten structure was replaced in Fall 2006 and an addition to the primary structure was also completed.

Corvallis Elementary School has been allocated 92.5 hours of custodial time per week and the services of a District maintenance crew to ensure that the school and grounds are clean and well maintained.

Our school has guidelines for dealing with earthquakes, fires, and other emergency situations. Students are monitored by staff supervisors while on the playground during school-sponsored recesses or other assigned outdoor activities.

Facility improvements include the library, which was expanded and modernized during the summer of 2007. It now includes student computer stations and expanded book collection stacks. In addition, the playground blacktop areas have been resurfaced. The exterior of the school was painted during the Summer of 2014. New outdoor railings were installed in 2015. During the summer of 2016, a new drop off/pick up loop was constructed along with new parking areas in front of the school. This has improved the traffic at the school. There is an additional need for landscaping in front of the school to improve the school's curb appeal. Although the outside of the school has been painted, the inside of the classrooms have not been painted in many years.

### **School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report: 12/2018**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	27	39	37	50	50
Mathematics (grades 3-8 and 11)	28	27	27	26	38	39

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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	229	98.28	1.72	26.64
Male	114	113	99.12	0.88	19.47
Female	119	116	97.48	2.52	33.62
Black or African American	16	16	100.00	0.00	12.50
American Indian or Alaska Native					
Asian	59	58	98.31	1.69	41.38
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	108	105	97.22	2.78	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	31.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	18.18
Socioeconomically Disadvantaged	149	148	99.33	0.67	16.22
English Learners	106	104	98.11	1.89	27.88
Students with Disabilities	34	31	91.18	8.82	6.45
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	230	98.71	1.29	26.52
Male	114	113	99.12	0.88	31.86
Female	119	117	98.32	1.68	21.37
Black or African American	16	16	100.00	0.00	12.50
American Indian or Alaska Native					
Asian	59	59	100.00	0.00	47.46
Filipino	13	13	100.00	0.00	30.77
Hispanic or Latino	108	105	97.22	2.78	16.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	27.27
Two or More Races	11	11	100.00	0.00	36.36
Socioeconomically Disadvantaged	149	149	100.00	0.00	18.12
English Learners	106	105	99.06	0.94	27.62
Students with Disabilities	34	31	91.18	8.82	9.68
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.1	26.8	15.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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.



## 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 2019-20)

Parents and students work with staff on the School Site Council (SSC), Parent Teacher Association (PTA), School English Learner Advisory Council (SELAC) to envision, plan, and implement a rich and varied school program. The PTA has organized events for parents and children such as: Fall Carnival, Family Movies Nights, Annual Bingo Night, Family Fun Night, and the Holiday Gift Shop.

The PTA also supports our school by providing school folders to assist with home/school communication, assisting with health screening, and providing money for assemblies, classroom supplies, and instructional materials. Parents volunteer in classrooms and assist on field trips.

To provide additional parent support and involvement, a Community Liaison assists the school as needed.

For more information on how to become involved, contact Hazel Rosales, PTA President or Bryan Dunn-Ruiz, Principal.

### 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.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.2	0.8	1.0	4.5	4.9	4.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Corvallis prides itself in providing the staff and students with a safe, orderly, and attractive environment. Our Corvallis School Safety Plan was developed with input from students, parents, and staff. The School Safety Plan addresses preparedness for response to earthquake, fire, and intruders. The School Safety Plan also outlines procedures to ensure a safe, orderly environment for staff, students, and school visitors. This plan is reviewed and updated yearly.

All school staff members are expected to wear identification badges, and we require that every visitor on campus sign in at the office. We work with the city of San Leandro and the County of Alameda, who perform safety checks to assure that the school facilities meet fire and structural safety standards. Each classroom in the school is equipped with a telephone with an outside line so staff can maintain contact with each other, the office, and students' homes. Classified supervisors are employed at Corvallis to monitor the activities of the students before school, at lunch recess, and after school.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	5			16	5			21	1	3	
1	25		3		24		3		23		3	
2	21	1	2		23		3		24		3	
3	23	1	4		22	1	3		21	2	2	
4	30		3		27		3		31		2	
5	26	1	3		28		3		25	1	3	
Other**					15	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9
Psychologist	.25
Social Worker	.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.9

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6283	283	6000	83485
District	N/A	N/A	1913	\$82,585.00
Percent Difference - School Site and District	N/A	N/A	103.3	1.1

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A		\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-21.2	6.7

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Supplemental and Concentration Funds (425)
- Title III (for Limited English Proficient students)
- Beginning Teacher Support and Assessment (BTSA)
- Special Education
- National School Lunch Program

These funds allow the school to provide support (personnel, materials, and professional development) to help teachers meet the needs of our EL students as well as help our underserved students in moving toward proficiency.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,084
Mid-Range Teacher Salary	\$76,526	\$76,091
Highest Teacher Salary	\$103,173	\$95,728
Average Principal Salary (Elementary)	\$125,448	\$118,990
Average Principal Salary (Middle)	\$131,390	\$125,674
Average Principal Salary (High)	\$141,012	\$137,589
Superintendent Salary	\$304,479	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops at the District's training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding. Professional development is provided to teachers during staff meetings and collaborative planning time (CPT). A major focus of the professional development is centered on Guided Reading/Balanced Literacy, reading assessments (Fountas and Pinnell Running Records), improving classroom instruction, SEAL implementation, social emotional education, anti-bias education and restorative practices.

Since the integration of technology is important to student success and will be necessary in the new assessment requirements, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. The District regularly offers professional development on how to integrate technology to support standards and learning as well as professional collaboration.

The District also provides peer coaching and in-classroom support for teachers in order to provide other meaningful opportunities for staff development. Professional development is being providing to support teachers in working more effectively with our EL students.

#### Professional Development for New Teachers:

New teachers participate in the Teacher Induction Program (TIP) is accredited by the California Commission on Teacher Credentialing as a pathway for teachers to clear their teaching credentials. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing.