

Arthur F. Corey Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

Principal's Message

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

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

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

Mission Statement

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

School Profile

Arthur F. Corey Elementary School is located in the southwestern region of Buena Park and serves students in grades transitional kindergarten through fifth following a traditional calendar. At the beginning of the 2021-22 school year, 401 students were enrolled, including 10% in special education, 20% qualifying for English Language Learner support, and 63% economically disadvantaged.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	80
Grade 2	69
Grade 3	74
Grade 4	60
Grade 5	83
Total Enrollment	448

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	14.3
Black or African American	4.5
Filipino	10.7
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.6
White	12.7
English Learners	19.2
Foster Youth	0.2
Homeless	3.6
Socioeconomically Disadvantaged	56.5
Students with Disabilities	11.2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On Monday, September 13, 2021, 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 #21-15: Pupil Textbook and Instructional Material Compliance 2021-2022 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September, 2021.

Year and month in which the data were collected

9/13/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, English Language Development Program Adopted 2012 Houghton Mifflin, Houghton Mifflin English Adopted 2006 Houghton Mifflin, California Reading Adopted 2003	Yes	0%
Mathematics	Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002	Yes	0%
Science	TWIG Science Adopted 2021	Yes	0%
History-Social Science	Studies Weekly Adopted 2019	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

- 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 electro static sprayers, special custodial cleaning crews are also utilized to immediately sanitize any areas on campus that had student or staff test positive for Covid-19. Additionally all staff receive (Healthy School Act Required Annual Training) this training then gives each person the legal ability to personally use the TRU-SHOT disinfectant hand held sprayers in their own work areas for added protection.

Facilities Inspection

The district's maintenance department inspects Arthur F. Corey Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Arthur F. Corey Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 15, 2021. Deficiencies are noted in the school inspection survey, and corrected in a timely manner by the District's maintenance department. During the fiscal year 2020-2021 all restrooms are fully functional and available for student use. The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities 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 in a timely manner. A work order process is used by school and district staff 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 the cafeteria roof , install new kinder fencing, demo trees for solar project, install electronic gate, paint parking lot curbs, repair and relocate benches, paint parking lot- freeway wall, install fence screening, replace the a/c in room #15, replace exterior drinking fountains with bottle fill stations, assemble and install kinder picnic tables.
- Annual Preventive Maintenance includes; staff ID badges, replace air conditioning filters with merv 13 rated filters, test fire alarm system, service fire extinguishers, service backflow devices, trim trees, deep clean campus, replace basketball nets.

Year and month of the most recent FIT report

12/15/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			stained ceiling tile.
Cleanliness:	X			

School Facility Conditions and Planned Improvements				
Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	NT	NT	NT	NT
Female	100	NT	NT	NT	NT
Male	116	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	25	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	23	NT	NT	NT	NT
Hispanic or Latino	122	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	38	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	NT	NT	NT	NT
Female	100	NT	NT	NT	NT
Male	116	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	25	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	23	NT	NT	NT	NT
Hispanic or Latino	122	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	38	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	199	194	97	3	52
Female	93	90	97	3	54
Male	106	104	98	2	50
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--

Asian	21	20	95	5	75
Black or African American	--	--	--	--	--
Filipino	25	24	96	4	79
Hispanic or Latino	116	113	97	3	42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100	0	54
English Learners	36	33	92	8	27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	124	120	97	3	41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	25	96	4	12

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	199	198	99	1	47
Female	93	93	100	0	48
Male	106	105	99	1	46
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100	0	71
Black or African American	--	--	--	--	--
Filipino	25	25	100	0	64
Hispanic or Latino	116	116	100	0	39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100	0	50
English Learners	36	36	100	0	14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	124	124	100	0	37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100	0	27

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	NT	NT	NT	NT
Female	37	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	52	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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

Parents stay informed of upcoming events and school activities through parent conferences, the school marquee, school newsletters, the school website, Parent Square (Web-Based communication or App delivering text messages, emails, and automated calls), monthly parent meetings, and the parent survey. In response to BPSD COVID-19 guidelines parent involvement opportunities have been modified to virtual meetings and events. Traditional (non-modified) parent involvement opportunities include the following:

Opportunities to Volunteer Virtually (or when circumstances allow):

- Chaperone Field Trips
- SPIRIT Raffle
- SPIRIT Activities
- PTA Activities
- Wellness Club

Committees:

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

School Activities:

- Back to School Night
- Open House

2021-22 Opportunities for Parental Involvement

Family Nights
Career Day
Parent Workshops (site/district)
Restaurant Fundraisers

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	483	464	33	7.1
Female	234	226	13	5.8
Male	249	238	20	8.4
American Indian or Alaska Native	1	1	0	0.0
Asian	69	66	1	1.5
Black or African American	27	25	4	16.0
Filipino	48	48	2	4.2
Hispanic or Latino	265	258	23	8.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	7	0	0.0
White	60	57	3	5.3
English Learners	96	90	7	7.8
Foster Youth	4	1	0	0.0
Homeless	22	21	8	38.1
Socioeconomically Disadvantaged	272	265	26	9.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	55	7	12.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.09	0.00	3.47	0.20
Expulsions	0.00	0.00	0.15	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.01	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Arthur F. Corey Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October, 2020. A 2021-2022 version of the School Safety Plan will be completed and reviewed with staff in 2022.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	1	3	
1	25		3	
2	18	3		
3	25		3	
4	24	1	2	
5	33		1	1
6	26		3	
Other	11	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26		4	
1	20	1	2	
2	24		3	
3	29		2	
4	32		1	
5	29		2	
6	33		1	
Other	17	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	19	3	1	
2	21	1	2	
3	24		3	
4	19	3		
5	27		3	
6				
Other	9	2		

2020-21 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	640

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	13135	4119	9016	104763
District	N/A	N/A	9073	\$94,310
Percent Difference - School Site and District	N/A	N/A	-0.6	10.5
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	6.6	23.9

2020-21 Types of Services Funded

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

Base level programs & services:

- Daily English Language Development for all English Learners
- Wellness teacher to coordinate physical fitness and wellness activities
- PE Instructional Aides to assist with daily fitness activities
- Virtual Online K-8 Academy for Accelerated Learning
- Universal access to digital devices and connectivity for all grade levels
- Grade level intervention and enrichment sessions 4 days/week
- Full day Kindergarten program
- Transitional Kindergarten program
- Special Education Services - Speech, RSP, SDC on site
- Site Intervention team - reviews status of interventions and recommends revisions, services, exit etc.
- Instruction using social emotional curriculum - Second Steps
- 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 supports and behavior interventions

Supplemental supports and services:

- Additional Classified positions to support student academic and behavioral needs
- CAST process for supporting students with academic, behavior, and social emotional needs
- Care Solace which provides mental health referrals for families and staff
- Math & reading intervention using i-Ready online instruction
- Enrichment activities to enhance the curriculum and build student 's experience base - i.e. field trips, assemblies, arts instruction, etc.
- GATE program that includes differentiated instruction and enrichment opportunities
- Intervention teachers to provide small group intervention and differentiated support for students
- ESY and Summer Academy to provide ongoing instructional support for at-risk and Spe. Ed. students
- Tutoring support for EL students that provided intense focus on reading comprehension
- BPSD year-round Speech and Debate Program
- Site Passion Program activities
- PlayWorks research-based strategies to promote inclusivity and physical fitness activities
- Panorama Playbook activities to support SEL activities for students
- ASES after school program in collaboration with CSUF
- 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,134	\$51,450
Mid-Range Teacher Salary	\$88,075	\$80,263
Highest Teacher Salary	\$109,852	\$101,012
Average Principal Salary (Elementary)	\$134,089	\$128,082
Average Principal Salary (Middle)	\$137,375	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$219,797	\$197,968
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	6%	6%

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 along with specific areas of need. Using site surveys, combined with data analysis from state assessments and District benchmark tests, a district-wide focus for increasing academic proficiency levels for all students is planned.

On-site Professional Development: Every week, teachers are provided professional development opportunities in the areas of instructional strategies, assessments, and curriculum planning. During the year, time is devoted to data analysis and planning for differentiated instruction and intervention. Site professional development is mirrored with the district plan for instruction and assessment and 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 the implementation of 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 literacy consultants, Corey's Cotsen mentor teacher, and the District Literacy, English Learner, and Tech TOSA.

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

- Common Core State Standards
- Writing Workshop Strategies
- Balanced Literacy
- Assessment and data analysis
- Reading and Writing Workshop
- District Zearn Math, MathSpace and CGI training
- Academic discourse and student engagement
- Next Generation Science Standards (NGSS) instructional shifts, curriculum and resources
- STEM practices and planning
- History Social Science standards, resources, and instructional best practices
- Designated English Language Development (D-ELD) instructional practices and assessment
- Innovative integrated technology
- Positive Behavior Intervention Support (PBIS)
- Panorama
- SEL Training
- Playworks Training
- Assessment literacy
- Professional Learning Community (PLC)
- MTSS academic behavior, and social-emotional development training

The site offers support to 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	23	30