

# 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	Greentree Elementary	District Name	Irvine Unified
Street	4200 Manzanita	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92604-2711	Web Site	<a href="http://www.iusd.org">www.iusd.org</a>
Phone Number	949-936-5800	Superintendent	Gwen Gross
Principal	Tamara Brown	E-mail Address	<a href="mailto:ggross@iusd.org">ggross@iusd.org</a>
E-mail Address	<a href="mailto:tbrown@iusd.org">tbrown@iusd.org</a>	CDS Code	30-73650-6089445

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

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

I am pleased and honored to present Greentree Elementary School's Annual School Accountability Report Card. This Report Card reflects current information. It provides an overview of our school profile and communicates specific data regarding demographics and student achievement results.

There are many people who share the responsibility for the successful education of children at Greentree School. We have a strong instructional staff that is committed to providing children the highest educational

experience possible. Our school support staff, our school office, and our custodial staff are an integral part of our school. Together we all work to provide children an outstanding education. Our school environment is warm and welcoming and strives to develop students who are strategic thinkers and exemplify excellence in personal character. We are proud to be a **California Distinguished School**.

Greentree school is located in the village of Greentree. Our attendance area includes the communities of California Homes, Greentree, Heritage Park, Heritage Point, Irvine Groves, Walnut Square, El Camino Glen and the Willows. We are a neighborhood school and have an open enrollment policy that allows children from other communities in Irvine the opportunity to attend Greentree. Greentree School has a diverse community with children coming to us from many cultural backgrounds. This diversity allows for many additional learning experiences for our students.

It is our philosophy to provide an academic environment that is safe and child-centered. Our teachers are involved in staff development opportunities that provide further excellence in teaching. They work together in Professional Learning Communities to plan and analyze student work and progress. All students are challenged to reach their individual potential. Students who have not reached proficiency in reading or math are offered additional instruction in before-and-after-school classes, as well as during summer school. Teachers use research based instructional strategies to develop each student to his/her greatest potential.

Greentree School embraces an important character value each year. These values are taught and reinforced to help students build internal practices so they can experience healthy self-esteem and develop vision and passion about ways to contribute to their community. We also have an All-Star Program where children are "honored for making choices of excellence." A strong student council has students involved with civic duties and responsibilities, while providing them with leadership opportunities.

The Greentree School Community is an outstanding example of a true "team." All staff members, our parent community and our remarkable students work together to consistently be successful.

It is with a strong sense of school pride that I share this Accountability Report Card with you.

Sincerely,

Tamara J. Brown, Principal

## Opportunities for Parental Involvement (School Year 2007-08)

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

There are many wonderful opportunities for parental involvement. The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs and provide input towards school based decision making. PTA support the school program by encouraging and organizing parent involvement and enriching the school programs by providing special assemblies, services, and activities. Teachers enjoy having V.I.T.A.L. (Volunteers in Teaching and Learning) parents support their classrooms by working with small groups of children, assisting on fieldtrips, and/or helping to coordinate classroom activities.



### III. School Climate

#### School Safety Plan (School Year 2007-08)

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

Greentree School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and School Safety Planning Committee. Key elements of the plan include:

- Disaster Procedures
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees
- Procedures that Create a Safe and Orderly Environment Conducive to Learning at School
- Rules and Procedures on School Discipline.
- Assessing the current status of school crime committed on the school campus and at school-related functions
- Child Abuse Reporting Procedures
- Policies for Suspension, Expulsion and Mandatory Expulsion
- Procedures for Notification of Staff Regarding Dangerous Students
- Policies on Sexual Harassment
- Policy Relating to School Dress Code

#### 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	0.0	1.3	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.

Greentree is a facility made up of 5 pods developed around a central office, a little theater, and a media center. Each pod consists of four classrooms, a learning alcove, restrooms, and workstations for teachers and students, along with technology work stations for all students.

Monthly fire drills, duck and cover drills, and evacuation drills for earthquake preparedness are held during the year as part of our commitment to a safe and orderly campus. The disaster preparedness committee meets on a regular basis to continually update and improve our plan. A school crisis team has also been formed for an unforeseen crisis situation. In addition, Greentree has an "InTouch" Web Portal messaging system that allows us the opportunity to contact all parents in the event of an emergency.

Greentree's PTA has been an integral part of developing our disaster preparedness program. We place a high value and have a strong commitment to safety at Greentree School.

## 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	21	21	21	1222
Without Full Credential	0	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	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	1.2	N/A
Psychologist	0.4	N/A
Social Worker	N/A	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other		

## 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	5,499	583	4,916	62,061

District	N/A	N/A	4,747	\$70116
Percent Difference – School Site and District	N/A	N/A	3.44	-12.98
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-7.80	-4.75

## 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, Greentree Elementary School received special funds in the amount of \$ 131,663.33. 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:

<b>Special Programs</b>	<b>Amount</b>
English Language Acquisition Program	\$ 3,155.00
Economic Impact Aid	\$ 27,668.98
Gifted and Talented	\$ 190.00
School Improvement	\$ 37,290.00
Title 1	\$ 63,039.03

## 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.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
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	72	72	80	75	76	78	42	43	46
Mathematics	81	83	82	74	74	76	40	40	43
Science	68	82	89	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	86	93	90	
Filipino	81	91	*	
Hispanic or Latino	73	66	93	
Pacific Islander	*	*	*	
White (not Hispanic)	78	79	83	
Male	76	83	88	
Female	79	81	90	
Economically Disadvantaged	70	64	*	
English Learners	66	83	87	
Students with Disabilities	42	67	*	
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	68.4

*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	10	9	10

### 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	14	3	12	920
African American				
American Indian or Alaska Native				
Asian	14	-8	27	963
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	14	-6	898
Socioeconomically Disadvantaged				
English Learners				912
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	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.

Greentree Elementary School staff exemplifies a strong community of learners. Staff development has been a powerful and essential ingredient of teachers' continuing education. At Greentree, our staff takes seriously the commitment of lifelong learning. Teachers are involved in workshops that continually refine and extend their teaching strategies. Each grade level works together to plan, to share ideas and materials, to analyze student learning and to problem solve strategies to provide a cohesive program within each classroom. Current research in education and child development continues to be an ongoing priority for us. Last year teachers were involved in extensive professional growth in many areas of education as well as district and site-based professional development opportunities. For the past 3 years, teachers have attended two full-day staff development days in addition to their own ongoing learning. These staff development days have addressed areas such as; language development, vocabulary strategies, reading comprehension, math skills, special education, and behavioral strategies.