

Arthur F. Corey Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Arthur F. Corey Elementary School
Street	7351 Holder Street
City, State, Zip	Buena Park, CA 90620
Phone Number	(714) 522-8389
Principal	Jeselle Mata
Email Address	jmata@bpsd.us
School Website	https://corey.bpsd.us/
County-District-School (CDS) Code	30664566027486

2023-24 District Contact Information

District Name	Buena Park Elementary School District
Phone Number	(714) 522-8412
Superintendent	Dr. Julienne Lee
Email Address	juliennelee@bpsd.us
District Website	http://www.bpsd.us

2023-24 School Description and Mission Statement

Principal's Message

I welcome you to Arthur F. Corey Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Arthur F. Corey Elementary School provides a warm, stimulating environment where students are actively involved in learning academics and positive values. Students receive a standards-based, challenging curriculum from dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us to refine the instructional program so students can achieve academic proficiency.

We have committed to providing the best educational program possible for Arthur F. Corey Elementary School's students and welcome any suggestions or questions about the information in this report or the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Corey School is a safe community where all students are challenged to achieve their highest potential academically, artistically, and socially while embracing diversity and developing strength of character.

School Profile

Arthur F. Corey Elementary School is located in the southwestern region of Buena Park and serves students from preschool through fifth grade. We are proud of our diverse, multilingual, and multicultural community of students and families.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	53
Grade 2	60
Grade 3	78
Grade 4	68
Grade 5	69
Total Enrollment	408

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
Asian	8.6%
Black or African American	6.4%
Filipino	10.8%
Hispanic or Latino	59.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.9%
White	10.5%
English Learners	19.1%
Foster Youth	0.5%
Homeless	2.7%
Socioeconomically Disadvantaged	73.8%
Students with Disabilities	11%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	91.30	159.20	89.09	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.35	1.00	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.50	2.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	4.35	13.90	7.83	18854.30	6.86
Total Teaching Positions	23.00	100.00	178.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	90.40	163.50	87.47	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.80	2.20	1.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.30	2.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.00	4.80	16.90	9.04	15831.90	5.67
Total Teaching Positions	20.80	100.00	186.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On Monday, September 11, 2023, the Buena Park School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #22-11: Pupil Textbook and Instructional Material Compliance 2023-2024 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2023.

Year and month in which the data were collected

9/12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, English Language Development Program Adopted 2012 Houghton Mifflin, Houghton Mifflin English Adopted 2006 Houghton Mifflin, California Reading Adopted 2003 Teacher Created Materials, Language Power Adopted 2021	Yes	0%
Mathematics	Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002	Yes	0%
Science	TWIG Science Adopted 2021	Yes	0%
History-Social Science	Studies Weekly Adopted 2019	Yes	0%

School Facility Conditions and Planned Improvements

The custodian inspects facilities every morning before school begins for safety hazards or other conditions that need attention before students and staff enter the grounds. One full-time day custodian and one full-time evening custodian are assigned to Arthur F. Corey Elementary School. The day custodian is responsible for the following:

- Classroom cleaning
- Cafeteria/kitchen setup and cleanup
- Restroom cleaning
- Main office cleaning
- Event set up

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

Evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning
- Cafeteria cleaning
- Main office cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues. All classrooms, restrooms, and common areas are sanitized daily with the use of peroxide-based cleaning agent and electrostatic sprayers as needed; special custodial cleaning crews are also utilized to immediately sanitize any areas on campus that had student or staff test positive for COVID-19. Additionally, all staff receive (Healthy School Act Required Annual Training). This training then gives each person the legal ability to personally use the TRU-SHOT disinfectant handheld sprayers in their work areas for added protection.

Facilities Inspection

The district's maintenance department inspects Arthur F. Corey Elementary School annually per Education Code §17592.72(c)(1). Arthur F. Corey Elementary School uses a site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 1, 2023. Deficiencies are noted in the school inspection survey and corrected promptly by the district's maintenance department. During the fiscal year 2023-2024, all restrooms will be fully functional and available for student use. The district makes great efforts to ensure that all schools are clean, safe, and functional through proper facility maintenance and campus supervision. Arthur F. Corey Elementary School's original facilities were built in 1963; ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed promptly. School and district staff use a work order process to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Remodel portables, 27,28,30,32,33,34,35,36,37. Add office in P-38. Install new perimeter fencing from the corner of the field freeway wall - to the kinder corner on Holder Street. Replace the Kinder access drive-through gate. Stripe the parking lot. MPR Remodel completed. The main play structure was replaced. An electric latch-controlled gate was installed for the kindergarten entrance. Install padding around solar pillars. Replace the Library counter. Install a new HHAC control system in the library building. Cal Shape A/C units' inspection and repair. A new storage container was added. New privacy fencing around the electrical switchgear was added.
- Annual Preventive Maintenance includes staff ID badges, air conditioning repairs & filter replacements with Merv 13 rated filters, test fire alarm system, service fire extinguishers, service backflow devices, trim trees, deep clean campus, replace basketball nets, paint front parking lot curbs.

Year and month of the most recent FIT report

12/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			Repair Completed: Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	42	40	40	47	46
Mathematics (grades 3-8 and 11)	41	44	30	33	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	211	99.53	0.47	41.71
Female	99	99	100.00	0.00	47.47
Male	113	112	99.12	0.88	36.61
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	64.29
Black or African American	16	16	100.00	0.00	50.00
Filipino	28	28	100.00	0.00	57.14
Hispanic or Latino	127	126	99.21	0.79	34.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	30.43
English Learners	40	40	100.00	0.00	15.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	159	158	99.37	0.63	36.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	10.71

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	211	99.53	0.47	44.08
Female	99	99	100.00	0.00	40.40
Male	113	112	99.12	0.88	47.32
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	78.57
Black or African American	16	16	100.00	0.00	37.50
Filipino	28	28	100.00	0.00	67.86
Hispanic or Latino	127	126	99.21	0.79	34.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	43.48
English Learners	40	40	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	159	158	99.37	0.63	39.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	25.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.51	29.41	22.89	28.08	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	29.41
Female	33	33	100.00	0.00	24.24
Male	35	35	100.00	0.00	34.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	39	39	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	48	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's learning environment by participating in a decision-making group or attending school events.

Parents stay informed of upcoming events and school activities through parent conferences, school newsletters, the school website, Parent Square (Web-Based communication or App delivering text messages, emails, and automated calls), monthly parent meetings, and the parent survey. Parent involvement opportunities include the following:

Opportunities to Volunteer:

- Chaperone Field Trips
- SPIRIT Raffle
- SPIRIT Activities
- PTA Activities
- Office Support
- Classroom Assistance
- VAPA Event Support Team

Committees:

- English Learner Advisory Council
- District English Learner Advisory Council
- Parent Teacher Association
- SPIRIT Committee
- Wellness Committee
- School Site Council

School Activities:

- Back to School Night
- Open House

2023-24 Opportunities for Parental Involvement

Family Nights
 Career Day
 Parent Workshops (site/district)
 Fundraisers
 Campus Beautification
 VAPA Fall Choir Show
 VAPA Winter Program
 VAPA Spring Musical

Please contact the school office at (714) 522-8389 for more information on becoming involved in your child's learning environment.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	422	99	23.5
Female	212	210	44	21.0
Male	214	212	55	25.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	36	35	3	8.6
Black or African American	33	32	12	37.5
Filipino	44	44	7	15.9
Hispanic or Latino	252	250	65	26.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	12	12	6	50.0
White	43	43	6	14.0
English Learners	84	83	21	25.3
Foster Youth	3	3	3	100.0
Homeless	18	18	4	22.2
Socioeconomically Disadvantaged	319	319	89	27.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	59	19	32.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.22	0.47	0.00	2.57	2.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.47	0
Female	0	0
Male	0.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.65	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.67	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Arthur F. Corey Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall, 2023. A 2023-2024 version of the School Safety Plan will be completed and reviewed with staff in 2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	19	3	1	
2	21	1	2	
3	24		3	
4	19	3		
5	27		3	
Other	9	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	19	3		
2	22	1	2	
3	23	1	1	
4	31		2	
5	28		2	
Other	11	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	19	2	0	0
2	25	0	2	0
3	28	0	2	0
4	27	0	2	0
5	19	1	2	0
6	0	0	0	0
Other	21	1	3	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	408

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,741	1,778	12,962	104,347
District	N/A	N/A	12,986	\$98,186
Percent Difference - School Site and District	N/A	N/A	-0.2	5.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	65.1	20.9

Fiscal Year 2022-23 Types of Services Funded

The school site offers a wide variety of programs and services within the MTSS Framework, allowing for tiered support for students in academics and social-emotional development. Students are afforded quality services that span a continuum, starting with best first instruction and interventions, moving to supplemental services and enriching activities, and including specialized programs.

Universal Programs and Services:

- Daily English Language Development for all English Learners
- Wellness teacher to coordinate physical fitness and wellness activities
- Full-time PE teachers at elementary
- GATE program that includes differentiated instruction and enrichment opportunities
- PE Instructional Aides to assist with daily fitness activities
- Universal access to digital devices and connectivity for all grade levels
- Grade-level intervention and enrichment sessions four days/week
- Full day Kindergarten program
- Transitional Kindergarten program
- Special Education Services - Speech, RSP, SDC on-site
- Site Intervention team - reviews the status of interventions and recommends revisions
- Instruction using a social-emotional curriculum supported by the school counselor
- PBIS- Evidence-based tiered framework of behavior practices
- Tiered interventions for SEL and mental health
- Tiered interventions for academic instruction
- Counselors to provide group and individual social-emotional support and behavior interventions

Supplemental Supports and Services:

- Additional Classified positions to support student academic and behavioral needs
- CAST process for supporting students with academic, behavioral, and social-emotional needs
- Care Solace, which provides mental health referrals for families and staff
- Math & reading intervention using i-Ready online instruction
- Enrichment activities to enhance the curriculum and build student's experience base, including field trips, assemblies, instruction of the arts
- Intervention teachers to provide small group intervention and differentiated support for students
- ESY and Summer Academy will provide ongoing instructional support for at-risk and Special Education students
- Tutoring support for students that provided homework support
- BPSD year-round Speech and Debate Program
- Site VAPA Passion Program activities and events
- ASES after-school program in collaboration with CSUF
- Boys and Girls Club partnership
- Kid Connection child care services
- Site/district-led parent education and family curriculum events
- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,160	\$54,046
Mid-Range Teacher Salary	\$86,041	\$84,515
Highest Teacher Salary	\$114,290	\$110,867
Average Principal Salary (Elementary)	\$140,534	\$136,841
Average Principal Salary (Middle)	\$143,978	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$225,292	\$217,473
Percent of Budget for Teacher Salaries	34.95%	32.43%
Percent of Budget for Administrative Salaries	6.19%	5.62%

Professional Development

Over the past three years, professional learning for the Buena Park faculty has been aligned to the California State Content Standards and Frameworks, Multi-Tiered System of Support (MTSS), and Corey Elementary's School Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction identifies teaching and learning strengths and specific areas of need. Using site surveys combined with data analysis from state assessments and District benchmark tests, a district-wide focus on increasing academic proficiency levels for all students is planned.

On-site Professional Development: Every week, teachers are provided professional development opportunities in instructional strategies, assessments, and curriculum planning. During the year, time is devoted to data analysis and planning for differentiated instruction and intervention. Site professional development is mirrored with the district plan for instruction and assessment and is designed to meet the specific needs of Corey Elementary students.

District Professional Development: The school district provides teachers with ongoing professional development to advance content knowledge, instructional expertise, and collaborative planning. Training to support teachers with implementing district-wide initiatives, including Common Core State Standards, new curriculum and units of study, assessment development, and establishing Professional Learning Communities. Teachers are given opportunities to develop both the art of teaching and instructional leadership skills by attending ongoing training and coaching led by OCDE (Orange County Department of Education) consultants in CGI (Cognitively Guided Instruction), literacy consultants, ELD (English Language Development) consultants, and the District TOSA.

Corey Elementary School staff participated in the following professional learning activities over the past three school years:

- Common Core State Standards
- Writing Workshop Strategies
- Balanced Literacy
- Assessment and data analysis
- Reading and Writing Workshop
- District Zearn Math and CGI training
- Academic discourse and student engagement
- Next Generation Science Standards (NGSS) instructional shifts, curriculum, and resources
- STEM practices and planning
- History of Social Science standards, resources, and instructional best practices
- Designated English Language Development (D-ELD) training in instructional practices and assessment
- Innovative integrated technology
- Positive Behavior Intervention Support (PBIS)
- Student SEL Survey data review and training

Professional Development

- Assessment literacy
- Professional Learning Community (PLC)
- MTSS academic behavior and social-emotional development training

The site supports new and veteran teachers through professional development, peer coaching, and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	30	35	35