

Corvallis Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School 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
E-mail Address	bdunruiz@slzusd.org
Web Site	http://corvallis.slzusd.org/
CDS Code	01-61309-6002539

District Contact Information	
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4600
Superintendent	Asst. Superintendent - Barb DeBarger
E-mail Address	bdebarger@slzusd.org
Web Site	https://www.slzusd.org/

School Description and Mission Statement (School Year 2018-19)

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 mobility of students has increased. The school houses 23 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 education. 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 2017-18)

Grade Level	Number of Students
Kindergarten	75
Grade 1	79
Grade 2	73
Grade 3	83
Grade 4	91
Grade 5	88
Total Enrollment	489

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.0
Asian	24.5
Filipino	7.8
Hispanic or Latino	44.6
Native Hawaiian or Pacific Islander	2.0
White	9.4
Socioeconomically Disadvantaged	64.4
English Learners	36.8
Students with Disabilities	13.1
Foster Youth	0.4

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	28	21	485
Without Full Credential	0		1	18
Teaching Outside Subject Area of Competence (with full credential)	0			3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2014

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 State seven-year curriculum adoption cycle. The SLUSD 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts TK-5th Grade Reading, Houghton Mifflin, Adopted in 2003	Yes	0%
Mathematics	enVision Math, Scott Foresman, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	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, one music room, 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2018	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	34.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	25.0	28.0	26.0	27.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	253	97.31	33.99
Male	132	129	97.73	32.56
Female	128	124	96.88	35.48
Black or African American	15	14	93.33	14.29
Asian	65	64	98.46	48.44
Filipino	16	16	100.00	31.25
Hispanic or Latino	120	115	95.83	28.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	42.31
Two or More Races	11	11	100.00	18.18
Socioeconomically Disadvantaged	169	164	97.04	29.27
English Learners	135	134	99.26	32.84
Students with Disabilities	35	32	91.43	0.00
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	254	97.69	27.95
Male	132	130	98.48	28.46
Female	128	124	96.88	27.42
Black or African American	15	14	93.33	0
Asian	65	65	100	47.69
Filipino	16	16	100	31.25
Hispanic or Latino	120	115	95.83	20
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100	26.92
Two or More Races	11	11	100	36.36
Socioeconomically Disadvantaged	169	165	97.63	26.06
English Learners	135	134	99.26	28.36
Students with Disabilities	35	32	91.43	9.38
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.6	26.1	21.6

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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: Halloween Carnival, adult/child dinners, Multicultural Night, Math/Science Fair, 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.9	0.2	0.8	4.8	4.5	4.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	6			15	5			16	5		
1	25		3		25		3		24		3	
2	21	2	2		21	1	2		23		3	
3	24		4		23	1	4		22	1	3	
4	29		3		30		3		27		3	
5	26	1	4		26	1	3		28		3	
Other	13	1							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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.29	N/A
Psychologist	0.4	N/A
Social Worker	0.4	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	1.5	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,870	\$109	\$5,761	\$91,966
District	N/A	N/A	\$8,535	\$82,317
Percent Difference: School Site and District	N/A	N/A	-38.8	11.1
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-21.2	14.3

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 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,512
Mid-Range Teacher Salary	\$76,562	\$77,880
Highest Teacher Salary	\$103,173	\$96,387
Average Principal Salary (Elementary)	\$124,834	\$123,139
Average Principal Salary (Middle)	\$131,390	\$129,919
Average Principal Salary (High)	\$141,012	\$140,111
Superintendent Salary	\$290,238	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	7.0	5.0

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

Professional Development (Most Recent Three Years)

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.