

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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. 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 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 2009-10)

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 2008-09)

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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 2008/2009 school year, our enrollment averaged around 765 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 2008-09)

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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 2008-09)

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

Grade Level	Number of Students
Kindergarten	118
Grade 1	114
Grade 2	130
Grade 3	109
Grade 4	98
Grade 5	109
Grade 6	106
Total Enrollment	784

Student Enrollment by Group (School Year 2008-09)

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	1.53 %
American Indian or Alaska Native	0.13 %
Asian	43.62 %
Filipino	3.44 %
Hispanic or Latino	7.53 %
Pacific Islander	0.26 %
White (not Hispanic)	34.44 %
Multiple or No Response	9.06 %
Socioeconomically Disadvantaged	6.00 %
English Learners	18.00 %
Students with Disabilities	10.00 %

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	2006-07			2007-08			2008-09					
	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	20.8	2	3		23.8	1	3		28.6		5	
1	20.4	3	2		19.5	6			18.3	6		

2	18.6	5			17.7	6			19.2	6		
3	18.2	5			20.4	3	2		19.2	5		
4	29.3		4		33.7			3	31.3		3	
5	29.3		3		28.5		4		35.0			3
6	32.3		2	2	31.0		3		35.0			3
K-3	18.0	1							12.0	3		
3-4	8.0	1			8.0	1						
4-8									9.0	1		
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.4	0.0	0.0	3.1	3.6	2.8
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 2009-10)

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	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.				N/A

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.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	36	32	36	1216
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2007-08	2008-09	2009-10
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 2008-09)

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.

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	99.6	0.4
High-Poverty Schools in District	---	---
Low-Poverty Schools in District	99.6	0.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	---
Library Media Teacher (Librarian)	.75	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	---	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0.5	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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
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Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2009. 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, 2009. 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, 2009. 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, 2009. 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, 2009. 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 2007-08)

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 and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,924	\$297	\$4,627	\$64,812
District	N/A	N/A	\$4,863	\$72,719
Percent Difference – School Site and District	N/A	N/A	-5.10%	-12.20%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-19.12%	-3.45%

Types of Services Funded (Fiscal Year 2008-09)

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 2008-09, Oak Creek Elementary School received special funds in the amount of \$ 100,017.00. 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	\$ 3,735.00
Economic Impact Aid	\$ 44,535.00
Gifted and Talented	\$ 403.00
School Improvement Plan	\$ 51,344.00

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,814	\$42,065
Mid-Range Teacher Salary	\$72,891	\$67,109
Highest Teacher Salary	\$94,223	\$86,293
Average Principal Salary (Elementary)	\$112,370	\$107,115
Average Principal Salary (Middle)	\$116,909	\$112,279
Average Principal Salary (High)	\$131,659	\$122,532
Superintendent Salary	\$232,875	\$216,356
Percent of Budget for Teacher Salaries	43.10 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

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, and science in grades two through eleven, and for 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 and mathematics for grades three through eight and science in grade five 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. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	76	75	79	76	78	80	43	46	50
Mathematics	78	78	79	74	76	78	40	43	46
Science	74	70	74	75	80	83	38	46	50
History-Social Science	0	0	0	60	67	71	33	36	41

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.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	85	88	68	*
Filipino	78	87	*	*
Hispanic or Latino	56	44	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	80	75	83	*
Male	74	77	73	*
Female	85	81	75	*
Economically Disadvantaged	62	48	*	*
English Learners	67	73	35	*
Students with Disabilities	39	35	18	*
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 2008-09)

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 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 \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.6	25.5	50.0

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	3	5	5

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	1	3	17	913
African American	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	-4	7	-3	942
Filipino	---	---	---	---
Hispanic or Latino	---	---	---	---
Pacific Islander	---	---	---	---

White (not Hispanic)	0	10	26	906
Socioeconomically Disadvantaged	---	---	---	---
English Learners	---	9	16	904
Students with Disabilities	---	---	---	---

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 on the CDE [Adequate Yearly Progress \(AYP\) 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

N/A

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

	2006-07	2007-08	2008-09
Full Days	2	2	2
2 hour after-school sessions	6	6	6

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92