



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------------|-----------------------------------|--|---------------------------|
| Arthur F. Corey Elementary School | 30664566027486 | November18, 2021 | December 13, 2021 |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Corey will provide the Buena Park School District Board Adopted curriculum for all students, including Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, McKinney Vento and English Learners. Appropriate supports, accelerations and interventions will be implemented when needed.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A comprehensive needs assessment occurred through input from all school advisory councils.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators observe instructional practices to monitor instruction, implementation of Common Core State Standards, and collect student performance data.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff use results from Local assessments in ELA & math, STAR assessments, i-Ready Diagnostic ELA & Math, ELPAC, curriculum embedded assessments, and other local measures to improve instruction. In addition, site school staff is being trained on developing professional learning team practices that are data driven to include the creation of common formative assessments to improve instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff meets on a regular basis to plan lessons, review data, strategically plan tiered interventions, and modify instruction. Additionally teachers monitor progress and analyze assessments in collaborative professional learning teams.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at school site are highly qualified for No Child Left Behind and have English Learner certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at this school are credentialed and highly qualified according to NCLB. In addition all teachers were trained on SBE adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the Common Core State Standards and is based on student performance.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional development has been provided in the areas of technology integration, Reading Work Shop, Writing Workshop, Cognitively Guided Instruction in Math, and Professional Learning Team development. Professional Development has been delivered by district office certificated personnel and contracted services from experts in the field of training.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in Professional Learning Teams for one hour every Thursday and for up to three hours one session each trimester. Additionally, Corey teachers focus on data driven articulation and planning during PLCs. Outcomes are required to be student centered.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instructional materials have been aligned to the Common Core State Standards. Adjustments are made as deemed necessary by Common Formative Assessments with in grade levels.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The BPSD district blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and opportunities to address student academic needs via the Multi-Tiered Systems of Supports.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Through the Multi-Tiered Systems of Supports, students receive sufficient intervention opportunities that allow for schedule flexibility to meet student specific needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials are available and appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school uses SBE-adopted and standards-aligned materials. Instructional materials include state-adopted intervention materials for elementary.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school provides intensive and targeted ELA interventions.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based and aligned to the Buena Park School District LCAP.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school uses all community resources available to assist under-achieving students. In addition the school seeks out resources available from family and district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The school has parent advisory councils such as the School Site Council and English Learners Advisory Council, that are involved in the planning, implementation and monitoring of the SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All categorical programs are used to supplement the regular education program and meet the need of under-performing students.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

Stakeholder Involvement

How, when, and with whom did the 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 was provided. The following needs were expressed:

Math Supplemental Materials

Parent Workshops/Trainings in CCSS Math

Parent Workshops/Training in ELPAC

Parent Workshops/Trainings in Reclassification Criteria

Continued technology resources

Substitute Teachers for Teacher release time (for data collection and analysis)

Instructional Materials and Supplies (For CGI-Math)

Professional Development Math for Teachers

Cotsen Sustainability in Reading Workshop & CGI Math

School Site Council approved this plan on 11/18/2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to support English Learners, teachers need more training and coaching for ELD data analysis and to effectively implement designated ELD.

To address the needs of diverse learning groups to include students with disabilities, students of color, and Socio-Economically Disadvantaged student groups professional development opportunities to engage in conversations, planning, and practicing culturally relevant teaching needs to be prioritized.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 0.57% | 0.37% | 0.2% | 3 | 2 | 1 |
| African American | 4.93% | 4.31% | 4.5% | 26 | 23 | 20 |
| Asian | 17.08% | 14.79% | 14.3% | 90 | 79 | 64 |
| Filipino | 9.68% | 11.24% | 10.7% | 51 | 60 | 48 |
| Hispanic/Latino | 50.09% | 52.62% | 55.6% | 264 | 281 | 249 |
| Pacific Islander | 0.57% | 0.75% | 0.5% | 3 | 4 | 2 |
| White | 14.8% | 13.86% | 12.7% | 78 | 74 | 57 |
| Multiple/No Response | % | 0.37% | 1.6% | | 9 | 7 |
| Total Enrollment | | | | 527 | 534 | 448 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | 89 | 106 | 82 |
| Grade 1 | 79 | 67 | 80 |
| Grade 2 | 59 | 75 | 69 |
| Grade3 | 77 | 60 | 74 |
| Grade 4 | 77 | 84 | 60 |
| Grade 5 | 67 | 75 | 83 |
| Grade 6 | 79 | 67 | |
| Total Enrollment | 527 | 534 | 448 |

Conclusions based on this data:

1. More than half of our students are Hispanic/Latino.
2. There is a decrease in some of the ethnicities, except for Asian & Pacific Islander
3. Even though total enrollment has decreased, grades 2, 5 & 6 have increased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 111 | 100 | 86 | 21.1% | 18.7% | 19.2% |
| Fluent English Proficient (FEP) | 61 | 63 | 45 | 11.6% | 11.8% | 10.0% |
| Reclassified Fluent English Proficient (RFEP) | 9 | 23 | 12 | 7.9% | 20.7% | 12.0% |

Conclusions based on this data:

1. The number of ELs has decreased from 15-16 to 17-18., yet they still represents one-fifth of the student population.
2. There's a decrease in the number of reclassified students from 16-17 to 17-18 The decrease is due to the bump of Reclassification in 16-17.
3. The number of students identified as FEP has increased by 3.8%. More students with primary languages other than English came to school proficient in English

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 72 | 74 | 81 | 71 | 73 | 80 | 71 | 73 | 80 | 98.6 | 98.6 | 98.8 |
| Grade 4 | 86 | 65 | 75 | 85 | 64 | 75 | 85 | 64 | 75 | 98.8 | 98.5 | 100 |
| Grade 5 | 99 | 78 | 66 | 99 | 78 | 65 | 99 | 78 | 65 | 100 | 100 | 98.5 |
| Grade 6 | 67 | 90 | 78 | 66 | 90 | 78 | 66 | 90 | 78 | 98.5 | 100 | 100 |
| All Grades | 324 | 307 | 300 | 321 | 305 | 298 | 321 | 305 | 298 | 99.1 | 99.3 | 99.3 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2445. | 2460. | 2427. | 33.80 | 42.47 | 25.00 | 29.58 | 30.14 | 25.00 | 16.90 | 12.33 | 27.50 | 19.72 | 15.07 | 22.50 |
| Grade 4 | 2493. | 2439. | 2467. | 34.12 | 17.19 | 26.67 | 23.53 | 25.00 | 24.00 | 24.71 | 17.19 | 20.00 | 17.65 | 40.63 | 29.33 |
| Grade 5 | 2477. | 2532. | 2483. | 13.13 | 28.21 | 12.31 | 27.27 | 38.46 | 27.69 | 19.19 | 15.38 | 30.77 | 40.40 | 17.95 | 29.23 |
| Grade 6 | 2520. | 2503. | 2536. | 6.06 | 8.89 | 19.23 | 40.91 | 30.00 | 37.18 | 25.76 | 27.78 | 21.79 | 27.27 | 33.33 | 21.79 |
| All Grades | N/A | N/A | N/A | 21.81 | 23.61 | 21.14 | 29.60 | 31.15 | 28.52 | 21.50 | 18.69 | 24.83 | 27.10 | 26.56 | 25.50 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 29.58 | 39.73 | 26.25 | 46.48 | 45.21 | 50.00 | 23.94 | 15.07 | 23.75 |
| Grade 4 | 32.94 | 17.19 | 25.33 | 45.88 | 45.31 | 52.00 | 21.18 | 37.50 | 22.67 |
| Grade 5 | 15.15 | 37.18 | 18.46 | 49.49 | 47.44 | 52.31 | 35.35 | 15.38 | 29.23 |
| Grade 6 | 21.54 | 12.22 | 21.79 | 49.23 | 47.78 | 55.13 | 29.23 | 40.00 | 23.08 |
| All Grades | 24.38 | 26.23 | 23.15 | 47.81 | 46.56 | 52.35 | 27.81 | 27.21 | 24.50 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 35.21 | 36.99 | 16.46 | 47.89 | 47.95 | 62.03 | 16.90 | 15.07 | 21.52 |
| Grade 4 | 35.29 | 18.75 | 22.67 | 51.76 | 42.19 | 45.33 | 12.94 | 39.06 | 32.00 |
| Grade 5 | 24.24 | 34.62 | 13.85 | 42.42 | 48.72 | 53.85 | 33.33 | 16.67 | 32.31 |
| Grade 6 | 19.70 | 14.44 | 23.08 | 53.03 | 45.56 | 53.85 | 27.27 | 40.00 | 23.08 |
| All Grades | 28.66 | 25.90 | 19.19 | 48.29 | 46.23 | 53.87 | 23.05 | 27.87 | 26.94 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 16.90 | 26.03 | 18.75 | 73.24 | 64.38 | 62.50 | 9.86 | 9.59 | 18.75 |
| Grade 4 | 17.65 | 7.81 | 14.67 | 69.41 | 70.31 | 70.67 | 12.94 | 21.88 | 14.67 |
| Grade 5 | 16.16 | 26.92 | 15.38 | 51.52 | 64.10 | 60.00 | 32.32 | 8.97 | 24.62 |
| Grade 6 | 9.09 | 8.89 | 21.79 | 69.70 | 65.56 | 64.10 | 21.21 | 25.56 | 14.10 |
| All Grades | 15.26 | 17.38 | 17.79 | 64.80 | 65.90 | 64.43 | 19.94 | 16.72 | 17.79 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 40.85 | 36.99 | 25.00 | 42.25 | 49.32 | 52.50 | 16.90 | 13.70 | 22.50 |
| Grade 4 | 36.47 | 21.88 | 28.00 | 44.71 | 42.19 | 45.33 | 18.82 | 35.94 | 26.67 |
| Grade 5 | 16.16 | 38.46 | 18.46 | 50.51 | 41.03 | 44.62 | 33.33 | 20.51 | 36.92 |
| Grade 6 | 29.23 | 27.78 | 29.49 | 47.69 | 50.00 | 50.00 | 23.08 | 22.22 | 20.51 |
| All Grades | 29.69 | 31.48 | 25.50 | 46.56 | 45.90 | 48.32 | 23.75 | 22.62 | 26.17 |

Conclusions based on this data:

1. 55% 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-6th grade teachers. This percentage will increase as we continue to raise the expectations and continue with rigorous instruction for all, including Reading Workshop from K-4.
2. 27% of Corey students were below standard in reading. Third and fourth grade students are receiving interventions in their own classrooms in the form of small group instruction. Fifth and sixth grade students are in an intervention group outside of the regular ELA period and focus on essential reading skills through the use of engaging novel units.
3. 28% of Corey students are below standard in Writing. The mini lessons/teaching points in writing workshop are tailored to the skills deficits for the students. Additionally, the mini-lesson must be highly engaging to encourage students to build writing stamina and fluency as students write on authentic and meaningful topics.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 71 | 74 | 81 | 70 | 73 | 80 | 70 | 73 | 80 | 98.6 | 98.6 | 98.8 |
| Grade 4 | 86 | 64 | 75 | 85 | 63 | 75 | 85 | 63 | 75 | 98.8 | 98.4 | 100 |
| Grade 5 | 99 | 78 | 66 | 98 | 78 | 66 | 98 | 78 | 66 | 99 | 100 | 100 |
| Grade 6 | 67 | 90 | 78 | 65 | 90 | 78 | 65 | 90 | 78 | 97 | 100 | 100 |
| All Grades | 323 | 306 | 300 | 318 | 304 | 299 | 318 | 304 | 299 | 98.5 | 99.3 | 99.7 |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2445. | 2461. | 2432. | 24.29 | 34.25 | 20.00 | 30.00 | 38.36 | 28.75 | 25.71 | 10.96 | 25.00 | 20.00 | 16.44 | 26.25 |
| Grade 4 | 2498. | 2458. | 2461. | 30.59 | 7.94 | 13.33 | 27.06 | 26.98 | 24.00 | 28.24 | 41.27 | 34.67 | 14.12 | 23.81 | 28.00 |
| Grade 5 | 2484. | 2515. | 2499. | 18.37 | 23.08 | 19.70 | 16.33 | 26.92 | 18.18 | 24.49 | 29.49 | 27.27 | 40.82 | 20.51 | 34.85 |
| Grade 6 | 2519. | 2503. | 2538. | 18.46 | 11.11 | 25.64 | 21.54 | 20.00 | 17.95 | 30.77 | 35.56 | 34.62 | 29.23 | 33.33 | 21.79 |
| All Grades | N/A | N/A | N/A | 22.96 | 19.08 | 19.73 | 23.27 | 27.63 | 22.41 | 27.04 | 29.28 | 30.43 | 26.73 | 24.01 | 27.42 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 42.86 | 52.05 | 30.00 | 31.43 | 27.40 | 38.75 | 25.71 | 20.55 | 31.25 |
| Grade 4 | 37.65 | 15.87 | 22.67 | 41.18 | 39.68 | 34.67 | 21.18 | 44.44 | 42.67 |
| Grade 5 | 26.53 | 29.49 | 24.24 | 23.47 | 41.03 | 33.33 | 50.00 | 29.49 | 42.42 |
| Grade 6 | 24.62 | 16.67 | 30.77 | 38.46 | 34.44 | 39.74 | 36.92 | 48.89 | 29.49 |
| All Grades | 32.70 | 28.29 | 27.09 | 33.02 | 35.53 | 36.79 | 34.28 | 36.18 | 36.12 |

| 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 | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 32.86 | 35.62 | 23.75 | 41.43 | 46.58 | 52.50 | 25.71 | 17.81 | 23.75 |
| Grade 4 | 36.47 | 7.94 | 18.67 | 38.82 | 50.79 | 45.33 | 24.71 | 41.27 | 36.00 |
| Grade 5 | 11.22 | 29.49 | 13.64 | 47.96 | 44.87 | 45.45 | 40.82 | 25.64 | 40.91 |
| Grade 6 | 16.92 | 13.33 | 19.23 | 41.54 | 51.11 | 47.44 | 41.54 | 35.56 | 33.33 |
| All Grades | 23.90 | 21.71 | 19.06 | 42.77 | 48.36 | 47.83 | 33.33 | 29.93 | 33.11 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 32.86 | 47.95 | 28.75 | 48.57 | 36.99 | 52.50 | 18.57 | 15.07 | 18.75 |
| Grade 4 | 40.00 | 14.29 | 21.33 | 42.35 | 58.73 | 45.33 | 17.65 | 26.98 | 33.33 |
| Grade 5 | 14.29 | 23.08 | 16.67 | 47.96 | 52.56 | 43.94 | 37.76 | 24.36 | 39.39 |
| Grade 6 | 18.46 | 8.89 | 16.67 | 52.31 | 47.78 | 57.69 | 29.23 | 43.33 | 25.64 |
| All Grades | 26.10 | 23.03 | 21.07 | 47.48 | 48.68 | 50.17 | 26.42 | 28.29 | 28.76 |

Conclusions based on this data:

1. 46% 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 Eureka Math for all students. This percentage will increase as we add Zearn and Math Space as additional resources while continuing to raise the expectations and provide rigorous instruction for all.
2. 36% of Corey students were below standard in concepts & procedures. Using more rigorous materials, the students were introduced to more than one method to solve problems and some students struggled with the application of the various methods. As the teachers continue working with problem solving strategies this year, the students will become more familiar with the various methods and the appropriate application of those methods.
3. 30% of Corey students were below standard in problem solving & model/data analysis. Problem solving and data analysis is emphasized much greater in the more rigorous curriculum in use. As teachers continue to utilize the more rigorous curriculum, in addition to continuing with high expectations, students will have a greater understanding of problem solving and model/data analysis.

School and Student Performance Data

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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | 1429.3 | 1456.2 | 1425.0 | 1446.1 | 1438.9 | 1479.8 | 26 | 19 |
| Grade 1 | 1504.4 | 1481.5 | 1468.3 | 1469.5 | 1539.7 | 1493.1 | 15 | 13 |
| Grade 2 | 1479.7 | * | 1472.6 | * | 1486.4 | * | 13 | 8 |
| Grade 3 | * | 1471.4 | * | 1469.1 | * | 1473.1 | * | 16 |
| Grade 4 | * | 1519.9 | * | 1516.4 | * | 1522.9 | * | 12 |
| Grade 5 | * | 1553.5 | * | 1564.5 | * | 1542.1 | * | 13 |
| Grade 6 | 1529.6 | * | 1528.9 | * | 1529.8 | * | 11 | 8 |
| All Grades | | | | | | | 93 | 89 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | 31.58 | 42.31 | 36.84 | * | 26.32 | * | 5.26 | 26 | 19 |
| 1 | * | 15.38 | * | 53.85 | * | 30.77 | | 0.00 | 15 | 13 |
| 2 | * | * | * | * | * | * | * | * | 13 | * |
| 3 | * | 6.25 | * | 37.50 | * | 25.00 | * | 31.25 | * | 16 |
| 4 | * | 25.00 | * | 41.67 | * | 25.00 | | 8.33 | * | 12 |
| 5 | * | 38.46 | | 38.46 | * | 15.38 | | 7.69 | * | 13 |
| 6 | * | * | * | * | * | * | * | * | 11 | * |
| All Grades | 40.86 | 21.35 | 33.33 | 42.70 | 17.20 | 25.84 | * | 10.11 | 93 | 89 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 42.31 | 31.58 | * | 47.37 | * | 15.79 | * | 5.26 | 26 | 19 |
| 1 | * | 30.77 | * | 38.46 | * | 30.77 | | 0.00 | 15 | 13 |
| 2 | * | * | * | * | | * | * | * | 13 | * |
| 3 | * | 37.50 | * | 12.50 | * | 18.75 | * | 31.25 | * | 16 |
| 4 | * | 58.33 | * | 16.67 | * | 16.67 | | 8.33 | * | 12 |
| 5 | * | 53.85 | | 30.77 | * | 7.69 | | 7.69 | * | 13 |
| 6 | * | * | * | * | * | * | * | * | 11 | * |
| All Grades | 47.31 | 40.45 | 29.03 | 32.58 | 16.13 | 16.85 | * | 10.11 | 93 | 89 |

| 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 | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 42.31 | 31.58 | * | 26.32 | * | 36.84 | * | 5.26 | 26 | 19 |
| 1 | 80.00 | 30.77 | * | 30.77 | | 30.77 | | 7.69 | 15 | 13 |
| 2 | * | * | * | * | * | * | * | * | 13 | * |
| 3 | * | 0.00 | * | 18.75 | * | 37.50 | * | 43.75 | * | 16 |
| 4 | * | 16.67 | * | 16.67 | * | 50.00 | * | 16.67 | * | 12 |
| 5 | * | 23.08 | * | 7.69 | * | 53.85 | | 15.38 | * | 13 |
| 6 | * | * | * | * | * | * | * | * | 11 | * |
| All Grades | 36.56 | 16.85 | 26.88 | 24.72 | 25.81 | 39.33 | * | 19.10 | 93 | 89 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|----|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | 73.08 | 26.32 | * | 68.42 | * | 5.26 | 26 | | 19 |
| 1 | 73.33 | 53.85 | * | 38.46 | | 7.69 | 15 | | 13 |
| 2 | * | * | * | * | * | * | 13 | | * |
| 3 | * | 6.25 | * | 50.00 | * | 43.75 | * | | 16 |
| 4 | * | 50.00 | * | 41.67 | | 8.33 | * | | 12 |
| 5 | * | 30.77 | * | 61.54 | | 7.69 | * | | 13 |
| 6 | * | * | * | * | * | * | 11 | | * |
| All Grades | 59.14 | 29.21 | 34.41 | 55.06 | * | 15.73 | 93 | | 89 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | 31.58 | 53.85 | 63.16 | * | 5.26 | 26 | 19 |
| 1 | * | 7.69 | * | 84.62 | * | 7.69 | 15 | 13 |
| 2 | * | * | * | * | * | * | 13 | * |
| 3 | * | 56.25 | * | 18.75 | * | 25.00 | * | 16 |
| 4 | * | 58.33 | * | 41.67 | * | 0.00 | * | 12 |
| 5 | * | 76.92 | * | 7.69 | * | 15.38 | * | 13 |
| 6 | * | * | * | * | | * | 11 | * |
| All Grades | 47.31 | 48.31 | 37.63 | 41.57 | 15.05 | 10.11 | 93 | 89 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | 26.32 | 57.69 | 68.42 | * | 5.26 | 26 | 19 |
| 1 | 93.33 | 53.85 | * | 38.46 | | 7.69 | 15 | 13 |
| 2 | * | * | * | * | * | * | 13 | * |
| 3 | * | 0.00 | * | 56.25 | * | 43.75 | * | 16 |
| 4 | * | 25.00 | * | 50.00 | * | 25.00 | * | 12 |
| 5 | * | 23.08 | * | 61.54 | * | 15.38 | * | 13 |
| 6 | * | * | * | * | * | * | 11 | * |
| All Grades | 39.78 | 20.22 | 39.78 | 59.55 | 20.43 | 20.22 | 93 | 89 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 61.54 | 63.16 | * | 31.58 | * | 5.26 | 26 | 19 |
| 1 | * | 15.38 | * | 76.92 | | 7.69 | 15 | 13 |
| 2 | * | * | * | * | | * | 13 | * |
| 3 | * | 6.25 | * | 68.75 | * | 25.00 | * | 16 |
| 4 | * | 8.33 | * | 83.33 | | 8.33 | * | 12 |
| 5 | * | 15.38 | * | 76.92 | | 7.69 | * | 13 |
| 6 | * | * | * | * | | * | 11 | * |
| All Grades | 46.24 | 24.72 | 51.61 | 65.17 | * | 10.11 | 93 | 89 |

Conclusions based on this data:

1. Less than 50% of Corey's kindergarteners scored well developed in oral language. Activities and skills will be incorporated in the kindergarten classroom to improve oral language skills of English Learners, including a focus on integrated and designated ELD.
2. Less than 50% of Corey's kindergarteners scored well developed in written language. Activities and skills will be incorporated in the kindergarten classroom to improve written language skills of English Learners, including a focus on integrated and designated ELD.
3. Less than 75% of both kindergarten and first grade students scored well developed in the listening domain. Strategy groups will be designed to improve the listening skills of English Learners.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

| 2019-20 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 534 | 55.2 | 18.7 | 0.4 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 100 | 18.7 |
| Foster Youth | 2 | 0.4 |
| Homeless | 28 | 5.2 |
| Socioeconomically Disadvantaged | 295 | 55.2 |
| Students with Disabilities | 60 | 11.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 23 | 4.3 |
| American Indian | 2 | 0.4 |
| Asian | 79 | 14.8 |
| Filipino | 60 | 11.2 |
| Hispanic | 281 | 52.6 |
| Two or More Races | 9 | 1.7 |
| Pacific Islander | 4 | 0.7 |
| White | 74 | 13.9 |

Conclusions based on this data:

- 60% of Corey students are socioeconomically disadvantaged (SED). It is important to have parent training, enrichment opportunities and support from after school programs.
- Less than 1% of Corey students are foster youth. It is important to reach out to those students & foster families to confidentially provide additionally support.





3. Over 50% of Corey students are Hispanic. It is important to ensure that all home to school communication is also in Spanish.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Yellow | Chronic Absenteeism  Yellow | Suspension Rate  Blue |
| Mathematics  Yellow | | |

Conclusions based on this data:

1. Corey's suspensions are usually quite low. In 17-18, there were 2 incidents requiring suspension involving more than one student in each incident and both incidents lead to suspension. The suspension rate will be reduced by the continuation of Corey SPIRIT with the addition of proactive steps, such as assemblies targeting poor behavior and weekly lunch groups to address social interaction of specific students.
2. Addressing the decreases in performance, the common groups are Hispanic and Socioeconomically Disadvantaged. These numbers will increase as we improve our instruction of both integrated & designated ELD and reading & writing workshop. . Additionally Socioeconomically Disadvantaged students will benefit from the same supports which will help them increase their academic skills.
3. Progress in mathematics has declined. With the use of the new Zearn program, students will have opportunities to have skills presented in both teacher instruction and digital format.

School and Student Performance Data

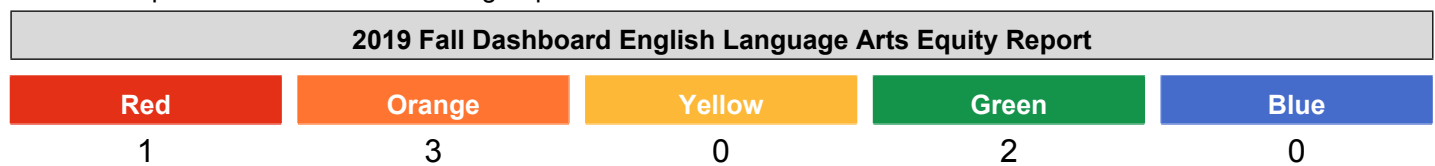
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | |
|--|--|--|--|--|--|
| All Students | | English Learners | | Foster Youth | |
|  Yellow 3 points below standard Declined -5 points 287 | |  Orange 12.2 points below standard Maintained ++0.7 points 88 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | |
| | | | | | |
| | | | | | |
| | | | | | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  No Performance Color 14.6 points below standard Declined -11.6 points 15 | |  Orange 15.1 points below standard Maintained -1.7 points 173 | |  Red 100.5 points below standard Declined -10.6 points 41 | |
| | | | | | |
| | | | | | |
| | | | | | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color 7.2 points below standard Increased ++4.9 points 13 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  Green 27.1 points above standard Declined Significantly -30.4 points 43 | Filipino  No Performance Color 41.6 points above standard Maintained -2.1 points 27 |
| Hispanic  Orange 21.3 points below standard Declined -3.9 points 159 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | White  Green 15.4 points above standard Increased ++5.3 points 37 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|---|--|---|
| Current English Learner 81.8 points below standard Declined -12 points 39 | Reclassified English Learners 43.2 points above standard Increased ++6.1 points 49 | English Only 1.1 points below standard Declined -8.2 points 191 |
|---|--|---|

Conclusions based on this data:

1. The ELA performance of the three subgroups, English Learners, Hispanic and Socioeconomically disadvantaged have declined. 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 Hispanic and SED students as well. Additionally the proper support such as, but not limited to, a more extensive Corey SPIRIT foundation, small group academic and socioemotional support and enhanced ELD instruction will improve the progress of all students.
2. The performance of Students with Disabilities declined. SWD 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 decline.
3. Both of the subgroups for Asian and White students showed an increase, though that increase accounts for just under 80 students. Support currently given to these 2 subgroups will continue to ensure they continue to advance.

School and Student Performance Data

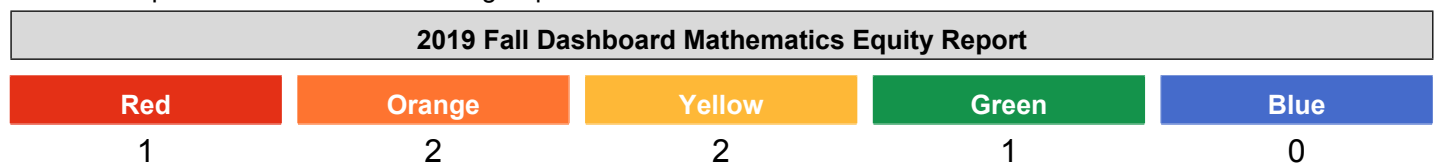
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| All Students  Yellow 14.6 points below standard Maintained ++0.6 points 287 | English Learners  Orange 30 points below standard Maintained -1.3 points 88 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  No Performance Color 40.8 points below standard Declined -4.6 points 15 | Socioeconomically Disadvantaged  Yellow 29.4 points below standard Increased ++3.9 points 173 | Students with Disabilities  Red 116.4 points below standard Declined Significantly -16.5 points 41 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color 2 points below standard Increased Significantly ++30.8 points 13 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Asian  Green 22.6 points above standard Declined -7.8 points 43 | Filipino  No Performance Color 31.3 points above standard Declined -6.4 points 27 |
| Hispanic  Orange 35 points below standard Maintained ++2.1 points 159 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | White  Yellow 1.1 points below standard Maintained -0.6 points 37 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|---|--|---|
| Current English Learner 95.3 points below standard Declined Significantly -19.7 points 39 | Reclassified English Learners 21.9 points above standard Increased ++9.6 points 49 | English Only 9.4 points below standard Maintained -0.1 points 191 |
|---|--|---|

Conclusions based on this data:

1. The mathematical performance of the the two subgroups, English Learners and Hispanic, has declined. For all EL students including the Hispanic students who are also EL, the professional development that staff will receive to further enhance their skills of both designated and integrated ELD instruction along with targeted data analysis, will provide the appropriate language support to be more successful in mathematics.
2. The mathematical performance of Socioeconomically Disadvantaged students has declined. This subgroup includes students for all of the other subgroups. Support offered to other subgroups will positively impact this subgroup. Corey will continue to utilize Zearn and Math Space as additional resources while continuing to raise the expectations and provide rigorous instruction for all. In addition, the proper support such as, but not limited to, a more extensive Corey SPIRIT foundation, small group academic and socioemotional support and enhanced ELD instruction will improve the progress of Socioeconomically Disadvantaged students.
3. Both of the subgroups for Asian and White students showed an increase, though that increase accounts for just under 80 students. We need to continue the support currently given to these 2 subgroups to ensure they continue to advance.

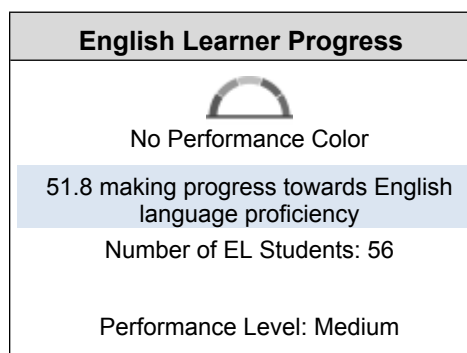
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 17.8 | 30.3 | 5.3 | 46.4 |

Conclusions based on this data:

1. In order to address the language acquisition of English Learners, Corey will be utilizing a more refined form of ELD with both integrated and designated, while continuing to raise the expectations and provide rigorous instruction for all.
2. In order to determine if EL students' performance on the ELPAC is due to lack of understanding about the test structure, teachers will get a greater understanding of the test and how to support ELs to gain a greater understanding of the assessment.
3. Parent meetings will occur to give parents of EL students the opportunity to understand the structure and purpose of the ELPAC and how students can be supported at home.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

1.

School and Student Performance Data

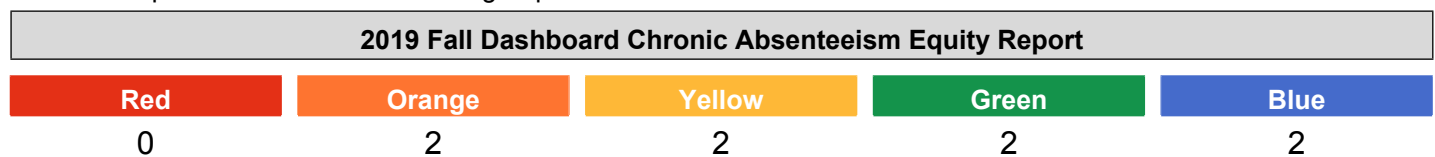
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| All Students  Yellow 4.1 Increased +0.6 542 | English Learners  Yellow 5.1 Maintained -0.1 118 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Homeless  Blue 0 Declined -7.7 32 | Socioeconomically Disadvantaged  Green 3.9 Declined -0.7 311 | Students with Disabilities  Orange 11.1 Increased +7.4 81 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|---|---|--|
| African American  No Performance Color <div>0</div> Declined -6.1 <div>28</div> | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>3</div> | Asian  Orange <div>7.6</div> Increased +5.5 <div>92</div> | Filipino  Green <div>1.9</div> Increased +1.9 <div>54</div> |
| Hispanic  Yellow <div>4.1</div> Increased +0.9 <div>268</div> | Two or More Races  No Performance Color <div>15.4</div> Increased +6.3 <div>13</div> | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>3</div> | White  Blue <div>1.2</div> Declined -4.3 <div>81</div> |

Conclusions based on this data:

- English Learners, White, Hispanic and Students with Disabilities have increased in chronic absenteeism. Support needs to be provided through site based parent & student meetings and parent trainings.
- All students, homeless and African American students have maintained or improved. In order to continue this trend, site based parent & student and parent trainings will be utilized when necessary.
- Both Asian and Filipino student have remained in the highest level. In order to continue this trend, site based parent & student and parent trainings will be utilized when necessary.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| | | | | | | |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

School and Student Performance Data

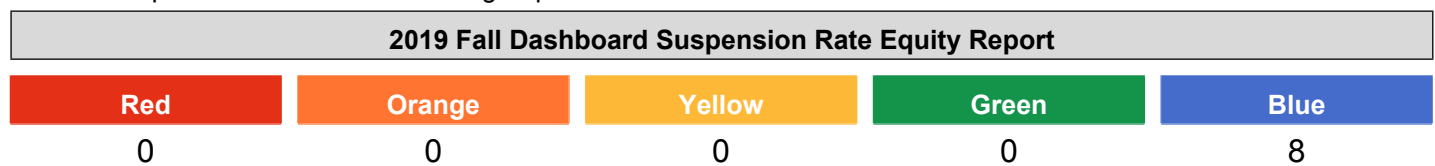
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

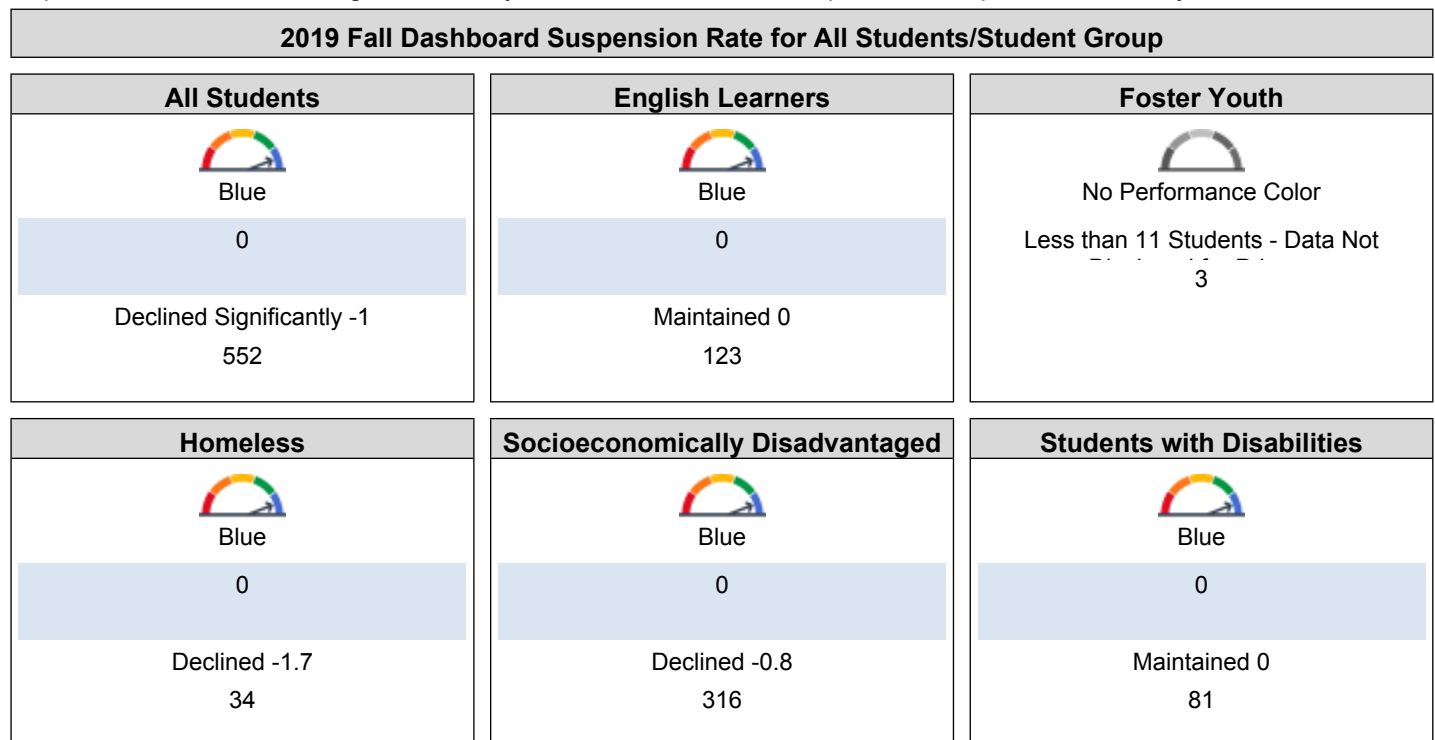
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color 0 Maintained 0 29 | American Indian  No Performance Color Less than 11 Students - Data 3 | Asian  Blue 0 Declined -1 96 | Filipino  Blue 0 Declined -4.1 54 |
| Hispanic  Blue 0 Declined -0.6 273 | Two or More Races  No Performance Color 0 Maintained 0 13 | Pacific Islander  No Performance Color Less than 11 Students - Data 3 | White  Blue 0 Declined -1.3 81 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1 | 0 |

Conclusions based on this data:

1. Corey's suspensions are usually quite low. In 17-18, there were 2 incidents involving more than one student in each incident and both incidents lead to suspension. The suspension rate will be reduced by the continuation of Corey SPIRIT with the addition of proactive steps, such as assemblies targeting poor behavior and weekly lunch groups to address social interaction of specific students.
2. Corey's Homeless and Socioeconomically Disadvantaged students have experienced an increase in suspensions. Various supports have been implemented to decrease numbers of suspensions.
3. Corey's Hispanic population has seen an increase in suspensions. A variety of structures and programs, put into place in will assist with decreasing the suspension rate of the Hispanic subgroup.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment taught by highly qualified teachers.

Goal 1

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment.

Identified Need

Standardized and Formative data (SBAC scores in ELA and Math trending from 2017-2019 & Local Benchmark Assessments) indicate a need to address decreases in proficiency rates over time. This is specific to the follow student groups: English Learners, Socio-Economically Disadvantage, McKinney Vento, and Foster Youth.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| Local Assessment (iReady-EOY Reading Diagnostic) | 52% of students are performing on or above grade level in reading. 32% of students are performing one grade level below in reading. 16% of students are performing two or more grade levels below in reading. | By May 2022, a minimum of 3% of students will increase in reading performance from one grade level below to on grade level. |
| | | By May 2020, a minimum of 3% of students will increase in reading performance from two grade levels below to one grade level below. |
| Local Assessment (iReady-EOY Math Diagnostic) | 44% of students are performing on or above grade level in math. 41% of students are performing one grade level below in math. 15% of students are performing two or more grade levels below in math. | By May 2022, a minimum of 3% of students will increase in math performance from one grade level below to on grade level. |
| | | By May 2020, a minimum of 3% of students will increase in math performance from two grade levels below to one grade level below. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| ELPAC | Redesignation rate for the 2020-2021 school year 12% | By May 2020, a minimum of 3% of students at each level, on the ELPAC, will increase a level, including students at Level 4 being reclassified to (FEP) Fluent English Proficient. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Corey Teachers utilize best practices to meet state standards by delivering core curriculum & instruction in ELA, math, science, social studies, PE and the arts. Emphases for 2021-2022 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, on-going professional development and training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5700

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner, socio-economically disadvantaged, McKinney Vento, & Foster Youth

Strategy/Activity

Staff frequently analyzes student assessment data and understand the structure of the assessments to monitor student progress and provide interventions for enhance student outcomes and address the learning loss within subgroups such as English Learner, socio-economically disadvantaged, McKinney Vento, & foster youth

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| 5700 | Title I |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner, socio-economically disadvantaged, McKinney Vento, & Foster Youth

Strategy/Activity

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)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| 5000 | Title I |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner, socio-economically disadvantaged, McKinney Vento, & Foster Youth

Strategy/Activity

Provide integrated and designated ELD time to support the language needs of all English Learners which incorporates research-based instructional strategies and is integrated the ELA/ELD Framework. Additional instructional support will occur during strategy groups in Reading Workshop and Writing Workshop. Inclusive of teacher training. (supplmental instructional materials and supplies)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| 5000 | Title I |

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

The overall implementation of the strategies/activities have been focused on quality teacher professional development and an increase in instructional materials and supplies to support existing programs.

Briefly 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 tiered support services for students. This is to include more training and professional development in the following areas: MTSS, PLTs, D-ELD, Reading Workshop, and Math CGI.

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.

In Goal 1 all strategies have been amended to include an activity that is focused on one or more of the aforementioned student groups. The overarching goal has also been revised to specifically state that the content areas of ELA and Math are the core foci of this goal and will be monitored as such.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

Goal 2

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

Identified Need

Data collected from the California Healthy Kids Survey (CHKS) indicated that 32% of students strongly agree that the school emphasizes using instructional materials that reflect the culture or ethnicity of its students. While 55% somewhat agree and 14% disagree.

Data collected from the LCAP Survey indicated that 11% of parents disagreed with the following statement on the BPSD LCAP survey: My child/children can get the help they need if they are struggling with behavior issues. Attendance rate is 94% and based on the Panorama SEL Survey 49% of students rate emotional regulation as favorable.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CHKS Survey- Instructional Equity | 32% of students strongly agree that the school emphasizes using instructional materials that reflect the culture or ethnicity of its students. While 55% somewhat agree and 14% disagree. | In the 2021-2022 survey, there a goal of an increase of 3% in students strongly agreeing that the school emphasizes using instructional materials that reflect the culture or ethnicity of its students |
| LCAP Survey - Behavior Intervention/Support | 11% of parents disagreed with the following statement on the BPSD LCAP survey: My child/children can get the help they need if they are struggling with behavior issues. | In the 2021-2022 survey, less that 3% of parents surveyed will respond with a rating of disagree in the area of behavior intervention/support. |
| Attendance Rate | 94% | In the 2021-2022, there will be a 3% increase in over all attendance. |
| Panorama | 49% of students rate emotional regulation as favorable | In the 2021-2022, there will be a 3% increase in favorability of emotional regulation. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention supports to ensure students have the opportunity to stay engaged in positive activities during school (supplemental instructional materials and supplies and professional development)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7500

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 technology and platforms that address recovering learning gaps and SEL. (supplemental technology, software for SEL & academic support)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7500

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Enhance instructional equity by providning multi-cultural and culturally relevant text in classroom libraries.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
| 7000 | Title I |

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Resources allocated for our PBIS program during unstructured recreational times is a strategy to reduce instance of required discipline on the playground or in common areas. A focus on strategic SEL implementation to address behavioral needs of students in addition to resources to include multi-culturally and diverse text in classroom libraries.

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

Professional development for staff is required to address the social emotion al needs of students and support them through the MTSS process. This goal also includes strategies to address student driven data that indcates that multi-cultural and culturally responsive text should be included in classroom libraries.

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.

This goal has been amended to include MTSS as a major strategy/activity in addressing the unique needs of students social emotionally and academically.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Goal 3

Increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Identified Need

Data collected from the California Healthy Kids Survey (CHKS): 81% of parents agree that the school is providing information to help them assist students with homework (reading and math), 85% of parents agree that the school encourages them to be an active partner in the education of their children

Data collected from the LCAP (Parents of EL Students): 84% of EL parents feel that their families are well supported by the school

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|---|--|
| CHKS Survey- Parent Involvement | 81% of parents agree that the school is providing information to help them assist students with homework (reading and math) | In the 2021-2022 survey, there is a goal of a 3% increase in parents agreeing that the school is providing information to help them assist students with homework (reading and math) |
| CHKS Survey- Parent Involvement | 85% of parents agree that the school encourages them to be an active partner in the education of their children | In the 2021-2022 survey, there is a goal of a 3% increase in parents agreeing that the school encourages them to be an active partner in the education of their children |
| LCAP Survey- Parents of EL Students | 84% of EL parents feel that their families are well supported by the school | In the 2021-2022 survey, there is a goal of a 3% increase in parents feeling that their families are well supported by the school |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parent education in math CGI (Momentum In Teaching)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3816

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials, resources, and parent education on SEL, multi-cultural literacy, and discourse/inquiry

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Materials for all parent education opportunities, meetings, events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3045

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Providing quality professional development to teachers and ample release time to analyze data to plan for student growth is required to achieve this goal.

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

To address the need in this goal there must be a focus on training teachers to work in Professional Learning Teams that focus specifically on student data (informal common assessments, formative assessments, summative assessments , and standardized assessments). There must also be resources allocated to materials, supplies, tools, and time specifically allocated for the purposes of data collection, analysis, and planning.

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.

This goal has been amended to include Professional Learning Teams and MTSS.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$53,261 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$53,261.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 | \$53,261.00 |

Subtotal of additional federal funds included for this school: \$53,261.00

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 (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$53,261.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| LaRonda Ortega | Principal |
| Kay Santos | Classroom Teacher |
| Christina Wermes | Classroom Teacher |
| Christine Kai | Classroom Teacher |
| Pamela Solorzano | Other School Staff |
| Jennifer Horowitz | Parent or Community Member |
| Yolanda Diaz | Parent or Community Member |
| Rita Lanning | Parent or Community Member |
| Nate Lanning | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 November 18, 2021.

Attested:

Principal, LaRonda Ortega on 11/18/2021



SSC Chairperson, Rita Lanning on 11/18/2021



Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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