

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Westpark Elementary School	District Name	Irvine Unified School District
Street	25 San Carlo	Phone Number	(949) 936-5000
City, State, Zip	Irvine, CA 92614	Web Site	www.iusd.org
Phone Number	(949) 936-6400	Superintendent	Dr. Gwen Gross
Principal	Ann Marie Simmons	E-mail Address	ggross@iusd.org
E-mail Address	asimmons@iusd.org	CDS Code	30-73650-6108799

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Mission Statement:

Enable students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Westpark School opened its doors in July, 1991. Our first enrollment included 341 students in grades K-5. Currently, we maintain an enrollment of 646 students in grades K-6. Westpark is one of four schools in Irvine that operate with a year-round calendar. In addition to serving neighborhood children, we offer the year-round calendar as an alternative to other families in Irvine who choose this schedule.

Westpark was recognized as a California Distinguished School during the 2001-2002 school year.

In every academic setting we provide a learning environment that emphasizes individual initiative and creativity as well as group cooperation and communication skills. Our offerings include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in classrooms, Specialized Academic Instruction support, Speech and Language support, New Comers Classes in grades K and 1 with SDAIE and ELL instructional support for our English Language Learners, Early Intervention Reading Model for emerging readers, and Response to Instruction (RTI) for all students in reading, and regular education classes. In addition to general education classrooms, we serve Special Education students in four co-taught classroom settings and also three upper-grade classrooms for academically talented students (APAAS). Our student population includes students from homes where more than 20 languages other than English are spoken. Our staff carefully monitors each child and celebrates each child's successes and uniqueness at our regular grade level assemblies. We are a PBIS, Positive Behavior Intervention and Supports school and provide all students the social and emotional supports along with the academic supports while emphasizing our school values of Accountability, Integrity, and Respect.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Westpark School is embedded in a community that believes that education is a partnership between the home and the school. The PTA, the School Site Council, the volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies, after school enrichment classes, financial support for personnel, and financial support for every teacher. The School Site Council participates in the monitoring of our educational plan and the expenditure of funds to enrich our curricular foci. The volunteers contribute hours to the classroom through tutorial, library, computer lab and clerical support. The business community is also involved by supplying our school with resources to purchase equipment and other supplies and assemblies to enrich the entire school. Our parents are actively involved at our school in a variety of ways. Parents are encouraged to contribute to the multicultural community at Westpark through community events and educational opportunities as well as we feel that this is a critical piece of our Positive Behavior Intervention and Supports model.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	75
Grade 1	73
Grade 2	85
Grade 3	90
Grade 4	96
Grade 5	73
Grade 6	90
Total Enrollment	582

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.55	White	27.84
American Indian or Alaska Native	0.34	Two or More Races	14.07
Asian	48.11	Socioeconomically Disadvantaged	16.44
Filipino	3.78	English Learners	15.93
Hispanic or Latino	8.08	Students with Disabilities	13.22
Native Hawaiian/Pacific Islander	0.52		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.5	0	3	1	34.3	0	0	3	33.0	0	0	3
1	22.2	4	2	0	19.3	3	0	0	22.5	0	2	0
2	18.8	4	0	0	19.0	4	0	0	23.0	0	3	0
3	20.5	1	1	0	18.3	3	0	0	24.5	0	2	0
4	27.7	0	3	0	34.0	0	1	1	32.3	0	2	1
5	31.7	0	1	2	30.8	0	2	2	32.5	0	1	1
6	29.0	0	2	1	25.5	2	1	1	34.0	0	0	1
K-3	30.0	0	1	0	16.3	3	0	0	17.33	3	0	0
3-4	0.0	0	0	0	14.0	2	0	0	18.0	1	1	0
4-8	39.0	0	0	2	0.0	0	0	0	33.5	0	1	1
Other	0.0	0	0	0	0.0	0	0	0	0	0	0	0

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Westpark School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and by the key leaders of the Safety Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

We have emergency supplies to prepare for a potential disaster. These emergency supplies: food, water, blankets, first aide, and all other emergency equipment are kept in our throughout the building and in our Emergency Storage Shed for immediate access if needed. We are prepared to address the needs of our students and community. In addition, monthly fire drills, a full simulation earthquake drill, and a full intruder drill are scheduled and implemented throughout the school year to assess our level of preparedness. We schedule these regular drills to teach children appropriate safety actions in the event of an emergency. Our school is fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We also have the ability to reach all parents with an automated phone message system and email system.

Supervision is provided on the playground before and after school. There are specific procedures and rules governing bicycles for those students in grades 3 or older who ride to school. There are also procedures in place to administer medication during the school day for children. Westpark has a complete School Safety Plan that is evaluated yearly by our School Site Council and updated as needed.

Additionally, we are participating in the City of Irvine's Federal Safe Routes to School grant. This grant establishes the City's "Safe Routes to School Program" which integrates health, fitness, traffic relief, environmental awareness, and safety under one program. This program helps to create a safer, cleaner environment for everyone. Our students receive educational programs the school day, our parents receive educational programs at night, and we will have a weekend assembly for children and families that we will be scheduling in conjunction with Culverdale Elementary

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.0	0.9	3.6	2.8	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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We have emergency supplies to prepare for a potential disaster. These emergency supplies: food, water, blankets, first aide, and all other emergency equipment are kept in our throughout the building and in our Emergency Storage Shed for immediate access if needed. We are prepared to address the needs of our students and community. In addition, monthly fire drills, a full simulation earthquake drill, and a full intruder drill are scheduled and implemented throughout the school year to assess our level of preparedness. We schedule these regular drills to teach children appropriate safety actions in the event of an emergency. We participated in intruder preparedness drills with the Irvine Police Department this year to be better prepared as well. Our school is fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We also have the ability to reach all parents with an automated phone message system and email system.

Supervision is provided on the playground before and after school. There are specific procedures and rules governing bicycles for those students in grades 3 or older who ride to school. There are also procedures in place to administer medication during the school day for children. Our PTA provides funding for an additional day of health clerk time in the health room. Westpark has a complete School Safety Plan that is evaluated yearly by our School Site Council and updated as needed.

Additionally, we are participating in the City of Irvine's Federal Safe Routes to School grant. This grant establishes the City's "Safe Routes to School Program" which integrates health, fitness, traffic relief, environmental awareness, and safety under one program. This program helps to create a safer, cleaner environment for everyone. Our students receive educational programs the school day, our parents receive educational programs at night, and we will have a weekend assembly for children and families that we will be scheduling in conjunction with Culverdale Elementary

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	As of the most recently completed school site inspection, the facility condition is considered to be exemplary

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	28	30	24	3,265
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100.00	0.00
All Schools in District	99.94	0.06
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.94	0.06

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1.5	---
Psychologist	0.6	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	0.6	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2010. All textbooks purchased are state-adopted, and are standards aligned.	0%	Yes
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2010. All textbooks purchased are state-adopted, and are standards aligned.	0%	Yes
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2010. All textbooks purchased are state-adopted, and are standards aligned.	0%	Yes
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2010. All textbooks purchased are state-adopted, and are standards aligned.	0%	Yes
Foreign Language	N/A	0%	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2010. All textbooks purchased are state-adopted, and are standards aligned.	0%	Yes
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0%	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,862	\$319	\$4,543	\$55,250
District	---	---	\$5,049	\$66,493
Percent Difference: School Site and District	---	---	-10%	-16.9%
State	---	---	\$5,681	\$68,179
Percent Difference: School Site and State	---	---	-20%	-19%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

For 2009-10, Westpark Elementary School received special funds in the amount of \$57,947. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

- \$2,092 - English Language Acquisition Program
- \$23,790 - Economic Impact Aid
- \$32,065 - School Improvement

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40,814.00	42,377.00
Mid-Range Teacher Salary	72,891.00	67,667.00
Highest Teacher Salary	94,223.00	87,102.00
Average Principal Salary (Elementary)	112,370.00	108,894.00
Average Principal Salary (Middle)	116,090.00	113,713.00
Average Principal Salary (High)	131,659.00	124,531.00
Superintendent Salary	232,875.00	223,323.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	80	82	82	78	80	81	46	50	52
Mathematics	74	80	85	76	78	79	43	46	48
Science	84	90	94	80	83	86	46	50	54
History-Social Science	0	0	0	67	71	74	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	76	85	93	
Female	89	86	95	
Black or African American	*	*		
American Indian or Alaska Native	*	*		
Asian	87	94	98	
Filipino	75	90	*	
Hispanic or Latino	58	54		
Native Hawaiian/Pacific Islander	*	*	*	
White	78	77	80	
Two or More Races				
Socioeconomically Disadvantaged	67	67		
English Learners	64	86		
Students with Disabilities	52	56	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.7	19.2	49.3

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	4	3	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	2	16	16
Black or African American			
American Indian or Alaska Native			
Asian	-2	14	
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-25	12	25
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			22
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	933	916	767
Black or African American		803	685
American Indian or Alaska Native		857	728
Asian	963	956	889
Filipino		909	851
Hispanic or Latino		814	715
Native Hawaiian/Pacific Islander			753
White	897	903	838
Two or More Races		886	807
Socioeconomically Disadvantaged		812	712
English Learners	904	871	691
Students with Disabilities		740	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Pend
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Pend

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Westpark School and the Irvine Unified School District are committed to continuous professional improvement. The District and site have two staff development days the two days following the last day of school, as well as afternoon and evening workshops for teachers. We continue to develop reading, math, and writing instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs. Technology instruction, differentiating the core curriculum, and special education were also school-wide foci. Additionally we meet with the other year round schools in a Professional Learning Community to share best practices and learn from each other in mathematics, language arts, science, and social studies. This year will focus our continuous improvement efforts in the following areas: Writing, Reading Comprehension, Problem-Solving in Math. At Westpark we will provide an appropriately challenging curriculum for all students that fosters higher order thinking. We will explicitly and intentionally teach the language skills (listening, speaking, reading, and writing) necessary for success in all curricular areas; English, Social Science, Math, and Science. In providing this curriculum we will align our teaching, learning, assessments, and materials to content standards. We will provide equal access to the core curriculum and standards-based instruction for students with special needs (including but not limited to English Learners, GATE, Special Education, and At-Risk students). We will use on-going results from multiple assessments to design and/or modify our instruction and use the data from all sources, including that from standards-based assessments to evaluate current program effectiveness and make adjustments as necessary. We will seek opportunities to develop staff expertise in analyzing assessment data from a variety of sources to improve student learning. Through the PBIS model and school AIR values (Accountability, Integrity, and Respect) we will support school culture and individual actions that promote positive behavior and district core ethical values.