

# Oak Creek Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<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>	Mandy Ferrell
<b>E-mail Address</b>	mandyferrell@iusd.org
<b>Web Site</b>	<a href="http://iusd.org/oc">http://iusd.org/oc</a>
<b>CDS Code</b>	30-73650-6120141

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### **School Description and Mission Statement (School Year 2018-19)**

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 875-925 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.

The Oak Creek staff is comprised of a diverse and enthusiastic staff who is committed to continuous improvement. As a staff and within grade level teams (Professional Learning Communities), our teachers regularly reflect on their practices and results to ensure that our students encounter an engaging and impactful standards-based curriculum. In addition to our academic focus, we remain attuned to and supportive of the development of the whole child, ensuring that our students prosper academically, physically, socially, and emotionally.

At Oak Creek Elementary, our mission is to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world and to provide the highest quality educational experience we can envision. To provide such an experience, we believe in and are dedicated to:

- Valuing each child's uniqueness and celebrating diversity
- Providing an instructional program that instills a joy of learning and empowers all children to reach their potential
- Practicing ethics and values with an emphasis on respect, honesty, responsibility, cooperation, perseverance, compassion.

We teach and reinforce these values through our school-wide positive behavior system. Since we are the Oak Creek Owls, our behavior expectations are:

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

They form the acronym W.I.S.E. and all students are reminded daily to be W.I.S.E. Owls.

**Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	147
Grade 1	135
Grade 2	127
Grade 3	134
Grade 4	120
Grade 5	127
Grade 6	129
<b>Total Enrollment</b>	<b>919</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.0
American Indian or Alaska Native	0.8
Asian	40.6
Filipino	3.0
Hispanic or Latino	11.0
Native Hawaiian or Pacific Islander	0.0
White	32.5
Socioeconomically Disadvantaged	21.9
English Learners	36.0
Students with Disabilities	10.9
Foster Youth	0.0

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	37.15	40.16	37.40	1507.07
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0.18	0.18	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 August, 2018. 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 August, 2018. 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 August, 2018. 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 August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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%

## School Facility Conditions and Planned Improvements (Most Recent Year)

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 televisions). 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 will be addressed via upcoming projects to be 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 music instruction.

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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	RM 11: 4. WATER STAIN CEILING TILES/ WATER DAMAGE ON WALL ABOVE BACK DOOR/ WALLPAPER IS PEELING ABOVE BACK DOOR
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	RM 20: 7. 2 LIGHT PANELS ARE OUT AT SOUTH EXIT
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	P RM 1: 11. PAINT IS CHIPPING ON EAVE

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	P RM 7: 12. GUTTERS AND BEAM ON EAVE ARE RUSTED P RM 8: 12. GUTTERS ARE RUSTED WITH HOLES ON EAVE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/13/2018	
Overall Rating	Exemplary

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	68.0	73.0	77.0	77.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	66.0	65.0	74.0	74.0	37.0	38.0

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	498	483	96.99	72.88
<b>Male</b>	246	239	97.15	68.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	252	244	96.83	77.05
Black or African American	13	13	100.00	69.23
American Indian or Alaska Native	--	--	--	--
Asian	188	178	94.68	81.46
Filipino	14	14	100.00	85.71
Hispanic or Latino	64	63	98.44	55.56
White	170	167	98.24	71.26
Two or More Races	46	45	97.83	66.67
Socioeconomically Disadvantaged	140	136	97.14	58.82
English Learners	183	170	92.90	67.06
Students with Disabilities	50	50	100.00	46.00

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	498	491	98.59	65.38
Male	246	241	97.97	66.8
Female	252	250	99.21	64
Black or African American	13	13	100	46.15
American Indian or Alaska Native	--	--	--	--
Asian	188	182	96.81	79.12
Filipino	14	14	100	85.71
Hispanic or Latino	64	63	98.44	38.1
White	170	170	100	61.76
Two or More Races	46	46	100	60.87
Socioeconomically Disadvantaged	140	139	99.29	49.64
English Learners	183	178	97.27	60.67
Students with Disabilities	50	50	100	34

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	19.2	44.2

Note: 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.

**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 for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

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 Breakfast, our Family Movie Night in the fall, the Jog-a-thon in early spring, our Spring Fling & Open House 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.



## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.0	0.8	0.4	1.2	1.6	1.2	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 2018-19 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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	4		31		4		29	1	4	
1	26	1	3		31		4		27		5	
2	30		5		28	1	3		22	1	4	
3	30		4		26	1	5		26	1	5	
4	31		4		30	1		3	29	1	2	1
5	30		2	2	33			4	31		4	
6	28	1	1	3	32		2	2	32		4	
Other	6	1			8	2			8	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.65	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	2.463	N/A
Resource Specialist (non-teaching)	4.5	N/A
Other	1	N/A

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

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,305	\$178	\$5,128	\$87,573
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-8.2	6.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-32.6	8.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new 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, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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 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.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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), active teaching and Positive Behavior Intervention & Support (PBIS). Our professional development is delivered in one six-hour day 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 team members.