Culverdale Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Culverdale Elementary School
Street	2 Paseo Westpark
City, State, Zip	Irvine, CA 92614
Phone Number	(949) 936-5600
Principal	David Burke
Email Address	davidburke@iusd.org
School Website	culverdale.iusd.org
County-District-School (CDS) Code	30-73650-6089429

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Culverdale is a K-6 elementary school of approximately 575 students located in Irvine, California. Our attendance area has over 2600 apartment units (29% are affordable housing), and approximately 25% of our first through sixth grade students are new to our school each year. The percentage of students who qualify for free or reduced lunch is over 40%. Culverdale has a rich ethnic and multi-cultural background. Over 200 of our students were born in another country and over 41% are identified as English Language Learners. Our school includes the Essentials program, self-contained special education "mild/mod" classrooms for students in grades TK-6. Additionally, we have sheltered, self-contained classes in grades 2-5 for ELD Newcomer students who score 1 on the Initial ELPAC language test. Grades K, 1, and 6 have Sheltered English Immersion (SEI) clusters of students who score 1 on the Initial ELPAC language test.

Our school focuses on Social Emotional Learning to empower each learner as a citizen of the world. Culverdale focuses on Positive Behavior Interventions and Supports(PBIS) to clarify, model, and reteach behavioral expectations that aim to facilitate a safe, conducive learning climate. Our students are taught the code of conduct to "Be Kind, Safe, and Responsible," and teachers explicitly teach what it looks like to behave in this fashion in the different areas around campus. Students are frequently, positively recognized for collective and individual progress. Daily lunchtime sports leagues allow all students in grades 1-6 to participate in soccer, flag football, dodgeball, handball, and basketball games under the condition that players are adhering to the code of conduct. In class, students learn strategies to develop grit, to evaluate the size of each problem, and to self-monitor Zones of Regulation. Our full-time resource counselor plays an essential role in Tier 1 and Tier 2 SEL supports. Our staff and volunteers provide service learning opportunities for students, as well.

Professional Learning Communities are the foundation of our instructional staff's targeted approach to each student's academic success. Based on formative and summative common assessments, teachers identify which students should receive enrichment and which students need tier 2 reteaching of essential standards. In 2023-2024, our school has added a full-time Teacher on Special Assignment (TOSA) and two Title 1 instructional assistants to provide Tier 3 academic interventions for students performing at least two grade levels below benchmark. In all classrooms, instructional assistants provide small group learning activities under the teachers' guidance. With the continued support of our parents and staff we will continue striving to provide all children with everything they need to be successful both now and in the future.

2023-24 School Description and Mission Statement

Our Vision: WHERE WE'RE GOING

A commitment to excellence is the hallmark of Culverdale Elementary. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision. To that end, we are dedicated to:

1) the joy of learning for all,
2) a celebration of diversity,
3) a growth mindset en route to lifelong learning.

Our Mission: HOW WE'LL GET THERE

We will leverage our collective resources in order to make a positive global impact by:

* building relationships to engage all learners,
* nurturing the diverse gifts, multiple learning styles, and full capabilities of each individual,
* fostering social and emotional wellness,
* developing competent, resourceful, resilient, and empowered learners who are prepared to meet the challenges of a complex future,
* challenging every student to persevere for personal excellence,
* enhancing our students' capacity for courage, compassion, and collaboration,
* implementing the latest technology in all students' learning,
* and providing a safe, conducive environment for academic risk-taking.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	70
Grade 2	86
Grade 3	74
Grade 4	99
Grade 5	85
Grade 6	103
Total Enrollment	575

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	56%
American Indian or Alaska Native	0.2%
Asian	30.4%
Black or African American	6.8%
Filipino	1.7%
Hispanic or Latino	24.5%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	7.7%
White	27.7%
English Learners	37.7%
Foster Youth	0.7%
Socioeconomically Disadvantaged	43.8%
Students with Disabilities	14.1%

A. Conditions of Learning	**State Priority: Basic**
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	97.78	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	2.22	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	17.90	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	90.97	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.51	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	1.00	4.51	83.80	5.82	15831.90	5.67
Total Teaching Positions	22.10	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.40	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	10.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	6.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. 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, 2023. 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 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	N/A		N/A
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Culverdale Elementary School was established in 1974 as one of the first elementary schools in Irvine. The building was modernized during the summers of 2006 and 2017. The new facilities offer students a technology-rich environment in which to learn each day. In addition, there are portable classrooms on campus to serve our growing student population and special programs like the English Language Development (ELD) program. The Irvine Unified School District is committed to maintaining the facility both in appearance and in function.

During the spring of 2019, the sound system was replaced with a modern, intuitive Bluetooth system in the multi-purpose room (MPR) to allow easy usage for any staff member or PTA parent. Summer 2020 projects included a new kindergarten playground structure, climbing wall, funnel ball hoop, and expanded fall zone. We also added a 30' x 20' covered area with 6 square table benches, specifically as an innovative learning space for 6th grade students in portable classrooms. In 2021, the school's roof and exterior were upgraded so the color scheme blends with the surrounding community of homes. The staff lounge modernization provides an updated location for staff to recharge their well-being, cook healthier meals (range with AirFryer), and reduce foot traffic through the front office (exterior door to be added). Enrichment cooking classes utilize this kitchen lounge space as well. New student furniture (desk, chair) in classrooms has been purchased each summer 2022 and 2023 for grades 3-5, with the plan to replace grade 6 furniture the summer of 2024.

School Facility Conditions and Planned Improvements

Currently, "Measure E" tax bond construction is erecting a new multi-purpose room (MPR) with food service, restrooms, and covered lunch table area for 200+ students. This is expected to be completed by June 2024, at which time the final phase of the Measure E construction will focus on new student services such as speech rooms, counselor's office, psychologist's office, adaptive PE room, occupational therapy room, and a new conference room.

Year and month of the most recent FIT report	11/4/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			CC/P3: 4. WATER STAIN CEILING TILE K-P2: 4. WATER STAIN CEILING TILE P11: 4. WATER STAIN CEILING TILE P8: 4. WATER STAIN CEILING TILE 10. ITEMS STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) P9: 4. WATER STAIN CEILING TILE 10. ITEMS STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			BOYS RR: 10. ITEMS ARE STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) K19: 11. CLEANING SUPPLIES UNDER SINK- KEEP OUT OF REACH OF CHILDREN K20: 11. CLEANING SUPPLIES UNDER SINK- KEEP OUT OF REACH OF CHILDREN P1: 10. ITEMS ARE STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) P11: 4. WATER STAIN CEILING TILE P5: 10. ITEMS ARE STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) P6: 10. ITEMS ARE STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) P7: 10. ITEMS ARE STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) P8: 4. WATER STAIN CEILING TILE 10. ITEMS STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) P9: 4. WATER STAIN CEILING TILE 10. ITEMS STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	54	75	75	47	46
Mathematics (grades 3-8 and 11)	46	57	68	69	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	329	89.16	10.84	54.41
Female	169	149	88.17	11.83	61.74
Male	200	180	90.00	10.00	48.33
American Indian or Alaska Native	--	--	--	--	--
Asian	123	100	81.30	18.70	46.00
Black or African American	24	22	91.67	8.33	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	51.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	26	89.66	10.34	61.54
White	103	93	90.29	9.71	65.59
English Learners	133	100	75.19	24.81	26.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	154	91.67	8.33	53.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	14.89

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	370	361	97.57	2.43	57.34
Female	170	167	98.24	1.76	54.49
Male	200	194	97.00	3.00	59.79
American Indian or Alaska Native	--	--	--	--	--
Asian	123	120	97.56	2.44	65.83
Black or African American	24	22	91.67	8.33	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75	1.25	40.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	55.17
White	103	101	98.06	1.94	68.32
English Learners	133	132	99.25	0.75	48.48
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	163	97.02	2.98	49.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	19.15

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.09	45.68	61.37	64.04	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	81	97.59	2.41	45.68
Female	40	39	97.50	2.50	48.72
Male	43	42	97.67	2.33	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	44.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	52.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	41.18
English Learners	28	28	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	38	97.44	2.56	47.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.80%	95.18%	98.80%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Culverdale School offers families a variety of ways to become involved. Parents are educated through email distribution lists on their opportunities to participate in each year's Local Control Accountability Plan (LCAP). Formal meetings are scheduled, posted, and convened during each school year to discuss the LCAP and allow parents to vote on potential actions for the upcoming year(s). The PTA and our Title 1 staff team sponsor book fairs, family nights, and other fundraisers to support our school. The School Site Council and English Learner Advisory Committee provide opportunities for parents to work with staff to develop programs and to monitor the progress of school goals. All parents are invited to participate, and a formal election of parents on the SSC/ELAC is conducted through the parent email distribution list. Classroom teachers also provide opportunities for parents to volunteer in the classroom setting. We encourage and appreciate the many volunteer hours that we receive from our families and business community. Parents who are interested in volunteering may visit out Culverdale PTA website at www.culverdalepta.com

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	634	111	17.5
Female	294	285	39	13.7
Male	356	349	72	20.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	209	208	17	8.2
Black or African American	44	40	11	27.5
Filipino	10	10	0	0.0
Hispanic or Latino	155	149	38	25.5
Native Hawaiian or Pacific Islander	6	4	2	50.0
Two or More Races	52	50	10	20.0
White	171	170	32	18.8
English Learners	260	256	31	12.1
Foster Youth	5	5	4	80.0
Homeless	5	2	2	100.0
Socioeconomically Disadvantaged	300	289	70	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	31	31.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.20	0.63	1.85	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.85	0
Female	0.34	0
Male	3.09	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.48	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	2.58	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.92	0
White	1.17	0
English Learners	1.15	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.97	0

2023-24 School Safety Plan

Ensuring a safe environment for our children is the number one priority at Culverdale School; therefore, we have developed a comprehensive Safe School Plan. Our plan is evaluated annually and amended, as needed by the School Site Council and by the key leaders of the Safety Committee. Earthquake and disaster preparedness is an ongoing emphasis at Culverdale. Rotating monthly response drills for fire, earthquake, and lockdown are scheduled and implemented throughout the school year to assess our level of preparedness. Emergency supplies have been purchased and stored for a potential disaster. These emergency supplies are kept in our Emergency Storage Shed for immediate access if needed. 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, and we review with all staff each October for the Great California Shakeout. We schedule regular drills to teach children appropriate safety actions in the event of an emergency. A lockdown procedure has been established to protect students and staff from intruders, and lockdown drills are practiced with students and staff. We have the ability to reach all parents with an automated phone message system and email system. Numerous electronic access-control door panels and CCTV cameras were installed strategically around campus, with the cameras being accessible by site administrators, district security staff, and the Irvine Police Department.

Administrators and teachers intentionally teach students the campus expectations for school safety and social interactions. When students, visitors, or staff are out of compliance, there are systems in place for investigations to address solutions - including restorative actions and disciplinary measures. Our school has adopted an Anti-Bullying Policy as part of our Koala Pride Program which was developed using the Positive Behavior Intervention System (PBIS) model. Supervision is provided on the playground and at student drop-off and pick-up points before and after school. Based on School Site Council feedback, the lunchtime supervision staffing has been increased to increase campus safety. 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. Parents are reminded periodically through principal email newsletters that parking lot driving rules are in place to account for the many young children on campus. Parents are also reminded that students are not permitted to play on the playground equipment before school or until after 4:00pm. Clip art graphics are used

2023-24 School Safety Plan

in these newsletters to catch the attention of the numerous English as a Second Language parents in our community. For mental health awareness/supports, IUSD schools continue the campaign called Speak Up, We Care. Students, parents, and staff are given encouragement and clear instructions of how to talk to a staff member when there is a concern. Principal newsletters and a highly-visible, campus sign are in place to remind parents of the resources.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	6		
1	12	3	1	
2	17	3	1	
3	14	4	1	
4	12	4	1	
5	13	4	1	
6	14	4	1	
Other	12	8		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	7		
1	20	1	2	
2	30		2	
3	19	1	3	
4	21	1	2	
5	28		2	
6	28		3	
Other	19	3	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	0
1	18	2	2	0
2	17	3	2	0
3	19	2	2	0
4	20	3	2	0
5	17	3	2	0
6	26	1	2	0
Other	19	4	3	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	4.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,866	$603	$7,264	$97,209
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	16.0	11.1
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	11.5	13.0

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

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

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

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

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,523	$55,550
Mid-Range Teacher Salary	$92,019	$80,703
Highest Teacher Salary	$118,946	$109,418
Average Principal Salary (Elementary)	$150,833	$137,703
Average Principal Salary (Middle)	$159,048	$143,760
Average Principal Salary (High)	$180,782	$159,021
Superintendent Salary	$345,737	$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

Professional Development

The Culverdale Staff strives for continuous improvement and evaluation of our programs. Therefore, we believe that targeted staff development activities are essential for maintaining and improving quality education. Teachers bypassed the ITA waiver for summer PD hours, instead opting to do 12 hours after school throughout the year. Staff development for the 2023-2024 school year focuses on PLC Initiatives aimed at improving our Tier 1 Best Practices, our Tier 2 reteaching of targeted essential skills, and Tier 3 interventions. Our certificated staff and classified instructional staff is also focusing on Science of Reading training. On a monthly basis, our school's MTSS team (Multi-Tiered Systems of Supports) convenes to discuss student concerns, based on PLC common assessments and observations.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2