



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arthur F. Corey Elementary School	30664566027486	4/21/26	May 14, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Arthur F. Corey Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Our school plan describes the school wide program that includes strategies, actions, and services that address the requirements for additional targeted support and improvement of our schools academic performance.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Arthur F. Corey Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Our school plan describes the school wide program that includes strategies, actions, and services that address the requirements for additional targeted support and improvement of our schools academic performance.

This plan is being used by Arthur F. Corey Elementary School for meeting the following planning requirements in alignment with the LCAP and other federal, state, and local programs:

At Arthur F. Corey Elementary School, we are committed to meeting ESSA's planning requirements by working collaboratively with all stakeholders to promote academic achievement for every student. In alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, we recognize that each student has unique needs. To address these, we will strategically utilize all available resources to provide differentiated, high-quality instruction, ensuring equitable opportunities and support for our diverse student population.

The 2026-27 SPSA will incorporate progress updates, data-driven input from educational partners, and will be reviewed and approved by the School Site Council (SSC).

Educational Partner Involvement

How, when, and with whom did Arthur F. Corey Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input was provided by all participating stakeholder groups. The following needs were expressed:

Parent Workshops/Trainings in CGI Math
Parent Workshops/Training in Reclassification and ELPAC
Substitute Teachers for Teacher release time (for data collection, analysis, coaching, planning)
Instructional Materials and Supplies (For CGI-Math)
Instructional Materials and Supplies (For Reading and Writing Workshop)
Planning time for teachers in the area of math & ELA
COTSEN Sustainability in Reading Workshop & CGI Math
Staff provided input - 3/23/26
ELAC members reviewed goals and provided input - 4/3/26
SSC SPSA Input - 4/16/26
School Site Council approved this plan on 4/21/26

Schools eligible for ATSI have the following requirements:

1. Communicate ATSI status with educational partners
2. Conduct a school-level needs assessment
3. Identify resource inequities using a Resource Equity Diagnostic Tool
4. Select evidence-based Interventions
5. Create a plan based on state indicators and student groups whose performance status is very low
6. Obtain plan approval

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

The comprehensive needs assessment involved examining data from the California School Dashboard, local assessments, including iReady, district benchmarks, and teacher-created assessments, as well as conversations with the School Site Council (SSC) and other educational partners.

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). (Note: CA has not made eligibility determinations for TSI). Schools that meet the ATSI criteria must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. The California Department of Education (CDE) will use the California School Dashboard to determine eligibility for and exit from TSI and ATSI. Title 1 and non-Title 1 schools are eligible for TSI and ATSI. Corey School was identified as eligible for ATSI as the Students with Disabilities student group is very low in all but one indicator. Our Students with Disabilities student group was identified in the Chronic Absenteeism (red) indicator.

Schools eligible for ATSI have the following requirements:

1. Communicate ATSI status with educational partners
2. Conduct a school-level needs assessment
3. Identify resource inequities using a Resource Equity Diagnostic Tool
4. Select evidence-based Interventions
5. Create a plan based on state indicators and student groups whose performance status is very low
6. Obtain plan approval

Schools eligible for ATSI are required to develop school plans to improve student outcomes. This SPSA meets the federal planning requirements for Title 1 SWP schools and is consistent with the template provided by CDE for schools identified for ATSI support. The specific elements of our ATSI plan address the attendance needs of our Students with Disabilities student group.

To address Resource Inequities, the SSC developed a common understanding of education resource equity and then identified specific dimensions of resource equity to address the needs of our Students with Disabilities student group. The following dimensions of education resource equity have been identified to improve the attendance/reduce the chronic absentee rate of our Students with Disabilities student group:

Dimension: Instructional Time and Attention

SPSA Strategy/Action: 1.2

Evidence-Based Intervention: Leveled Literacy Intervention in small group instruction (Tier 1).

Dimension: Positive and Inviting School Climate

SPSA Strategy/Action: 3.1

Evidence-Based Intervention: School Engagement Outreach Clerk connects with families on the importance of positive attendance through regular messaging (Tier 1)

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the 2025 California School Dashboard, the State Indicators for which overall performance was in the "Red" or "Orange" performance categories were as follows:

Chronic Absenteeism-Yellow
English Learner Progress-Red
English Language Arts-Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the 2025 California School Dashboard, the following state indicators in the Orange category for all students were in the areas of Chronic Absenteeism, English learner progress, and English language arts. There were no red categories for All Student performance.

Chronic Absenteeism

Overall (All Students) Level- Yellow

Student Groups in Red- None

Student Groups in Orange- Students with Disabilities, Asian, and Filipino

Student groups from last year included = Students with Disabilities and English Language Learners

English learner progress

Overall (All Students) Level- Red

Student Groups in Red- English Learner

Student Groups in Orange- None

English Language Arts

Overall (All Students) Level- Green

Student Groups in Red- None

Student Groups in Orange- Hispanic

Mathematics

Overall (All Students) Level- Green

Student Groups in Red-None

Student Groups in Orange- None

Suspension Rate:

Overall (All Students) level- Orange

Student Groups in Red- Students with Disabilities

Student Groups in Orange- hispanic and Socially economically Disadvantaged

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to Dashboard data, Corey School has also reviewed local data from i-Ready assessments and LCAP survey results.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Arthur F. Corey Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	6.37%	6.34%	5.28%	26	23	18
Asian	8.58%	9.37%	9.68%	35	34	33
Filipino	10.78%	9.92%	10.56%	44	36	36
Hispanic/Latino	59.31%	59.23%	58.94%	242	215	201
Pacific Islander	0.49%	0.28%	0.29%	2	1	1
White	10.54%	11.02%	9.97%	43	40	34
Two or More Races	2.94%	2.20%	3.23%	12	8	11
Not Reported	0.98%	1.65%	2.05%	4	6	7
Total Enrollment				408	363	341

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			33
Kindergarten	80	46	
Grade 1	53	46	
Grade 2	60	52	
Grade3	78	55	
Grade 4	68	68	
Grade 5	69	72	
Total Enrollment	408	363	

Conclusions based on this data:

1. The largest student subgroup is the Hispanic/Latino group, which is 215 or 59% of our students.
2. There is a decrease in some of the ethnicities which include African American, Filipino, and White.
3. Total enrollment has slightly decreased, particularly in Kindergarten, 3rd grade, and 2nd grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	78	66	61	19.1%	18.2%	17.9%
Fluent English Proficient (FEP)	27	34	27	6.6%	9.4%	7.9%
Reclassified Fluent English Proficient (RFEP)	14	16	16	.02%	4.4%	4.7%

Conclusions based on this data:

1. The number of EL students has slightly decreased from 78 students in 22-23 school year to 61 students in 24-25 school year. The EL subgroup makes 17.9% of the student population.
2. The number of students reclassified in 24-25 school year (10 students)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	74	54	51	74	54	51	74	54	51	100.0	100	100
Grade 4	70	73	53	69	73	53	69	73	53	98.6	100	100
Grade 5	68	72	67	68	72	67	68	72	67	100.0	100	100
All Grades	212	199	171	211	199	171	211	199	171	99.5	100	100

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2406.	2466.	2435.	16.22	44.44	25.49	22.97	24.07	23.53	27.03	14.81	31.37	33.78	16.67	19.61
Grade 4	2446.	2454.	2486.	18.84	17.81	26.42	20.29	27.40	24.53	18.84	19.18	28.30	42.03	35.62	20.75
Grade 5	2492.	2500.	2500.	22.06	20.83	20.90	25.00	25.00	29.85	19.12	27.78	25.37	33.82	26.39	23.88
All Grades	N/A	N/A	N/A	18.96	26.13	23.98	22.75	25.63	26.32	21.80	21.11	28.07	36.49	27.14	21.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.16	24.07	11.76	68.92	64.81	76.47	18.92	11.11	11.76
Grade 4	14.49	15.07	24.53	57.97	67.12	64.15	27.54	17.81	11.32
Grade 5	16.18	12.50	16.42	60.29	69.44	64.18	23.53	18.06	19.40
All Grades	14.22	16.58	17.54	62.56	67.34	67.84	23.22	16.08	14.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.86	33.33	17.65	52.70	53.70	70.59	32.43	12.96	11.76
Grade 4	8.70	13.70	18.87	63.77	60.27	64.15	27.54	26.03	16.98
Grade 5	20.59	20.83	13.43	50.00	52.78	61.19	29.41	26.39	25.37
All Grades	14.69	21.61	16.37	55.45	55.78	64.91	29.86	22.61	18.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.76	14.81	15.69	75.68	75.93	66.67	17.57	9.26	17.65
Grade 4	13.04	8.22	11.32	78.26	82.19	73.58	8.70	9.59	15.09
Grade 5	17.65	12.50	16.42	66.18	76.39	70.15	16.18	11.11	13.43
All Grades	12.32	11.56	14.62	73.46	78.39	70.18	14.22	10.05	15.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.86	29.63	15.69	63.51	55.56	72.55	21.62	14.81	11.76
Grade 4	14.49	15.07	20.75	71.01	69.86	64.15	14.49	15.07	15.09
Grade 5	14.71	19.44	16.42	69.12	63.89	70.15	16.18	16.67	13.43
All Grades	14.69	20.60	17.54	67.77	63.82	69.01	17.54	15.58	13.45

Conclusions based on this data:

1. 50.31% of Corey students met or exceeded the standard in English Language Art/Literacy. This percentage is attributed to the high expectations and rigorous instruction of the 3rd-5th grade teachers. This percentage will increase as we continue to raise the expectations and continue with rigorous instruction for all, including Reading Workshop, Writing Workshop, and Cognitively Guided Instruction in Mathematics.
2. 21.64% of Corey students were below standard in English Language Arts. Phonics recovery has been identified as an area of need for grades 3-5 to build fluency in reading. This is done as a Tiered intervention in the classroom setting as a part of our MTSS framework.
3. 15.20% of Corey students are below standard in the domain of listening to demonstrate effective communication skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	74	54	51	74	54	51	74	54	51	100.0	100	100
Grade 4	70	73	53	69	73	53	69	73	53	98.6	100	100
Grade 5	68	72	67	68	72	67	68	72	67	100.0	100	100
All Grades	212	199	171	211	199	171	211	199	171	99.5	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2434.	2494.	2439.	27.03	46.30	25.49	29.73	37.04	31.37	16.22	5.56	19.61	27.03	11.11	23.53
Grade 4	2468.	2489.	2505.	14.49	27.40	28.30	30.43	26.03	30.19	36.23	27.40	26.42	18.84	19.18	15.09
Grade 5	2490.	2509.	2518.	14.71	23.61	26.87	14.71	16.67	16.42	38.24	36.11	31.34	32.35	23.61	25.37
Grade 11															
All Grades	N/A	N/A	N/A	18.96	31.16	26.90	25.12	25.63	25.15	29.86	24.62	26.32	26.07	18.59	21.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.99	51.85	21.57	41.10	37.04	50.98	21.92	11.11	27.45
Grade 4	14.49	41.10	37.74	55.07	36.99	50.94	30.43	21.92	11.32
Grade 5	16.18	20.83	23.88	54.41	56.94	50.75	29.41	22.22	25.37
Grade 11									
All Grades	22.86	36.68	27.49	50.00	44.22	50.88	27.14	19.10	21.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.38	40.74	29.41	41.89	50.00	45.10	29.73	9.26	25.49
Grade 4	15.94	20.55	24.53	59.42	54.79	52.83	24.64	24.66	22.64
Grade 5	11.76	15.28	25.37	54.41	65.28	56.72	33.82	19.44	17.91
All Grades	18.96	24.12	26.32	51.66	57.29	52.05	29.38	18.59	21.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.97	51.85	25.49	55.41	40.74	58.82	21.62	7.41	15.69
Grade 4	18.84	20.55	32.08	62.32	61.64	52.83	18.84	17.81	15.09
Grade 5	5.88	20.83	16.42	72.06	56.94	61.19	22.06	22.22	22.39
All Grades	16.11	29.15	23.98	63.03	54.27	57.89	20.85	16.58	18.13

Conclusions based on this data:

1. 52.02% of Corey students met or exceeded the standard in Mathematics. This percentage is attributed to the high expectations and rigorous instruction through the use of CGI for all students.
2. 50.88% of Corey students were at or near standard in concepts & procedures. This percentage is attributed to students being introduced to more than one method to solve problems. As the teachers continue working with problem solving strategies this year, the students will become more familiar with multiple strategies and the appropriate application of those methods.
3. 57.89% of Corey students were at or near standard in communicating reasoning. This is due to an emphasis on CGI and instructional practices that focus specifically on mathematical reasoning and problem solving.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1452.5	1459.1	1444.6	1438.1	1470.9	1426.5	1486.2	1431.5	1486.8	16	14	11
1	1453.3	1455.4	*	1454.8	1450.1	*	1451.0	1460.3	*	11	11	9
2	*	1484.8	1494.1	*	1493.1	1488.8	*	1476.1	1499.0	*	13	13
3	1487.9	*	*	1502.8	*	*	1472.6	*	*	16	4	10
4	*	1505.3	*	*	1516.3	*	*	1493.7	*	9	15	*
5	1555.9	*	1513.3	1573.9	*	1519.3	1537.4	*	1507.1	14	9	12
All Grades										69	66	58

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	35.71	45.45	25.00	57.14	18.18	43.75	7.14	18.18	0.00	0.00	18.18	16	14	11
1	9.09	0.00	*	18.18	54.55	*	63.64	27.27	*	9.09	18.18	*	11	11	*
2	*	7.69	15.38	*	61.54	53.85	*	30.77	23.08	*	0.00	7.69	*	13	13
3	0.00	*	*	43.75	*	*	56.25	*	*	0.00	*	*	16	*	*
4	*	20.00	*	*	33.33	*	*	40.00	*	*	6.67	*	*	15	*
5	35.71	*	8.33	42.86	*	50.00	21.43	*	33.33	0.00	*	8.33	14	*	12
All Grades	20.29	16.67	18.97	36.23	53.03	37.93	42.03	25.76	34.48	1.45	4.55	8.62	69	66	58

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	35.71	36.36	37.50	50.00	27.27	37.50	14.29	18.18	12.50	0.00	18.18	16	14	11
1	18.18	27.27	*	18.18	27.27	*	54.55	27.27	*	9.09	18.18	*	11	11	*
2	*	30.77	38.46	*	61.54	30.77	*	7.69	23.08	*	0.00	7.69	*	13	13
3	31.25	*	*	62.50	*	*	6.25	*	*	0.00	*	*	16	*	*
4	*	46.67	*	*	46.67	*	*	0.00	*	*	6.67	*	*	15	*
5	85.71	*	16.67	7.14	*	75.00	7.14	*	8.33	0.00	*	0.00	14	*	12
All Grades	39.13	39.39	27.59	34.78	46.97	50.00	21.74	9.09	15.52	4.35	4.55	6.90	69	66	58

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	21.43	45.45	*	28.57	18.18	*	50.00	36.36	*	0.00	0.00	*	14	11
1	33.33	0.00	*	44.44	72.73	*	5.56	18.18	*	16.67	9.09	*	18	11	*
2	*	0.00	7.69	*	38.46	69.23	*	61.54	15.38	*	0.00	7.69	*	13	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	20.00	*	*	46.67	*	*	33.33	*	*	15	*
5	8.33	*	0.00	0.00	*	25.00	66.67	*	41.67	25.00	*	33.33	12	*	12
All Grades	11.59	4.55	12.07	17.39	37.88	36.21	50.72	46.97	36.21	20.29	10.61	15.52	69	66	58

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	21.43	36.36	75.00	78.57	45.45	12.50	0.00	18.18	16	14	11
1	36.36	27.27	*	54.55	54.55	*	9.09	18.18	*	11	11	*
2	*	23.08	38.46	*	76.92	46.15	*	0.00	15.38	*	13	13
3	18.75	*	*	75.00	*	*	6.25	*	*	16	*	*
4	*	40.00	*	*	53.33	*	*	6.67	*	*	15	*
5	57.14	*	25.00	35.71	*	75.00	7.14	*	0.00	14	*	12
All Grades	33.33	30.30	37.93	59.42	65.15	53.45	7.25	4.55	8.62	69	66	58

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	42.86	18.18	50.00	57.14	63.64	25.00	0.00	18.18	16	14	11
1	18.18	27.27	*	72.73	63.64	*	9.09	9.09	*	11	11	*
2	*	23.08	23.08	*	76.92	61.54	*	0.00	15.38	*	13	13
3	62.50	*	*	37.50	*	*	0.00	*	*	16	*	*
4	*	53.33	*	*	40.00	*	*	6.67	*	*	15	*
5	92.86	*	66.67	7.14	*	25.00	0.00	*	8.33	14	*	12
All Grades	50.72	42.42	29.31	42.03	53.03	60.34	7.25	4.55	10.34	69	66	58

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	21.43	45.45	68.75	78.57	45.45	0.00	0.00	9.09	16	14	11
1	18.18	36.36	*	54.55	54.55	*	27.27	9.09	*	11	11	*
2	*	0.00	23.08	*	92.31	69.23	*	7.69	7.69	*	13	13
3	0.00	*	*	50.00	*	*	50.00	*	*	16	*	*
4	*	0.00	*	*	53.33	*	*	46.67	*	*	15	*
5	28.57	*	0.00	42.86	*	50.00	28.57	*	50.00	14	*	12
All Grades	17.39	10.61	18.97	55.07	71.21	56.90	27.54	18.18	24.14	69	66	58

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	35.71	63.64	37.50	57.14	36.36	12.50	7.14	0.00	16	14	11
1	0.00	9.09	*	90.91	81.82	*	9.09	9.09	*	11	11	*
2	*	15.38	7.69	*	84.62	84.62	*	0.00	7.69	*	13	13
3	12.50	*	*	68.75	*	*	18.75	*	*	16	*	*
4	*	20.00	*	*	46.67	*	*	33.33	*	*	15	*
5	7.14	*	8.33	85.71	*	75.00	7.14	*	16.67	14	*	12
All Grades	18.84	19.70	18.97	71.01	69.70	72.41	10.14	10.61	8.62	69	66	58

Conclusions based on this data:

1. 77.59% of 2nd grade students scored well developed in the oral language domain. To better support our students, activities and targeted lessons will be incorporated in the primary grade levels to improve oral language skills of English Learners, including a focus on integrated and designated ELD.
2. 63.64% of Corey's Kinder students scored well developed in written language. Activities and skills will be incorporated in the classroom to improve the written language skills of English Learners, including a focus on integrated and designated ELD.

3. 7.69% of second grade students scored beginning level in the listening domain. Strategy groups will be designed to improve the listening skills of English Learners.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
341	74.2%	17.9%	0.6%
Total Number of Students enrolled in Arthur F. Corey Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	17.9%
Foster Youth	2	0.6%
Homeless	15	4.4%
Socioeconomically Disadvantaged	253	74.2%
Students with Disabilities	43	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	5.3%
American Indian	0	0.0%
Asian	33	9.7%
Filipino	36	10.6%
Hispanic	201	58.9%
Two or More Races	11	3.2%
Pacific Islander	1	0.3%
White	34	10%

Conclusions based on this data:

- 74.2% of Corey students are socioeconomically disadvantaged (SED). It is important to have parent training, enrichment opportunities and support from after school programs to support our students throughout the day.

2. Less than 1% of Corey students are foster youth. Providing additional support to the students and their families is critical to student success.
3. 58.9% of Corey students are Hispanic, as a result, communication from school should reflect the language needs of the community, Spanish.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  Red		

Conclusions based on this data:

- Corey's suspension rate qualifies in the orange category. The suspension rate will improve steadily with the promotion of Corey SPIRIT, weekly lunch groups to address positive peer interactions, and SEL character strong lessons taught within the classrooms, and the support of our counselor on campus.
- The performance of the English Learners subgroup is red. Academic performance will increase as we improve our instruction of both integrated & designated ELD and reading & writing workshop.

3. The subgroup of students with disabilities in ATSI, progress in chronic absenteeism is required. With the support of our SEOC, promoting positive attendance and informing families of attendance support, this subgroup will improve.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 8.5 points above standard Increased 5.5 points 163 Students	English Learners Yellow 11.3 points below standard Increased 5.3 points 39 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Green 1 points above standard Increased 7.7 points 128 Students

Students with Disabilities  No Performance Color 101.4 points below standard Declined 17.5 points 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 50.2 points above standard Increased 14 points 22 Students	Hispanic  Orange 7.5 points below standard Maintained 1.4 points 104 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 3.4 points below standard Increased 10.2 points 15 Students

Conclusions based on this data:

1. The ELA performance of the subgroup of english learners has increased by 5.3 points. To support all EL students, the professional development that staff will receive will enhance their skills in both designated and integrated ELD instruction. This professional development will allow the teachers to provide the appropriate language support for success in ELA. Data analysis is a key to determine the specific needs of the students. Both data analysis and language support will benefit english learners. Additionally, the proper support such as, but not limited to, a more extensive Corey SPIRIT foundation, small group academic and socio emotional support and enhanced ELD instruction will improve the progress of all students.
2. The performance of Students with Disabilities decreased 17.5.points. Students with Disabilities are supported by Education Specialists and Special Education Instruction Assistants. They are exposed to the same curriculum as general education students. The support for SWD will be enhanced, by coaching and professional development for the staff to address the students' academic needs.
3. White students are 3.4 points below standard in English Language Arts. With targeted intervention, small group instruction, and professional development for teachers, students within this subgroup will show academic improvement.

School and Student Performance Data

Academic Performance Mathematics

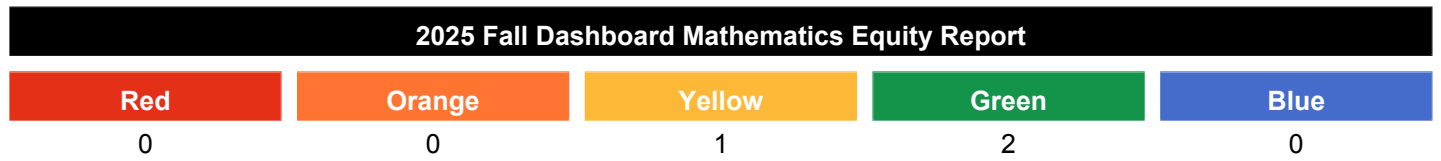
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This section provides number of student groups in each level.



This section provides a view of 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 8.2 points above standard Maintained -2.6 points 163 Students	English Learners  Green 0.8 points above standard Maintained -0.5 points 39 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 1.2 points above standard Maintained 0.9 points 128 Students

Students with Disabilities  No Performance Color 81.6 points below standard Declined 30.4 points 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 48.4 points above standard Declined 13.4 points 22 Students	Hispanic  Yellow 5.9 points below standard Declined 3 points 104 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 6.5 points above standard Increased 6.7 points 15 Students

Conclusions based on this data:

1. The mathematical performance of the the two subgroups, students with disabilities and hispanic are 81.6 points and 5.9 points respectively below standard. For the two subgroups, the professional development in CGI that staff will receive to further enhance their skills and understanding of math with targeted data analysis, will provide the appropriate support to be more successful in the understanding and application of math.
2. The mathematical performance of Socioeconomically Disadvantaged students is 1.2 points above standard. This subgroup includes students from all of the other subgroups. Support offered to other subgroups will positively impact this subgroup as well. Corey will continue to utilize Zearn, i-ready, and CGI math as resources while continuing provide rigorous instruction for all. In addition, more extensive support from our School Engagement Outreach Clerk, Corey SPIRIT, small group academic and socio emotional support from our counselor will improve and or maintain the progress of Socioeconomically Disadvantaged students.
3. Continuing to monitor their academic progress is key to ensure that appropriate math support is provided at real time for the students.

School and Student Performance Data

Academic Performance Science

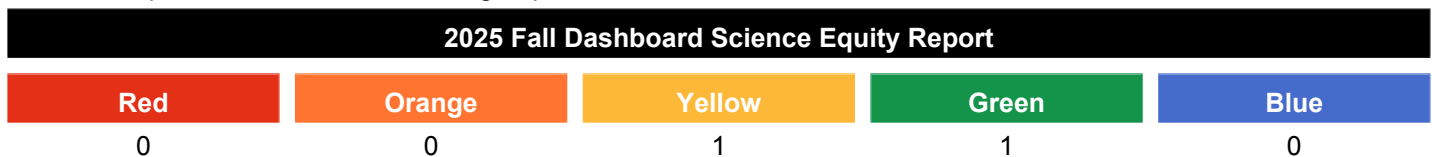
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 52.8 science points Maintained 0.3 points 63 Students	English Learners  No Performance Color 50 science points Increased 3 points 18 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 53.1 science points Increased 2.3 points 51 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 62.5 science points 11 Students	Hispanic  Yellow 50.1 science points Maintained -0.8 points 38 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. The Science data for our socioeconomically disadvantaged subgroup increased by 2.3 points. Corey will continue to provide students with opportunities to engage in class science projects and experiments that enable students to apply the concepts being learned in class.
2. The English learner subgroup increased by 3 points in the Science data. This is due to the integrated ELD strategies that were embedded within lessons and the PLC planning teachers participated in weekly.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
40.9 making progress.	making progress.
Number Students: 44 Students	Number Students: 0 Students

This section provides a view of 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.5%	29.5%	0%	40.9%

Conclusions based on this data:

- 29.5% of EL's decreased one ELPI level. Integrated and designated ELD are critical for EL students to access curriculum and show academic progress.
- Teachers will provide students with the opportunity to practice the domains of the ELPAC test and also set individualized goals for reclassification.
- ELAC meetings will provide parents of EL students the opportunity to understand the purpose, structure, and domains of the ELPAC assessment and how students can be supported at home with the reclassification process.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

17.5% Chronically Absent

Declined 1.1

371 Students

English Learners



Yellow

13.2% Chronically Absent

Declined 4.6

68 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

52.6% Chronically Absent

Increased 19.3

19 Students

Socioeconomically Disadvantaged



Yellow

19.9% Chronically Absent

Declined 3.9

281 Students

Students with Disabilities  Orange 21.2% Chronically Absent Declined 11 52 Students	African American  No Performance Color 40% Chronically Absent Increased 8 25 Students	American Indian  No Performance Color 0 Students
Asian  Orange 17.6% Chronically Absent Increased 10 34 Students	Filipino  Orange 13.2% Chronically Absent Increased 5 38 Students	Hispanic  Yellow 17.4% Chronically Absent Declined 2.8 218 Students
Two or More Races  No Performance Color 25% Chronically Absent Declined 10.3 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 2.9% Chronically Absent Declined 9.6 35 Students

Conclusions based on this data:

1. As an ATSI school, our Student Engagement Community Outreach Clerk will provide targeted support, training, and meet with parents and students to help improve the attendance of Students with Disabilities.
2. 40% of African American students are chronically absent. In order to address the needed support, administration and the School Engagement Community Outreach Clerk will meet with parents to identify the barriers keeping students from attending school.
3. 17.5 % of all students are chronically absent. This was a decline from the previous year.

School and Student Performance Data

Conditions & Climate Suspension Rate

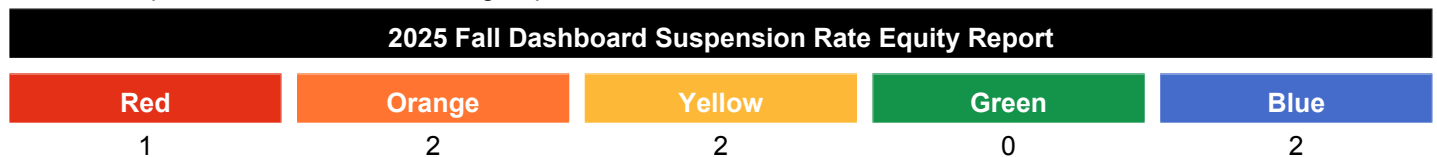
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 1.3% suspended at least one day Increased 0.5% 380 Students	 Yellow 1.4% suspended at least one day Maintained 0.1% 69 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 10% suspended at least one day Increased 10% 20 Students	 Orange 1.7% suspended at least one day Increased 0.7% 289 Students

Students with Disabilities  Red 9.3% suspended at least one day Increased 7.6% 54 Students	African American  No Performance Color 3.7% suspended at least one day Declined 0.3% 27 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 34 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 38 Students	Hispanic  Orange 1.4% suspended at least one day Increased 0.9% 222 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 2.7% suspended at least one day Maintained 0.2% 37 Students

Conclusions based on this data:

-
- 9.3% of students with disabilities have been suspended for at least one day. Teachers will be supported with training and behavior intervention strategies on how to de-escalate student behaviors. Additionally, working with the education specialist will be ongoing to ensure student's needs are addressed.
- 1.7% of Socioeconomically disadvantaged students have been suspended at least one day. The staff as a whole will receive the assistance of the behavior interventionist to support continued positive behavior interventions within the classroom. Additionally, Corey SPIRIT and SEL lessons guided by the counselor will be implemented to address social interactions between students and promote positive relationships on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Develop critical competencies in ELA, math and language proficiency.

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop critical competencies in ELA, math, and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The EL subgroup makes 17.9% of the student population. The English learner student group received a low performance rating on the CA Dashboard (Orange) in both English Language Arts and Math.

As the principal of Corey Elementary in Buena Park, California, I'm thrilled to share the positive strides our students have made in academic achievement. This year, we've witnessed an incredible surge in student performance, especially in math. Our students have soared in their understanding of mathematical concepts and their ability to solve complex problems.

Our dedication to providing a supportive and engaging learning environment has been instrumental in fostering this success. Through innovative initiatives and a strong emphasis on personalized instruction, we've created a culture where every student feels valued and empowered to reach their full potential.

One key factor contributing to our students' growth has been our implementation of LASW and CGI. These strategies have proven effective in supporting student learning.

Additionally, the dedication of our talented teaching staff has been invaluable. Their passion for education and commitment to helping students succeed have created a positive and nurturing atmosphere.

We are proud of the progress our students have made and remain committed to providing them with the tools and resources they need to achieve even greater success in the future.

Areas that need improvement in Math:

Measurement and Data (Grade 5)

Geometry

At Corey Elementary, we've witnessed an improvement in our students' ELA skills. Our unwavering commitment to fostering a love of reading and writing has yielded tangible results. We've seen an increase in students' ability to comprehend complex texts, communicate effectively, and express their ideas creatively.

Our intentional teaching strategies and engaging curriculum have played a crucial role in this progress. By incorporating Amplify and instructional best practices, including analyzing data and understanding our sub groups, we've been able to provide students with the tools and support they need to become proficient readers and writers.

We're proud of the progress our students have made and remain dedicated to providing them with the resources and opportunities they need to continue developing their literacy skills. Through a combination of rigorous instruction, personalized support, and a love of learning, we're confident that our students will achieve even greater success in the future.

Areas that need improvement:

Measurement and Data - 5th grade

Geometry - 1st - 5th

Informational text - 4th

Use of Learning Coach and Instructional Coach to plan and implement instructional strategies

A strategy and action to address ATSI is listed below.

Standardized data from CAASPP indicate a baseline of 50% proficiency rate in ELA and a 52% proficiency rate in Mathematics. Student groups that require supports based on data include : English Learners

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready-D2 Reading Diagnostic Source: i-Ready, BPSD	Baseline: 2024 D3 EOY iReady diagnostic assessment READING data showed: 67% of students are performing on or above grade level 2025 Progress: 2025 D2 iReady diagnostic assessment READING data showed: 55% of students are performing on or above grade level (Did not meet expected outcome) 2026 Progress: 2026 D2 iReady diagnostic assessment READING data showed: 53% of students are performing on or above grade level (Did not meet expected outcome)	2026-2027 D2 iReady diagnostic assessment READING data (Minimum of 3% increase) By March 2027, at least 56% of students will perform at or above grade level.
i-Ready-D2 Math Diagnostic Source: i-Ready, BPSD	Baseline: 2024 D3 EOY iReady diagnostic assessment MATH data showed: 61% of students are performing at or above grade level 2025 progress: 2025 D2 iReady diagnostic assessment MATH data showed: 38% of students are performing at or above grade level (Did not meet expected outcome) 2026 Progress: 2026 D2 iReady diagnostic assessment MATH data showed: 37% of students are performing at or above grade level (Did not meet expected outcome)	2027 D2 iReady diagnostic assessment MATH data (Minimum of 3% increase) By March 2027, at least 40% of students will perform at or above grade level.
Reclassification Rate Source: CERS, BPSD Data slides	Baseline: The re-designation rate for the 2022-2023 school year was .02% The re-designation number of students for the 2024-2025 school 18 The reclassification number of students for the 2025-2026 school year is 10	By May 2027, a minimum of 3% of students at each level, on the ELPAC, will increase a level, including students at Level 4 being reclassified to (RFEP) Reclassified Fluent English Proficient.
CAASPP ELA Source: DTS Section: Student Performance Data - CAASPP (English Language Arts) CAASPP Distance from Standard	Baseline: Spring 2024 CAASPP ELA: 51.76% of students met or exceeded standards in ELA (All students) English Learner student group data:	2025 Spring CAASPP ELA (Minimum of 3% increase) By June 2027, at least 53% of students in grades 3-5 will meet or exceed

Source: CERS, BPSD Data slides (July 2025) *Note: Numbers may differ slightly from Fall reports as we get closer to the December Dashboard release as July numbers reflect 97-99% reporting.	26.6% of students met or exceeded standards in ELA (EL Students) Distance from Standard Data: Grade 3 +34pts Grade 4 -18pts Grade 5 -1 pt Spring 2025 CAASPP ELA: 50% of students met or exceeded standards in ELA (all students) Grade 3 -30 Grade 4 +32 Grade 5 -1	standards performance bands on the CAASPP ELA assessment. Each grade level in CAASPP ELA will increase in Distance from Standard by a minimum of 3 points annually. Grade 3 -27 Grade 4 +35 Grade 5 +2
CAASPP Math Source: DTS Section: Student Performance Data - CAASPP (Math) CAASPP Distance from Standard Source: CERS, BPSD Data slides (July 2025) *Note: Numbers may differ slightly from Fall reports as we get closer to the December Dashboard release as July numbers reflect 97-99% reporting.	Baseline: Spring 2024 CAASPP Math: 56.79% of students met or exceeded standards in math English Learner student group data: 20% of students met or exceeded standards in Math (EL Students) Distance from Standard Data: Grade 3 +59 pts Grade 4 +4 pts Grade 5 -18 pts Spring 2025 CAASPP Math 52% of student met or exceeded standards in math Grade 3 -55 Grade 4 +17 Grade 5 +9	2025 Spring CAASPP Math (Minimum of 3% increase) By June 2027, at least 55% of students in grades 3-5 will meet or exceed standards performance bands on the CAASPP Math assessment. By June 2027, at least XXXX of EL students in grades 3-5 will meet or exceed standards performance bands on the CAASPP Math assessment. Each grade level in CAASPP Math will increase in Distance from Standard by a minimum of 3 points annually. Grade 3 - 52 pts Grade 4 +20pts Grade 5 +12pts

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Corey Teachers utilize best practices to meet state standards by delivering core curriculum & instruction in ELA, math, science, social studies, PE and the arts. Emphasis for 2026-2027 school year will include the following: Cognitively Guided Instruction in Math (CGI), Balanced Literacy (including Reading Workshop & Writing Workshop), culturally responsive pedagogy, Professional Learning Teams, MTSS implementation, Data Analysis and Planning, a focus on classroom talk in relation to IELD & DELD in the domains of listening & speaking, and on-going professional development and training. Instructional coach & learning coach	All students	6,700 Title I 4000-4999: Books And Supplies Supplemental instructional materials & supplies 6,000 Title I 1000-1999: Certificated Personnel Salaries 6,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	to support teacher planning and student learning. Assistance with student focused small groups and assessment. Title 1 Expenditure to meet this goal: -Extra hours for teachers to collaborate, analyze data plan -Culturally responsive books -Professional Development for teachers -Support for reading and writing strategies		5800: Professional/Consulting Services And Operating Expenditures
1.2	Staff frequently analyzes student assessment data and examine the structure of the assessments. Staff monitors student progress and provides interventions to enhance student outcomes, address the learning loss within subgroups such as: English Learner, socio-economically disadvantaged, students with disabilities, McKinney Vento, & foster youth Title 1 Expenditure to meet this goal: -Extra hours for teachers to collaborate, analyze data by subgroups -Support for reading and writing strategies -Support for math strategies and lesson planning ATSI - Dimension: Instructional Time and Attention SPSA Strategy/Action: 1.2 Evidence Based Intervention: Leveled Literacy Intervention in small group instruction (Tier 1)	English Learners, socio-economically disadvantaged, students with disabilities, McKinney Vento, & Foster Youth	5,000 Title I 4000-4999: Books And Supplies CARE Supplies for meeting & interventions 3,000 Title I 1000-1999: Certificated Personnel Salaries
1.3	Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement (supplemental instructional materials and supplies) Title 1 Expenditure to meet this goal: -Supplemental instructional materials for reading intervention -Professional development -Support for reading and writing strategies	English Learner, socio-economically disadvantaged, students with disabilities, McKinney Vento, & Foster Youth	2,000 Title I 4000-4999: Books And Supplies Reading Workshop Materials None Specified None Specified
1.18			

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Providing teachers with extra hours, professional development, and targeted support in ELA, Math, and language proficiency will foster a deeper understanding of effective instructional strategies, enhancing their ability to teach in the content areas. These opportunities also promote collaboration and planning, allowing teachers to refine their skills and adapt their teaching practice to meet diverse student needs.

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

There is a need to increase resources to the allocation of resources of support services to students. While the budget may allocate funds for professional development sessions and additional hours for teachers, the actual implementation may require more resources due to the need for specialized training or higher than expected costs for materials and facilitators. Additionally, the budget may not fully account for logistical components such as substitute teacher coverage, leading to discrepancies between the planned and actual expenditures.

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.

As a result of this analysis, changes will be made to ensure the goal is more effectively achieved. First, the allocation of funds for professional development and additional teaching hours will be adjusted to account for the higher-than-expected costs and logistical needs identified, including more precise budgeting for substitute teachers. Additionally, strategies around reading and writing support will be expanded to include more targeted, individualized professional development sessions, especially in areas where teachers need the most support, as identified through feedback. These adjustments will be reflected in the updated School Plan for Student Achievement (SPSA) under the sections outlining the budget for professional development, annual outcomes related to teacher competency growth, and the specific metrics for monitoring teacher progress in ELA and math instruction. The revised strategies will emphasize the importance of continuous, adaptive training and provide clear, measurable outcomes for both teacher development and student achievement in these areas.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Highly qualified staff

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the LCAP survey, 94% of staff agree that the professional learning opportunities to implement the State standards in ELA/ELD that are provided are useful in their practice.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School facilities are maintained Source: LCAP Staff Survey	Baseline: 23-24 LCAP Staff Survey 91.3% of staff feel that school facilities and school grounds are kept neat and clean. 91.3% of staff feel school facilities and school grounds are maintained in good repair. 24-25 LCAP Staff Survey - 100% staff feel that school facilities and school grounds are kept neat and clean. 80% of staff feel school facilities and school grounds are maintained in good repair. Actual 25-26 LCAP Staff Survey - 79% staff feel that the school and classrooms are kept neat and clean. 95% staff feel the school and classrooms are maintained in good repair.	26-27 LCAP staff survey (Minimum of 3% increase): 82% staff will feel that school facilities and school grounds are kept neat and clean. 98% staff will feel school facilities and school grounds are maintained in good repair
Counseling service availability Source: LCAP Staff Survey	Baseline: 23-24 LCAP Staff Survey 100% of staff feel students can get counseling services when they need it. 24-25 LCAP Staff Survey - 100% of staff feel that students can get counseling services when they need it. 25-26 LCAP Staff Survey - 100% of staff feel that students can get counseling services when they need it.	26-27 LCAP staff survey: 100% of staff will continue to feel that students can get counseling services when they need it.
Curriculum and Instruction Source: Professional Development Calendar/School calendar	Teachers participate in PLC's every other week, engage in professional development and identify students within the CARE roadmap	Responsive to staff needs for training based on the BOY PLC staff survey.
Feelings of safety at school Source: SEL Survey	Baseline: 92.6% of students feel safe at school. 2024-2025: 86.2% of students feel safe at school. 2025-2026: 87% of students feel safe at school	In the 26-27, there will be a 3% increase in students feeling safe at school, totaling to 90% in agreement.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Intervention supports to ensure students have the opportunity to stay engaged in positive activities during school (supplemental instructional materials and supplies and professional development) Title 1 Expenditure to meet this goal: -Extra Hours for PBIS team -Additional hours for SEOC to support with student support meetings such as but not limited to CARE meetings and parent/teacher conferences -Supplemental instructional materials and supplies	All Students	3,314 Title I 4000-4999: Books And Supplies
2.2	Attend PLC's to ensure that agendas are being followed.	All students	None Specified 4000-4999: Books And Supplies Materials
2.3	Enhance educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS) to include greater access to intervention supports in the areas of academic , SEL, and attendance. Title 1 Expenditure to meet this goal: -CARE pathway -Professional Learning Community -Extra hours for counselor to support the mental health of students -Books and Supplies -Outside and in-house assemblies	All Students	6,506 Title I 4000-4999: Books And Supplies Materials None Specified 5800: Professional/Consulting Services And Operating Expenditures Outside and in-house assemblies
2.4	Enhance to promotion of counseling services available to students by having the counselor attend parent engagement meetings to speak about the services provided. Title 1 Expenditures to meet this goal: -Classified staff members providing supervision	All students	6,500 Title I 2000-2999: Classified Personnel Salaries Classified staff members providing supervision
2.5	Collaborate with SRO on attending school related events, including but not limited to: Halloween parade, Red Ribbon Week, Career Day, and daily school activities.	All students	None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies have been implemented, supporting the delivery of standards-based instruction by highly qualified staff. Educators have contributed to district efforts to enhance cognitive engagement, particularly for students with special needs, resulting in increased participation and measurable academic progress. In addition, the commitment to maintaining clean and orderly school facilities has reinforced a positive and conducive learning environment.

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

Differences between planned implementation and budgeted expenditures may stem from unanticipated costs associated with recruiting and retaining qualified staff, along with expanded needs for professional development to support district initiatives that increase cognitive engagement. While the budget likely accounted for staffing and facility upkeep, actual implementation may require additional investments in targeted training, or specialized support to meet the diverse needs of all students, particularly those with unique learning needs. Moreover, facility maintenance and improvements may exceed initial projections due to unforeseen repairs or necessary upgrades to sustain a clean and effective learning environment. Any variances are addressed through budget adjustments, including reallocating funds across staffing, professional development, and facilities to ensure priorities are met.

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.

The annual outcomes will incorporate more precise metrics to evaluate student progress, with an emphasis on monitoring the achievement of students with special needs. Additional resources will be directed toward targeted professional development to strengthen staff capacity in these areas. The SPSA will be updated accordingly, with revisions in the sections addressing professional development, student engagement strategies, and facilities maintenance to ensure alignment with these refined priorities and the resources required to support them.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Pathways

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 25-26 LCAP survey, 84% of staff agree that they are provided adequate information on VAPA Passion Program to help understand what their child is learning in school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST Science Source: CA Dashboard	Baseline: 23-24 CAST Science Data (5th grade only): 33% of students met or exceeded standard 24-25 CAST Science Data (5th grade only): 24% of students met or exceeded standard	26-27 CAST Science Data (5th grade only) Minimum of 3% increase: of students will meet or exceed standard
School to home communication Source: LCAP Parent Survey	Baseline: 23-24 LCAP Parent Survey: 97% of parents agree that adults at school inform them if their child is at, above, or below grade level in academics. 24-25 LCAP Parent Survey: 90% of parents agree that adults at school inform them if their child is at, above, or below grade level in academics. 25-26 LCAP Parent Survey:	26-27 LCAP Parent Survey, 100% of parents will strongly agree that adults at school inform them if their child is at, above, or below grade level in academics.

	100% of parents agree that adults at school inform them if their child is at, above, or below grade level in academics.	
Questions related to parent engagement Source: LCAP Parent Survey- Passion Programs	Baseline: 67.7% Parents feel that they are well informed about Passion Program offered at school. 24-25 LCAP Survey: 85.8% Parents feel that they are well informed about Passion Program offered at school. 25-26 LCAP Survey: 80% parents feel they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc.)	In the 2026-2027 survey, 83% of parents will agree that they are well informed about our school's passion program.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide parent education in math CGI, reading workshop, Science CAST assessment, and social emotional learning. Title 1 Expenditure to meet this goal: -Additional hours for parent education night(s)	All Students	5,900 Title I 4000-4999: Books And Supplies Materials
3.2	Expand our music program to allow more after school opportunities for younger students to experience a form of visual and performing arts. To meet this goal - -Create a VAPA site steering committee to include staff and parents -Survey parents, teachers, and students on their VAPA interest offerings -Offer exploratory sessions or mini sessions to students to provide opportunities to have access to the arts without long term commitment. -Showcase student art work regularly for the community		Other None Specified ELOP 1000-1999: Certificated Personnel Salaries Certificated substitutes
3.3	Expand more project based learning opportunities in Science in preparation for the CAST Science 5th grade test.		4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers have applied differentiated instruction to engage students, resulting in academic outcomes across core subjects. At the same time, expanded pathway programs have given students valuable insight into potential careers, helping them build readiness for their future. To continue this progress, more focused support and additional resources will be essential to further enhance these programs and drive even higher levels of student success.

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

While the budget allocated sufficient funds for core instructional materials and pathway program development, costs for professional development, program expansion, and the necessary support systems exceeded initial estimates.

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.

The goal will be sharpened to set clearer, more defined targets for growing career pathway opportunities, with an emphasis on tracking student involvement in career-based learning. Annual outcomes will be revised to include concrete indicators of success, such as participation and completion data. At the same time, strategies will shift to prioritize increased investment in teacher professional development, supporting the integration of practical, career-connected skills within core subject areas.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Emotional engagement and connectedness

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2024 California School Dashboard, the following state indicators in the Orange category for all students were in the areas of Chronic Absenteeism, English learner progress, and English language arts. There were no red categories for All Student performance. Due to these low performance areas, our school was identified as ATSI.

Chronic Absenteeism

Overall (All Students) Level-Orange

Student Groups in Red-English learners, Students with Disabilities

Student Groups in Orange-Socioeconomically disadvantaged, Students with disabilities, filipino, Hispanic

*Student groups from last year included = Students with disabilities and English Language Learners

Local data indicates that there has been an increase in disregulation of student emotions, resulting in eloping, physical aggression, and defiance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Baseline: In 23-24 school year 23.5% of all students are chronically absent. The subgroups are as follows: White 14% Students with Disabilities 32.2% Socioeconomically disadvantaged 27.9% Hispanic 26% EL 25.3 % 2024-2025 = According to the 2024 CA Dashboard, 18.7% is the chronic absenteeism rate at Corey School. White 12.5% Students with Disabilities 32.1% Socioeconomically disadvantaged 23.9% Hispanic 20.3% EL 17.8% 2025-2026 = 17.5% is the chronic absenteeism rate at Corey Elementary No student groups are in Red The following groups are in orange: Asian 17.6% Filipino 13.2% Students with Disabilities 21.2%	In the 26-27 school year, chronic absenteeism will decrease by 3% within the subgroups: Asians 14.6% Filipino 10.2% Students with Disabilities - 18.2%
SEL Source: LCAP Student Survey	Baseline: 88.9 % of students agree that they are happy to be at school 24-25 LCAP student survey 80.6% of students agree they are happy to be at school. 25-26 LCAP student survey 95% of students agree they are happy to be at school.	In the 26-27 school year, 98% of students agree that will feel happy to be at school.
SEL LCAP Student Survey	Baseline: 11.8% of students disagree that they do not know where to go for help when they struggle with behavior issues. 24-25 LCAP student survey 3.8% disagree they do not know where to go for help when they struggle with behavior issues. 25-26 LCAP student survey 9% disagree they know where to go to for help when they are struggling at school.	In the 26-27 school year, 6% of students will disagree that they do not know where to go for help when they are struggling at school.

Parent Engagement Source: LCAP Parent Survey	Baseline: 94.3 % of Parents agree that they feel welcomed at their child's school. Based on the 24-25 LCAP survey 100.1% of parents feel welcomed at their child's school. 25-26 LCAP parent survey = 100% of parents feel welcomed at their child's school.	In the 26-27 school year 100% of parents will agree that they feel welcomed at their child's school.
Parent Engagement Source: LCAP Parent Survey	Baseline: 78.8% of Parents agree that they have a say in decision-making at school. Based on the 24-25 LCAP survey 100% of parents agree they have a say in decision making at school. 25-26 LCAP parent survey 89% of parents agree they have a say in decision making at school.	In the 26-27 school year 92% of Parents agree that they will have a say in decision-making at school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	In collaboration with our school counselor, promote the existing friendship groups, lunch bunch, and student check in systems to support all students. Continue to promote the monthly SEL schedules to highlight the SEL activities happening on campus.	All students	
4.2	ATSI - Dimension: Positive and Inviting School Climate SPSA Strategy/Action: 3.1 Evidence Based Intervention: School Engagement Outreach Clerk connects with families on the importance of positive attendance through regular messaging, provide community resources, and serve as the liaison for parents. (Tier1) Actions to include ~ -Celebrate improved student attendance -Inform families about school events -Communicate early with families regarding attendance concerns -Connect families with needed resources	All students	
4.3	Create more opportunities for parents to become involved in their child's school, such as a VAPA committee and SEL parent group	All parents	860 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
4.4	Training facilitated by our counselor for staff on identifying students who may feel disconnected.	All staff	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Finding the root causes for disengagement as it relates to feeling happy at school and providing them with strategies to build a sense of belonging.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Efforts such as social-emotional learning initiatives, PBIS-aligned practices that promote a positive school culture and staff training in cultural responsiveness have strengthened relationships and built a more supportive, inclusive school community.

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

Strategies will be refined to improve access to programs by expanding outreach to families, strengthening their presence in school wide communications and events and offer more flexible scheduling options to encourage wider student participation.

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.

The goal has been amended to include tracking the participation and effectiveness of these programs to measure improvements in student engagement, well-being, and social-emotional development.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$51,780
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$51,780.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$50,920.00
Title I Part A: Parent Involvement	\$860.00

Subtotal of additional federal funds included for this school: \$51,780.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$51,780.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	50,920	0.00
Title I Part A: Parent Involvement	860	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	50,920.00
Title I Part A: Parent Involvement	860.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	30,280.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I	6,500.00
4000-4999: Books And Supplies	Title I	29,420.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	860.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,700.00
Goal 2	16,320.00

Goal 3
Goal 4

5,900.00
860.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on April 21, 2026.

Attested:



Principal, Jeselle Mata on 4/21/26



SSC Chairperson, Cheyenne Porter on 4/21/26