

Oak Creek Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Dr. Chris Weber
Email Address	ChrisWeber@iusd.org
School Website	https://oakcreek.iusd.org/
Grade Span	K-6
County-District-School (CDS) Code	30-73650-6120141

2024-25 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	www.iusd.org

2024-25 School Description and Mission Statement

Oak Creek Elementary School opened in September 2002, and our attendance area includes all of Oak Creek as well as the newer residential developments in the Spectrum community. Student enrollment typically fluctuates between 875-975 students in Prekindergarten through Six Grade. The Oak Creek Elementary campus also hosts a regional Autism Specific Program and on-campus child care facility for students in all grades. Our beautiful campus is nestled within the residential area of Oak Creek, 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.

2024-25 School Description and Mission Statement

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, 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.

COLLABORATION

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 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, and 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. This system is driven by 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	145
Grade 1	126
Grade 2	154
Grade 3	135
Grade 4	136
Grade 5	112
Grade 6	124
Total Enrollment	932

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
American Indian or Alaska Native	0.5
Asian	38
Black or African American	2.3
Filipino	2
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.5
White	37.9
English Learners	29.4
Foster Youth	0.1
Homeless	0.3
Socioeconomically Disadvantaged	29.4
Students with Disabilities	10.4

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	96.15	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	3.85	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	20.70	100.00	1371.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	93.55	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.23	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.23	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	83.80	5.82	15831.90	5.67
Total Teaching Positions	31.00	100.00	1441.50	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.90	100.00	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.14	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.00	0.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	18.80	1.36	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	86.20	6.22	14303.80	5.15
Total Teaching Positions	31.90	100.00	1384.90	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.20	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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, 2024. 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, 2024. 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 2024. 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 October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	N/A		N/A
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. 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	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

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, the activity center, 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 experiences 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.

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

11/15/2024

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. CEILING TILES ARE STAINED AROUND VENTS MEDIA CTR: 4. CEILING TILES ARE MISSING BY STAFF WORKROOM P RM 10: 4. CEILING TILE IS LOOSE 10. PLUG IN AIR FRESHENER IN USE 14. TRIP HAZARD AT RAMP ENTRY P RM 4: 4. WATER STAIN CEILING TILES P-7: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING M RM 26: 4. CARPET IS TORN AT THRESHOLD
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P RM 2: 7. ELECTRICAL COVER IS BROKEN P RM 6: 7. THREE LIGHT BULBS ARE PINK

School Facility Conditions and Planned Improvements

			P-7: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING M RM 23: 7. ELECTRICAL COVER IS BROKEN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		RM 22: 9. FAUCET IS LOOSE/ LEAKING AT BASE
Safety: Fire Safety, Hazardous Materials	X		P RM 10: 4. CEILING TILE IS LOOSE 10. PLUG IN AIR FRESHENER IN USE 14. TRIP HAZARD AT RAMP ENTRY
Structural: Structural Damage, Roofs	X		P RM 3: 12. RAMP IS DAMAGED AT ENTRY RM 16: 12. WATER DAMAGE ON CEILING IN COMMON AREA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P RM 10: 4. CEILING TILE IS LOOSE 10. PLUG IN AIR FRESHENER IN USE 14. TRIP HAZARD AT RAMP ENTRY

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	67	61	75	73	46	47
Mathematics (grades 3-8 and 11)	61	58	69	69	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	514	478	93.00	7.00	60.67
Female	225	207	92.00	8.00	69.08
Male	289	271	93.77	6.23	54.24
American Indian or Alaska Native	--	--	--	--	--
Asian	183	169	92.35	7.65	63.91
Black or African American	11	11	100.00	0.00	72.73
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	55	55	100.00	0.00	47.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	39	100.00	0.00	69.23
White	211	189	89.57	10.43	59.26
English Learners	131	99	75.57	24.43	23.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	154	89.02	10.98	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	36.59

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	514	509	99.03	0.97	57.56
Female	225	223	99.11	0.89	53.81
Male	289	286	98.96	1.04	60.49
American Indian or Alaska Native	--	--	--	--	--
Asian	183	180	98.36	1.64	70.56
Black or African American	11	11	100.00	0.00	36.36
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	55	55	100.00	0.00	30.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	39	100.00	0.00	64.10
White	211	209	99.05	0.95	53.59
English Learners	131	130	99.24	0.76	36.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	172	99.42	0.58	45.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	31.71

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	52.14	53.98	64.04	61.99	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	116	100.00	0.00	52.59
Female	54	54	100.00	0.00	50.00
Male	62	62	100.00	0.00	54.84
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00	0.00	57.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	50	100.00	0.00	50.00
English Learners	27	27	100.00	0.00	18.52
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.26%	98.26%	99.13%	99.13%	99.13%

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.

2024-25 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 who 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1030	995	151	15.2
Female	473	458	67	14.6
Male	557	537	84	15.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	393	378	43	11.4
Black or African American	24	22	8	36.4
Filipino	21	21	2	9.5
Hispanic or Latino	110	108	21	19.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	76	74	14	18.9
White	395	381	60	15.7
English Learners	328	311	53	17.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	335	323	66	20.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	127	29	22.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.21	0.50	0.58	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.58	0.00
Female	0.21	0.00
Male	0.90	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.25	0.00
Black or African American	4.17	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	1.01	0.00
English Learners	1.22	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.78	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Oak Creek's School Safety Plan was developed using the legislative guidelines that are designed to shape such plans. It is updated annually by our School Safety Committee and reviewed by Oak Creek's staff and School Site Council Members at the beginning of each school year. Disaster Preparedness Plans are reviewed extensively and we practice specific staff assignments through regular drills. This Multi-Hazard Plan includes our response to a variety of disasters as well as how students and staff safety and care will be provided. The majority of certificated and classified staff members are CPR certified. This year our safety plan was approved by our School Site Council on September 27, 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	15	8		
1	30		4	
2	27		4	
3	29		4	
4	31		3	
5	31		3	
6	31		4	
Other	17	3	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	28		4	
1	27	1	4	
2	23	2	4	
3	26	1	4	
4	30		4	
5	29	1		1
6	30	1		3
Other	19	3	2	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	3	2	
1	31		4	
2	29		5	
3	26		5	
4	34			3
5	28	1		
6	31		1	1
Other	13	3		

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$6,580	\$416	\$6,164	\$105,586
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	-9.0	7.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-54.4	10.9

Fiscal Year 2023-24 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with 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) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,160	\$56,573
Mid-Range Teacher Salary	\$100,301	\$87,186
Highest Teacher Salary	\$129,651	\$119,665
Average Principal Salary (Elementary)	\$165,053	\$148,486
Average Principal Salary (Middle)	\$171,613	\$154,835
Average Principal Salary (High)	\$196,955	\$170,008
Superintendent Salary	\$376,853	\$338,699
Percent of Budget for Teacher Salaries	32%	31%
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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9