

SCHOOL ACCOUNTABILITY REPORT CARD

CORREIA JUNIOR HIGH SCHOOL

Bernie Calderon
Principal

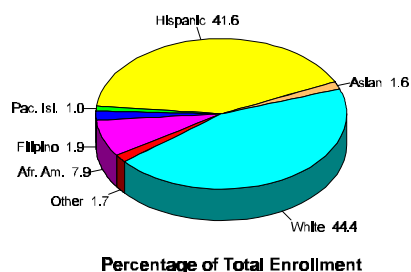
4302 Valeta Street
San Diego, CA 92107
(619) 222-0476

MARCH 2001
San Diego City Schools

SCHOOL PROFILE

Correia Junior High School, recognized as a California Distinguished School by the State Department of Education, serves students from the Point Loma peninsula, Ocean Beach, and Old Town area. In addition, students from various areas attend Correia in the Choice Program and Voluntary Ethnic Enrollment Program (VEEP). The student population is 1,029 students.

**Student Racial/Ethnic Composition
2000-01**



The Ocean Beach community includes a diverse range of socioeconomic groups, while the Point Loma community is composed mainly of professional and upper-middle class households. Additional African American, Latino, and other minority students attend Correia through VEEP, drawing from southeast San Diego.

MISSION AND GOALS

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a*

Standards-Based System, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

Correia's Mission and Goals

The mission of Correia Junior High School is to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of society. Because we believe that all students can learn, we work cooperatively to instill confidence and self-esteem in every student by creating an environment where each student is valued and respected and has opportunities to succeed.

Correia offers a balanced, comprehensive, and success-oriented curriculum. The school offers a sensitive, supportive environment that will provide experiences to assist in making the transition from late childhood to adolescence, helping each individual to bridge the gap between the self-contained structure of the elementary and the departmental structure of the high school. Interdisciplinary goals will overlap subject area goals and give opportunities for the development of high order thinking skills.

The academic program at Correia emphasizes skills through language arts, social studies, reading, math, science, and elective courses. Exploratory opportunities are provided through a broad range of elective courses which encourage students to become familiar with a wide range of content areas.

REPORT CARD MEETING INFORMATION

Date: May 10, 2001

Time: 6:30 p.m.

Place: Correia School Library

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Correia Junior High's policies, programs, and progress. At a meeting on May 10 at 6:30 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Correia. We invite parents to come to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

At *Correia Junior High School*, we value:

- **TEAMWORK**—We work together so everyone will succeed.
- **RESPECT**—We show consideration for ourselves, others, and their property.
- **RESPONSIBILITY**—We are accountable for ourselves, our words, and our actions.
- **EXCELLENCE**—We strive to do our personal best.

Steven V. Correia

The school is named after a well-known San Diego artist, Steven V. Correia. He graduated from Point Loma High in 1967 and attended San Diego State University, University of California, Los Angeles, and the University of Hawaii. He is considered one of the leading American glass artists today. He has received many honors for his work.

Mr. Correia is a strong supporter of the school. He designs and donates art for Correia Association fundraisers, founda-

tion fundraisers, and for recipients of Honorary Service Awards.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students at Correia doing?

San Diego City Schools students in grades 2–11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

In an attempt to support all students and reduce the achievement gap between ethnic groups, we have established an after-school tutoring program and provided study skills classes within the core curriculum. Additional counseling services

Attendance		
Year	Number of Absences	% Actual Attendance
1995–96	13,768	92.0
1996–97	11,947	93.1
1997–98	12,298	93.2
1998–99	11,319	93.6
1999–00	11,062	93.9

Correia Junior High is fortunate to have been named after a person who is ac-

and activities are available to Latina (Hispanic females) and African American male students. We have incentive programs for students and staff. Most teachers devote many hours to after-school tutoring.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

In today's world of high technology, we at Correia Junior High incorporate technology into a majority of our classrooms. From teachers using visual displays via CD-ROMs and other resources, to students preparing data on the computer, and usage of the internet for classroom projects. Each student at Correia is required to take one semester of Introduction to Computers in Grade 7. Technology is the way of today and tomorrow, and Correia students will be prepared. Visit our web site at:

<http://correia.sandi.net>.

ATTENDANCE/DROPOUTS

What is Correia doing to improve attendance?

The counseling staff provides support for students who are "at risk" of being retained or dropping out. Parents are asked to attend a conference when their child is identified as being academically "at

tively involved with the school, students, and community.

risk." The staff also work with students experiencing social or emotional difficulties which interfere with learning. They meet with students and monitor their academic progress. Correia has a stringent system of monitoring and enforcing attendance which results in high student attendance rates. The attendance clerks are continually working to maintain a low absence rate.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

Correia Junior High School has a clean, well-ordered campus with a positive climate for learning. A strong discipline code is made clear to parents and students and is consistently enforced by school staff. Several key programs aid students in their social, emotional, and academic development.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995–96	34.2	0
1996–97	33.9	6
1997–98	28.3	7
1998–99	31.1	20
1999–00	46.3	16

* Suspensions per 100 Students.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Does Correia have qualified teachers?

Correia has 42 credentialed teachers. The great majority of Correia's teachers are working within their credentialed subject areas. Our staff members attend a variety of conferences to maintain their knowledge of modern teaching methods and technology.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary and probationary

teachers are evaluated yearly. All teachers are observed frequently. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher.

The principal and vice principals are evaluated every year: the principal by a central office supervisor and the vice principals by the principal.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

SUBSTITUTES

Does the district provide qualified substitutes?

The district has a limited pool of substitute teachers available for assignment when a classroom teacher is absent.

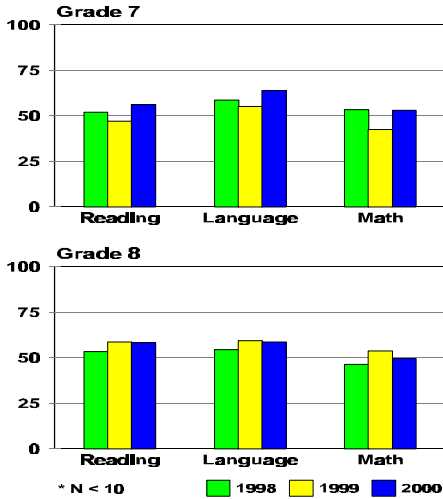
By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

REPORT CARD COMMITTEE

Parents and staff contributed and developed this report card.

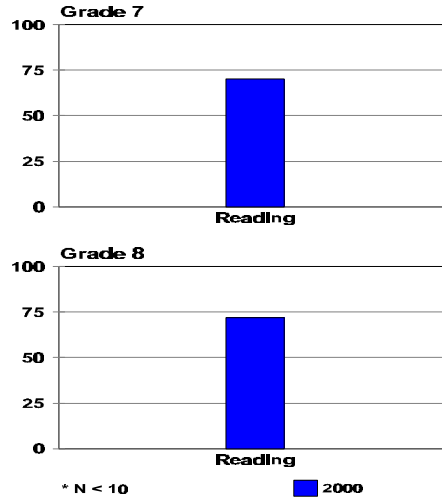
SAT 9 Results

Pct. scoring at or above 50th percentile



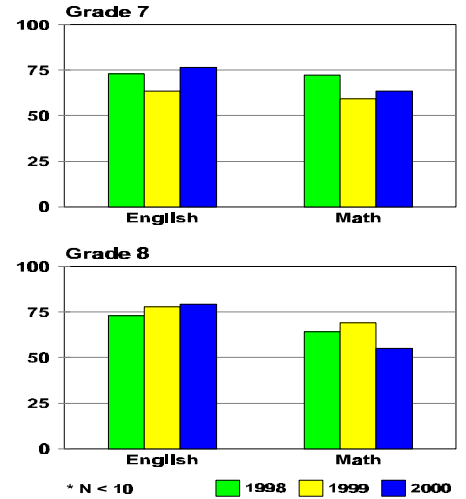
District Assessments

Pct. scoring near, at, or above grade level



Grade Results

Pct. achieving at or above C



ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school's numerically significant subgroups

2000 API Summary	
Category	Result
Schoolwide API	682
Growth from Prior Year	30
State Decile Rank	6
African American API	—
Asian API (incl. Indochinese)	—
Filipino API	—
Hispanic API	531
White API	834
Economically Disadvantaged API	572
Met All Targets?	Yes

Class Size Distribution, 1998–99					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			2	3	
Computer Ed.			2	5	
Drama/Theater					
English	3	5	7	17	
Foreign Lang.		1	10	6	
Mathematics		2	8	20	
Music			4	1	
Physical Ed.			2	10	12
Science		1	1	12	
Social Science	1	2	5	17	
Other	3	4			
Special Ed.	2	14			
Readers Wrkshp		25	8	4	

Class Size Distribution, 1999–2000					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art				6	
Computer Ed.			1	2	
English		5	12	12	
Foreign Lang.			2	11	
Mathematics			3	26	
Music			3	1	1
Physical Ed.		1	4	8	12
Science		1	3	25	
Yearbook				1	
Special Ed.	4	11			

Class Size Distribution, 2000–01					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art				6	
Computer Ed.			4	3	
English		2	12	18	
Foreign Lang.		1	5	3	
Mathematics		1	14	17	
Music		1	6		
Physical Ed.				15	11
Science			7	24	
Social Science			13	18	
Other				7	
Special Ed.	4	20			

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	43	35	0	0	8
1999–00	41	33	0	0	8
2000–01	42	35	0	0	7

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good are Correia’s programs?

Correia offers a balanced curriculum to a diverse student population. The curriculum is consistent with state and district-adopted frameworks.

The sequence of instruction reflects a progressive shift in emphasis from basic skills-centered instruction to content-and application-centered instruction. High expectations reflect a schoolwide belief that all students can learn.

All content areas are studying how to improve literacy instruction through the San Diego Literacy Framework.

To support reading instruction at the middle school level, all sites have been allocated one reading teacher.

To further enhance the regular curriculum and to provide students a variety of educational options, Correia has implemented the following programs:

- Correia’s computer lab offers all seventh and eighth grade students the opportunity to learn about computers and fulfill the district computer literacy requirement for high school graduation.
- The Gifted and Talented Education (GATE) program offers both seminar and cluster-level courses for students at both grade levels.
- Limited English proficient (LEP) students receive instruction in a comprehensive second language program.
- Correia has four teachers in its special education program. The program provides academic curriculum in small group instruction classes for students with mild learning disabilities. Correia has 85 students identified as needing special education services.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Correia had 16 modified days this year.

Instructional Minutes, 2000–01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
7–8	65,718	64,800

TRAINING AND CURRICULUM IMPROVEMENT

What does Correia do to improve staff teaching skills?

All members of the Correia staff are involved in training programs. Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Correia. Teachers are provided opportunities to study and improve instructional practice through grade-level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

Middle school English and reading teachers have received extensive training in reading instruction.

This enables the staff to deliver curriculum and instruction which is rigorous, challenging, and responsive to student needs. Professional growth is supported by the administration through participation and commitment of time and resources. No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

COUNSELING AND SUPPORT SERVICES

What support does Correia offer students?

Correia has three full-time counselors. In addition, the district provides two days of nurse time which is supplemented by the school to provide five days of nurse time. The school also maintains a full-time librarian and a full-time media technician. When the need arises, the district provides students with additional psychological and professional support services.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are Correia’s materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in middle level schools are using newly adopted textbooks and instructional materials in social studies, photography,

Latin, Pilipino, music, band, and chorus.

Correia’s instructional programs use a variety of materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is provided with textbooks and sufficient support materials. As funds allow, worn out and obsolete materials are replaced.

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is Correia?

The school site covers 35 acres and consists of seven permanent buildings constructed in 1958 and four bungalows. The cafeteria continues to be used as a classroom.

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies. To ensure safety, 10 teacher assistants help with the supervision and monitoring of classrooms, the athletic fields, and special activities. The appearance of the classrooms, rest rooms, and school grounds attests to the pride felt by students and staff.

Correia has been technology upgraded through Proposition “O.”

CLASS SIZE

Are classes too large?

Staff at Correia recognize that class size is an important variable in educational quality; however, because class size is a budget issue at the district and state levels, there is little the school can do directly to lower the size of classes. Correia employs three instructional aides. Correia’s class sizes for the last three years are shown on page 4.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS *Do students get along with each other?*

A vital factor in students becoming contributing members of a multicultural society is their ability to understand and appreciate the diverse backgrounds of others.

Student leadership groups assist students in acquiring and improving leader-

ship, communication, and problem-solving skills. These programs also encourage students to understand and appreciate the uniqueness and diversity of other cultures and people.

After-school programs such as intramural sports, media production club, fishing club, Model UN, Tennis Club, Associated Student Body (ASB), and

other activities also assist students in developing strong relationships with peers.

The VEEP is an integral part of the race and human relations program at Correia.

Multiethnic members of the Correia staff include administrators, certificated staff, paraprofessionals, counselors, and clerical staff.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT *How are parents and community involved at Correia?*

Correia's parent involvement program promotes the participation of the total school community. Staff encourage parent participation in two main areas: serving on school committees and participating in parent education activities.

Correia also offers a Homework Hotline which parents or students can access at any time simply by dialing 685-7666 and entering the teacher's number. Parents can also leave a message for attendance by pressing 3# or leave a message for staff by pressing 5#. Correia enjoys a strong Correia Associa-

tion with more than 300 members. This reflects growing community support. Meetings are held monthly. Several evening meetings are scheduled for working parents.

The school site governance council (SSGC) is designed to allow more participation by staff, parents, community members, and students in the decisions affecting school programs, budgets, staff, and policies. This team is not an advisory group but a decision-making body whose purpose is to increase student achievement. The SSGC assists in the implementation of the School-Based Coordinated Program (SBCP). This program provides additional funds from the state for educa-

tional programs. The SSGC also oversees the implementation of Correia's Title I VEEP program, a federal program designed to assist students who are experiencing academic difficulties.

We have developed a coalition of partnerships including Peninsula YMCA, Point Loma Nazarene University, Steven V. Correia, Correia Association, United States Navy Research Center, First National Bank, and Youth Tennis San Diego. We hope to increase the services available to not only our students, but also to the community.

Correia also offers a variety of evening courses to parent to upgrade their knowledge of technology and today's computers.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does the money go?

All major budget decisions are made at district offices.

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The adjoining budget chart shows the major areas of district funding for Correia Junior High School and other district junior high schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, district administration, and central support.

School Budget, 1999-2000		
Budget Category	Dollars per Pupil*	
	School	Middle Avg.
General Operations	3,390	3,376
Special Education	304	436
Integration	95	133
Gifted and Talented	55	57
Special Projects	341	409
Total	4,184	4,411

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1998-99		
Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.0
Teacher	43.7	41.4

† Percentage of general fund expenditures. Does not include benefits.