

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **CORREIA MIDDLE** SCHOOL

**2020-21**

37-68338-6059596  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** McDade, Jonathan

**Contact Person:** McDade, Jonathan

**Position:** Principal

**Telephone Number:** 619-222-0476

**Address:** 4302 Valeta St, Correia Middle, San Diego, CA, 92107-1510,

**E-mail Address:** jmcdade@sandi.net

**The following items are included:**

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

**Board Approval: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

**SCHOOL NAME:** Correia Middle School

**DUE: October 5, 2020**

**SITE CONTACT PERSON:** Jonathan McDade

**PHONE:** (619)560-

**FAX:** (619)

**E-MAIL ADDRESS:** jmcdade@sandi.net

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

☐ Title 1 Schoolwide Programs (SWP)    ☐ CSI School

**The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:**

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                                 |
|--|---------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: 10/1/2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation:           |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation:           |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation:           |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: 10/1/2020 |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: October 1, 2020

**The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

Jonathan McDade

Type/Print Name of School Principal

Signature of School Principal / Date

Suzanne Smith

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

Gisela Castro

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Bruce Bivins

Type/Print Name of Area Superintendent

Signature of Area Superintendent / Date

**Submit Document With Original Signatures To:**

Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a comprehensive schoolwide plan.

**PURPOSE AND DESCRIPTION**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

**LCAP Goal 1: Closing the achievement gap with high expectations for all.**

At Correia, we focus on closing the achievement gap by:

- Targeting students who are not meeting standards by enrolling them in Intervention support program or study skills classes;
- Monitoring student achievement including formative and summative assessments, D/F rates and SBAC scores;
- Enrolling students within co-teaching or collaborative classes with special education teacher /para-educator support;
- Providing Homework Club – a place for students to attend twice a week to get support after school w/ late bus;
- Study Time support offered by students classroom teachers;
- Offering ALD to all 7th and 8th grade students to support language acquisition;
- AVID Classes with supported strategies;
- Study Skills classes;
- Co-Teaching & Collab model in English and Math, and Collab model in History and Science;
- Advisory program offering check in and support time;
- Increased time and access to literature in Correia Library;
- Organizational support through the use of a school planner
- Progress reports sent home every 6 weeks

**LCAP Goal 2: Access to broad and challenging curriculum.**

At Correia, we maximize our instructional program by:

- Electives for all students;
- Common preps to allow common planning time for PLCs;
- Common planning time to develop GVC;
- PD/PLC time one release day a month;
- Scope and sequence for core content areas;
- Having co-teaching and collaborative classes for students with special needs;
- Having study skill classes for students who are not meeting grade level standards;
- ALD classes supporting 7th and 8th grade English learners;

- AVID classes in 7th and 8th grade;
- Common assessments and pacing guides

**LCAP Goal 3: Quality leadership, teaching and learning**

At Correia, we offer a range of professional development opportunities for teachers to hone their instructional practices. Some of the professional development opportunities have been:

- Instructional Leadership Team (ILT);
- Professional Learning Communities (PLCs) in all content areas;
- Capacity Builder training;
- Cross-school visitations and training (PL Vertical Community);
- Cross-department visitations, planning and activities;
- Using data to drive instruction: FAST, Lexile, LOTE, On Demand Writing, Wellness Survey, CHKS, and site-based assessments

**LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.**

At Correia, we have a positive environment that holds students to high expectations. We provide a lot of support for students to meet these standards. We offer:

- Homework Club & Support;
- After School Study Time;
- Student Study Teams;
- AVID classes;
- ALD classes;
- Study skills classes;
- Continuous monitoring of student achievement;
- Parent outreach;
- ASB organized events including anti-bullying campaign;
- GSA (LGTBQIA ) Club
- Student Led ASB Clubs
- Correia Wellness Committee
- Correia Swim Program
- Military Kids Unite group
- Military Kids Counselor on-site
- Adoption of School-wide Restorative Practices Model

**LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.**

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

At Correia, we have an engaged parent community. We provide many opportunities for parents to be involved with their child's education. We offer parents to be involved by:

- Membership on School Site Council;
- Membership on School Governance Team;
- Joining the Correia Association;
- Curriculum Night
- Yearly information sessions..."Principal's Coffee"
- Weekly eBlast & SchoolMessenger Newsletter
- Parent Conferences
- SST, 504, IEP, and student led meetings
- Parent workshops offered by Correia and PL Cluster Council
- Correia parent Tours
- Home visits (needs basis)
- PowerSchool Parent Portal support

### STAKEHOLDER INVOLVEMENT

At Correia, our community is engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process through surveys, subgroup meetings to solicit input. Monthly SSC/SGT, Correia Association and staff meetings were held to analyze data, evaluate and oversee programs (English Learner and GATE), provide budget recommendations, develop and approve parent involvement policy and school parent compact, approve 2020-21 budget, and develop and approve SPSA. Annual Parent Meetings were held on 9/26/2019 & 9/24/2020. Parent Meeting solicited membership for the 2020-2021 ELAC committee. The SPSA was reviewed by the SSC on October 1, 2020.

### RESOURCE INEQUITIES

Correia's root cause analysis involved examining data from the California Dashboard, California Healthy Kids Survey, CAASPP, California Parent Survey, site data; and a review of the 2018-2019 SPSA.

Based on the California Dashboard the first inequity that appears is chronic absenteeism. While overall chronic absenteeism is in the moderately at-risk (orange) section at 12.6%, indicators highlight the at-risk subgroups: English Learners, Students with Disabilities, and Latinos. Similarly, absenteeism is problematic with an overall 2018-2019 attendance rate of 94.65%. This is well below the cluster average of 95.27% and the district average of 95.63%.

To better understand chronic absenteeism, student beliefs were analyzed through CHKS data, primarily student engagement in school. Inequities exist in the data with responses in two related areas. First, only 22% of students feel they have meaningful participation in school and classrooms. Similarly, only 20% feel that students are motivated to learn. Data indicates a high correlation between student engagement at school and chronic absenteeism, particularly in our under-performing subgroups.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

While attendance and CHKS data begin to tease our inequities for English learners, Students with Disabilities, and Latino students, CAASPP data bring into focus disparities in achievement. 2019 CAASPP data (similarly supported by 2017 & 2018 data) indicates achievement gaps with our previously mentioned subgroups. While overall English Language Arts performance remained the same at 62% proficient, English Learner proficiency was 6%; Students with Disabilities was 18%, and Latino performance was 43%. Large percentages of these learners are represented in each of these subgroups, making their need for support more urgent.

CAASPP 2019 data analysis in Mathematics is similar and consistent with ELA. While 55% of all students perform in proficiency bands, only 6% of English Learners, 18% of Students with Disabilities, and 33 % of Latinos perform in proficiency bands.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities, and Latinos. While many considerations were made to support these subgroups through the 2018-2019 SPSA, an increased focus is needed. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of grade-level proficiency and differentiating instruction based on student needs; development of culturally relevant lessons; strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments and monitoring student progress on a regular basis. ALD will be utilized to support English Learners as it is urgent that they reclassify by high school. In addition, Study Skills classes will be accessible to students in need. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, nurse, and certificated staff to monitor attendance and social-emotional needs. There will be consistent communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be Military Counselor on campus to support military students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills with counseling services. The school community collectively recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS and MTSS school wide to cultivate a positive school culture for all stakeholders.

Correia does not receive any federal funding, we only use our general fund and LCFF to support our students. We are unable to lower class sizes, provide sufficient in school support classes (we only have a few), hire resource teachers or additional counselors. We currently use all our funding to support student programs, provide classroom materials/copying and professional development.

### **Our vision for the Point Loma Cluster is to create secondary schools where:**

- Teachers, staff members, and administrators enjoy coming to work and are fully engaged in the shared responsibility and accountability for educating our students
- Students feel welcomed, safe, accepted, and challenged with high expectations for learning
- Teachers, students, and parents experience a nurturing, safe, clean, and student-centered environment that promotes academic achievement and Pointer Pride
- Staff and students value collaboration, innovation, and hard work
- Student learning is the shared responsibility of all stakeholders: administration, teachers, parents, students, and community members
- Parents are true partners in our children's education and demand excellence from our schools

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our ideal state is to develop an academically-demanding and supportive environment that presses students to work hard and achieve academically. In this ideal state, teaching is deliberate and learning is explicit and transparent. The following forces are involved: school policies, practices, expectations, norms, and rewards. Staff beliefs, policies, and expectations will play a critical role in the development of an environment that promotes student-generated academic norms, self-concept of academic ability, and academic efficacy.

The current leaders of the secondary schools in the Point Loma cluster value the collective work being completed towards vertical alignment academically, socially, and culturally.

Site leadership is engaging staff in conversations around the development of a shared vision and purpose for our schools. The focus is on developing and fostering common beliefs around promoting student achievement.

**Staff members in the Point Loma Cluster secondary schools are currently:**

- In the process of gaining an appreciation of the importance of vertical alignment and collaboration within the cluster.
- Working on strengthening relationships and shared commitments within professional learning communities around common planning, assessments, and expectations for students.
- Taking ownership of developing common beliefs and expectations within their professional learning communities. Some sub-groups are further along in this process than others.



**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Jonathan McDade	Principal
Ann Bosler	Parent/Community Member
Kate Fries	Parent/Community Member
April Purcell	Parent/Community Member
Stephanie Workman	Classroom Teacher
Hilda Hernandez	Other School Representative
Suzanne Smith	Classroom Teacher
Deane Denzien	Classroom Teacher
Ryan Hayes	Parent/Community Member
Laura Choukri	Parent/Community Member

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2019-20 our school focused attention on meaningful participation and student engagement was productive. With the creation of a PBIS team, focused attention was directed to meaningful participation at school and student agency. Professional development around practices and strategies were conducted prior to COVID and the development of Correia Connect and Counseling Corner supported students school-wide and in focused subgroups. Correia will continue the 2019-2020 goals based on historical CHKS data as identified below.

The area in need was identified by using the CHKS survey as well as the California dashboard. The CHKS survey notes that 22% of the 7th-grade students in 18-19 believe have meaningful participation at school. Similarly, the survey indicates that 20% of 7th graders feel that students are engaged in learning at school and in their classes.

On the California Dashboard (2018), Correia is in the orange (moderately at-risk) with chronic absenteeism. The overall school percentage is 12.6%. The following subgroups are at-risk with absenteeism:

Red (At-Risk): English Learners and Students with Disabilities

Orange (Moderately At-Risk): Hispanic

In order to build an inclusive and positive school culture and climate where students are in attendance, our staff and students will work in partnership to survey mindsets, create systems and supports, and develop activities to motivate and celebrate student learning, participation, and attendance at school.

#### \*Major Differences

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, some of the strategies to support students will not be available such as field trips, assemblies for celebration and improvement. Once we return to campus, we will bring back strategies supported by SPSA.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Will continue the goal as identified above.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7	Increase the percentage of students who believe they have meaningful participation at school.	22	35	CAL-SCHLS (CHKS)	1 Year
June 2021	7	Increase the percentage of students who believe students are engaged in learning at school.	20	35	CAL-SCHLS (CHKS)	1 Year
June 2021	7,8	Decrease the percentage of chronically absent students school-wide.	12.6	8	Attendance	1 Year

### \*Identified Need

The area in need was identified by using the CHKS survey as well as the California dashboard. The CHKS survey notes that 22% of the 7th grade students in 18-19 believe have meaningful participation at school. Similarly, the survey indicates that 20% of 7th graders feel that students are engaged in learning at school and in their classes.

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## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In order to build an inclusive and positive school culture and climate where students are in attendance, our staff and students will work in partnership to survey mindsets, create systems and supports, and develop activities to motivate and celebrate student learning, participation, and attendance at school.

### \*Online Learning Implications

At Correia, we will provide:

- PBIS team will collaborate to facilitate PD and training for staff around ways to increase online student engagement and meaningful participation.
- Social-Emotional Learning - Supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. Provide staff development and training around restorative practices.
- SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Practices
- Social and Emotional Learning (SEL) will be embedded in the instructional core during online and onsite learning.
- Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	Students with Disabilities	Decrease the percentage of chronically absent students.	25	10	Attendance	1 year
June 2021	7/8	English Learner	Decrease the percentage of chronically absent students	20.5	10	Attendance	1 year
June 2021	7/8	Hispanic or Latino	Decrease the percentage of chronically absent students.	15.1	10	Attendance	1 Year
June 2021	7/8	Black or African American	Decrease the percentage of chronically absent students.	13	10	Attendance	1 year

### Strategy/Activity 1

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy and the activity focus in the areas of **meaningful participation** and **student engagement in learning**.

All students at the school will benefit from focus activities, attention, and strategies in the area of **attendance**, specifically the following subgroups: Students with Disabilities, English Learners, Black and African American, and Hispanics.

### \*Strategy/Activity - Description

Correia's counseling will work with support staff (OTBS tech) to provide outreach to families (at school and through home visits) to increase participation at school and will utilize Thrively to enhance intrinsic drive for students composing target subgroups. Correia's Special Ed teachers and ALD teachers will attend trainings on how to provide more access to the learning environment for students with disabilities and English learners. Real world learning opportunities through field trips to increase motivation, participation, and engagement in school.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0304B	Tech Professional OTBS Hrly		\$500.00	\$663.95	0304-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support counselors with attendance and student outreach.
N030464	Interprogram Svcs/Field Trip		\$1,000.00	\$1,000.00	0304-09800-00-5735-3110-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Relevant field trips to increase engagement in school and programs.
N030488	Counselor Hrly		\$1,000.00	\$1,222.90	0304-09800-00-1260-3110-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extended counseling time for attendance and socio-emotional support and outreach.
N030490	Postage Expense		\$300.00	\$300.00	0304-09800-00-5920-2700-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Postage supporting attendance and active participation at school.

### \*Additional Supports for this Strategy/Activity

Various student groups will work with staff to provide membership for the Correia Wellness Committee. The wellness committee will focus on survey students in the areas of meaningful participation, student engagement in learning, and attendance. The committee will work in conjunction with various student groups (ASB, AVID, MKU, Study Skills, ALD, etc.) to design a comprehensive plan that can be implemented through advisory, classrooms, counseling support groups, clubs, etc. In addition, students will plan celebrations based on student growth (not arbitrary grades). These actions will provide students a voice in the learning environment at school and will help to support students in building positive relationships with adults and inclusive to the school environment. ASB will work with the total school population to bring in activities that support healthy, inclusive school environment. The wellness committee will continue to promote student and adult activities during school and after hours. Correia counselors will work with Correia's Military Kids Counselor to provide individual outreach and focus groups for students with specific needs, including trauma-informed care practices.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Correia Middle School had an overall proficiency in ELA as measured by the CAASPP of 62%. While the percentage of students in the proficient bands remained the same from the previous year 2017-2018, strand data indicates a slight decline in all areas: reading, writing, listening, and research/inquiry. In order to support students not reaching proficiency, Correia will implement various strategies supporting reading and writing partnership through text-based analysis, differentiated supports for English learners and Students with Disabilities, comprehensive unit and lesson design, and formative assessment. Professional development for teachers to utilize research-based on "How People Learn" in the domains of language acquisition and English language arts. CAASPP data and our 2018 CA Dashboard notes that while Correia performs 23 points above the standard and the following subgroups are in the moderately at-risk (orange): English Learners, Hispanic, and Students with Disabilities.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Correia utilizes common prep periods for teachers to support the PLC process and student monitoring. Unfortunately, due to budgetary restrictions, PD and PLC release days are limited. Teachers work collaboratively to design units and lessons in 7th and 8th grade and utilize all available professional learning opportunities to enhance their pedagogy and knowledge. Teachers will attend training around the implementation of ELD lessons for our English learners in ALD. In addition, the Point Loma Cluster Schools will work in collaboration to design Professional Learning opportunities supporting the co-teaching structure in support of students with disabilities. Correia Middle continues to expand its school library and electronic resource

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bank. Correia will utilize the lesson study structure to build capacity amongst teachers and to provide continuity between classrooms. ELD units are provided by the Office of Language Acquisition to enhance access for English learners. Correia will utilize the FAST assessment to track lexile levels 3 or more times a year and promote daily independent reading matching students with appropriate grade level text. Teachers will also utilize an oral reading/listening component to remedy an identified strand deficiency in listening. Correia will continue to utilize a cross-disciplinary approach in support of reading and writing across the curriculum.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Academic progress in reading and writing will be measured in multiple ways this school year. Correia will utilize FAST to measure student Lexile level and plan next steps. Teachers will also utilize TOMS to track student progress toward grade-level proficiency. English learners will work with English teachers through their core English section and ALD to enhance language proficiency and work toward reclassification. Case managers will work in collaboration with general education teachers to increase access for students with disabilities and enhance our co-teaching and collaboration models. Library will work to provide increase access to materials while teachers will utilize copying and electronic resources to make text more accessible. As part of our LCFF funding, considerations for English learners were made to include ALD into the schedule and making resources available to provide training and enhance resource development. Correia continues to support workshop and hourly pay, as long as funding for subs, will be set aside monies for professional development to support reading, writing, mathematics as well as PLC work in content specifics. In addition, planning time will be imperative in times of Online Learning, Culturally Relevant Teaching and the incorporation of a new adoption (Amplify).

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	Increase the percentage of students meeting and exceeding grade level standards.	62	67	CAASPP ELA	1 Year
June 2021	7/8	Language	62	67	FAST aReading	1 Year

### \*Identified Need

The school's overall data for the 2018-2019 school year indicates 62% of 7th and 8th-grade students met or exceeded standards in ELA. CAASP data and the CA Dashboard indicate an achievement gap between overall performance and the Hispanic, English Learner, and Students with Disabilities subgroups. The overall performance of Hispanics indicated that 43% of students were performing in the proficiency bands. In addition, Hispanic males fell 10 percentage points below female performance. While the Hispanic subgroup is largely made up of Hispanic [English Learners] students, only 6% (2 students) of English learners were proficient. Similarly, Hispanics make up 45% of Correia's Students with Disabilities subgroup whose overall performance is 18% proficient. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap for



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our Hispanic learners (primarily males), our English Learners, and students with disabilities. Quite a few target students are members of each of these subgroups.

### \*Online Learning Implications

Being online has challenged teachers and students to teach/learn differently. Unfortunately, we have had to compact/accelerate our curriculum from 36 weeks to 18 weeks. This is not ideal but we have had to readjust and determine how to maximize our time with our students while teaching them the most important standards during this abbreviated timeframe. We have a variety of strategies to monitor our student achievement. They are:

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	18	28	CAASPP ELA	1 Year
June 2020	7/8	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	6	16	CAASPP ELA	1 Year
June 2020	7/8	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	43	53	CAASPP ELA	1 Year



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	7/8	Students with Disabilities	Increase the percentage of students reading at grade level.	18	28	FAST aReading	1 Year
June 2021	7/8	Socioeconomically Disadvantaged	Increase the percentage of students reading at grade level.	40	50	FAST aReading	1 Year
June 2021	7/8	Black or African American	Increase the percentage of students reading at grade level.	40	50	FAST aReading	1 Year
June 2021	7/8	English Learner	Increase the percentage of students reading at grade level.	6	16	FAST aReading	1 Year
June 2020	7/8	Hispanic or Latino	Increase the percentage of students reading at grade level.	43	53	FAST aReading	1 Year
June 2021	7/8	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	40	50	CAASPP ELA	1 Year
June 2021	7/8	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	40	50	CAASPP ELA	1 Year

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students and specifically our target subgroups (Latinos, English learners, Socio-Economically Disadvantaged, Black and African American, and Students with Disabilities) will be served by these strategies.

#### \*Strategy/Activity - Description

When we established these goals we wanted the goals to be achievable and specific. We want to increase the achievement in reading and writing with each of our subgroups. We will:

- Enhance meaningful participation in English through culturally relevant practices and pedagogy align to “How People Learn”;
- Develop team/collective classroom practices to increase access for all learners;
- Develop, revise, enhance literacy units through the alignment of learning targets (standards-based, lesson design, and formative assessments;
- Differentiate instruction to target the needs of English learners and students with disabilities;
- Create summative assessments and provide feedback by grade level in English to monitor progress throughout the year;

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Provide extended learning support;
- Build capacity through professional learning opportunities for teacher leaders;
- PLC time for “4 questions approach”...student monitoring and planning of next steps.

### **\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03049	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,114.50	0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC planning time to develop units and lessons, differentiate to meet learning needs, and to monitor student progress focusing on target subgroups.
N03041Y	Classroom Teacher Hrly		\$4,000.00	\$4,891.60	0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extended learning time for students in target subgroups and students needing support.
N03042U	License And Fees		\$1,000.00	\$1,000.00	0304-09800-00-5842-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		License to electronic resources supporting target populations with meeting learning targets.
N030447	Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copying of units and materials to increase access to proficiency for target subgroups.
N03044E	Supplies		\$13,270.00	\$13,270.00	0304-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional materials to increase access for "at-risk" students.
N03046B	Non Clsrm Tchr Hrly		\$2,500.00	\$3,057.25	0304-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Out of classroom support for English learners and "off-track" students.
N03046L	Library Books		\$750.00	\$750.00	0304-09800-00-4201-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Increase access to culturally relevant materials matching students with text.
N03049M	Lease of Printer/Duplicator		\$5,000.00	\$5,000.00	0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copying of units and materials to increase access to proficiency for target subgroups.

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

## Annual Review of This Goal: SPSA Reviewed 2019-20

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Correia Middle School had an overall proficiency in Math as measured by the CAASPP of 55%. Performance is stagnant in both 7th and 8th grade. In order to support students not reaching proficiency, Correia will implement various strategies supporting mathematics understanding including Math talks, daily mathematics routines, and task based instruction. Professional development for teachers utilize research based on "How People Learn" in the domains of Mathematics. CAASPP data and our 2018 CA Dashboard notes that while Correia performs above the standard the following subgroups are in the moderately at-risk (orange): English Learners, Hispanic, Students with Disabilities and Socio-economically disadvantaged.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers work collaboratively to design units and lessons in 7th and 8th grade and utilize all available professional learning opportunities to enhance their pedagogy and knowledge. Teachers will create common assessments (formative and summative) to evaluate our students' needs and progress. This year, we will not only identify common threads/patterns across all students but we will choose focus students from each of our subgroups to monitor. We believe with focused attention on our subgroups we will make significant growth. Enhance the co-teaching structure to include Para Educators in support of students with disabilities. Correia Middle will seek support with productive math discourse from SDUSD Middle Schools and utilize electronic resources to increase the bank of task-based activities in each grade. Correia will utilize the FAST assessment and/or other diagnostic tests, dependent on alignment with the change to the quarter system, to track math basic skills and competencies.

### \*Changes

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will provide the following strategies to increase student achievement:

- PLC

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	Students will increase their performance on the CAASPP math.	55	60	CAASPP Math	1 Year
June 2021	7/8	Students will increase their performance on site created End of Unit Assessments.	1	1	End of Unit Assessments	1 Year

### \*Identified Need

Correia Middle School had an overall proficiency in Math as measured by the CAASPP of 55%. Performance is stagnant in both 7th and 8th grade.

### \*Online Learning Implications

Being online has challenged teachers and students to teach/learn differently. Unfortunately, we have had to compact/accelerate our curriculum from 36 weeks to 18 weeks. This is not ideal, but we have had to readjust and determine how to maximize our time with our students while teaching them the most important standards during this abbreviated timeframe. We have a variety of strategies to monitor our student achievement. They are:

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-Progress towards Standards-Based Grading							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	Hispanic or Latino	Students will increase their performance on the CAASPP math.	33	43	CAASPP Math	1 Year
June 2021	7/8	Students with Disabilities	Students will increase their performance on the CAASPP math.	18	28	CAASPP Math	1 Year
June 2021	7/8	English Learner	Students will increase their performance on the CAASPP math.	6	16	CAASPP Math	1 Year
June 2021	7/8	Black or African American	Students will increase their performance on the CAASPP math.	15	25	CAASPP Math	1 Year
June 2021	7/8	Socioeconomically Disadvantaged	Students will increase their performance on the CAASPP math.	30	40	End of Unit Assessments	1 Year
June 2021	7/8	Socioeconomically Disadvantaged	Students will increase their performance on site created End of Unit Assessments.	30	40	End of Unit Assessments	1 Year
June 2021	7/8	Hispanic or Latino	Students will increase their performance on site created End of Unit Assessments.	33	43	End of Unit Assessments	1 Year
June 2021	7/8	Students with Disabilities	Students will increase their performance on site created End of Unit Assessments.	18	28	End of Unit Assessments	1 Year
June 2021	7/8	English Learner	Students will increase their performance on site created End of Unit Assessments.	6	16	CAASPP Math	1 Year

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	7/8	Black or African American	Students will increase their performance on site created End of Unit Assessments.	15	25	CAASPP Math	1 Year
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### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students and specifically our target subgroups (Latinos, English learners, Socio-Economically Disadvantaged, Black and African American, and Students with Disabilities) will be served by these strategies.

#### \*Strategy/Activity - Description

When we established these goals we wanted the goals to be achievable and specific. We want to increase the achievement in reading and writing with each of our subgroups. We will:

- Enhance meaningful participation in Mathematics through culturally relevant practices, enhanced mathematics strategies, and pedagogy align to “How People Learn”;
- Develop team/collective classroom practices to increase access for all learners;
- Develop, revise, enhance mathematics units through the alignment of learning targets (standards-based, lesson design, and formative assessments;
- Differentiate instruction to target the needs of English learners and students with disabilities;
- Create summative assessments and provide feedback by grade level in Mathematics to monitor progress throughout the year;
- Provide extended learning support;
- Build capacity through professional learning opportunities for teacher leaders;
- PLC time for “4 questions approach”...student monitoring and planning of next steps.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03041Y	Extended learning time supporting "at-risk" students, especially target subgroups, in reaching proficiency.
	Interprogram Svcs/Paper				0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N030447	Copying for increased access to curriculum and supports.
	Lease of Printer/Duplicator				0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03049M	Copying for increased access to curriculum and supports.
	License And Fees				0304-09800-00-5842-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03042U	Electronic licences for increased access to curriculum and supports.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Prof&Curriclm Dev Vist Tchr				0304-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts   Ref Id : N03049	PLC planning time to develop, revise, enhance units and to monitor student progress focusing on target subgroups.
	Supplies				0304-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts   Ref Id : N03044E	Instructional materials to increase access for "at-risk" students.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

English Learners make up 6% of Correia's total school population with more than 70% of English learners are considered Long Term English Learners (LTELs). After analyzing our 2018-2019 CAASPP Scores, our English Learners are on average 126 points below proficiency on the CAASPP ELA and 110 points below proficiency on the CAASPP Math. While COVID-19 derailed data gathering for the 2019-2020 school year, positive results were seen in the number of students reclassifying or being eligible for reclassification. Unfortunately, our English Learners continue to struggle in core classes. We need to accelerate their language acquisition and reclassify our students at a higher rate as evidenced by our SBAC, ELPAC scores, and grades in core classes.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our Correia's master schedule was designed to support English language learners. Academic Language Development and ELD3 classes were aligned with core English classes to ensure consistency. Newcomers were specifically placed in classes to provide supports, language models, and instruction to enhance language acquisition. Two English teachers were hand selected to monitor progress in English and across the curriculum. All teachers selected English Learner target students to collaboratively plan strategies to provide access to the curriculum. Teachers will be provided collaborative planning



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

time to address English learner considerations into units and daily lesson plans and will have access to professional development opportunities to support their support for English learners. PD was conducted through the district and on-site around Amplify and English 3D.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Identified English learner students in grades 7 and 8 were placed in Academic Language Development for targeted ELD instruction based on language acquisition levels. Students will have access to curriculum targeted needs provided by OLA to enhance language acquisition. With the addition of Amplify and English 3d, all curricular components were uploaded in Canvas and are accessible through Google Classrooms. Our ELD3/ALD teachers also collaborate to set goals for supporting English Learners. Administrators will conduct focused observations around this subgroup.

### \*Integrated English Language Development

While Correia strategically places newcomers, Level 2 & 3 English learners, and LTELs (levels 3 & 4) in supported English sections and in dELD classes. In addition, all core classrooms provide Integrated English Language instruction and supports to support English language proficiency. In addition, English language arts teachers collaborate with core teachers to enhance instructional pedagogy and supports available for English learners.

### \*Designated English Language Development

Teachers will be trained to provide targeted dELD dependent on English learner levels (ELD3 and ALD). Teachers will collaborate to create units focusing on student outcomes, plan lessons, and monitor student progress. Identified English language arts teachers will provide dELD and work in collaborations with core English teachers. Administrators will conduct focused observations to ensure our English Learners are being supported.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	English Learner	Students will show growth on the CAASPP ELA.	50.5 points below standard	30 points below standard	CAASPP ELA	1 Year
June 2021	7/8	English Learner	Students will show growth on the CAASPP Math.	89.8 points below standard	70 point below standard	CAASPP Math	1 Year

### \*Identified Need

We must reclassify more English Learners to meet our district expectations and for students to be graduation ready. We also need to increase the English and math proficiency levels as evidenced by our SBAC test results.

### \*Online Learning Implications

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Being online has challenged teachers and students to teach/learn differently. Unfortunately, we have had to compact/accelerate our curriculum from 36 weeks to 18 weeks. This is not ideal but we have had to readjust and determine how to maximize our time with our students while teaching them the most important standards during this abbreviated timeframe. We have a variety of strategies to monitor our student achievement. They are:

- The district will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity with strategies that support effective teaching practices and learning interactions to support English language development.
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group...specifically with the Amplify curriculum and English 3D for ALD.
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), and SSC in order for parents to consult, provide feedback or advise
- Online professional development modules with iELD (integrated English Language).

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	English Learner	Students will show minimum growth of one year lexile growth on FAST.	All students	All students	Other (Describe in Objective)	1 Year
June 2021	8	LTEL	Eligible students for reclassification will reclassify.	0	80	Other (Describe in Objective)	1 Year
June 2021	7/8	English Learner	Increase percentage of students making progress towards English Language proficiency.	43.8	60	Other (Describe in Objective)	1 Year

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All English learners will be served by this strategy.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### \*Strategy/Activity - Description

Increased focus on the needs of English learners will be address through the strategy. This includes professional development/training to increase knowledge of ELD standards and best practices pedagogy supporting English learners. PLC time will address considerations for English learners through differentiated supports in lesson design and monitoring of growth towards learning targets. Increased learning time from classroom teachers and non-classroom supports in core English and Math classrooms and ALD sections. Target SDAIE strategies will be used and implemented in core classrooms.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N03041Y	Extended learning time for English learners supporting proficiency toward learning targets.
	Library Books				0304-09800-00-4201-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N03046L	Increased access to leveled text to promote language acquisition.
	License And Fees				0304-09800-00-5842-2700-0000-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N03042U	Online resources to support language aquisition...ie. Spelling City.
	Non Clsrm Tchr Hrly				0304-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N03046B	Out of classroom support for English learners and "off-track" students.
	Prof&Curriclm Dev Vist Tchr				0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts   Ref Id : N03049	PLC planning focusing on attainable learning target for English learners promoting proficiency of standards and language acquisition.

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our students with disabilities lag behind their peers both in English and mathematics. In 2017, 22% of our students with disabilities (SWD) met standards in ELA and 18% of our SWD met standards in mathematics. In 2018, 24% of our students with disabilities (SWD) met standards in ELA and 20% of our SWD met standards in mathematics. In 2019, 27% of our students with disabilities (SWD) met standards in ELA and 21% of our SWD met standards in mathematics. There has been a decrease in achievement and we need to review our teaching strategies and grading practices to figure out how to best support our students with disabilities.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have set high expectations for our students to be successful on the CAASP this upcoming year. We will monitor student achievement by analyzing common assessments, grades and attendance. We will also compare goals in the IEPs with student work.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

All Mild/Mod students are enrolled in general education classes this year and are no longer in non-diploma classes. This will require acceleration in learning and support to fill the learning gaps.

### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	Students will show growth on the CAASPP ELA.	77 point below standard	52 point increase	Other (Describe in Objective)	1 Year
June 2021	7/8	Students will show growth on the CAASPP Math.	112 points below standard	62 point increase	Other (Describe in Objective)	1 Year

### \*Identified Need

All students with disabilities will be served by this strategy.

### \*Online Learning Implications

Being online has challenged teachers and students to teach/learn differently. Unfortunately, we have had to compact/accelerate our curriculum from 36 weeks to 18 weeks. This is not ideal but we have had to readjust and determine how to maximize our time with our students while teaching them the most important standards during this abbreviated timeframe. We have a variety of strategies to monitor our student achievement. They are:

- Implementation of IEP Services in Online Learning Setting

- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.

- All staff will be working as a team to support all students to accelerate their learning.

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	Students with Disabilities	Each student will show at least one grade increase on the FAST aReading Assessment	Various	1 grade increase	Other (Describe in Objective)	1 Year
June 2021	7/8	Students with Disabilities	Each student will show at least one grade increase on End of Unit Assessment	Various	1 grade increase	Other (Describe in Objective)	1 Year

## Strategy/Activity 1

### \*Students to be served by this Strategy/Activity

All students with disabilities will be served with this strategy.

### \*Strategy/Activity - Description

Students who have IEP's will be placed in support classes based upon his/her IEP goals. Students will either be placed in a co-taught class or collab class if needed depending on the need of support. Ed specialists will plan and collaborate with general education teachers on a frequent basis.

We want to increase the achievement in reading and writing and mathematics with our students with special needs. We will:

- create formative and summative assessments and provide feedback to our students aligned with specific goals as per IEP- these assessments will also provide feedback for instruction;
- provide opportunities to allow students to improve their reading and writing and mathematics with specific strategies outlined in their IEP such as peer editing/partner work; shortening assignments; graphic organizers;
- provide Homework Club when we are back in school
- offer Intervention and support classes for extra support during the school day to specifically work on goals identified in their IEP;
- use differentiated strategies based on proficiency levels;
- develop language/math/writing/reading goals for lessons;

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03041Y	Extended learning time for students with disabilities.
	License And Fees				0304-09800-00-5842-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03042U	Electronic resources supporting learning targets.
	Non Clsrn Tchr Hrly				0304-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03046B	Extended learning support from non-classroom teacher support in meeting learning targets.
	Prof&Curriclm Dev Vist Tchr				0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03049	Co-planning time for case managers and gen ed teachers through PLC planning process.

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	7/8	Black Youth	Increase ELA Scores	40	50	Grades	Annually
June 2021	7/8	Black Youth	Increase Math Scores	15	25	Grades	Annually

### \*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Correia Middle site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Correia Middle will develop and implement a site-specific system for tracking classroom referrals.
3. Correia Middle will create a process for ensuring a student is assigned staff member to help them through any suspension or expulsion process.
4. Correia Middle will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
5. In the 2020-21 school year, Correia Middle will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Correia Middle is to maintain or increase the percentage of diverse educators from the current year to the following year.

### \*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our Black students lag behind their peers both in English and mathematics. In 2017, 41% of our students met standards in ELA and 13% of our black students met standards in mathematics. In 2018, 39% of our students met standards in ELA and 24% of our black students met standards in mathematics. In 2019, 41% of our students met standards in ELA and 29% of our black students met standards in mathematics. There has been a slight increase in achievement and we need to review our teaching strategies and grading practices to figure out how to best support our black students.

### \*Online Learning Implications

Being online has challenged teachers and students to teach/learn differently. Unfortunately, we have had to compact/accelerate our curriculum from 36 weeks to 18 weeks. This is not ideal but we have had to readjust and determine how to maximize our time with our students while teaching them the most important standards during this abbreviated timeframe. We have a variety of strategies to monitor our student achievement. They are:

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All Black and African American youth are served by this strategy.

#### \*Strategy/Activity - Description

The Correia Middle faculty will read a variety of literature to learn more about our biases and how we improve our teaching practices that are grounded in culturally responsive teaching strategies which outlines the importance of understanding our students and support them to engage in the work. When students feel comfortable in school, they will attend and feel safe in their classes. With the Equity Committee, we will analyze our school structures to determine if there are obstacles or institutionalize racist structures in place that block our students from being successful in school. We will study various pieces of work to uncover our own biases and work towards creating a more just and peaceful school. We will study Dr. Z Hammond, Dr. B Love, Dr. D Fisher, Joe Feldman, among others.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03041Y	Extended learning time supporting Black youth.
	Interprogram Svcs/Paper				0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N030447	Copies supporting Anti-Racist and Culturally Relevant Teaching supporting Black youth.
	Lease of Printer/Duplicator				0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03049M	Copies supporting Anti-Racist and Culturally Relevant Teaching supporting Black youth.



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Library Books				0304-09800-00-4201-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03046L	Procurement of Anti-Racist and Culturally Relevant literature.
	Non Clsrn Tchr Hrly				0304-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03046B	Extended learning support from non-classroom teacher support in meeting learning targets.
	Prof&Curriclm Dev Vist Tchr				0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03049	PLC planning time to enhance ability to serve and support Black youth with Anti Racist and Culturally Relevant instructional pedagogy & content, and curriculum.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Correia Middle School continues to promote active engagement and collaboration with all families through active weekly communication and access through various opportunities are school. While school promotes opportunities, data indicates that few parents feel "strongly" that the school encourages parent involvement and engagement. In the parent Involvement category (4 indicators) on the CSPS only an average of 16% of parents feel strongly that the school encourages parental involvement.

The school will continue to provide weekly communications, offer parent training and informational sessions, opportunities to celebrate student success, and opportunities to actively participate in student learning.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Even under COVID-19 Correia continued to provide access to all parents, Correia Middle School will offer communications in various languages: in person, electronically, and through mail. It will also provide translation services at events to increase access and participation of parents. Correia will also work in concert with other Point Loma schools to eliminate conflicts in scheduling with other PL schools.

#### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Correia has changed the vehicles used to communicate with parents to ensure the immediacy of translation. Correia utilizes Smore newsletters and SchoolMessenger that translates newsletters to parents home language.

In addition, Correia continues to communicate in a variety of ways:

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Progress reports sent home every 6 weeks, newsletters, home visits, phone calls, parent conferences, SSTs, IEP meetings, student-led conferences, Curriculum Night Night, Principal Coffees, etc.

Our counselors and office staff will have additional time to make parent phone calls and to reach out and connect with our Correia families using translation services..

### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	16	30	CAL - SCHLS (CSPS)

### \*Identified Need

Based on the California Dashboard category of chronic absenteeism, Correia has inequities with regards to parent perceptions about parent involvement in school activities and student learning. This has a strong relationship with the performance of targeted subgroups. While the staff works hard to provide outreach through communication and opportunities for parental engagement at school it does not translate into active engagement and parent perceptions about how they are included. The office staff will work collaboratively and closely with the principal, school counselors, counseling assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be mental health services on-site 2.5 days a week to support military students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the clinician will work directly with staff and families to provide professional development and parent trainings that include strategies on how to support students in class and at home.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 16% (see indicators below). The following percentages indicate responses of "Strongly Agree (SA)" and "Agree (A)." 260 parents completed the survey in a student population of 764 students.

#### Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:

- School allows input and welcomes parents' contributions (17% SA) & (61% A)
- School encourages me to be an active partner with the school in educating my child (18% SA) (57% A)
- School actively seeks the input of parents before making important decisions (10%SA) (41% A)
- Parents feel welcome to participate at this school (18%SA) (57% A)

### \*Online Learning Implications

-District-wide Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-All Students will receive a district-issued device to ensure access to curriculum while in a distance learning format. Parents will be invited to participate in their students' Google Classrooms.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-District is also supplying families with training on SEL, Wellness, and Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Virtual surveys and needs assessments will be utilized to solicit feedback, suggestions, and input on parent involvement and engagement.

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	17	30	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	18	30	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making	10	30	Other - Describe in Objective

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		important decisions from all parent groups as measured by CA Parent Survey.			
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	18	30	Other - Describe in Objective

### Strategy/Activity 1

#### \*Families to be served by this Strategy/Activity

All families, primarily families of target subgroups (English learners, students with disabilities, and Latinos), will be served with this strategy.

#### \*Strategy/Activity - Description

Strategy will focus on including participation of families in the learning process. This will include increasing communication in primary languages (electronically and in person), support services, outreach, and increasing parent involvement in celebrating learning.

- Surveys and needs assessments will be conducted routinely to cater communication to family needs and outreach.
- Training for staff around available resources to support a service center approach by all staff members.
- Collaboration with PLHS and Dana to provide continuity of program and aligned communication.
- Documentation of meetings and communications will be kept and reviewed, as well as parent participation numbers (sign-ins, meetings, etc.)

Activities will include OTBS support for translation services, counseling support and outreach, material development, parent trainings, and mailings.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03041Y	Extended learning time for students not meeting learning targets.
	Counselor Hrly				0304-09800-00-1260-3110-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N030488	Counseling support for students not meeting learning targets.
	Interprogram Svcs/Paper				0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts   Ref Id : N030447	Copying services for mailings.
	Lease of Printer/Duplicator				0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03049M	Copying services for mailings.

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	Postage Expense				0304-09800-00-5920-2700-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N03049O	Postage for mailing notifications.
	Tech Professional OTBS Hrly				0304-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N0304B	OTBS support for translation services and mailings.
	Supplies				0304-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03044E	Materials for parent training and outreach.

### \*Additional Supports for this Strategy/Activity

School and Correia Association will provide access to electronic communication and newsletter system in primary languages. The school will also utilize the website to increase access. Correia will also streamline enrollment process and forms to provide a fluid online option.

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

## Annual Review of This Goal: SPSA Reviewed 2019-20

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It is essential to increase the promotion rate for our students. We need to use our resources to ensure they are meeting these requirements. We want to ensure our students to be prepared for Point Loma High School.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our counselors will review progress reporting data to identify at-risk 8th grade students; create a schedule to meet with the at-risk 8th grade students; create a plan of action that is communicated to all teachers and parents to ensure they are receiving in-school support and are provided out of school support in order to meet promotion standards.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Beginning at the end of first six weeks, we will identify all 8th graders at risk for not meeting promotion standards. We will then meet with each student individually and create a plan of action for them to be successful during the second semester and meet promotion standards. Counselors and Admin team will utilize multiple measures of assessment to support teachers and students with action plan.

### \*Goal 8- Graduation/Promotion Rate

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	8	Increase the number of 8th graders who meet the minimum promotion criteria of 2.0 GPA academic and citizenship.	90	95	Graduation/Promotion	1 Year

### \*Identified Need

We want to close that gap and ensure all students have opportunities to participate in end of year activities and be prepared for success at Point Loma High School. Analysis of 2018-2019 promotion data, our Latino subgroup represented over-represented as ineligible with less than 2.0 GPA in academic and/or citizenship. Due to IEP criteria and EL considerations, these subgroups reached eligibility criteria at higher rates.

### \*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation. Correia counselors have developed forums through Google Classroom to provide constant outreach and monitoring of students. Counselors and Admin team provides immediate support for students not accessing curriculum via online services.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	8	Hispanic or Latino	Decrease the number of Latino ineligible students for promotion.	50% of ineligible students are Latino	25%	Graduation/Promotion	1 Year

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students will benefit from this strategy however our Latinos will benefit the most.

#### \*Strategy/Activity - Description

This year we will focus on 8th graders beginning with the first progress reporting period. Counselors will begin meeting with at-risk identified students to build awareness, mindset, and skill. When 1st semester grades are submitted counselors will work with teachers and admin to identify target at-risk students. This way, we have 18 weeks to support for our students in meeting promotion standards/expectations. We will hold student/parent/teacher meetings, provide in-school and out of school support and place each student on a student of success plan of action. We will then monitor our students and to ensure they are receiving the support they need prior to the last six weeks of school. If we have students who are not meeting their goals, we will:

- place them in support classes during the school day;
- mail deficiency letters;



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- contact parents;
- schedule team meeting with student, parent and all teachers/counselor and administrator;
- create a plan of action similar to a SST;
- conduct weekly progress checks.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03041Y	Extended learning time for students not meeting learning targets.
	Counselor Hrly				0304-09800-00-1260-3110-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N030488	Counseling support for students not meeting learning targets.
	Interprogram Svcs/Paper				0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N030447	Copying services for mailings.
	Lease of Printer/Duplicator				0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N03049M	Copying services for mailings.
	Postage Expense				0304-09800-00-5920-2700-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N03049O	Postage for mailing notifications.
	Tech Professional OTBS Hrly				0304-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N0304B	Extended learning time for students not meeting learning targets.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

#### 1. How will you integrate the priorities and strategies you outlined in your SPSA?

The integration of the priorities and strategies of the SPSA into the everyday practices of the school will take a collective effort of all stakeholders.

The key elements of this process will include:

- Transparency- Clear and continuous communication around Correia's current context. This includes all data sets.
- Stakeholder Engagement- inviting all stakeholders into the decision making process.
- Effectiveness- Providing effective communication and processes to ensure decisions are timely.
- Alignment- Ensure data is prioritized to ensure alignment of actions to student outcomes.
- Accountability- Ensure all actions are in compliance with district and state objectives.

Correia's data informs our work. Complete analysis of the data provides a clear understanding of the context in which we work to inform the decision making process. Data will sharpen our focus and ultimately provide the vision of our work. Our current data highlights a need to narrow the learning gap with target subgroups: English learners, Students with Disabilities, and Latinos (primarily males Latinos). In order to promote access, equity and progress of these subgroups we will adhere to a tiered strategy structure: universal, targeted, focused, and intensive. Universal and targeted strategies will look at placement in programs through the master schedule, access to differentiated supports in the GVC, and equitable learning targets developed in PLCs. Focused and intensive supports will focus on a collaborative process of case managers and general education teachers to individualize goals and supports for target students.

#### 2. What specific leadership actions will you take to meet or exceed your SPSA goals?

In order to meet or exceed these SPSA goals and improve results for ELs, SWD, Latinos, Black Youth, and Socio-economically disadvantaged students, Correia leadership will employ these 5 strategies:

- Strategic Collaboration to improve access to high-quality teaching and learning.
- Family Partnerships to enhance meaningful participation in school.
- Evidence-Based Practices targeting the needs of our learners.
- Data-Informed Decisions to plan and adjust learning targets and outcomes.
- Professional Learning opportunities to increase access and equity to high quality teaching and learning.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Leadership will build capacity within its teacher ranks through leadership development. In addition, our limited resources will be strategically allocated to minimize outcomes. Point Loma leaders will work together to streamline efforts and to ease transitions between grades and to align the K-12 program. Student achievement and program effectiveness will be closely monitored by all stakeholders.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

## **APPENDIX A**

### **BUDGET SUMMARY**

# Correia Middle School Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 39,270

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$39,270
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 39,270

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$39,270

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Correia Middle	09800 LCFF Intervention		1157	Classroom Teacher Hrly		\$ 4,000.00
			1192	Prof&Curriclm Dev Vist Tc		\$ 5,000.00
			1260	Counselor Hrly		\$ 1,000.00
			1957	Non Clsrm Tchr Hrly		\$ 2,500.00
			2455	Tech Professional OTBS H		\$ 500.00
			3000			\$ 2,950.20
			4201	Library Books		\$ 750.00
			4301	Supplies		\$ 13,270.00
			5614	Lease of Printer/Duplicato		\$ 5,000.00
			5733	Interprogram Svcs/Paper		\$ 2,000.00
			5735	Interprogram Svcs/Field T		\$ 1,000.00
			5842	License And Fees		\$ 1,000.00
			5920	Postage Expense		\$ 300.00
09800 LCFF Intervention Support Total						\$ 39,270.20
Grand Total						\$ 39,270.20

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



**CORREIA MIDDLE SCHOOL**  
**PARENT & FAMILY ENGAGEMENT POLICY**  
**2020-21**

*Currently, Correia Middle School is operating under COVID-19 restrictions. Everything in this document will be adapted to ensure participation in the virtual setting.*

**Correia Middle School** has developed a written Parent & Family Engagement Policy with input from parents. Throughout the year Correia works with parent groups (SSC, SGT, Correia Association, CIMA) to solicit input regarding parent involvement and engagement. The parent involvement policy was developed by the Correia Middle SSC and SGT committees which is comprised of teachers, school staff members, and parents.

**Correia Middle School** distributes the Parent & Family Engagement Policy electronically at the beginning of the year and has been posted on the Correia Middle website. In addition, hard copies are available for parents during Parent Teacher Conferences in October.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents at Correia Middle, the following practices have been established:

- The school convenes an annual meeting to inform parents and about the right of parents to be involved in the school program.
  - Each fall we hold an annual Curriculum Night for all parents to learn how parents can support their child's education and how the school supports their child daily.
- The school offers a flexible number of meetings, such as meetings in the morning or evening.
  - At Correia Middle School, we are committed to provide a flexible number of meetings to engage parents in order to increase student achievement. In order to build the bridge between home and school, we have a variety of opportunities for parents to become involved with their student's education. We also have several committees to encourage parent involvement such as

School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC) and the Correia Association.

- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's program and the parental involvement policy.
  - At Correia Middle, we have monthly meetings scheduled for the parent groups such as School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC) and Correia Association. Topics covered during the meetings will include, but are not limited to:
    - Improving communication between school and home
    - Providing strategies for parents to assist students with projects and homework
    - Discussing current student assessment data and student progress
    - Providing information about school and District resources for student academic improvement
    - Evaluating the effectiveness of the school's parent involvement policy to increase parent involvement
    - Evaluating the instructional program at Correia
    - Reviewing the Single Plan for Student Achievement (SPSA)
    - Conferencing with teachers
    - Providing training programs to help parents support and work with their student at home and at school
    - Understanding Correia and District budgets
    - Incorporating more parent volunteers at school
    - Finding fundraisers to help support Correia
- The school provides parents of with timely information about school programs. Information about Correia Middle is distributed in the following ways:
  - Correia Middle website @ [www.correiamiddle.com](http://www.correiamiddle.com);
  - Weekly newsletters & School Messenger notifications;
  - Principal Chats;
  - Parent Tours;
  - Parent meetings such as Back to School Night, and Open House;
  - Informational sessions offered for parents throughout the school year in conjunction with the Point Loma cluster schools and a variety of technical and instructional topics;
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - During various parent meetings such as SSC, SGT, ELAC and Correia Association, parent tours, informational meetings, principal chats and individualized parent meetings, we discuss curriculum and student progress. We distribute student progress reports every six weeks in order to inform parents of their student's progress towards academic achievement. We also

encourage parents to sign up for PowerSchool so they can have timely feedback regarding their child's academic progress.

- If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  - Correia Middle supports students and parents by providing individualized meetings *by request* such as:
    - Parent/Teacher conferences;
    - Student Study Team Meetings;
    - 504 meetings;
    - Individualized Educational Plan

Correia Middle School engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

It addresses the following legally required items, as well as other items suggested by parents.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school provides parents with materials and training to help them work with their children to improve their children's achievement. To help reach these goals, the school has established the following practices.

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During various parent meetings such as SSC, SGT, Correia Association, principal chats, parent tours, informational meetings, and individualized parent meetings, we discuss curriculum and student progress.
- The school provides parents with materials and training to help them work with their children to improve their children's achievement. We have various tools and materials to support parents to improve their children's achievement such as:
  - PowerSchool access to student records;
  - Student planners;
  - Daily progress reports (*upon request*).

- The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. We encourage having positive relationships with parents in order to best support our students.
  - Staff members are committed to returning phone calls and emails in a timely fashion;
  - We encourage parent volunteers;
  - We use digital tools to provide timely feedback regarding student progress.
- The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We have various opportunities that we promote to support our parents such as:
  - Parent Tours;
  - New Student Orientation Meetings;
  - Principal chats;
  - Informational sessions will be offered for parents throughout the school year in conjunction with the Point Loma cluster schools on a variety of technical and instructional topics.
- The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
  - We distribute materials in English and Spanish. We also distribute materials in other languages upon request;
  - We provide translators at individualized meetings as necessary.
- The school provides support for parental involvement activities requested by parents. If parents are unaware of programs or support that we offer, we will provide them with the needed information. We believe we provide information in a number of ways so parents can learn about all the opportunities we provide for our families and students.

Correia Middle School provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- We provide materials in both English and Spanish. We also provide materials in languages other than English/Spanish upon request;
- We provide translators at all parent meetings in order to provide access to all parents;
- We provide translators at individualized meetings as necessary.

This policy was adopted by Correia Middle School on October 2, 2020 and will be in effect for the period of 2020-21 school year.

*Jonathan McDade*

The school will distribute the policy to all parents of students on, or before: October 30, 2020. The general Parent Involvement Meeting for the 2020-2021 school year was conducted on September 24, 2020 at Curriculum Night. The draft PIP was discussed to seek input.

**APPENDIX C****SCHOOL PARENT COMPACT**

**SCHOOL-PARENT COMPACT****2020 – 2021**

***Currently, Correia Middle School is operating under COVID-19 restrictions. Everything in this School-Parent Compact is adapted to ensure participation in the virtual setting.***

***Correia Middle School*** distributes to parents and family members a school-parent compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**SCHOOL RESPONSIBILITIES**

**Correia Middle School will:**

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:**

Correia Middle School offers a safe and orderly learning environment that encompasses rigorous academic standards and high expectations in citizenship for our students. Our mission statement is as follows:

The mission of Correia Middle School is to educate all students to become responsible, literate, thinking, and contributing members of society in the 21<sup>st</sup> century.

*We believe a successful learning environment:*

- *Puts students' needs ahead of all else*
- *Fosters student leadership and responsibility for learning and behavior*
- *Provides a challenging, student-centered curriculum with high standards for all students*
- *Involves parents and community in education of students*
- *Teaches children to be accepting of one another*

At Correia Middle School, we offer programs such as Gifted and Talented Education (GATE – Cluster and Seminar) and Special Education supports in order to meet the academic needs of all our special needs students. Our core program follows the California State Standards by implementing the Language Arts, Math, Social Studies and Science Frameworks.

Complementing our core program (Language Arts, Math, Social Studies, and Science), Correia Middle School offers a comprehensive Physical Education program. The Physical Education department focuses on cardiovascular endurance, muscular strength, flexibility and skill development. We utilize the Correia field and fitness room, multi-purpose spaces and the Peninsula YMCA gymnasium to support our students' fitness program.

Correia Middle School offers a variety of electives. Our electives include Instrumental Music,

Art, Choir, Video Production, Integrated Technology, Spanish, Associated Student Body (ASB), Yearbook, Advancement via Individual Determination (AVID), and a variety of support programs.

We have a library media center that provides students with instructional resources including digital and print instructional resources. Our library is open before and after school, as well as during lunch time five days per week.

At Correia Middle School, we encourage and advocate for parental involvement at all levels. Correia Middle School's School Site Council, School Site Governance Team, and the Correia Association meet monthly. We have an active Parent Association that fundraises in order to provide academic enrichment opportunities and extracurricular activities for all children. In order to inform parents about school events and student progress, we send weekly eblasts/School Messenger notifications, regularly update our website, and send six-week progress reports to all families. Families will have access to PowerSchool's "Parent Portal", a web-based application that will allow parents to log in and view their child's academic performance in the core subjects anytime.

You will find that Correia Middle School provides a nurturing and rigorous educational experience to meet the individual needs of our students.

**2. Hold parent teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.**

Parent / Teacher Conferences will be held in October 2019.

**3. Provide parents with frequent reports on their student's progress.**

Parents of Correia students will have access to our web-based program called "Parent Portal" to monitor grades, attendance and behavior. Parents can check our website for information regarding assignments in the core classes.

Progress Reports will be sent to parents via their child's homeroom teacher (4<sup>th</sup> Period).

Counseling Department provides daily and weekly progress reports for students with specialized contracts. Individual teachers send student progress reports at various times. Counselors schedule parent meetings when students do not meet learning targets.

**4. Provide parents reasonable access to staff.**

- Correia Middle School has a voicemail system where parents can leave voice messages for their student's teachers and/or other staff members.
- On the Correia Middle School website ([www.correiamiddle.com](http://www.correiamiddle.com)), staff contact information is posted including room extension numbers and email addresses. Please visit the Correia Middle School website for up to date information regarding Correia Middle School.
- Every Correia Staff member has an email address (this info can be found on our website).
- Teachers/Administrators/Counselors/Staff are available for parent conferences. Parents are encouraged to make appointments.



**5. Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:**

Correia Middle School welcomes parent volunteers.

- Throughout the school year, parents are given the opportunity to sign up to be a parent volunteer. A volunteer list is created.
- All volunteers must have a TB clearance and comply with district policy regarding volunteer policy.
- Parents can submit volunteer applications throughout the school year.

Correia Middle School welcomes all parents to visit our classes.

- If you are interested in visiting our classes, please call to make an appointment to visit your student's classes.

**6. The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:**

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children:

- Maintaining and interactive website with tutorials;
- Providing training and informational sessions throughout the year;
- Holding parent conferences with teachers, counselors, admin;
- Providing weekly communication.

**7. The school provides parents and family members with materials and training to help them improve the achievement of their children by:**

- Distributing information electronically through eBlast;
- Outreach from teachers and counselors;
- Providing tutoring sessions (Study Time);
- Providing weekly communication with opportunities.

**8. With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners by:**

- Providing opportunities for staff and parents membership to committees and action teams;
- Providing forums and trainings for staff and parents;
- Trainings provided through PL Cluster Council.

**9. The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children by:**

- Providing communication and open access to activities;
- Provide celebrations of learning;

- Seeking support and outreach through Correia Association.
10. The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand through:
- Mailings in primary language;
  - Electronic Messenger and eBlast;
  - Newsletters.
11. The school provides support for parent and family member involvement activities requested by parents and family members through:
- Counseling services and support;
  - Correia Association;
  - Membership on site committees and groups;
  - Access to site facilities.
12. The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand through:
- Meetings with translations services;
  - Conferences with translation services;
  - Equal access to activities at site;
  - Provide communication in a variety of forms;
  - Parent phone calls.

This Compact was adopted by Correia Middle School on October 2, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before October 30, 2020.

*Jonathan McDade*

Jonathan McDade  
October 2, 2020

## **APPENDIX D**

### **DATA REPORTS**

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

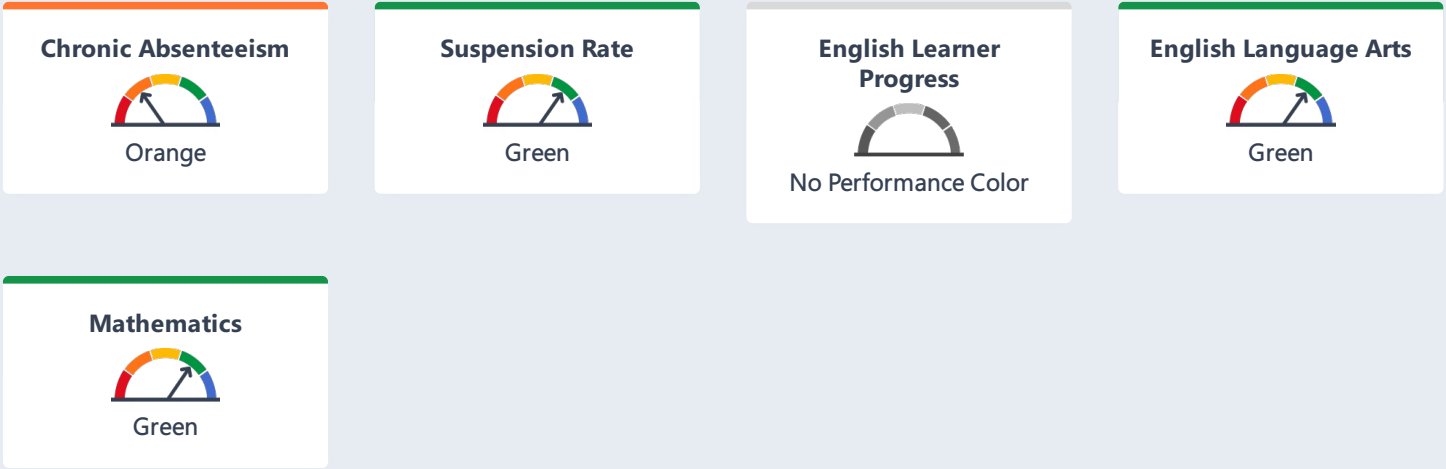
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

# Correia Middle

Explore the performance of Correia Middle under California's Accountability System.



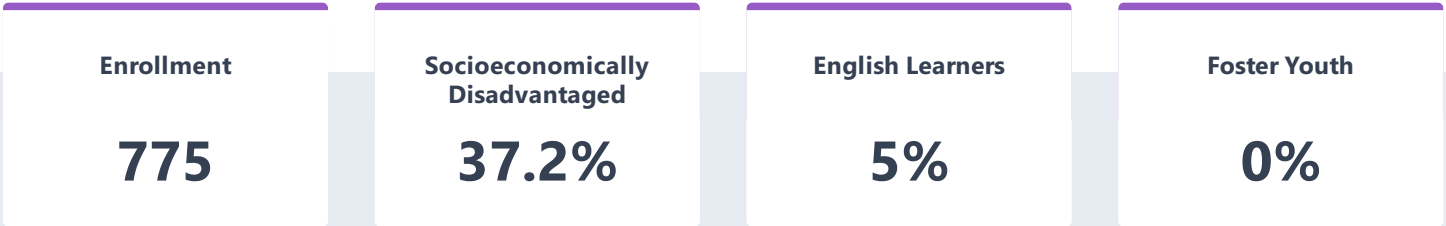
## School Details

<div>NAME</div> <div>Correia Middle</div>	<div>ADDRESS</div> <div>4302 Valeta Street San Diego, CA 92107-1510</div>	<div>WEBSITE</div> <div><a href="http://www.correiamidd...">http://www.correiamidd...</a></div>	<div>GRADES SERVED</div> <div>7-8</div>
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CORREIA MIDDLE

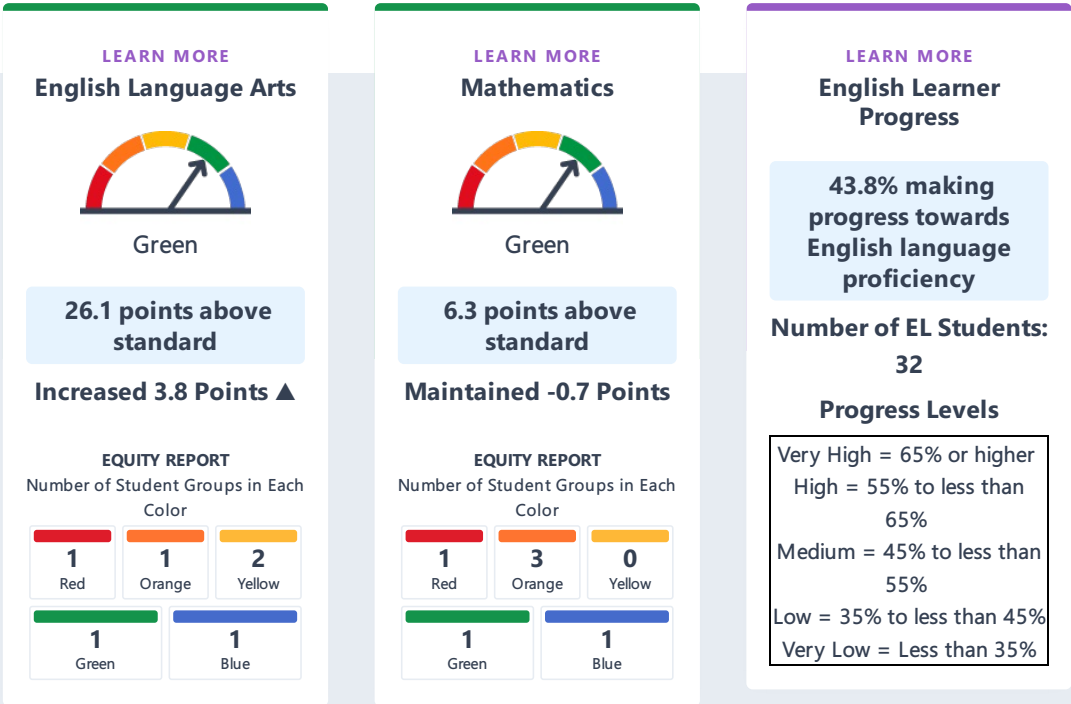
# Student Population

Explore information about this school's student population.



# Academic Performance

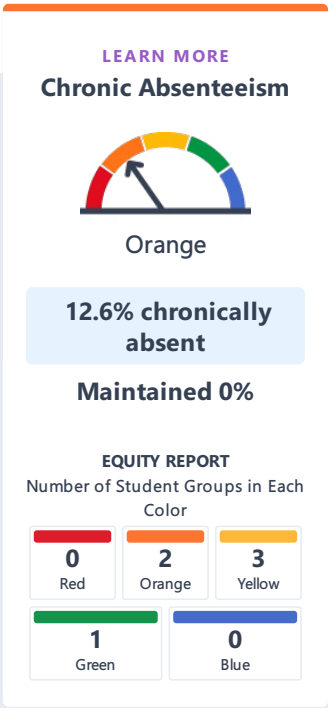
View Student Assessment Results and other aspects of school performance.



CORREIA MIDDLE

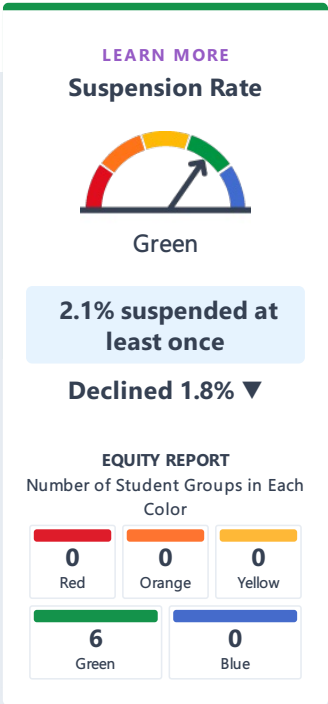
# Academic Engagement

See information that shows how well schools are engaging students in their learning.



# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



# Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

26.1 points above standard


Increased 3.8 Points ▲

Number of Students: 723

### Student Group Details


#### All Student Groups by Performance Level

6 Total Student Groups




Red

Students with Disabilities



Orange


Socioeconomically Disadvantaged



Yellow


English Learners

Hispanic




Green

Two or More Races



Blue

White



No Performance Color

African American

American Indian

Asian

Filipino

Homeless

Pacific Islander

### African American



No Performance Color

32 points below standard

Declined 15.4 Points ▼

Number of Students: 18

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

53.3 points above standard

Increased 27.9 Points ▲

Number of Students: 11

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Homeless



No Performance Color

74.6 points below standard

Declined 24.5 Points ▼

Number of Students: 12

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



Red

72.7 points below standard

Maintained -2.2 Points

Number of Students: 80

### Socioeconomically Disadvantaged



Orange

31.6 points below standard

Declined 3.8 Points ▼

Number of Students: 274

### English Learners



Yellow

50.5 points below standard

Increased 12.6 Points ▲

Number of Students: 104

### Hispanic



Yellow

19.1 points below standard

Increased 7.6 Points ▲

Number of Students: 252

### Two or More Races



Green

44.1 points above standard

Declined 17 Points ▼

Number of Students: 72

### White



Blue

54.5 points above standard

Maintained 0.3 Points

Number of Students: 358

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 31 points above standard

22.3 points above standard

26.1 points above standard



# English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
113.3 points below standard	23.8 points below standard	38.8 points above standard
Increased 11.2 Points ▲	Increased 16.4 Points ▲	Maintained -1 Points
Number of Students: 31	Number of Students: 73	Number of Students: 553

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**



Green

6.3 points above standard







Maintained -0.7 Points

Number of Students: 721

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups

 <p>Red</p> <p>Students with Disabilities</p>	 <p>Orange</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>Two or More Races</p>	 <p>Blue</p> <p>White</p>	 <p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>Asian</p>

**African American**

No Performance Color

73.8 points below standard

Declined 8.9 Points ▼

Number of Students: 18

**American Indian**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 1

**Asian**

No Performance Color

21.9 points above standard

Maintained -2.1 Points

Number of Students: 11

**Filipino**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 9

**Homeless**

No Performance Color

129.3 points below standard

Declined 68.9 Points ▼

Number of Students: 12

**Pacific Islander**

No Performance Color

Less than 11 students - data not  
displayed for privacy

Number of Students: 1

**Students with Disabilities**

Red

106.8 points below standard

Maintained -0.6 Points

Number of Students: 78

**English Learners**

Orange

89.8 points below standard

Declined 15.8 Points ▼

Number of Students: 104

**Hispanic**

Orange

49.6 points below standard

Declined 3.2 Points ▼

Number of Students: 251

**Socioeconomically  
Disadvantaged**

Orange

62.5 points below standard

Declined 16.8 Points ▼

Number of Students: 271

**Two or More Races**

Green

40 points above standard

Declined 14.6 Points ▼

Number of Students: 73

**White**

Blue

40.7 points above standard

Maintained -1.2 Points

Number of Students: 356

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	6.9 points above standard	7 points above standard	6.3 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

**Current English Learners**  

162.4 points below standard

Declined 20 Points ▼

Number of Students: 31

**Reclassified English Learners**  

59 points below standard

Declined 10.4 Points ▼

Number of Students: 73

**English Only**  

23.6 points above standard

Maintained -0.8 Points

Number of Students: 551

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

1 2 3 4

1 2L 2H 3L 3H 4

ELPI Levels

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

**English Learner Progress**

43.8% making progress towards English language proficiency

Number of EL Students: 32

Performance Level

Low

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	25%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	31.2%
ELs who Maintained ELPI Level 4	3.1%
ELs Who Progressed at Least One ELPI Level	40.6%

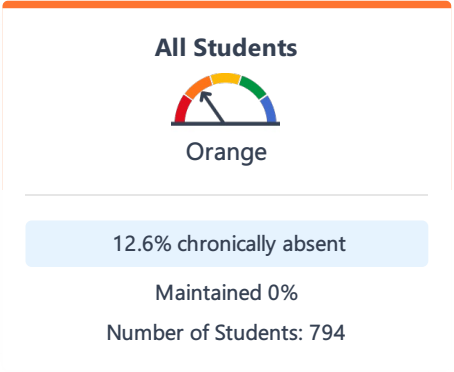
# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

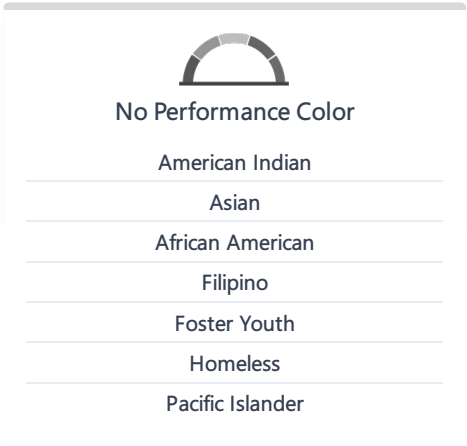
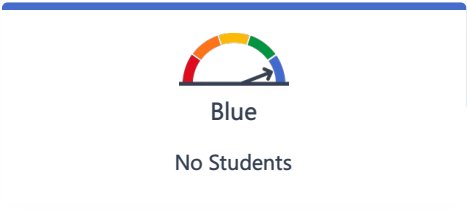
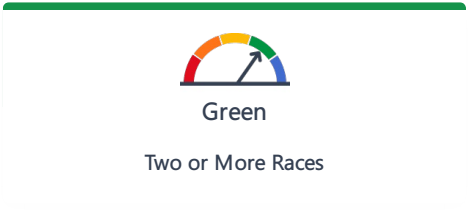
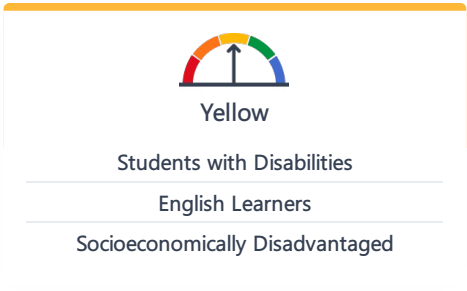
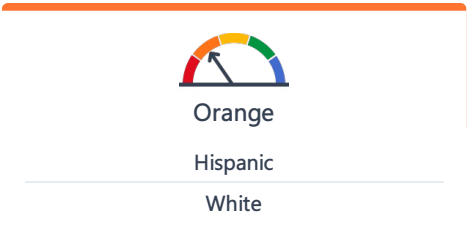
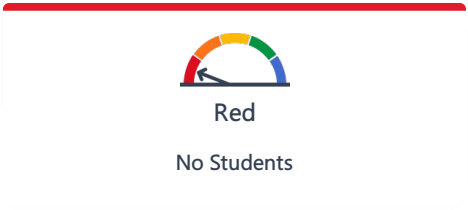
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



### American Indian

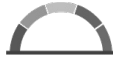


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

9.1% chronically absent

Declined 7.6% ▼

Number of Students: 11

### African American



No Performance Color

9.1% chronically absent

Declined 10.9% ▼

Number of Students: 22

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Homeless



No Performance Color

35.7% chronically absent

Increased 5.3% ▲

Number of Students: 14

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Hispanic



Orange

16.2% chronically absent

Increased 1.1% ▲

Number of Students: 278

### White



Orange

11.5% chronically absent

Increased 1.4% ▲

Number of Students: 392

### Students with Disabilities



Yellow

14.9% chronically absent

Declined 10.1% ▼

Number of Students: 94

### English Learners



Yellow

15.9% chronically absent

Declined 4.5% ▼

Number of Students: 44

### Socioeconomically Disadvantaged



Yellow

16.4% chronically absent

Declined 3.1% ▼

Number of Students: 304

### Two or More Races



Green

9.1% chronically absent

Declined 5.6% ▼

Number of Students: 77

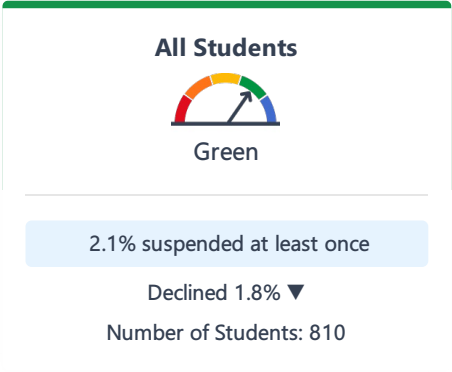
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

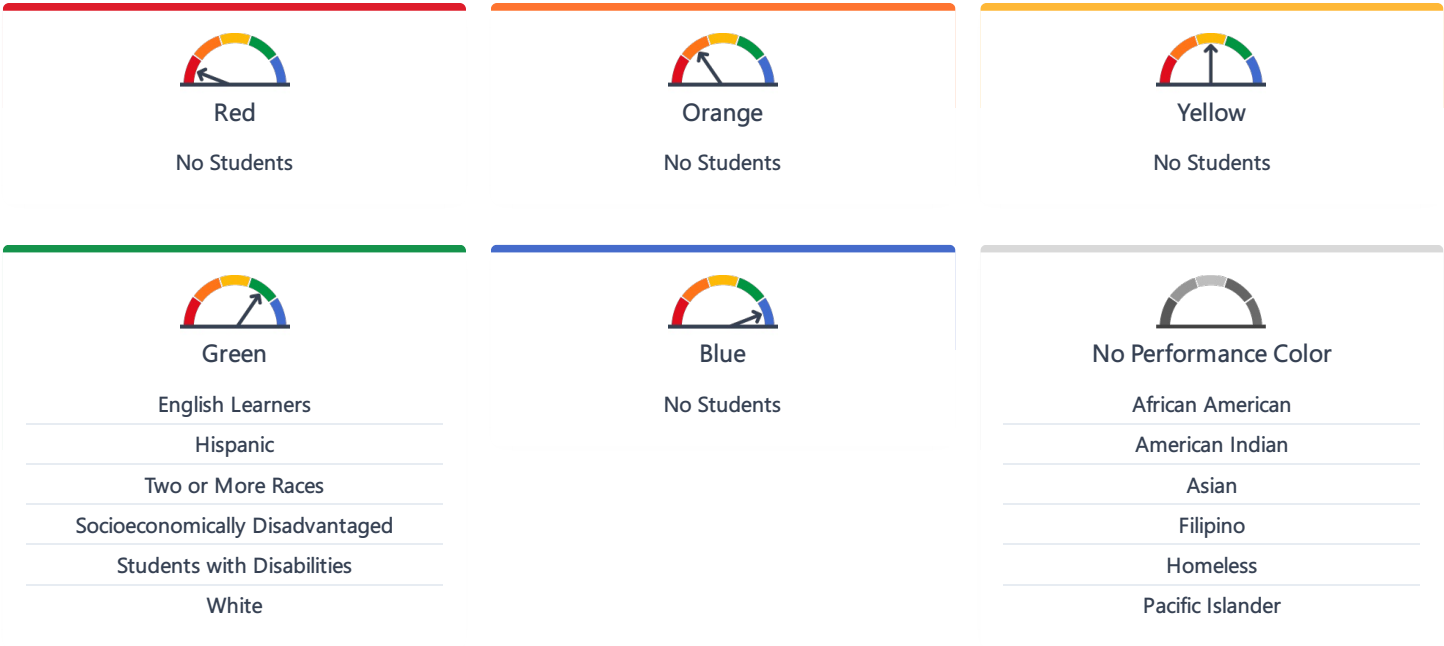
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



### African American



No Performance Color

4.5% suspended at least once

Declined 3.5% ▼

Number of Students: 22

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

8.3% suspended at least once

Maintained 0%

Number of Students: 12

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Homeless



No Performance Color

6.7% suspended at least once

Declined 1.7% ▼

Number of Students: 15

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



Green

2.2% suspended at least once

Declined 8.9% ▼

Number of Students: 45

### Hispanic



Green

2.1% suspended at least once

Declined 3.1% ▼

Number of Students: 284

### Two or More Races



Green

2.5% suspended at least once

Declined 1.9% ▼

Number of Students: 81

### Socioeconomically Disadvantaged



Green

3.2% suspended at least once

Declined 4.9% ▼

Number of Students: 312

### Students with Disabilities



Green

1% suspended at least once

Declined 6.1% ▼

Number of Students: 98

### White



Green

1.8% suspended at least once

Declined 0.8% ▼

Number of Students: 397





**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	804	60.0	796	65.7	737	66.8	726	62.3	739	61.7	1.7	-0.6	801	50.3	799	51.6	738	54.6	727	55.4	739	54.7	4.4	-0.7
Female	361	70.1	374	72.2	352	74.4	327	71.6	336	69.9	-0.2	-1.7	358	53.4	374	53.7	353	57.2	329	58.4	337	55.2	1.8	-3.2
Male	443	51.7	422	60.0	385	59.7	399	54.6	403	54.8	3.1	0.2	443	47.9	425	49.6	385	52.2	398	53.0	402	54.2	6.3	1.2
African American	33	27.3	39	35.9	24	37.5	19	47.4	20	40.0	12.7	-7.4	33	18.2	39	15.4	24	20.8	19	36.8	20	15.0	-3.2	-21.8
Asian**	8	-	10	80.0	9	-	6	-	11	63.6	-	-	8	-	10	90.0	9	-	6	-	11	72.7	-	-
Filipino	8	-	3	81.0	3	-	3	-	10	80.0	-	-	8	-	3	-	3	-	2	-	10	70.0	-	-
Hispanic	304	41.4	283	44.9	252	47.2	267	39.3	260	43.1	1.7	3.8	303	31.0	284	27.5	254	34.3	268	36.9	260	33.5	2.5	-3.4
Indochinese**	2	-	5	83.6	5	-	4	-	-	-	-	-	2	-	5	-	5	-	4	-	-	-	-	-
Native American	2	-	1	64.7	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-
Pacific Islander	5	-	1	6.3	2	-	1	-	1	-	-	-	5	-	1	-	2	-	1	-	1	-	-	-
White	385	73.2	398	81.2	389	79.9	360	76.7	362	74.0	0.8	-2.7	383	65.8	399	70.2	388	69.1	361	67.6	361	67.6	1.8	0.0
Multiracial	57	80.7	56	80.4	53	71.7	65	80.0	74	68.9	-11.8	-11.1	57	63.2	57	57.9	53	58.5	65	67.7	75	72.0	8.8	4.3
English Learner	73	1.4	44	0.0	31	3.2	29	3.4	33	6.1	4.7	2.7	73	1.4	45	4.4	33	9.1	30	10.0	35	5.7	4.3	-4.3
English-Speaking	731	65.8	752	69.5	706	69.5	697	64.7	706	64.3	-1.5	-0.4	728	55.2	754	54.4	705	56.7	697	57.4	704	57.1	1.9	-0.3
Reclassified†	121	43.8	122	45.1	125	46.4	107	36.4	106	48.1	4.3	11.7	121	34.7	122	27.9	125	36.0	107	39.3	106	35.8	1.1	-3.5
Initially Eng. Speaking	610	70.2	630	74.3	581	74.5	590	69.8	600	67.2	-3.0	-2.6	607	59.3	632	59.5	580	61.2	590	60.7	598	60.9	1.6	0.2
Econ. Disadv.*	336	41.4	355	46.5	279	50.9	289	41.5	280	39.6	-1.8	-1.9	336	33.0	356	30.9	280	36.1	288	37.2	278	29.5	-3.5	-7.7
Non-Econ. Disadv.	468	73.3	441	81.2	458	76.4	437	76.0	459	75.2	1.9	-0.8	465	62.8	443	68.2	458	65.9	439	67.4	461	69.8	7.0	2.4
Gifted	324	82.7	320	85.6	333	86.8	309	82.5	302	82.5	-0.2	0.0	323	78.6	321	76.3	333	80.2	310	78.4	301	78.7	0.1	0.3
Not Gifted	480	44.6	476	52.3	404	50.2	417	47.2	437	47.4	2.8	0.2	478	31.2	478	34.9	405	33.6	417	38.4	438	38.1	6.9	-0.3
With Disabilities	67	13.4	73	23.3	62	17.7	66	25.8	77	18.2	4.8	-7.6	67	9.0	73	21.9	61	19.7	66	22.7	75	17.3	8.3	-5.4
WO Disabilities	737	64.2	723	70.0	675	71.3	660	65.9	662	66.8	2.6	0.9	734	54.1	726	54.5	677	57.8	661	58.7	664	58.9	4.8	0.2
Homeless	27	33.3	15	46.7	10	80.0	7	-	12	8.3	-25.0	-	27	33.3	15	26.7	11	36.4	7	-	12	8.3	-25.0	-
Foster	2	-	3	50.0	0	-	0	-	0	-	-	-	2	-	3	-	0	-	0	-	0	-	-	-
Military	79	58.2	96	54.2	67	59.7	74	64.9	77	61.0	2.8	-3.9	79	46.8	95	41.1	67	46.3	73	46.6	78	50.0	3.2	3.4

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**Grade 7**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	407	60.2	384	69.5	352	67.3	385	65.2	376	66.2	6.0	1.0	405	49.1	384	57.6	353	58.1	387	60.7	379	56.7	7.6	-4.0
Female	180	70.0	196	75.0	156	76.9	180	75.0	168	68.5	-1.5	-6.5	178	48.3	196	56.6	157	60.5	181	64.6	169	52.1	3.8	-12.5
Male	227	52.4	188	63.8	196	59.7	205	56.6	208	64.4	12.0	7.8	227	49.8	188	58.5	196	56.1	206	57.3	210	60.5	10.7	3.2
African American	23	30.4	15	33.3	12	58.3	11	45.5	13	38.5	8.1	-7.0	23	17.4	15	20.0	12	25.0	11	45.5	13	15.4	-2.0	-30.1
Asian**	4	-	7	80.0	3	-	2	-	6	-	-	-	4	-	7	-	3	-	2	-	6	-	-	-
Filipino	3	-	1	81.0	1	-	1	-	7	-	-	-	3	-	1	-	1	-	1	-	7	-	-	-
Hispanic	151	40.4	128	49.2	121	47.9	140	47.1	126	47.6	7.2	0.5	150	26.0	128	32.8	122	38.5	140	42.9	127	34.6	8.6	-8.3
Indochinese**	2	-	3	83.6	2	-	3	-	-	-	-	-	2	-	3	-	2	-	3	-	-	-	-	-
Native American	1	-	0	64.7	0	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	1	-	0	6.3	2	-	0	-	1	-	-	-	1	-	0	-	2	-	0	-	1	-	-	-
White	188	75.5	202	83.7	186	79.0	186	77.4	187	80.2	4.7	2.8	187	69.5	202	75.2	186	72.0	188	71.8	188	71.3	1.8	-0.5
Multiracial	34	76.5	28	82.1	25	72.0	41	78.0	35	65.7	-10.8	-12.3	34	55.9	28	53.6	25	72.0	41	70.7	36	72.2	16.3	1.5
English Learner	37	0.0	16	0.0	17	5.9	15	6.7	20	5.0	5.0	-1.7	37	0.0	16	6.3	18	11.1	16	18.8	21	0.0	0.0	-18.8
English-Speaking	370	66.2	368	72.6	335	70.4	370	67.6	356	69.7	3.5	2.1	368	54.1	368	59.8	335	60.6	371	62.5	358	60.1	6.0	-2.4
Reclassified†	53	41.5	65	52.3	51	47.1	51	43.1	53	54.7	13.2	11.6	53	24.5	65	36.9	51	41.2	51	47.1	53	39.6	15.1	-7.5
Initially Eng. Speaking	317	70.3	303	76.9	284	74.6	319	71.5	303	72.3	2.0	0.8	315	59.0	303	64.7	284	64.1	320	65.0	305	63.6	4.6	-1.4
Econ. Disadv.*	180	38.3	163	51.5	129	52.7	152	44.7	144	45.1	6.8	0.4	180	30.0	163	36.2	130	40.0	153	41.8	144	31.3	1.3	-10.5
Non-Econ. Disadv.	227	77.5	221	82.8	223	75.8	233	78.5	232	79.3	1.8	0.8	225	64.4	221	73.3	223	68.6	234	73.1	235	72.3	7.9	-0.8
Gifted	166	80.7	159	85.5	169	87.0	157	83.4	149	89.3	8.6	5.9	165	75.2	159	81.1	169	84.6	158	81.0	149	85.9	10.7	4.9
Not Gifted	241	46.1	225	58.2	183	49.2	228	52.6	227	51.1	5.0	-1.5	240	31.3	225	40.9	184	33.7	229	46.7	230	37.8	6.5	-8.9
With Disabilities	35	11.4	34	26.5	23	26.1	39	25.6	41	17.1	5.7	-8.5	35	8.6	34	29.4	23	17.4	39	28.2	41	12.2	3.6	-16.0
WO Disabilities	372	64.8	350	73.7	329	70.2	346	69.7	335	72.2	7.4	2.5	370	53.0	350	60.3	330	60.9	348	64.4	338	62.1	9.1	-2.3
Homeless	15	40.0	4	46.7	5	-	3	-	12	8.3	-31.7	-	15	33.3	4	-	6	-	3	-	12	8.3	-25.0	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	48	56.3	43	62.8	36	63.9	44	68.2	46	63.0	6.7	-5.2	48	47.9	42	42.9	36	38.9	44	52.3	47	53.2	5.3	0.9

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**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**Grade 8**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	397	59.7	412	62.1	385	66.2	341	58.9	363	57.0	-2.7	-1.9	396	51.5	415	46.0	385	51.4	340	49.4	360	52.5	1.0	3.1
Female	181	70.2	178	69.1	196	72.4	147	67.3	168	71.4	1.2	4.1	180	58.3	178	50.6	196	54.6	148	50.7	168	58.3	0.0	7.6
Male	216	50.9	234	56.8	189	59.8	194	52.6	195	44.6	-6.3	-8.0	216	45.8	237	42.6	189	48.1	192	48.4	192	47.4	1.6	-1.0
African American	10	20.0	24	37.5	12	16.7	8	-	7	-	-	-	10	20.0	24	12.5	12	16.7	8	-	7	-	-	-
Asian**	4	-	3	80.0	6	-	4	-	5	-	-	-	4	-	3	-	6	-	4	-	5	-	-	-
Filipino	5	-	2	81.0	2	-	2	-	3	-	-	-	5	-	2	-	2	-	1	-	3	-	-	-
Hispanic	153	42.5	155	41.3	131	46.6	127	30.7	134	38.8	-3.7	8.1	153	35.9	156	23.1	132	30.3	128	30.5	133	32.3	-3.6	1.8
Indochinese**	0	-	2	83.6	3	-	1	-	-	-	-	-	0	-	2	-	3	-	1	-	-	-	-	-
Native American	1	-	1	64.7	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	4	-	1	6.3	0	-	1	-	0	-	-	-	4	-	1	-	0	-	1	-	0	-	-	-
White	197	71.1	196	78.6	203	80.8	174	75.9	175	67.4	-3.7	-8.5	196	62.2	197	65.0	202	66.3	173	63.0	173	63.6	1.4	0.6
Multiracial	23	87.0	28	78.6	28	71.4	24	83.3	39	71.8	-15.2	-11.5	23	73.9	29	62.1	28	46.4	24	62.5	39	71.8	-2.1	9.3
English Learner	36	2.8	28	0.0	14	0.0	14	0.0	13	7.7	4.9	7.7	36	2.8	29	3.4	15	6.7	14	0.0	14	14.3	11.5	14.3
English-Speaking	361	65.4	384	66.7	371	68.7	327	61.5	350	58.9	-6.5	-2.6	360	56.4	386	49.2	370	53.2	326	51.5	346	54.0	-2.4	2.5
Reclassified†	68	45.6	57	36.8	74	45.9	56	30.4	53	41.5	-4.1	11.1	68	42.6	57	17.5	74	32.4	56	32.1	53	32.1	-10.5	0.0
Initially Eng. Speaking	293	70.0	327	71.9	297	74.4	271	67.9	297	62.0	-8.0	-5.9	292	59.6	329	54.7	296	58.4	270	55.6	293	58.0	-1.6	2.4
Econ. Disadv.*	156	44.9	192	42.2	150	49.3	137	38.0	136	33.8	-11.1	-4.2	156	36.5	193	26.4	150	32.7	135	31.9	134	27.6	-8.9	-4.3
Non-Econ. Disadv.	241	69.3	220	79.5	235	77.0	204	73.0	227	70.9	1.6	-2.1	240	61.3	222	63.1	235	63.4	205	61.0	226	67.3	6.0	6.3
Gifted	158	84.8	161	85.7	164	86.6	152	81.6	153	75.8	-9.0	-5.8	158	82.3	162	71.6	164	75.6	152	75.7	152	71.7	-10.6	-4.0
Not Gifted	239	43.1	251	47.0	221	51.1	189	40.7	210	43.3	0.2	2.6	238	31.1	253	29.6	221	33.5	188	28.2	208	38.5	7.4	10.3
With Disabilities	32	15.6	39	20.5	39	12.8	27	25.9	36	19.4	3.8	-6.5	32	9.4	39	15.4	38	21.1	27	14.8	34	23.5	14.1	8.7
WO Disabilities	365	63.6	373	66.5	346	72.3	314	61.8	327	61.2	-2.4	-0.6	364	55.2	376	49.2	347	54.8	313	52.4	326	55.5	0.3	3.1
Homeless	12	25.0	11	36.4	5	-	4	-	7	-	-	-	12	33.3	11	36.4	5	-	4	-	7	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	31	61.3	53	47.2	31	54.8	30	60.0	31	58.1	-3.2	-1.9	31	45.2	53	39.6	31	54.8	29	37.9	31	45.2	0.0	7.3

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**APPENDIX E****2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND  
ACTIVITIES**

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: CORREIA MIDDLE**  
**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**  
**SCHOOL YEAR: 2019-20**

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Strategy/Activity 1

#### \*Strategy/Activity – Description

Correia's counseling will work with support staff (OTBS tech) to provide outreach to families (at school and through home visits) to increase participation at school, and will utilize Thrively to enhance intrinsic drive for students composing target subgroups. Correia's Special Ed teachers and ALD teachers will attend trainings on how to provide more access to the learning environment for students with disabilities and English learners. Real world learning opportunities through field trips to increase motivation, participation and engagement in school.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Counselor Hrly		\$1,220.20	09800-1260	Extended counseling time for attendance and socio-emotional support and outreach.	Support was effective in providing outreach to students.	Counselors were available, but few students advocated for support. Need a tool open to students, parents and teachers.	Creation of Student Support Request (SSR) and pushed out to stakeholders. Increase communication through Counseling newsletter and website.
Tech Professional OTBS Hrly		\$653.95	09800-2455	Support counselors with attendance and student outreach.	Highly effective in providing support and outreach for attendance...primar	Communication struggles with disconnected numbers and	Updating all numbers and creating email lists

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					ily in translation services.	disabled emails, or blocking numbers and emails.	for better communication.
Interprogram Svcs/Field Trip		\$2,000.00	09800-5735	Relevant field trips to increase engagement in school and programs.	Great incentive to increase engagement. Grants funds supplemented availability of field trips...served MKU, AVID, ALD, etc.	Due to COVID, scheduled field trips had to be cancelled.	Possible need to redirect funds due to COVID restrictions. Possible use would be assemblies.

### Note/Reminders (optional):

Due to COVID-29, activities we put on hold during 2019-2020. As we resume online learning in 2020-2021, our newly formed PBIS and Equity teams are looking at creating ways to engage students in meaningful activities. In addition, the formation of Correia Connect will enable all students to receive communications.

## Goal 2 - English Language Arts

### Strategy/Activity 1

#### \*Strategy/Activity – Description

When we established these goals we wanted the goals to be achievable and specific. We want to increase the achievement in reading and writing with each of our subgroups. We will:

- Enhance meaningful participation in English through culturally relevant practices and pedagogy align to “How People Learn”;
- Develop team/collective classroom practices to increase access for all learners;
- Develop, revise, enhance literacy units through the alignment of learning targets (standards-based, lesson design, and formative assessments);
- Differentiate instruction to target the needs of English learners and students with disabilities;
- Create summative assessments and provide feedback by grade level in English to monitor progress throughout the year;
- Provide extended learning support;
- Build capacity through professional learning opportunities for teacher leaders;
- PLC time for “4 questions approach”, student monitoring, and planning of next steps.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$4,880.80	09800-1157	Extended learning time for students in target subgroups and students needing support.	Pre-COVID, funds were utilized to support extended learning time and monitoring of student progress. English teacher supported “Homework Club” and English teachers offered	A large portion of funds were not utilized due to COVID. Second semester support was planned, but due to need to decrease screen time extended learning time was not offered.	Extended learning time will be developed and utilized for students needing support and/or recovery between Quarters. In addition, planning time will support the condensing of curriculum aligned

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					after school tutoring.		to manageable student outcomes.
Prof&Curriclm Dev Vist Tchr		\$6,101.00	09800-1192	PLC planning time to develop units and lessons, differentiate to meet learning needs, and to monitor student progress focusing on target subgroups.	PLC release time conducted in the first semester and pre-first day. Integration of new curriculum. In addition, Capacity Builder worked with district and brought back info for site team.	PLC release time cut short, especially with LCFF. Supplemental discretionary funds used first which left funds mostly unused.	Utilization of funds for release time in COVID-19 model. Primary focus will be integrated ELD and co-planning for gen ed teachers and Ed Specialists.
Non Clsrm Tchr Hrly		\$3,660.60	09800-1957	Out of classroom support for English learners and "off-track" students.	Non Classroom hourly utilized for support of ELs and testing. Funds used to support EL population and supporting SWD	With decreasing population of ELs due to reclassification, funds supported goal, but were not needed.	Decrease funds in this area or redirect funds to support student monitoring...ie. Testing, compliance, etc.
Library Books		\$500.00	09800-4201	Increase access to culturally relevant materials matching students with text.	Funds utilized to purchase books and update holdings.	Effective in supporting student interests.	Possibly look at increasing electronic resources and move monies to electronic subscriptions.
Supplies		\$10,886.45	09800-4301	Instructional materials to increase access for "at-risk" students.	Funds utilized to support students in support classes...study skills, ALD, AVID, etc. Supplies supplied under FAPE to support student learning.	Second semester expenditures cut short due to COVID.	Ensure materials are purchased to support programs and activities in advance. Send survey to assess classroom and student need.



## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Travel Conference		\$3,000.00	09800-5207	Conference fees for lead teachers to build capacity for providing increased access to curriculum for target subgroups.	Teachers relied on County offerings and did not participate in conferences as in the past.	Major obstacles: <ul style="list-style-type: none"> <li>Scheduling</li> <li>Offerings aligned to foci</li> <li>Travel concerns</li> <li>COVID-19</li> </ul>	Monies will be redirected in other areas to support student learning.
License And Fees		\$1,000.00	09800-5842	License to electronic resources supporting target populations with meeting learning targets.	Used heavily to support teaching and learning and access to standards.	COVID presented increased need in digital pathways and alignment of LMS tools.	Redirect more funds into this strategy!
Interprogram Svcs/Paper		\$1,000.00	09800-5733	Copying of units and materials to increase access to proficiency for target subgroups.	Effective- Copying of materials to support student learning in all content areas.	Due to COVID and redirection to online resources left \$\$ in the spring. In addition, access to sites became major barrier.	Make hard copies available for students to decrease screen time. Possible redirection of funds to electronic resources.
Lease of Printer/Duplicator		\$5,000.00	09800-5614	Copying of units and materials to increase access to proficiency for target subgroups.	Effective- Copying of materials to support student learning in all content areas.	Due to COVID and redirection to online resources left \$\$ in the spring. In addition, access to sites became major barrier.	Make hard copies available for students to decrease screen time. Possible redirection of funds to electronic resources.
Note/Reminders (optional):							

## Goal 3 - Mathematics

### Strategy/Activity 1

#### \*Strategy/Activity - Description

When we established these goals we wanted the goals to be achievable and specific. We want to increase the achievement in reading and writing with each of our subgroups. We will:

- Enhance meaningful participation in Mathematics through culturally relevant practices, enhanced mathematics strategies, and pedagogy align to “How People Learn”;
- Develop team/collective classroom practices to increase access for all learners;
- Develop, revise, enhance mathematics units through the alignment of learning targets (standards-based, lesson design, and formative assessments;
- Differentiate instruction to target the needs of English learners and students with disabilities;
- Create summative assessments and provide feedback by grade level in Mathematics to monitor progress throughout the year;
- Provide extended learning support;
- Build capacity through professional learning opportunities for teacher leaders;
- PLC time for “4 questions approach”, student monitoring, and planning of next steps.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	Extended learning time supporting "at-risk" students, especially target subgroups, in reaching proficiency.	Pre-COVID, funds were utilized to support extended learning time and monitoring of student progress. English teacher supported “Homework Club” and English teachers offered	A large portion of funds were not utilized due to COVID. Second semester support was planned, but due to need to decrease screen time extended learning time was not offered.	Extended learning time will be developed and utilized for students needing support and/or recovery between Quarters.

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					after school tutoring.		
Interprogram Svcs/Paper	--	--	09800-5733	Copying for increased access to curriculum and supports.	Effective- Copying of materials to support student learning in all content areas.	Due to COVID and redirection to online resources left \$\$ in the spring. In addition, access to sites became major barrier.	Make hard copies available for students to decrease screen time. Possible redirection of funds to electronic resources.
Lease of Printer/Duplicator	--	--	09800-5614	Copying for increased access to curriculum and supports.	Effective- Copying of materials to support student learning in all content areas.	Due to COVID and redirection to online resources left \$\$ in the spring. In addition, access to sites became major barrier.	Make hard copies available for students to decrease screen time. Possible redirection of funds to electronic resources.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC planning time to develop, revise, enhance units and to monitor student progress focusing on target subgroups.	PLC release time conducted in the first semester and pre-first day. Integration of new curriculum. In addition, Math team worked with district to look at Enhance curriculum moves.	PLC release time cut short, especially with LCFF. Supplemental discretionary funds used first which left funds mostly unused.	Utilization of funds for release time in COVID-19 model. Primary focus will be integrated ELD and co-planning for gen ed teachers and Ed Specialists.
Supplies	--	--	09800-4301	Instructional materials to increase access for "at-risk" students.	Funds utilized to support students in support classes...study skills, ALD, AVID, etc. Supplies supplied under FAPE to	Second semester expenditures cut short due to COVID.	Ensure materials are purchased to support programs and activities in advance. Send survey to assess

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					support student learning.		classroom and student need.
Travel Conference	--	--	09800-5207	professional development conferences	Teachers relied on County offerings and did not participate in conferences as in the past. District offerings with Enhanced Curriculum became focus.	Major obstacles: <ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Offerings aligned to foci</li> <li>• Travel concerns</li> <li>• COVID-19</li> </ul>	Monies will be redirected in other areas to support student learning.

Note/Reminders (optional):

## Goal 4- English Learners

### Strategy/Activity 1

#### \*Strategy/Activity - Description

Increased focus on the needs of English learners will be address through the strategy. This includes professional development/training to increase knowledge of ELD standards and best practices pedagogy supporting English learners. PLC time will address considerations for English learners through differentiated supports in lesson design and monitoring of growth towards learning targets. Increased learning time from classroom teachers and non-classroom supports in core English and Math classrooms and ALD sections. Target SDAIE strategies will be used and implemented in core classrooms.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrn Tchr Hrly	--	--	09800-1957	Out of classroom support for English learners and "off-track" students.	Non Classroom hourly utilized for support of ELs and testing. Funds used to support EL population and supporting SWD	With decreasing population of ELs due to reclassification, funds supported goal, but were not needed.	Decrease funds in this area or redirect funds to support student monitoring...ie. Testing, compliance, etc.
Classroom Teacher Hrly	--	--	09800-1157	Extended learning time for English learners supporting proficiency toward learning targets.	Pre-COVID, funds were utilized to support extended learning time and monitoring of student progress. English teacher supported "Homework Club" and English teachers offered	A large portion of funds were not utilized due to COVID. Second semester support was planned, but due to need to decrease screen time extended learning time was not offered.	Extended learning time will be developed and utilized for students needing support and/or recovery between Quarters. In addition, planning time will support the condensing of

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					after school tutoring. Utilize PLC time with District Resource Teacher.		curriculum aligned to manageable student outcomes.
Library Books	--	--	09800-4201	Increased access to leveled text to promote language acquisition.	Funds utilized to purchase books and update holdings. Culturally Relevant Resources.	Effective in supporting student interests.	Possibly look at increasing electronic resources and move monies to electronic subscriptions. Increase holding is other languages including Portuguese.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC planning focusing on attainable learning target for English learners promoting proficiency of standards and language acquisition.	PLC release time conducted in the first semester and pre-first day. Integration of new curriculum. In addition, Capacity Builder worked with district and brought back info for site team regarding ALD and dELD.	PLC release time cut short, especially with LCFF. Supplemental discretionary funds used first which left funds mostly unused.	Utilization of funds for release time in COVID-19 model. Primary focus will be integrated ELD and co-planning for gen ed teachers and Ed Specialists with large population of students dually identified.  Planning time for PD on Integrated ELD.

Note/Reminders (optional):

Build ELAC and representation for Latino families. Offer meetings (possibly multiple) to ensure participation...many virtual tools can support.

## Goal 5 - Students with Disabilities

### Strategy/Activity 1

#### \*Strategy/Activity - Description

This strategy will focus on the learning needs of students with disabilities. Case managers and general education teachers will work in collaboration through common planning time (PLC) to develop attainable learning targets through the universal design for learning process...including goal setting, pedagogical methods, and supports. This strategy will focus on PLC planning time, extending learning opportunities (classroom and non-classroom), and professional growth opportunities.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	Extended learning time for students with disabilities.	Pre-COVID, funds were utilized to support extended learning time and monitoring of student progress. Development of Hotsheets to communicate with Gen Ed teachers on student services and needs.	A large portion of funds were not utilized due to COVID. Second semester support was planned, but due to need to decrease screen time extended learning time was not offered. Finding planning time between Ed Specialists and Gen Ed teachers.	Extended learning time will be developed and utilized for students needing support and/or recovery between Quarters. In addition, planning time will support the condensing of curriculum aligned to manageable student outcomes. Increase time available to Ed Specialist to

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							collaborate with Gen Ed teachers.
License And Fees	--	--	09800-5842	Electronic resources supporting learning targets.	Used heavily to support teaching and learning and access to standards in differentiated setting...Study Skills.	COVID presented increased need in digital pathways and alignment of LMS tools and tools to provide remediation and support...Moby Max.	Redirect more funds into this strategy! Assess need and programs to support need.
Non Clsrm Tchr Hrly	--	--	09800-1957	Extended learning support from non-classroom teacher support in meeting learning targets.	Non Classroom hourly utilized for support of dually identified ELs and SWD to look at alternative reclassification. Funds used to support EL population and supporting SWD	With decreasing population of ELs due to reclassification, funds supported goal, but were not needed. Also, collaboration time is paramount. Scheduling becomes issue.	Decrease funds in this area or redirect funds to support student monitoring...ie. Testing, compliance, reclassification, etc.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Co-planning time for case managers and gen ed teachers through PLC planning process.	PLC release time conducted in the first semester and pre-first day. Development of Hot Sheets. Co-teaching supports focus for Cluster-wide model.	PLC release time cut short, especially with LCFF. Supplemental discretionary funds used first which left funds mostly unused.	Utilization of funds for release time in COVID-19 model. Increase focus on collaborative time between Gen Ed teachers and Ed Specialists.
Travel Conference	--	--	09800-5207	Conference fees for UDL training	Teachers relied on County offerings and did not	Major obstacles: <ul style="list-style-type: none"> <li>Scheduling</li> </ul>	Monies will be redirected in other



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				and supports for SWD.	participate in conferences as in the past. EOY Special Ed training with Villa and Thousand	<ul style="list-style-type: none"> <li>• Offerings aligned to foci</li> <li>• Travel concerns</li> <li>• COVID-19</li> </ul>	areas for Online options.
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Note/Reminders (optional):

## Goal 6 - Family Engagement

### Strategy/Activity 1

#### \*Strategy/Activity - Description

Strategy will focus on including participation of families in the learning process. This will include increasing communication in primary languages (electronically and in person), support services, outreach, and increasing parent involvement in celebrating learning.

Activities will include OTBS support for translation services, counseling support and outreach, material development, parent trainings, and mailings.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Postage Expense		\$200.00	09800-5920	Postage for mailing of notifications.	Effective...used within the first few months of school	Need more monies and constant update of addresses.	Move to electronic communications. Use mailings as backup and documentation.
Counselor Hrly	--	--	09800-1260	Counseling time for outreach and support.	Effective- constant communication and access of counselors is paramount.	1.5 Counselors is challenging at middle school. Hourly is great, but does not cover the need.	2.0 allocation by district supports goals. Online communication needed to ensure student engagement and open door for parents.
Interprogram Svcs/Paper	--	--	09800-5733	Copying for mailings and training materials.	Effective- Mailings and distributions for students to enhance home – school	With COVID-19 we saw major issue communicating with parents via email...due to wide	Decrease amount of hard paper distributions and rely on electronic resources.

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					communication. In addition, keeps parents informed of progress.	variety of reasons. Hard copies were not sufficient in the COVID	
Lease of Printer/Duplicator	--	--	09800-5614	Copying for mailings and training materials.	Effective- Used primarily for distributions and mailings...progress reports, notifications, etc.	Due to COVID, move to electronic distributions was concern. Heavily reliant of paper!	Decrease amount of hard paper distributions and rely on electronic resources.
Supplies	--	--	09800-4301	Materials for parent training and outreach.	Effective- Utilized materials for presentations and outreach, including packets for tours, food, etc.	Shift to supporting teaching and learning in the home needed during COVID.	Survey parent need for home and provide supplies.
Tech Professional OTBS Hrly	--	--	09800-2455	Translation services.	Effective- supported in meetings...IEPs, 504s and ssts. Used during parent meetings.	Increased need and access in the COVID environment.	Increase access to translation services electronically.

### Note/Reminders (optional):

Move to survey the needs of parents and the communities before offering services. In addition, as for customer service rating to see how we are communicating and do not assume parents are getting communication and feeling welcomed. This can all be done with electronic devices.

## Goal 7- Graduation/Promotion Rate

### Strategy/Activity 1

#### \*Strategy/Activity - Description

This year we will focus on 8th graders beginning with the first progress reporting period. Counselors will begin meeting with at-risk identified students to build awareness, mindset, and skill. When 1st semester grades are submitted counselors will work with teachers and admin to identify target at-risk students. This way, we have 18 weeks to support for our students in meeting promotion standards/expectations. We will hold student/parent/teacher meetings, provide in-school and out of school support and place each student on a student of success plan of action. We will then monitor our students and to ensure they are receiving the support they need prior to the last six weeks of school. If we have students who are not meeting their goals, we will:

- place them in support classes during the school day;
- mail deficiency letters;
- contact parents;
- schedule team meeting with student, parent and all teachers/counselor and administrator;
- create a plan of action similar to a SST;
- conduct weekly progress checks.

#### \*Proposed Expenditures for this Strategy/Activity

##### Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

##### Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper	--	--	09800-5733	Copying services for mailings.	Effective- Distribution of notifications with students to be signed due to limitations of correct addresses.	Under COVID, need to move to electronic distribution.	More resources in electronic distribution and maintenance of email system. Possible move of monies.
Lease of Printer/Duplicator	--	--	09800-5614	Copying services for mailings.	Effective- Distribution of notifications with students to be	Under COVID, need to move to electronic distribution.	More resources in electronic distribution and maintenance of

## Correia Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					signed due to limitations of correct addresses.		email system. Possible move of monies.
Tech Professional OTBS Hrly	--	--	09800-2455	OTBS support for translation services and mailings.	Effective- Translation and outreach is paramount.	Access was primary concern under COVID environment.	Redirection of funds in this area. Possible license for immediate translation tool...SMORE.
Counselor Hrly	--	--	09800-1260	Counseling support for students not meeting learning targets.	Effective- Counselor meeting conducted after hours to accommodate parent schedules.	Scheduling and access under COVID. Counseling allocation.	Increased allocation and access to electronic scheduling and meetings.
Postage Expense	--	--	09800-5920	Postage for mailing notifications.	Effective	Lots of returned mail due to address change or moves. COVID limited mailings.	Move to electronic distributions.
Classroom Teacher Hrly	--	--	09800-1157	Extended learning time for students not meeting learning targets.	Effective- Extended time provided though tutoring and Homework Club.	Full cycle lost due to COVID-19. Monitoring difficult in setting and guideline presented.	Strategize on best ways to accommodate need while limiting screen time. Possible electronic licenses.

### Note/Reminders (optional):

What are my leadership strategies in service of the goals? Continue to promote alignment with PLHS and A-G requirements for graduations. Work with Counseling team to offer 6-year plan services in order to ease the transition to high school and provide access to extra-curriculars, clubs, programs etc. This will ensure students are qualified to participate as soon as they step on campus at PLHS. Review the PLHS WASC plan to ensure alignment.