Culverdale Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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
Grade Span	K-6
County-District-School (CDS) Code	30-73650-6089429

2025-26 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Cassie Parham
Email Address	CassieParham@iusd.org
District Website	www.iusd.org

2025-26 School Description and Mission Statement

Culverdale is a PK-6 elementary school of approximately 550 students located in Irvine, California. California Dashboard reports that 41% of students are identified as Socioeconomically Disadvantaged and 37% of our students are identified as English Language Learners. Our school includes a PK-6 program of self-contained classes for Students with Disabilities / IEP placements indicating Essentials (previously called SAI-2). Grades PK-6 have Sheltered English Immersion (SEI) clusters of students based on their most recent ELPAC language test.

Our school focuses on Social Emotional Learning to empower each learner as a citizen of the world. Culverdale focuses on the Positive Behavior Interventions and Supports(PBIS) to clarify, model, and reteach behavioral expectations that aim to facilitate

2025-26 School Description and Mission Statement

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 recognized for collective and individual progress. As part of PBIS, students in grades 1-6 to are invited to participate in team sports leagues (soccer, flag football, dodgeball, handball, and basketball) each day during 1st-6th grade lunch periods, with the expectation that players are adhering to the PBIS schoolwide code of conduct in classrooms and all areas of campus. 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 SEL instruction, and SEL supports and interventions. Our staff and volunteers provide service learning opportunities for students, as well. Once again this year, a teacher facilitates a Student Government activity club for 5th-6th grade students to serve the student body in leadership roles.

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. To provide a more equitable response to student assessment data, our school now staffs two Tier 3 Teachers on Special Assignment (TOSA) to provide academic interventions for students performing at least two grade levels below grade-level benchmark in ELA or Mathematics. In all classrooms, instructional assistants provide small group learning activities under the teachers' guidance. With the continued support of parents and staff, we will continue striving to provide all children with everything they need to be successful both now and in the future. Parent Engagement Workshops are coordinated and conducted by school staff at least one night per school year by using parent input, funded by Title 1.

Technology plays an important role. New in 2025-2026, our staff is implementing A.I. under watchful supervision to enhance the learning and feedback process for students, primarily through the educational software called Snorkl. Parents have been informed through the principal's Friday newsletter communication, with discussion opportunities at PTA meetings. Teachers receive ongoing training and opportunities to share findings to align their practices and ensure that A.I. is being used responsibly. In response to feedback from PTA and School Site Council, our teachers were trained on the Parent Square communication platform and only use this method of mass communication to families, allowing easier access for families who are receiving school communication for multiple children at our school.

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 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	72
Grade 2	66
Grade 3	78
Grade 4	75
Grade 5	93
Grade 6	93
Total Enrollment	558

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	56.1
Asian	32.6
Black or African American	6.6
Filipino	1.4
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	8.8
White	24
English Learners	28.9
Foster Youth	0.5
Homeless	0.2
Socioeconomically Disadvantaged	40.3
Students with Disabilities	15.6

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.

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)	20.1	90.97	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.51	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	1	4.51	83.8	5.82	15831.9	5.67
Total Teaching Positions	22.1	100	1441.5	100	279044.8	100

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.

2022-23 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)	19.3	84.08	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	3.6	15.92	86.2	6.22	14303.8	5.15
Total Teaching Positions	22.9	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.7	89.62	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	10.33	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	0	0	56.9	4.05	13705.8	4.91
Total Teaching Positions	20.9	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	2.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	2.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.7	0	21.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.8	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade PK - Handwriting Without Tears, Kick Start Kindergarten (Learning Without Tears) Adoption Year: 2019 Grade K - 2 - California Journeys (Houghton Mifflin) Adoption Year: 2017 Grade 3 - 5 - Texts for Close Reading (Benchmark) Consumables Adoption Year: 2017 Grade 6 - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade PK - ST Math: Early Learning Program (Mind Research Institute) Adoption Year: 2014-15 K – My Math Grade K (McGraw-Hill) Adoption Year: 2014-15 1 – My Math Grade 1 (McGraw-Hill) Adoption Year: 2014-15 2 – Go Math Grade 2 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 3 – Go Math Grade 3 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 4 – Go Math Grade 4 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 5 - Go Math Grade 5 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15	0%
Science	Grades PK-6 – Twig Science Adoption Year: 2020	0%

History-Social Science	PK - Second Step for Early Learning (Committee for Children) Adoption Year: 2017 Grade K – 1 California Studies Weekly (Studies Weekly) Consumables Adoption Year: 2019 Grade 2 – 5 myWorld Interactive (Pearson) Consumables Adoption Year: 2019 Grade 6 IMPACT World History & Geo - Ancient Civilizations (McGraw Hill) Consumables Adoption Year: 2019	0%
Foreign Language	N/A	N/A
Health	Grade PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

Culverdale Elementary 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.

Summer 2020 projects included a new kindergarten playground structure, climbing wall, funnel ball hoop, and expanded fall zone. This past summer (2025), our campus added a fence around the PK-Kindergarten snack and playground area. 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 (desks, chairs) in classrooms has been purchased each summer 2022 and 2023 for grades 3-6. This past summer, we replaced aged student furniture for classrooms of grades 1 and 2. Based on available funding, the plan is to replace classroom furniture for the remaining 5 classrooms as soon as possible.

"Measure E" tax bond construction added a new multi-purpose room (MPR) with food service, restrooms, and a covered lunch table area. Also, the former MPR was converted into a Student Services Building with rooms for speech, adaptive PE, occupational therapy, and conferences plus offices for a counselor and psychologist.

Year and month of the most recent FIT report	10/28/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		R 13: 4. FORMICA IS LOOSE ON CABINET SHELF R-10: 4. WATER STAINS ON WOOD BEAMS R-4: 4. WATER STAINS ON CEILING AND BEAMS R-6: 4. WATER STAIN ON BEAMS R-8: 4. WATER STAINS OF CEILING/ LEAKS DURING RAIN (PER TEACHER)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		R 12: 9. FAUCET HAS LOW FLOW
Safety: Fire Safety, Hazardous Materials	X		
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	57	73	74	47	48
Mathematics (grades 3-8 and 11)	55	58	69	70	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	313	93.71	6.29	56.55
Female	152	144	94.74	5.26	58.33
Male	182	169	92.86	7.14	55.03
American Indian or Alaska Native	0	0	0	0	0
Asian	111	97	87.39	12.61	65.98
Black or African American	16	16	100.00	0.00	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	88	85	96.59	3.41	41.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	70.97
White	78	75	96.15	3.85	60.00
English Learners	98	86	87.76	12.24	39.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	149	96.75	3.25	45.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	13.73

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	334	320	95.81	4.19	57.50
Female	152	146	96.05	3.95	53.42
Male	182	174	95.60	4.40	60.92
American Indian or Alaska Native	0	0	0	0	0
Asian	111	103	92.79	7.21	72.82
Black or African American	16	16	100.00	0.00	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	88	85	96.59	3.41	35.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	67.74
White	78	76	97.44	2.56	63.16
English Learners	98	93	94.90	5.10	54.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	150	97.40	2.60	46.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	13.73

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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.76	51.22	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	82	92.13	7.87	51.22
Female	45	42	93.33	6.67	40.48
Male	44	40	90.91	9.09	62.50
American Indian or Alaska Native	0	0	0	0	0
Asian	28	25	89.29	10.71	48.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	23	21	91.30	8.70	66.67
English Learners	25	23	92.00	8.00	21.74
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	5.13	37.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	97.75%	97.75%	97.75%	97.75%	97.75%

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.

2025-26 Opportunities for Parental Involvement

Culverdale School offers families a variety of ways to become involved. Parents are kept informed through email distribution lists. They are invited 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. After-school Parent Workshops that occur during dinner hours include a light meal and beverages, in addition to childcare. 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 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 the Culverdale PTA website at www.culverdalepta.com or the Culverdale office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	573	91	15.9
Female	253	247	30	12.1
Male	332	326	61	18.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	186	185	13	7.0
Black or African American	38	37	7	18.9
Filipino	--	--	--	--
Hispanic or Latino	156	150	35	23.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	52	6	11.5
White	139	135	26	19.3
English Learners	168	166	19	11.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	270	262	60	22.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	105	29	27.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.85	0.64	0.85	1.04	0.93	0.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0.00
Female	0.40	0.00
Male	1.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	1.44	0.00
English Learners	0.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.72	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive School Safety Plan was reviewed on September 24, 2025, developed by a committee including the Assistant Principal, teachers, CSEA, and a parent.

The Incident Command System (ICS) is led by David Burke (Incident Commander). Key roles are assigned to staff and a parent (Angie Weiss) for Logistics. The main Duty Reporting Stations (Command Post, Planning, and Logistics) are at the Lunch Tables. Emergency Response Teams cover First Aid, Search & Rescue, Fire, Utility Shutoff, Crisis Intervention, and Student Release.

Essential utility shutoffs are detailed:

Gas: Back of the Boiler Room (shut off only if fire/smell).

Water: Two locations for irrigation and sinks/toilets.

Electrical: Inside the Boiler Room.

Traffic procedures enforce a one-way, right-lane-only drop-off in the Paseo-Westpark Parking Lot. The San Leandro lot is staff/bus only.

Monthly safety drills are conducted when students are on campus: fire, earthquake, lockdown

Discipline is guided by "Be Kind, Be Safe, Be Responsible" and the progress discipline process includes parents & guardians are partners in teaching prosocial behavior and maximizing the safety of the campus. Discipline data is reviewed and campus adjustments are made to improve safety. After-School Emergency contacts include the Campus Safety Services Line (949-337-5196), followed by notification to school administration. Two AEDs are located in the Front Office and the Cafeteria.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	2	2	0
1	22	1	2	0
2	15	3	2	0
3	17	3	2	0
4	21	2	0	2
5	19	3	0	1
6	23	2	0	2
Other	18	5	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	7	7		
1	18	3	1	
2	17	3	1	
3	20	2	2	
4	25	1		2
5	23	2		2
6	23	2		2
Other	23	3	3	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$7,954	$532	$7,422	$112,464
District	N/A	N/A	7,069	$103,831
Percent Difference - School Site and District	N/A	N/A	3.7	14.2
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-36.8	17.2

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 school 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 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), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,726	$60,863
Mid-Range Teacher Salary	$106,670	$93,575
Highest Teacher Salary	$137,884	$125,548
Average Principal Salary (Elementary)	$174,086	$157,645
Average Principal Salary (Middle)	$184,591	$165,341
Average Principal Salary (High)	$210,425	$182,580
Superintendent Salary	$421,400	$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

Professional Development

August 13 2025, August 15 2025, October 13 2025, October 15 2025, November 12 2025, January 28 2025, March 9 2026

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7