

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	Woodbury Elementary	District Name	Irvine Unified
Street	125 Great Lawn	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92620-3832	Web Site	www.iusd.org
Phone Number	949-936-5750	Superintendent	Gwen Gross
Principal	ChrissAnn Shane	E-mail Address	ggross@iusd.org
E-mail Address	cshane@iusd.org	CDS Code	30-73650-6085344

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

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

El Camino Real staff and students moved to or new home in the Woodbury development on October 15, 2007 at which time our school name changed from El Camino Real to Woodbury Elementary School. We have begun to blend the two communities as well as traditions and new ideas. Our Transition Team that included parents and from both the El Camino Real and Woodbury communities helped us close ECR and celebrate our relocation to the new school site.

Woodbury/El Camino Real Elementary school is celebrating 35 years of educating children in Irvine. The emphasis on academic achievement, as well as providing a caring environment, where values are practiced and taught on a daily basis, has made El Camino Real Elementary School a desired school for many families. Our school slogan, *"Everybody is Somebody"*, is truly the basis for all actions taken and decisions made. The staff places its highest priority the development of students who become responsible and productive individuals through teaching and modeling the values of Perseverance, Respect, Integrity, Initiative, Cooperation, Compassion, and Positive Mental Attitude. Translating this slogan, and set of Values into action through the instructional program is the challenge so expertly met by our professional staff on a daily basis.

Woodbury/El Camino Real is one of four year-round elementary schools within the Irvine Unified School District. Our enrollment this year is approximately 480 students in kindergarten through sixth grade. Twenty-one full-time classroom teachers are responsible for the delivery of the instructional program. Upper grade science (grades 4-6) is taught by a science specialist. A resource specialist, a speech and language specialist, our school psychologist, and two instructional aides support students demonstrating unique needs in their learning. Primary and upper grade art specialists, funded by the Irvine Public Schools Foundation and our PTA, teach art lessons eight times throughout the year. Physical Education is taught weekly by the classroom teacher and a PE specialist paid for by our PTA. Music specialists provide vocal and instrumental music instruction to students in grades 4-6. Additional staffing at ECR includes office, health and custodial personnel, and instructional aides working with students in the areas of technology, library skills, physical education and developing English language fluency.

MISSION

It is our mission at Woodbury/ El Camino Real Elementary School to create a challenging and nurturing environment through which we meet the academic needs of our students, and empower them with the values necessary to become contributing members of society.

VISION

In addition to a rigorous standards based curriculum, Woodbury/ ECR School believes that all students perform best in school and our community when values are taught and expected. The following values are imbedded into our school curriculum and programs.

***COMPASSION * COOPERATION * INITIATIVE * INTEGRITY * PERSEVERANCE *
POSITIVE MENTAL ATTITUDE * RESPECT***

A student who is driven by values is concerned with society as a whole. A person who is driven by values understands why we have values, is willing to use values, and can identify and prioritize his or her own values for the good of the community.

Students succeed at Woodbury/ECR. This is due, in large part, to the tremendous amount of parent support and involvement in our instructional program. Our PTA has an incredibly active membership focused on doing what is best for kids. It is our philosophy that learning is a developmental process and that children need to learn to make appropriate choices about their learning and to be responsible for the choices they make. Students are continually exposed to instructional strategies that cause them to reflect, think, problem-solve, and collaborate with each other in a trusting, non-competitive learning environment. Cooperation and a positive sense of self are the result.

Opportunities for Parental Involvement (School Year 2007-08)

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

A variety of opportunities exist for parents to become involved in school life, and to support their child's learning. We encourage and welcome parent volunteers in every classroom. Parent volunteers support a variety of school programs such as our library, school musical, and school fundraisers. Parents interested in working in the classroom to support the teacher, and the learning process, should contact their child's teacher. Woodbury/ECR's PTA enjoys one of the most active memberships within the school district. Our PTA sponsors an incredible amount of programs and services to students that is headed up this year by Carol Boland, PTA President. School Site Council is another avenue for parent involvement. The contact person for SSC is Stacey Badawi, School Improvement Coordinator or ChrissAnn Shane, present Principal.

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	96
Grade 1	92
Grade 2	63
Grade 3	69
Grade 4	56
Grade 5	55
Grade 6	50
Total Enrollment	481

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	1.81 %
American Indian or Alaska Native	0.9 %
Asian	37.92 %
Filipino	4.97 %
Hispanic or Latino	12.19 %
Pacific Islander	0.45 %
White (not Hispanic)	35.89 %
Multiple or No Response	5.87 %
Socioeconomically Disadvantaged	8 %
English Learners	18 %
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	29.0		1		32.0		1	1	30.3		3.0	
1	17.5	2			18.5	2			17.2	5.0		
2	19.5	2			17.5	2			16.3	3.0		
3	19.0	2			17.0	3			16.3	3.0		
4	30.0		1		23.5		2		25.0		2.0	
5	33.0			1	31.0		1		31.0		1.0	
6	30.0		2		30.0		1		34.0			1.0
K-3	20.0	2			19.0	1			19.0	1.0		
3-4												
4-8	34.0			1	29.0		1		34.0			1.0
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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

School Safety: Woodbury/El Camino Safe Schools Plan was developed under the legislative guidelines that created the plan; it is updated annually by our school's Safe School Plan Committee, and reviewed by Woodbury/ECR's staff and School Site Council Members at the beginning of each school year. As we moved to a new school site, many revisions were made to the plan to reflect the new facility. Disaster Preparedness Plans are reviewed extensively which includes the practice of specific staff assignments through regular drills. This Disaster Plan includes our response to a variety of disasters as well as how students and staff safety and care will be provided. Most certificated and classified staff members are CPR certified. Woodbury/ECR's PTA has insured that each student has a three-day food/water supply in the event of an emergency or disaster that would require students to remain on site for an extended period.

Woodbury/El Camino Real's school-wide discipline plan includes:

- Seeing, building, affirming and confirming responsible and respectful behavior;
- Visits to principal's office for notable respectful, compassionate and responsible behavior;
- Outstanding recognition awards assemblies for achievement and student gifts and talents (quarterly for primary; each trimester for upper grades);
- Values certificates for positive playground behavior;
- Weekly recognition for meeting behavioral standards;
- Student Behavior Reports and individual contracts are sent home as needed;
- School recognition for students who demonstrate positive behavior on school-wide annual value theme.

Woodbury/El Camino Real has an active Peer Assisted Leadership organization. El Camino is nationally known for the emphasis placed on responsibility and positive school climate. We intend to continue this tradition at Woodbury Elementary School.

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	0.9	1.5	1.4	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.

Our brand new home in Woodbury has state of the art computer labs, LCD projectors in each classroom, a fully equipped multipurpose room, and a spacious library/media center at the center of our school. Woodbury/EI Camino Real is in its 35th year of being a wonderful home for education to Irvine students. Working and learning in an attractive, well-maintained facility is a top priority at ECR. Students have access ECR demonstrates a 4 to 1 ratio of networked computers to students. Our large state of the art Multi-Purpose Room lends itself nicely to many assemblies and performances. Our Media Center houses the school library and computer lab. The library offers weekly formal instruction to students, and is available throughout the day for students to conduct research and project development. Each class meets in the computer lab once weekly, and also has access to a large number of computers in each of the four pods. Upper grade science is taught in the classroom, as well as in a lab setting by the school science specialist. With a few open classrooms at this time, many teachers have taken the opportunity to have parents and Instructional Assistants work with students in a small group setting. Building grounds are maintained weekly by IUSD Grounds staff. All restrooms are open for student use throughout the day and are maintained daily by our on-site custodians. The staff at Woodbury/ECR takes great pride in keeping a safe and clean learning environment for students, staff and parents.

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	15	16	20	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	
Library Media Teacher (Librarian)	0.8	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	n/a	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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	0

	instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	
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	6,874	639	6,235	71,191
District	N/A	N/A	4,747	\$70116
Percent Difference – School Site and District	N/A	N/A	23.87	1.51
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	15.0	8.68

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, Woodbury/El Camino Real Elementary School received special funds in the amount of \$57,609.56. 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	\$ 1,636.00
Economic Impact Aid	\$ 20,610.56
Gifted and Talented	\$ 140.00
School Improvement Plan	\$ 35,223.00

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	64	73	74	75	76	78	42	43	46
Mathematics	72	75	76	74	74	76	40	40	43
Science	62	80	85	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	86	96
Filipino	67	58	*
Hispanic or Latino	54	49	*
Pacific Islander	*	*	
White (not Hispanic)	72	78	83
Male	73	84	88
Female	75	69	81
Economically Disadvantaged	62	65	*
English Learners	48	60	*
Students with Disabilities	53	45	*
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	38.2

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	9	9	9
Similar Schools	4	2	4

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	23	12	892
African American				
American Indian or Alaska Native				
Asian	-1	34	15	937
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	4	9	10	893
Socioeconomically Disadvantaged				
English Learners				
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.

Professional growth is highly valued by Woodbury/ECR teachers for the ability to effectively teach is based, in part, on the continually evolving research produced on how students learn best. In order to keep teachers abreast of effective instructional strategies and practices, the Irvine Unified School District offers to all teachers a very comprehensive and ongoing professional development program. Professional Development for the 2007-2008 school year included:

<i>Date & Time</i>	<i>Grades</i>	<i>Topic & Location</i>
Fri., Aug. 10, 2007 8:00-3:00pm <i>Full day #1</i>	K-6	Response To Instruction, (RTI) training, grade level collaboration
Mon., Oct. 15, 2007 8:00-3:00pm <i>Full day #2</i>	K-6	New school procedures, safety training, and climate building at new site @ Woodbury Site
November 14, 2007 1:45-3:45pm <i>2 hour Wed. block #1</i>	K-6	RTI
December 12, 2007 1:45-3:45pm <i>2 hour Wed. block #2</i>	K-6	Technology training @ Woodbury
February 13, 2008 1:45-3:45pm <i>2 hour Wed. block #3</i>	K-6	RTI