

# Oak Creek Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Oak Creek Elementary School
<b>Street</b>	1 Dove Creek
<b>City, State, Zip</b>	Irvine, CA 92618
<b>Phone Number</b>	(949) 936-8550
<b>Principal</b>	Chris Weber
<b>Email Address</b>	ChrisWeber@iusd.org
<b>School Website</b>	<a href="https://oakcreek.iusd.org/">https://oakcreek.iusd.org/</a>
<b>County-District-School (CDS) Code</b>	30-73650-6120141

## 2022-23 District Contact Information

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

## 2022-23 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.

### COLLABORATION (PLC)

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

## 2022-23 School Overview

- 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.
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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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	142
Grade 2	121
Grade 3	118
Grade 4	107
Grade 5	113
Grade 6	128
<b>Total Enrollment</b>	<b>853</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.1
Asian	34.5
Black or African American	2.2
Filipino	2.5
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.9
White	34.6
English Learners	33.9
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	28.8
Students with Disabilities	8.2

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

## 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.

## School Facility Conditions and Planned Improvements

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

9/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			P RM 1: 4. CEILING TILES ARE TORN P RM 2: 4. CEILING TILE IS TORN RM 13: 4. CEILING TILES ARE STAINED IN HALLWAY RM 20: 4. RUBBER MOLDING IS LOOSE ON WALL 15. BACK DOOR IS NOT CLOSING PROPERLY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			RM 14: 7. OUTLET COVER IS MISSING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			P RM 3: 12. DRY ROT ON SKIRTING RM 16: 12. WATER DAMAGE ON CEILING IN COMMON AREA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P RM 9: 14. TRIP HAZARD AT GROUND COVER ON WALKWAY RM 20: 4. RUBBER MOLDING IS LOOSE ON WALL 15. BACK DOOR IS NOT CLOSING PROPERLY

### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	67	N/A	75	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	57	N/A	68	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	486	464	95.47	4.53	66.59
<b>Female</b>	223	216	96.86	3.14	72.22
<b>Male</b>	263	248	94.30	5.70	61.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	171	160	93.57	6.43	70.63
<b>Black or African American</b>	15	14	93.33	6.67	64.29
<b>Filipino</b>	11	11	100.00	0.00	63.64
<b>Hispanic or Latino</b>	52	52	100.00	0.00	46.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	62	61	98.39	1.61	78.69
<b>White</b>	174	165	94.83	5.17	64.85
<b>English Learners</b>	96	77	80.21	19.79	38.96
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	30	28	93.33	6.67	57.14
<b>Socioeconomically Disadvantaged</b>	135	132	97.78	2.22	55.30
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	42	41	97.62	2.38	31.71

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	486	478	98.35	1.65	56.69
<b>Female</b>	223	220	98.65	1.35	52.73
<b>Male</b>	263	258	98.10	1.90	60.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	171	166	97.08	2.92	66.27
<b>Black or African American</b>	15	14	93.33	6.67	35.71
<b>Filipino</b>	11	11	100.00	0.00	63.64
<b>Hispanic or Latino</b>	52	52	100.00	0.00	21.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	62	61	98.39	1.61	60.66
<b>White</b>	174	173	99.43	0.57	57.80
<b>English Learners</b>	96	91	94.79	5.21	35.16
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	30	28	93.33	6.67	53.57
<b>Socioeconomically Disadvantaged</b>	135	134	99.26	0.74	46.27
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	42	41	97.62	2.38	19.51

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	61.61	NT	61.37	28.5	29.47

## 2021-22 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
<b>All Students</b>	114	112	98.25	1.75	61.61
<b>Female</b>	50	49	98	2	67.35
<b>Male</b>	64	63	98.44	1.56	57.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	38	38	100	0	68.42
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	18	18	100	0	38.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100	0	71.43
<b>White</b>	38	37	97.37	2.63	62.16
<b>English Learners</b>	24	23	95.83	4.17	30.43
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	38	37	97.37	2.63	48.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	100.00%	100.00%	100.00%	100.00%	100.00%

## 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.

#### 2022-23 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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	950	924	168	18.2
Female	448	436	85	19.5
Male	502	488	83	17.0
American Indian or Alaska Native	2	2	1	50.0
Asian	347	338	32	9.5
Black or African American	20	20	7	35.0
Filipino	22	22	4	18.2
Hispanic or Latino	117	114	38	33.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	72	70	15	21.4
White	333	321	66	20.6
English Learners	330	317	52	16.4
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	282	277	63	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	90	27	30.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.21	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.40	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.29	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	0.30	0.00
English Learners	0.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.20	0.00



## 2022-23 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.

## 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	

## 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	

## 2021-22 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

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	3.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$7851	\$660	\$7191	\$95763
<b>District</b>	N/A	N/A	5796	\$86,958
<b>Percent Difference - School Site and District</b>	N/A	N/A	21.5	9.6
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	8.7	11.5

## 2021-22 Types of Services Funded

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.

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$50,071	\$51,081
<b>Mid-Range Teacher Salary</b>	\$89,426	\$77,514
<b>Highest Teacher Salary</b>	\$115,594	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$144,393	\$133,421
<b>Average Principal Salary (Middle)</b>	\$152,197	\$138,594
<b>Average Principal Salary (High)</b>	\$174,854	\$153,392
<b>Superintendent Salary</b>	\$335,993	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	9	