Oak Creek Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

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 900-930 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.
- Teachers meet regularly to analyze student data, monitor progress, refine instructional practices, create common assessments, and identify learning targets.
- We align goals, resources, and learning targets in support of all students.
- We communicate across grade levels to ensure continuity of instruction and provide an equitable learning environment in each classroom.
- We proactively collaborate as a staff across campus in support of all students' social/emotional well-being.

CURRICULUM & INSTRUCTION
We implement an equitable instructional program that promotes active engagement and reflective problem solving. Our teaching practices are intentional, flexible, and responsive to the needs of our students. We utilize:
- Strategic grouping in support of differentiated learning
- Technology in a 1:1 environment to enhance the learning experience and foster future-focused learning

- Multiple methods to demonstrate student understanding and progress towards mastery of standards

COMMUNITY PARTNERSHIPS
We actively partner with our community to foster connections in support of learning and innovation for all students.
- We promote and facilitate open communication with parents and families.
- We value opportunities for parents, families, and our community to be involved and engaged within our school.

Our identity and momentum are sustained in part by our commitment to the W.I.S.E. Owl school-wide behavior system. They form the acronym W.I.S.E. and all students are reminded daily to demonstrate W.I.S.E. Owl behavior:
- Winning Attitude
- Integrity
- Show Respect & Responsibility
- Encourage Others

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	121
Grade 1	148
Grade 2	127
Grade 3	124
Grade 4	121
Grade 5	122
Grade 6	128
Total Enrollment	891

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	42.6
Filipino	1.9
Hispanic or Latino	11.3
White	32.8
Two or More Races	8
Socioeconomically Disadvantaged	22.4
English Learners	36.4
Students with Disabilities	9.3
Foster Youth	0.3
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	40.16	37.40	39.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0.18	0.18	0.46	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: October 2019

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, 2019. 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, 2019. 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, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. 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%

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

Year and month of the most recent FIT report: 11/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 11: 4. WATER STAIN CEILING TILES/ WATER DAMAGE ON WALL ABOVE BACK DOOR/ WALLPAPER IS PEELING ABOVE BACK DOOR
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 20: 7. 2 LIGHT PANELS ARE OUT AT SOUTH EXIT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P RM 1: 11. PAINT IS CHIPPING ON EAVE
Structural: 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
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	73	70	77	78	50	50
Mathematics (grades 3-8 and 11)	65	65	74	74	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	499	475	95.19	4.81	70.32
Male	248	237	95.56	4.44	61.18
Female	251	238	94.82	5.18	79.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	202	186	92.08	7.92	77.42
Filipino	--	--	--	--	--
Hispanic or Latino	66	65	98.48	1.52	52.31
Native Hawaiian or Pacific Islander					
White	165	158	95.76	4.24	67.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	42	42	100.00	0.00	71.43
Socioeconomically Disadvantaged	133	131	98.50	1.50	55.73
English Learners	178	159	89.33	10.67	64.78
Students with Disabilities	52	52	100.00	0.00	46.15
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	499	490	98.20	1.80	65.31
Male	248	246	99.19	0.81	63.82
Female	251	244	97.21	2.79	66.80
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	202	196	97.03	2.97	78.06
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	34.85
Native Hawaiian or Pacific Islander					
White	165	162	98.18	1.82	61.73
Two or More Races	42	42	100.00	0.00	64.29
Socioeconomically Disadvantaged	133	133	100.00	0.00	44.36
English Learners	178	174	97.75	2.25	63.79
Students with Disabilities	52	52	100.00	0.00	30.77
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.4	26.0	33.9

Note: 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.

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 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.4	0.2	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019-20 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	31		4		29	1	4		30		4	
1	31		4		27		5		29		5	
2	28	1	3		22	1	4		32		4	
3	26	1	5		26	1	5		25	1	4	
4	30	1		3	29	1	2	1	25	1	4	
5	33			4	31		4		30		4	
6	32		2	2	32		4		31		4	
Other**	8	2			8	1			7	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.8
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	2.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,718	$300	$5,419	$91,580
District	N/A	N/A	$5,630	$81,988.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-3.8	6.3
State	N/A	N/A	$7,506.64	$82,403.00
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 2018-19)

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 through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended 0n-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,823	$48,612
Mid-Range Teacher Salary	$85,411	$74,676
Highest Teacher Salary	$110,405	$99,791
Average Principal Salary (Elementary)	$121,327	$125,830
Average Principal Salary (Middle)	$147,385	$131,167
Average Principal Salary (High)	$165,402	$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$320,910	$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		7	7

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, and Health/Safety. Our professional development is delivered in four six-hour days and three 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.