

Oak Creek Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 may 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.

2021-22 School Contact Information

School Name	Oak Creek Elementary School
Street	1 Dove Creek
City, State, Zip	Irvine, CA 92618
Phone Number	(949) 936-8550
Principal	Mandy Ferrell
Email Address	mandyferrell@iusd.org
School Website	https://oakcreek.iusd.org/
County-District-School (CDS) Code	30-73650-6120141

2021-22 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
District Website Address	www.iusd.org

2021-22 School Overview

Oak Creek Elementary School opened in September 2002 to serve the students within the Oak Creek community. Our attendance area includes all Oak Creek as well as the newer residential developments in the Spectrum community. Student enrollment typically fluctuates between 875-930 students in grades Kindergarten through Six. The Oak Creek Elementary campus also hosts a regional Autism Specific Program and on-campus child care facility (CDC) for students in all grades. Our beautiful campus is nestled within the residential area of Oak Creek which is composed of single dwelling homes, condominiums, and apartments. Our buildings and grounds are well-maintained, and boast desirable features such as ample natural light and square footage, shared collaborative spaces, and state of the art educational technologies.

Our school and community at large are characterized by great pride, spirit, and diversity. This is evident at our many family events throughout the year, including Movie Night, International Food Faire, Jog-a-thon, Open House and Spring Fling. Throughout the year, we enjoy a high level of parent involvement, including daily volunteerism, special event planning, and participation in regular Parent Teacher Association, English Language Advisory Committee and School Site Council meetings.

Like all IUSD schools, Oak Creek prides itself on fostering high levels of academic achievement while supporting students' physical, social, and emotional growth. As a staff of lifelong learners, we are committed to serving our school community in four main areas:

CULTURE

We strive to create a safe, respectful, and inclusive environment that supports the needs of our diverse learners while simultaneously encouraging our students to explore, experiment, and take risks in problem solving and learning.

- Our campus community is dedicated to providing supports for all students' academic, behavioral, and social/emotional needs.
- We embrace differences and celebrate each student's unique qualities by recognizing success and achievement in multiple ways.
- We work to understand the varying needs of our students and dissolve barriers to success.

2021-22 School Overview

COLLABORATION (PLC)

We work collaboratively based on common goals to ensure that all students feel valued and are supported.

- Teachers meet regularly to analyze student data, monitor progress, refine instructional practices, create common assessments, and identify learning targets.
- We align goals, resources, and learning targets in support of all students.
- We communicate across grade levels to ensure continuity of instruction and provide an equitable learning environment in each classroom.
- We proactively collaborate as a staff across campus in support of all students' social/emotional well-being.

CURRICULUM & INSTRUCTION

We implement an equitable instructional program that promotes active engagement and reflective problem solving. Our teaching practices are intentional, flexible, and responsive to the needs of our students. We utilize:

- Strategic grouping in support of differentiated learning
- Technology in a 1:1 environment to enhance the learning experience and foster future-focused learning
- Multiple methods to demonstrate student understanding and progress towards mastery of standards

COMMUNITY PARTNERSHIPS

We actively partner with our community to foster connections in support of learning and innovation for all students.

- We promote and facilitate open communication with parents and families.
- We value opportunities for parents, families, and our community to be involved and engaged within our school.

Our identity and momentum are sustained in part by our commitment to the W.I.S.E. Owl school-wide behavior system. They form the acronym W.I.S.E. and all students are reminded daily to demonstrate W.I.S.E. Owl behavior:

- Winning Attitude
- Integrity
- Show Respect & Responsibility
- Encourage Others

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	62
Grade 2	67
Grade 3	66
Grade 4	69
Grade 5	74
Grade 6	83
Total Enrollment	481

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	31
Black or African American	1
Filipino	2.7
Hispanic or Latino	11.9
Two or More Races	8.7
White	43.7
English Learners	28.9
Foster Youth	0.2
Socioeconomically Disadvantaged	29.5
Students with Disabilities	10

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in	Yes	0%

	October, 2020. All core textbooks and instructional materials are state-adopted.		
Foreign Language	N/A		0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Oak Creek Elementary School opened in September 2002. Our school boasts a highly functional and desirable layout wherein most classrooms are oriented around a common collaborative area, referred to as a "pod." In addition, the central hub of our campus is the media center, which is used for student and staff collaboration, as well as accessing online and print resources. Another critical feature of our campus is the multipurpose room, and adjoining classrooms. These areas are utilized to support students' weekly instruction in the areas of science, music, and physical education. All campus spaces feature abundant natural light, courtesy of tinted windows and skylights.

All of our common areas, classrooms and offices feature wired and wireless connectivity, as well as mechanisms for display of digital resources (via LCD projectors and screens). Our school and district continue to invest in our infrastructure to ensure that our students' learning experience and resources are on par with those found at newer elementary sites.

Our recreation area features a mix of open space and designated play equipment that our students enjoy during recess and structured physical education times. Our exterior areas are maintained daily by site custodial staff and weekly by District maintenance crews.

Our interior facilities are impressively maintained, according to annual reviews by District personnel. Our custodial staff consists of a full-time day custodian, a 4-hour evening custodian who attends to trash and restrooms each night, and an 8-hour evening custodian who attends to vacuuming and other deep cleaning every other day.

Routine maintenance needs are supported by District personnel in a timely manner, and our long-term facility needs are currently being addressed and funded by the voter-approved initiative Measure E. This will result in the creation of a new, all-weather lunch area shelter, as well as a sizable new building to support various types of instruction, storage, and the addition of two new student restrooms.

The safety of our campus is attended to via completion of and adherence to our annually-revised Comprehensive School Safety Plan. From a facilities standpoint, the plan calls for the securing of our front gates each day, and the requirement of all visitors to enter campus through the front office. In the front office, all visitors must present valid ID, which allows them to be screened through an electronic database of known offenders. All staff, including playground supervisors, are trained to approach and redirect anyone not wearing a volunteer ID badge during school hours, and most doors on campus are kept locked and secured while students are present. Procedures for safe ingress and egress of students are also published annually for students and parents. These support the orderly flow of pedestrian, bicycle and vehicular traffic on and adjacent to campus.

Year and month of the most recent FIT report

11/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			LOUNGE: 4. WATER STAIN CEILING TILES P RM 1: 4. CEILING TILES ARE TORN

School Facility Conditions and Planned Improvements

				RM 22: 4. WALLPAPER IS TORN BY BACK DOOR
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	NT	NT	NT	NT
Female	144	NT	NT	NT	NT
Male	158	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	88	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	NT	NT	NT	NT
White	126	NT	NT	NT	NT
English Learners	81	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	96	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	NT	NT	NT	NT
Female	144	NT	NT	NT	NT
Male	158	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	88	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	NT	NT	NT	NT
White	126	NT	NT	NT	NT
English Learners	81	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	96	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	297	291	97.98	2.02	67.7
Female	141	141	100	0	72.34
Male	156	150	96.15	3.85	63.33
American Indian or Alaska Native	--	--	--	--	--

Asian	88	83	94.32	5.68	66.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	59.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	81.48
White	125	124	99.2	0.8	67.74
English Learners	81	78	96.3	3.7	51.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	101	100	99.01	0.99	60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	24	70.59	29.41	54.17

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	297	291	97.98	2.02	78.69
Female	141	141	100	0	78.72
Male	156	150	96.15	3.85	78.67
Asian	88	83	94.32	5.68	83.13
Hispanic or Latino	44	42	95.45	4.55	59.52
Two or More Races	28	27	96.43	3.57	88.89
White	125	124	99.2	0.8	78.23
English Learners	81	78	96.3	3.7	67.95
Socioeconomically Disadvantaged	101	100	99.01	0.99	74
Students with Disabilities	34	24	70.59	29.41	54.17

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	NT	NT	NT	NT
Female	36	NT	NT		
Male	36	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	30	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	19	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Oak Creek, we encourage and appreciate family and community participation and involvement throughout the school year. Beginning with the first day of school at our Welcome Coffee, our Family Movie Night in the fall, our Open House and the Jog-a-thon in early spring, our Spring Fling in May, and everything in between, we provide a variety of social functions and Oak Creek community events with fun for the entire family.

We strongly encourage all parents to join and participate in the Parent Teacher Association (PTA). Through informational meetings, fundraisers, and other school-wide events, programs, and assemblies, our PTA enhances the student experience here at Oak Creek.

Parent Volunteers are paramount to the success of students and staff alike in support of our school-wide mission to provide the highest quality learning experience we can envision. Their time in classrooms working with small groups of students, enables our teachers to provide targeted instruction in smaller teacher to student ratios. Parents that are not able to volunteer on a regular basis can assist with field trips, and/or help coordinate classroom events and activities.

In addition to participation in PTA and classroom assistance, parents serve on various school-wide committees such as School Site Council and our English Language Advisory Committee.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	549	67	12.2
Female	292	265	30	11.3
Male	308	284	37	13.0
American Indian or Alaska Native	0	0	0	0.0
Asian	184	165	14	8.5
Black or African American	7	6	0	0.0
Filipino	14	13	1	7.7
Hispanic or Latino	76	71	18	25.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	51	46	4	8.7
White	262	242	30	12.4
English Learners	204	190	20	10.5
Foster Youth	2	1	0	0.0
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	185	176	32	18.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	69	12	17.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.21	0.00	1.01	0.14	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.10	0.73	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Oak Creek Elementary School is a P.B.I.S. school which positively and consistently reinforces desirable student behavior with praise and incentives. Each student learns the expectations for Oak Creek student behavior at the beginning of the school year through classroom orientations and school tours. During this time, students are shown the W.I.S.E. OWL way to behave as well as behavior that is not the W.I.S.E. OWL Way. W.I.S.E. is our acronym to help students remember our school-wide expectations: Winning Attitude, Integrity, Show Respect & Responsibility, and Encourage Others.

When students exhibit W.I.S.E. behavior, they are praised by staff members and positively reinforced with W.I.S.E. Owl tickets. In addition to tickets for small deeds, teachers award a predetermined number of W.I.S.E. Owl certificates each month to students observed demonstrating desirable behaviors in a way that benefits themselves and others. We are now in our tenth year of collectively motivating and recognizing students through our school-wide program.

Another element of the program is the discipline referral procedure. As a staff, we have identified major and minor behaviors that must be addressed. We monitor this data on our behavior citations and office referral forms through an online database in order to implement proactive measures to better support our students. We have seen a significant improvement each year in student conduct since implementing P.B.I.S. at Oak Creek.

As a staff, we also conduct annual parent and student surveys regarding school climate and safety. Based on the recommendations from these surveys, as well those from Student Supervision Staff, practices are refined and problematic areas are addressed.

Living and working in what is consistently recognized as one of America's safest cities, we enjoy the privilege of having all of our IUSD campuses open to the community and free from fencing or major security measures. With this freedom, however, comes the additional responsibility of maintaining heightened vigilance to ensure that students stay on campus and strangers stay off campus. Our playground staff and teachers work together to ensure that students are well-supervised from the time they are dropped off in the morning until the time they reunite with their parents in the afternoon. Parent volunteers must check in through the office and wear an identifying Volunteer sticker that includes detailed information throughout their visit to Oak Creek. In addition, we have installed a remote notification system at the gate near the entrance to CDC. This is intended to decrease incidents of unidentified adults and vendors on campus during school hours.

School-wide Fire, Disaster, and Lock down drills are regularly conducted throughout the year. Further, we work with students, parents, city officials and IPD to address matters of student safety to and from school in a proactive manner. Through our school-wide Walk to School Wednesdays Program, we encourage non-vehicular commute and healthy physical activity.

These are the Goals and Objectives we will focus on for the 2021-22 school year:

1. Ensure the prompt and regular attendance of Oak Creek students through implementing a variety of proactive and reactive measures.
2. Ensure that our W.I.S.E. Owl behavioral expectations are promoted and reinforced with fidelity across all settings and grade levels.
3. Execute a variety of drills throughout the year that test the capacity of our school community to respond in an organized and efficient manner to a variety of emergency scenarios.
4. Maintain a safe, secure, and closed campus during school hours.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		4	
1	29		5	
2	32		4	
3	25	1	4	
4	25	1	4	
5	30		4	
6	31		4	
Other	7	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		3	
1	30		4	
2	30		4	
3	31		4	
4	28	1	8	
5	31		8	
6	34			8
Other	12	4	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4		
1	15	2	2	
2	16	2	2	
3	20	2	2	
4	13	6	1	
5	15	5	1	
6	20	3		
Other	12	4	2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (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	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (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
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,857	\$376	\$5,481	\$93,087
District	N/A	N/A	\$6,053	\$86,745
Percent Difference - School Site and District	N/A	N/A	-9.9	7.1
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-42.6	9.5

2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the LCFF model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,071	\$50,897
Mid-Range Teacher Salary	\$89,426	\$78,461
Highest Teacher Salary	\$115,594	\$104,322
Average Principal Salary (Elementary)	\$141,894	\$131,863
Average Principal Salary (Middle)	\$153,295	\$137,086
Average Principal Salary (High)	\$174,854	\$151,143
Superintendent Salary	\$335,993	\$297,037
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

At Oak Creek, our staff development plan is developed utilizing our school site plan in an effort to ensure that we achieve site goals for student achievement. To that end, our plan includes a focus on Response to Instruction (RTI), Professional Learning Communities (PLC), Restorative Practices and Positive Behavior Intervention & Support (PBIS), Educational Technology, Social Justice, Social/Emotional Learning, and Health/Safety. Our professional development is delivered in three six-hour days and six two-hour afternoon sessions. Ongoing support of implementation after professional development occurs through principal feedback during classroom visitations, collaboration with grade level teams and collaboration among site leadership teams and their members.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	9

Irvine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
District Website Address	www.iusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19696	2272	11.54	88.46	79.66
Female	9419	1101	11.69	88.31	84.26
Male	10270	1169	11.38	88.62	75.30
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1167	12.30	87.70	86.63
Black or African American	404	36	8.91	91.09	58.33
Filipino	369	49	13.28	86.72	81.63
Hispanic or Latino	2371	239	10.08	89.92	62.71
Native Hawaiian or Pacific Islander	52	5	9.62	90.38	--
Two or More Races	2085	189	9.06	90.94	82.54
White	4904	585	11.93	88.07	72.90
English Learners	2772	111	4.00	96.00	22.52
Foster Youth	34	1	2.94	97.06	--
Homeless	42	4	9.52	90.48	--
Military	222	36	16.22	83.78	76.47
Socioeconomically Disadvantaged	3773	405	10.73	89.27	65.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	110	5.84	94.16	33.33

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19696	2221	11.28	88.72	74.36
Female	9419	1070	11.36	88.64	74.91
Male	10270	1149	11.19	88.81	73.80
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1145	12.07	87.93	87.76
Black or African American	404	35	8.66	91.34	40.00
Filipino	369	49	13.28	86.72	64.58
Hispanic or Latino	2371	218	9.19	90.81	45.41
Native Hawaiian or Pacific Islander	52	3	5.77	94.23	--
Two or More Races	2085	187	8.97	91.03	73.80
White	4904	582	11.87		61.86
English Learners	2772	107	3.86	96.14	38.68
Foster Youth	34	1	2.94	97.06	--
Homeless	42	6	14.29	85.71	--
Military	222	34	15.32	84.68	76.47
Socioeconomically Disadvantaged	3773	389	10.31	89.69	56.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	107	5.68	94.32	18.69

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.