

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (SARC)

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 at the [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Oak Creek Elementary	District Name	Irvine Unified
Street	1 Dove Creek	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92618	Web Site	www.iusd.org
Phone Number	949-936-8550	Superintendent	Gwen Gross
Principal	Jenna Berumen	E-mail Address	ggross@iusd.org
E-mail Address	jberumen@iusd.org	CDS Code	30-73650-6120141

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Oak Creek Elementary School opened in September 2002 to serve the students within the Oak Creek community. Our regular attendance area covers all of Oak Creek and the Orange Tree community. As Oak Creek School opened when another elementary school closed, those parents were offered the option of having their children attend Oak Creek School. As a result we also serve some students from the Ranch and SmokeTree communities. For the 2007/2008 school year, our enrollment averaged around 720 students.

Oak Creek is home to a special day class program for Autistic children.

Oak Creek School is nestled in the residential area of Oak Creek which is composed of single dwelling homes, condominiums, and apartments. With this being a newer community of many smaller developments, our school has become the meeting place where new friendships are formed. We welcome parents to our school and offer many opportunities for our community to get together in a social atmosphere including: Welcoming Coffee the first day of school, Jogathon, International Fair and our Family Fun Nights. Sensing our need to incorporate new families into our community, Oak Creek PTA sponsors many events where we develop new friendships and explore the cultures of our neighbors. Additionally, at our Kindergarten Round-up we provide opportunities for parents of new kindergarten students to our school to be introduced to our PTA, kindergarten teachers and other school staff. They are also given the opportunity to learn about the childcare (CDC) facility located on school grounds.

The Oak Creek staff is a team of teachers who are all committed to continued performance as a school of excellence. Every grade level meets together to plan their instructional program and to present a strong standards-based curriculum. Our goal is to create a learning environment where students prosper academically, physically, socially, and emotionally. Our Oak Creek School Mission statement and Oak Creek School Beliefs were created by parents and staff before our school opened. These statements are reviewed annually by our stakeholders and modified when needed to reflect the school community's philosophy.

Oak Creek School Mission: *Our mission is to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world and to provide the highest quality educational experience we can envision.*

Oak Creek School Beliefs:

To provide the highest quality experience, we are dedicated to:

Valuing each child's uniqueness and celebrating diversity

Providing an instructional program that instills a joy of learning and empowers all children to reach their potential

Practicing ethical life skills: respect, honesty, responsibility, cooperation, perseverance, compassion.

We teach these values through our positive school-wide behavior system. Since we are the Oak Creek Owls, our behavior expectations are:

Winning Attitude

Integrity

Show Respect & Responsibility

Encourage Others

They form the acronym WISE and all students are reminded on a daily basis to be WISE Owls.

Opportunities for Parental Involvement (School Year 2007-08)

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

Beginning with the first day of school and our Welcome Back Coffee, we continue to offer activities to actively involve community members. Through our social gathering in the fall to our Jogathon in early spring and everything in between, we provide a variety of social functions for the entire family. Teachers actively encourage parents to volunteer their time in the classrooms to work with small groups of students, to help with paperwork, to copy instructional materials, to assist with field trips, and/or help coordinate classroom activities. Many parents are unable to work in the school but are supporting the classroom by working at home. In addition to participation in PTA and classroom assistance, parents serve on our School Site Council whose task is to work with staff members to plan, monitor, and evaluate our School Action Plan. Our PTA meetings also provide a venue for open communication between the home and school. Each year, parents of our English Language Learners are encouraged to become involved in ELAC (English Language

Acquisition Committee). We meet at least four times a year to discuss our program for English Language Learners and how our district and school staff supports our students that are acquiring English. We also share ideas for helping our EL parents to become more involved in the school community.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	122
Grade 2	107
Grade 3	104
Grade 4	104
Grade 5	116
Grade 6	93
Total Enrollment	736

Student Enrollment by Group (School Year 2007-08)

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
African American	1.09 %
American Indian or Alaska Native	0.27 %
Asian	43.34 %
Filipino	3.53 %
Hispanic or Latino	7.88 %
Pacific Islander	0.27 %
White (not Hispanic)	35.19 %
Multiple or No Response	8.42 %
Socioeconomically Disadvantaged	6 %
English Learners	20 %
Students with Disabilities	10 %

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	2005-06			2006-07			2007-08					
	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	30.3		4		20.8	2	3		23.8	1.0	3.0	
1	18.8	5			20.4	3	2		19.5	6.0		
2	20.2	4	1		18.6	5			17.7	6.0		
3	19.3	6			18.2	5			20.4	3.0	2.0	
4	34.0			2	29.3		4		33.7			3.0
5	34.5			2	29.3		3		28.5		4.0	
6	31.3		3		32.3		2	2	31.0		3.0	

K-3	14.0	2			18.0	1						
3-4					8.0	1			8.0	1.0		
4-8	34.0			1								
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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

Our Safe School Plan was initially created in August of 2002. This plan is updated yearly with modifications presented to the staff at our first staff meeting every September and as needed throughout the year. Each of the following components of the plan is reviewed with all staff: 1. Assessing the current status of school crime 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, 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. Emergency drills are calendared for the year and playground supervisors inserviced on ways to effectively discipline students. Before and after school supervision is provided by the certificated staff. A check-in procedure has been implemented to account for all visitors on site. If an adult is not wearing a visitor's badge, they are immediately referred to the front office where they are to identify themselves and sign-in on our volunteer/visitor log. When they leave the campus they are again to come through the front office to sign out.

We believe that communicating with parents regarding safety issues is critical. We have created a Parent Handbook which is updated each year and distributed to every Oak Creek School family. In this handbook the following information regarding safety is included: safety issues with Transportation to School and Bicycles; Disaster Preparedness, Student Dress Code, Oak Creek's Discipline Program, and District policy regarding Suspension and Expulsion. We have access to the call-out system, Auto Dialer. With this system we have the capability to contact every parent with emergency information within one hour.

Our part-time counselor meets with students referred to her for extra support in coping, anger management, and feelings. She administers curricular programs to support learning in these areas. Through these programs students learn the language and communication skills to identify feelings, solve problems, cope with loss/change and get along with others.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.3	0.4	0.0	4.0	3.1	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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

Oak Creek School was completed September, 2002. This state-of-the-art school supports a computer lab containing twenty-two computers with an additional twelve located in the library area. An additional eighteen computers are located in each wing supported with a printer and scanner. All computers are connected to the internet providing students with multiple opportunities for extended learning. Every classroom also contains a computer workstation, television, VCR/DVD, LCD Projector and overhead. The phone system and PA system assists in communication within the school and into the community. Our school also has the capability for Internal Broadcasting which gives us the opportunity to share information and special events with all students in the school at one time.

Oak Creek School is arranged as a wheel with the library/media center at the hub. The three classroom wings are the spokes of the wheel coming off of the library/media center. Each wing contains a central pod area with computers on the exterior walls and table and chairs in the center area of the pods. Each wing also contains a teacher workroom containing duplicating equipment and additional space for small group instruction. Our wings are constantly being used with students working on computers and/or working in small groups with our Instructional Assistants or volunteer parents. Our library/media center creates a learning environment that enriches the curriculum for every grade level. There, students check out books on a weekly basis and books read to them which focus on an upcoming holiday, or on cultural understanding, or on curriculum enrichment based on the units of study at each grade level.

The multi-purpose room is wired to internet access and is furnished with a complex PA system, wired for Assisted Listening System, and there is access to the stage with a wheelchair lift. Science and music are housed in two additional rooms adjacent to the multipurpose room. Our child care program, Child Development Center, is housed in two portables adjacent to the Kindergarten area. This program provides before and after school care for seventy of our students. Our playground accommodates two play structures, one for Kindergarten and the other for students in grades 1 – 6 along with handball courts, basketball courts, and permanent lines for other playground activities. Our playing field is designed to support two soccer games and two baseball/kickball games along with ample space for other activities.

Our custodial staff consists of a full time custodian and one daily evening custodian for each day that students are in session. We also have one half/time custodian that works every other night during the school week. The bathrooms, nurse's office, and kitchen/lunch area along with the classrooms, front office, multi-purpose room, and library/computer center are cleaned every day. We encourage our students to pick up after themselves and many students volunteer to work with the custodian helping to keep our school free of trash.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			

Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Roofs	X		
Overall Cleanliness	X		

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	32	36	32	1222
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence	0	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	2006-07	2007-08	2008-09
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 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-

poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	N/A
Library Media Teacher (Librarian)	0.6	N/A
Library Media Services Staff (paraprofessional)	0.75	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.5	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0

Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	N/A	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,894	\$377	\$4,517	\$57,516
District	N/A	N/A	\$4,747	\$70,116
Percent Difference – School Site and District	N/A	N/A	-5.08	-21.91
State	N/A	N/A	\$5,300	\$65,008
Percent Difference – School Site and State	N/A	N/A	-17.33	-13.03

Types of Services Funded (Fiscal Year 2007-08)

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

For 2007-2008, Oak Creek Elementary School received special funds in the amount of \$ 115,053.90. 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:

Special Programs	Amount
English Language Acquisition Program	\$ 5,959.00
Economic Impact Aid	\$ 50,255.90
Gifted and Talented	\$ 320.00
School Improvement Plan	\$ 58,519.00

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	75	76	75	75	76	78	42	43	46
Mathematics	83	78	78	74	74	76	40	40	43
Science	69	74	70	72	75	80	35	38	46
History-Social Science				66	60	67	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST 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

African American	*	*	
American Indian or Alaska Native	*	*	*
Asian	83	94	82
Filipino	88	84	*
Hispanic or Latino	50	43	29
Pacific Islander	*	*	
White (not Hispanic)	73	72	70
Male	74	77	68
Female	77	81	73
Economically Disadvantaged	42	42	*
English Learners	64	80	65
Students with Disabilities	26	27	21
Students Receiving Migrant Education Services			

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	58.3

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	10	10	10
Similar Schools	8	3	5

API Changes 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-6	1	3	899
African American				
American Indian or Alaska Native				
Asian	-18	-4	7	950
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	17	0	10	883
Socioeconomically Disadvantaged				
English Learners			9	893
Students with Disabilities				

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 English-language arts (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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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	Yes
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	Yes

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 [AYP](#) Web page.

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

XII. 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.

All staff members participate in District and site-based professional development opportunities. District inservices focus on the implementation of new curriculum providing all teachers with timelines, strategies, and supplementary materials to enrich the curricular programs. As new textbooks are adopted, the district provides ongoing staff development opportunities with additional time provided at the site level for teachers to become familiar with the materials and resources of the new adoption. Site-based professional development focuses on continuous improvements. Collaboration within the grade level teams is strong. Every grade level works together to plan, to share ideas and materials, to problem solve, and to encourage each other providing a cohesive program within every classroom in the grade level.

Number of school days dedicated to staff development

	2005-06	2006-07	2007-08
Full Days	2	2	2
2 hour after-school sessions	6	6	6