

# Arthur F. Corey Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Arthur F. Corey Elementary School
<b>Street</b>	7351 Holder Street
<b>City, State, Zip</b>	Buena Park, CA 90620
<b>Phone Number</b>	(714) 522-8389
<b>Principal</b>	Jeselle Mata
<b>Email Address</b>	jmata@bpsd.us
<b>School Website</b>	<a href="https://corey.bpsd.us/">https://corey.bpsd.us/</a>
<b>Grade Span</b>	P-5
<b>County-District-School (CDS) Code</b>	30664566027486

## 2024-25 District Contact Information

<b>District Name</b>	Buena Park Elementary School District
<b>Phone Number</b>	(714) 522-8412
<b>Superintendent</b>	Dr. Julianne Lee
<b>Email Address</b>	juliennelee@bpsd.us
<b>District Website</b>	<a href="http://www.bpsd.us">http://www.bpsd.us</a>

## 2024-25 School Description and Mission Statement

Principal's Message:

Thank you for your interest in Arthur F. Corey Elementary. In compliance with Proposition 98, California law requires all public schools to issue an annual School Accountability Report Card (SARC) to fulfill state and federal disclosure requirements. This comprehensive report provides essential information regarding Arthur F. Corey Elementary's performance in several key areas, such as academic achievement, teacher qualifications, school safety, and the quality of facilities. By publishing the SARC, we aim to keep our school community informed about our ongoing efforts to improve academic outcomes and create an

## 2024-25 School Description and Mission Statement

environment where every student can thrive.

At Corey Elementary School, we prioritize creating an inclusive, nurturing, and academically rigorous learning environment where every child is empowered to reach their full potential. We provide a comprehensive, standards-based curriculum that is carefully designed to meet the diverse learning needs of all students. Through ongoing assessment and data-driven instruction, our highly qualified teachers differentiate lessons to ensure that each student is provided with the support necessary to make significant academic progress. We are deeply committed to fostering full inclusion, ensuring that students with disabilities are integrated into general education classrooms. This approach allows them to engage alongside their peers, while receiving individualized accommodations and tailored support services to meet their needs. At Corey Elementary, students are supported to succeed at their own pace and reach their full potential academically, socially, and emotionally.

We are particularly proud of our Visual and Performing Arts (VAPA) Passion Program, which offers students opportunities to explore their creativity and develop artistic skills across a wide range of disciplines. The program is designed to be fully accessible, ensuring that students with various abilities can participate in and benefit from the arts. From music and theater to dance and visual arts, students in the VAPA Passion Program are encouraged to express themselves, collaborate with others, and discover their talents in a supportive and inclusive setting. The program not only enriches our school culture but also promotes critical thinking, boosts self-esteem, and fosters a strong sense of community. Whether students are creating art, performing on stage, or working together in group projects, they learn valuable life skills, including teamwork, resilience, and creative problem-solving, all of which contribute to a well-rounded educational experience that prepares them for success both in and out of the classroom.

### Mission Statement

Corey Elementary 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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	46
Grade 2	52
Grade 3	55
Grade 4	68
Grade 5	72
<b>Total Enrollment</b>	<b>363</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
Asian	9.4
Black or African American	6.3
Filipino	9.9
Hispanic or Latino	59.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.2
White	11
English Learners	18.2
Foster Youth	0.8
Homeless	4.7
Socioeconomically Disadvantaged	72.7
Students with Disabilities	12.7

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	91.30	159.20	89.09	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.35	1.00	0.56	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.50	2.52	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	4.35	13.90	7.83	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.80	90.40	163.50	87.47	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.80	2.20	1.18	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.30	2.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	4.80	16.90	9.04	15831.90	5.67
<b>Total Teaching Positions</b>	20.80	100.00	186.90	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	100.00	166.90	86.58	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.30	1.21	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.80	3.05	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.50	0.82	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	16.00	8.33	14303.80	5.15
<b>Total Teaching Positions</b>	21.00	100.00	192.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 9, 2024, 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 #24-03 Pupil Textbook and Instructional Material Compliance 2024-2025, 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 textbooks 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 following information shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2024.

Year and month in which the data were collected

9/9/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002	Yes	0%
<b>Science</b>	TWIG Science Adopted 2021	Yes	0%



History-Social Science	Studies Weekly Adopted 2019	Yes	0%
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Note: Cells with N/A values do not require data.

## 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; 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 2, 2024. Deficiencies are noted in the school inspection survey and corrected promptly by the district's maintenance department. During the fiscal year 2024-2025, 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:

- replace emergency water supply, replace main fire alarm panel, front office new window tint, Cal Shape HVAC program replace 25 HVAC units, crack fill-seal & stripe both parking lots, demo overhead entry walkway, replace restroom doors #7 & 8, remodel staff restroom #11 & 12, removed rear exit door in MPR, fenced in the area off



## School Facility Conditions and Planned Improvements

stage side door, replaced stage drapes, replace the entire field chain link fence.

- 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

12/2/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			replaced stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	52	40	41	46	47
<b>Mathematics</b> (grades 3-8 and 11)	44	57	33	36	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	199	199	100.00	0.00	51.76
Female	97	97	100.00	0.00	60.82
Male	102	102	100.00	0.00	43.14
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	77.78
Black or African American	11	11	100.00	0.00	45.45
Filipino	24	24	100.00	0.00	58.33
Hispanic or Latino	125	125	100.00	0.00	48.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	28	28	100.00	0.00	32.14
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	152	152	100.00	0.00	47.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	20.00

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	199	199	100.00	0.00	56.78
<b>Female</b>	97	97	100.00	0.00	53.61
<b>Male</b>	102	102	100.00	0.00	59.80
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	18	18	100.00	0.00	77.78
<b>Black or African American</b>	11	11	100.00	0.00	27.27
<b>Filipino</b>	24	24	100.00	0.00	79.17
<b>Hispanic or Latino</b>	125	125	100.00	0.00	50.40
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	62.50
<b>English Learners</b>	28	28	100.00	0.00	32.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	12	100.00	0.00	25.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	152	152	100.00	0.00	53.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	25	100.00	0.00	24.00

## 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	29.41	34.72	28.08	28.45	30.29	30.73

## 2023-24 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
<b>All Students</b>	72	72	100.00	0.00	34.72
<b>Female</b>	32	32	100.00	0.00	43.75
<b>Male</b>	40	40	100.00	0.00	27.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	46	46	100.00	0.00	32.61
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	52	100.00	0.00	30.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100.00	0.00	27.27

## 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.

#### 2023-24 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 requires only participation results 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%	100%	100%	100%	100%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Parents are invited to be an active partner in their child's educational journey. Parental involvement significantly impacts students' academic and social-emotional growth. Parents are encouraged to stay connected with their child's learning by attending parent-teacher conferences, reviewing school newsletters, and visiting our school website. Parents can also receive timely updates through our Parent Square communication platform. At Corey Elementary, we offer numerous opportunities to volunteer your time and talents. Whether it's assisting in the classroom, chaperoning field trips, supporting school spirit events, joining the PTA, or helping with VAPA activities, your contributions make a difference. Parent voice matters and Corey encourages you to participate in our decision-making committees, such as the English Learner Advisory Council, District English Learner Advisory Council, School Site Council, SPIRIT Committee, and Wellness Committee. At Corey, we host a variety of events to foster a strong school community. These include Back-to-School Night, Open House, Family Nights, Career Day, parent workshops, fundraisers, campus beautification projects, and VAPA performances.

To learn more about how you can get involved, please contact the school office at (714) 522-8389.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	391	386	72	18.7
Female	197	193	34	17.6
Male	194	193	38	19.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	39	3	7.7
Black or African American	25	25	8	32.0
Filipino	37	37	3	8.1
Hispanic or Latino	232	227	46	20.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	40	40	5	12.5
English Learners	74	73	13	17.8
Foster Youth	--	--	--	--
Homeless	24	21	7	33.3
Socioeconomically Disadvantaged	294	289	69	23.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	56	18	32.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.22	0.47	0.77	2.57	2.85	2.03	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.51	0.00
Male	1.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.50	0.00
English Learners	1.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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

## 2024-25 School Safety Plan

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 2024. A new version of the School Safety Plan will be completed and reviewed with staff in spring 2025.

## 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.

### 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		3	
1	19	2		
2	25		2	
3	28		2	
4	27		2	
5	19	1	2	
Other	21	1	3	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		2	
1	23		2	
2	26		2	
3	28		2	
4	28		2	
5	29		2	
Other	28		1	

## 2023-24 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	363

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	20,192	6,620	13,572	109,126
District	N/A	N/A	12,853	\$102,168
Percent Difference - School Site and District	N/A	N/A	5.4	6.6
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	23.0	14.8

## Fiscal Year 2023-24 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
  - Student Engagement Outreach Clerk to support with student attendance
  - Intervention materials for phonics and reading
  - Foundational Literacy Materials
  - Learning coaches for student intervention groups
  - Instructional coaches for Tier 1 and Tier 2 learning
- CARE 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

## Fiscal Year 2023-24 Types of Services Funded

- Math curriculum
- 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
- Homework support through after school program
- 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$54,246	\$57,839
<b>Mid-Range Teacher Salary</b>	\$89,483	\$90,040
<b>Highest Teacher Salary</b>	\$118,862	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$132,823	\$144,639
<b>Average Principal Salary (Middle)</b>	\$130,288	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$250,970	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	32.28	30.79
<b>Percent of Budget for Administrative Salaries</b>	5.84	5.71

## 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: Weekly, teachers are provided professional development opportunities in instructional strategies, assessments, and curriculum planning. During the year, time is devoted to data

## Professional Development

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
- Cognitively Guided Instruction (CGI) training
- I-ready training
- Full Inclusion 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
- AI training
- Positive Behavior Intervention Support (PBIS)
- Student SEL Survey data review and training
- 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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	35	35	13