

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Westpark Elementary School	District Name	Irvine Unified School District
Street	25 San Carlo	Phone Number	(949) 936-5000
City, State, Zip	Irvine, CA 92614	Web Site	www.iusd.org
Phone Number	(949) 936-6400	Superintendent	Mr. Terry Walker
Principal	Ann Marie Simmons	E-mail Address	twalker@iusd.org
E-mail Address	asimmons@iusd.org	CDS Code	30-73650-6108799

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Our mission is to enable students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Westpark School opened its doors in July, 1991. Our first enrollment included 341 students in grades K-5. Currently, we maintain an enrollment of 646 students in grades K-6. Westpark is one of four schools in Irvine that operate with a year-round calendar. In addition to serving neighborhood children, we offer the year-round calendar as an alternative to other families in Irvine who choose this schedule.

Westpark was recognized as a California Distinguished School during the 2001-2002 school year.

In every academic setting we provide a learning environment that emphasizes individual initiative and creativity as well as group cooperation and communication skills. Our offerings include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in classrooms, Specialized Academic Instruction support, Speech and Language support, New Comers Classes in grades K and 1 with SDAIE and ELL instructional support for our English Language Learners, Early Intervention Reading Model for emerging readers, and Response to Instruction (RTI) for all students in reading, and regular education classes. In addition to general education classrooms, we serve Special Education students in four co-taught classroom settings and also three upper-grade classrooms for academically talented students (APAAS). Our student population includes students from homes where more than 20 languages other than English are spoken. Our staff carefully monitors each child and celebrates each child's successes and uniqueness at our regular grade level assemblies. We are a PBIS, Positive Behavior Intervention and Supports school and provide all students the social and emotional supports along with the academic supports while emphasizing our school values of Accountability, Integrity, and Respect..

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Westpark School is embedded in a community that believes that education is a partnership between the home and the school. The PTA, the School Site Council, the volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies, after school enrichment classes, financial support for personnel, and financial support for every teacher. The School Site Council participates in the monitoring of our educational plan and the expenditure of funds to enrich our curricular foci. The volunteers contribute hours to the classroom through tutorial, library, computer lab and clerical support. The business community is also involved by supplying our school with resources to purchase equipment and other supplies and assemblies to enrich the entire school. Our parents are actively involved at our school in a variety of ways. Parents are encouraged to contribute to the multicultural community at Westpark through community events and educational opportunities as well as we feel that this is a critical piece of our Positive Behavior Intervention and Supports model.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	82
Grade 1	94
Grade 2	87
Grade 3	86
Grade 4	97
Grade 5	108
Grade 6	79
Total Enrollment	633

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.9	White	29.7
American Indian or Alaska Native	0.3	Two or More Races	3.5
Asian	48.3	Socioeconomically Disadvantaged	13.1
Filipino	3	English Learners	24.8
Hispanic or Latino	8.5	Students with Disabilities	10.7
Native Hawaiian/Pacific Islander	0.9		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	34.3	0	0	3	33.0	0	0	3	27.3	1	2	0
1	19.3	3	0	0	22.5	0	2	0	25	1	2	0
2	19.0	4	0	0	23.0	0	3	0	30	0	3	0
3	18.3	3	0	0	24.5	0	2	0	31	0	3	0
4	34.0	0	1	1	32.3	0	2	1	30	0	2	1
5	30.8	0	2	2	32.5	0	1	1	34	0	0	3
6	25.5	2	1	1	34.0	0	0	1	27.4	0	4	1
Other	0.0	0	0	0	0	0	0	0				

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Westpark School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and by the key leaders of the Safety Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

We have emergency supplies to prepare for a potential disaster. These emergency supplies: food, water, blankets, first aide, and all other emergency equipment are kept in our throughout the building and in our Emergency Storage Shed for immediate access if needed. We are prepared to address the needs of our students and community. In addition, monthly fire drills, a full simulation earthquake drill, and a full intruder drill are scheduled and implemented throughout the school year to assess our level of preparedness. We schedule these regular drills to teach children appropriate safety actions in the event of an emergency. Our school is fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We also have the ability to reach all parents with an automated phone message system and email system.

Supervision is provided on the playground before and after school. There are specific procedures and rules governing bicycles for those students in grades 3 or older who ride to school. There are also procedures in place to administer medication during the school day for children. Westpark has a complete School Safety Plan that is evaluated yearly by our School Site Council and updated as needed.

Additionally, we are participating in the City of Irvine's Federal Safe Routes to School grant. This grant establishes the City's "Safe Routes to School Program" which integrates health, fitness, traffic relief, environmental awareness, and safety under one program. This program helps to create a safer, cleaner environment for everyone. Our students receive educational programs the school day, our parents receive educational programs at night, and we will have a weekend assembly for children and families that we will be scheduling in conjunction with Culverdale Elementary

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	0.86	0	2.84	3.52	2.95
Expulsions	0	0	0	0.18	0.18	0.22

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2011

Westpark School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and by the key leaders of the Safety Committee. Key elements of the plan include:

1. Assessing the current status of school crime committed on the school campus and at school-related functions,
 - 2a. Child Abuse Reporting Procedures,
 - 2b. Disaster Procedures-Routine and Emergency,
 - 2c. Policies for Suspension, Expulsion and Mandatory Expulsion,
 - 2d. Procedures for Notification of Staff Regarding Dangerous Students,
 - 2e. Policies on Sexual Harassment,
 - 2f. Policy Relating to School Dress Code (especially gang-related apparel),
 - 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School,
 - 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School,
 - 2i. Rules and Procedures on School Discipline.

We have emergency supplies to prepare for a potential disaster. These emergency supplies: food, water, blankets, first aide, and all other emergency equipment are kept in our throughout the building and in our Emergency Storage Shed for immediate access if needed. We are prepared to address the needs of our students and community. In addition, monthly fire drills, a full simulation earthquake drill, and a full intruder drill are scheduled and implemented throughout the school year to assess our level of preparedness. We schedule these regular drills to teach children appropriate safety actions in the event of an emergency. We participated in intruder preparedness drills with the Irvine Police Department this year to be better prepared as well. Our school is fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We also have the ability to reach all parents with an automated phone message system and email system.

Supervision is provided on the playground before and after school. There are specific procedures and rules governing bicycles for those students in grades 3 or older who ride to school. There are also procedures in place to administer medication during the school day for children. Our PTA provides funding for an additional day of health clerk time in the health room. Westpark has a complete School Safety Plan that is evaluated yearly by our School Site Council and updated as needed.

Additionally, we are participating in the City of Irvine's Federal Safe Routes to School grant. This grant establishes the City's "Safe Routes to School Program" which integrates health, fitness, traffic relief, environmental awareness, and safety under one program. This program helps to create a safer, cleaner environment for everyone. Our students receive educational programs the school day, our parents receive educational programs at night, and we will have a weekend assembly for children and families that we will be scheduling in conjunction with Culverdale Elementary

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	As of the most recently completed school site inspection, the facility condition is considered to be exemplary

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	30	24	25.31	1015
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.06	0.94
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.03	0.97

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1.5	---
Psychologist	0.6	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	0.6	---
Other	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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	N/A	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in September, 2011. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,020	\$176	\$3,844	\$69,029
District	---	---	\$4,345	\$72,136
Percent Difference: School Site and District	---	---	-11.54%	-4.31%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-29.54%	-0.26%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

For 2010-11, Westpark Elementary School received special funds in the amount of \$123,624. The majority of these funds were spent on personnel, materials and supplies to serve the unique educational needs in the following programs

\$28,389 - Economic Impact Aid /English Language Acquisition Program

\$34,815 - School Improvement

\$60,420 - Title-1

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,922	\$42,017
Mid-Range Teacher Salary	\$71,298	\$67,294
Highest Teacher Salary	\$92,163	\$86,776
Average Principal Salary (Elementary)	\$109,913	\$108,534
Average Principal Salary (Middle)	\$114,353	\$112,893
Average Principal Salary (High)	\$128,780	\$123,331
Superintendent Salary	\$227,784	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	82	82	83	80	81	82	49	52	54
Mathematics	80	85	84	78	79	79	46	48	50
Science	90	94	89	84	86	88	50	54	57
History-Social Science	N/A	N/A	N/A	71	74	76	41	44	48

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	82	79	88	76
All Student at the School	83	84	89	N/A
Male	77	82	89	N/A
Female	90	86	90	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	91	95	96	N/A
Filipino	95	90	0	N/A
Hispanic or Latino	66	62	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	73	72	81	N/A
Two or More Races	90	90	0	N/A
Socioeconomically Disadvantaged	63	61	75	N/A
English Learners	71	78	0	N/A
Students with Disabilities	47	51	0	N/A
Students Receiving Migrant Education Services				N/A

* Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.3	25.9	47.2

* Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	3	3	4

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	16	16	-20
Black or African American			
American Indian or Alaska Native			
Asian	14	8	-8
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	12	25	-30
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners		22	-15
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	444	913	20,192	921	4,683,676	778
Black or African American	7		438	809	317,856	696
American Indian or Alaska Native	2		111	869	33,774	733
Asian	222	955	8,594	962	398,869	898
Filipino	17	942	582	920	123,245	859
Hispanic or Latino	33	754	1,785	822	2,406,749	729
Native Hawaiian/Pacific Islander	3		77	853	26,953	764
White	130	867	7,160	907	1,258,831	845
Two or More Races	8		419	915	76,766	836
Socioeconomically Disadvantaged	70	777	2,213	815	2,731,843	726
English Learners	105	889	3,621	880	1,521,844	707
Students with Disabilities	63	677	1,964	761	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	3

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Westpark School and the Irvine Unified School District are committed to continuous professional improvement. The District and site have two staff development days the two days following the last day of school, as well as afternoon and evening workshops for teachers. We continue to develop reading, math, and writing instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs. Technology instruction, differentiating the core curriculum, and special education were also school-wide foci. Additionally we meet with the other year round schools in a Professional Learning Community to share best practices and learn from each other in mathematics, language arts, science, and social studies. This year will focus our continuous improvement efforts in the following areas: Writing, Reading Comprehension, Problem-Solving in Math. At Westpark we will provide an appropriately challenging curriculum for all students that fosters higher order thinking. We will explicitly and intentionally teach the language skills (listening, speaking, reading, and writing) necessary for success in all curricular areas; English, Social Science, Math, and Science. In providing this curriculum we will align our teaching, learning, assessments, and materials to content standards. We will provide equal access to the core curriculum and standards-based instruction for students with special needs (including but not limited to English Learners, GATE, Special Education, and At-Risk students). We will use on-going results from multiple assessments to design and/or modify our instruction and use the data from all sources, including that from standards-based assessments to evaluate current program effectiveness and make adjustments as necessary. We will seek opportunities to develop staff expertise in analyzing assessment data from a variety of sources to improve student learning. Through the PBIS model and school AIR values (Accountability, Integrity, and Respect) we will support school culture and individual actions that promote positive behavior and district core ethical values.