

# Culverdale Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Culverdale is a K-6 elementary school of 33 teachers and a fluid range of 670-750 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 45%. 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. We are a wonderfully unique school as 32 languages are spoken and no one ethnicity represents more than 20% of our school. We house 4 English Language Development Newcomer classes K-6 for students who are new to the United States and score Beginning on their initial ELPAC test, and in recent years we have added 4 self-contained special education classes K-6.

Our mission is to enable our students to become respectful, responsible, self-reliant problem-solvers who can assume a productive role in a diverse world. With the combination of a rigorous academic program, dedicated teachers and staff, and a nurturing educational environment, we strive to help each student recognize his/her potential and experience the joy of learning. We differentiate curriculum and provide interventions for students performing below and challenges for those performing above grade level proficiency. All students find success and growth at Culverdale School. See below for the formal Mission Statement of Culverdale Elementary (revised 8/16/2018).

Our most important goal is to create a safe climate where children feel secure and comfortable. Culverdale has focused on a positive behavior and support program to provide students and staff with clear behavioral expectations that lead to a pro-social climate. Our students are asked 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. During this COVID-pandemic year, the Code of Conduct specifies: "Be Kind by social distancing, Be Safe by wearing a face covering, and Be Responsible by keeping your hands clean." Students are positively recognized for behaving the taught/expected way, and they are held accountable when they do not. We celebrate their successes daily with Cool Koala incentives and quarterly during our awards ceremonies. Lunchtime sports leagues have been in place for all students grades 1-6 to participate daily as part of our PBIS program. Every week, a team of 6th grade students consider school news items to film student-based segments and then edit the videos together to create our 4-7 minute (Koala News Network) KNN episodes. These episodes are shown in every classroom each Monday morning. This aims to build K-6 community among staff and students, echoing our commitment to being a tight-knit PLC school.

We believe Culverdale's diverse student population provides a microcosm of interactions and experiences that prepare our students for the 21st century. We celebrate each student's unique cultural differences, and we reach out to our parent community to support our path to cultural proficiency. Our annual PTA Culture Day provides parents with the opportunity to

## 2022-23 School Overview

highlight characteristics of their country and culture by sharing food, artifacts, and costumes while providing students with a “field trip” around the world. Performances by both students and professionals support the event as children strengthen their understanding of our diverse community.

Our staff has adjusted to our changing student population by implementing both Professional Learning Communities and Response to Intervention strategies. Our goal, with every decision we make, is to provide the best educational experience that we can envision. This starts with a very systematic process of identifying which students are ready for grade-level curriculum and which are not. Based on our universal screening assessments, teachers work together with their grade level colleagues to create flexible and fluid groups. The teachers then provide instruction directly targeted at helping these specific groups of students. We utilize instructional assistants to reduce the student-to-adult ratio across the grade level, and allocate a portion of our Title I funds to provide a reading specialist for students with significant needs. Since the 2017-2018 school year, we've utilized District Funds and Title 1 School Funds to staff a 5-day/week Elementary Resource Counselor.

Culverdale students have opportunities to participate in a variety of activities to build leadership and showcase their talents. Our student leadership group participates in a Team Kids Challenge each year, plans spirit days each month, helps organize a canned food drive and holiday toy drive, and sponsors an student-selected organization each year. Our students have the opportunity to participate in Irvine Junior Games, Harvest Cup Soccer tournament, Winter Boal Flag Football tournament, and Irvine Youth Basketball Classic. Building the capacity to be a leader both academically and socially helps to build the whole child.

We have the opportunity to work with society's greatest future assets...our students. 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.

Our Mission Statement was revised by site administrators and all certificated staff on August 16, 2018.

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:

the joy of learning for all,  
a celebration of diversity,  
and 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.

Our Values:

WHAT WE BELIEVE

As a school community, we weave our core values into all that we do:

Collaboration  
Empowerment  
Learning  
Integrity  
Trustworthiness

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	69
Grade 2	74
Grade 3	82
Grade 4	88
Grade 5	89
Grade 6	89
Total Enrollment	560

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.8
American Indian or Alaska Native	0.2
Asian	27.0
Black or African American	5.9
Filipino	2.5
Hispanic or Latino	24.8
Native Hawaiian or Pacific Islander	0.9
Two or More Races	9.3
White	28.6
English Learners	39.6
Foster Youth	0.4
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	40.7
Students with Disabilities	13.8

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.40	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.20	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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 summer of 2006. 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 innovation learning space for 6th grade students in portable classrooms. To update the exterior of the school, the light-umber, metal roof still needs attention to make the color uniform. Also, white paint (swiss coffee) is projected to be applied to all horizontal beams to provide an accent - which also matches the HOA of the surrounding neighborhood. 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.

Year and month of the most recent FIT report

9/9/2022

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> 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)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			BOYS RR: 10. ITEMS ARE STACKED ON TOP OF SHELVES (EARTHQUAKE HAZARD) 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)
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	55	N/A	75	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	46	N/A	68	N/A	33

## 2021-22 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
<b>All Students</b>	373	314	84.18	15.82	54.78
<b>Female</b>	170	145	85.29	14.71	61.38
<b>Male</b>	203	169	83.25	16.75	49.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	108	72	66.67	33.33	52.78
<b>Black or African American</b>	27	26	96.30	3.70	46.15
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	86	84	97.67	2.33	58.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	32	100.00	0.00	65.63
<b>White</b>	107	87	81.31	18.69	55.17
<b>English Learners</b>	139	84	60.43	39.57	27.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	147	143	97.28	2.72	49.65
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	53	50	94.34	5.66	18.00

## 2021-22 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
<b>All Students</b>	373	367	98.39	1.61	45.78
<b>Female</b>	170	166	97.65	2.35	43.37
<b>Male</b>	203	201	99.01	0.99	47.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	108	105	97.22	2.78	57.14
<b>Black or African American</b>	27	26	96.30	3.70	23.08
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	86	85	98.84	1.16	37.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	32	100.00	0.00	50.00
<b>White</b>	107	106	99.07	0.93	46.23
<b>English Learners</b>	139	136	97.84	2.16	40.44
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	147	145	98.64	1.36	44.14
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	26.09	NT	61.37	28.5	29.47

## 2021-22 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
<b>All Students</b>	94	92	97.87	2.13	26.09
<b>Female</b>	36	36	100	0	25
<b>Male</b>	58	56	96.55	3.45	26.79
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	26	24	92.31	7.69	25
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	21	100	0	19.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	33	33	100	0	33.33
<b>English Learners</b>	34	32	94.12	5.88	3.13
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	33	100	0	30.3
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	0

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	98.92%	98.92%	98.92%	81.72%	98.92%

## 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.

#### 2022-23 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 our Culverdale PTA website at [www.culverdalepta.com](http://www.culverdalepta.com).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	636	620	144	23.2
Female	291	281	57	20.3
Male	345	339	87	25.7
American Indian or Alaska Native	1	1	0	0.0
Asian	190	183	22	12.0
Black or African American	39	39	18	46.2
Filipino	15	15	3	20.0
Hispanic or Latino	149	144	45	31.3
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	56	55	12	21.8
White	177	174	42	24.1
English Learners	269	263	40	15.2
Foster Youth	7	7	5	71.4
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	260	254	73	28.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	95	94	35	37.2

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.74	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.20	0.63	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.00
Female	0.69	0.00
Male	0.58	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.53	0.00
Black or African American	2.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.13	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.05	0.00

## 2022-23 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. We also have the ability to reach all parents with an automated phone message system and email system. In September of 2018, numerous electric-access door panels and cameras were installed strategically around campus. These CCTV cameras are accessible by site administrators, district security, and Irvine Police Department. In the spring of 2021, more cameras were installed based on need-to-reduce blind spots on campus.

To allow students to attend school during the COVID pandemic, IUSD has taken measures by implementing universal safety policies and by funding the purchase of PPE, signage, and air purifiers for each classroom and occupied room on campus. Students have 3-panel transparent desk screens as barriers in the classroom, in addition to students chairs being 6 feet apart from each other. All staff trained with the principal and nurse on September 22, using a Zoom slideshow with photos of our classroom campus and outdoor areas clearly marked with signage, floor markers, and student volunteers social distancing and utilizing PPE at lunch, recess, and line-up positions. Questions were fielded and answered. Each morning, the principal or AP reminds students during announcements of the Code of Conduct listed above. For students who are observed to be out of compliance, our staff has discussed specific language to use with students - as well as when administrative support should be sought.

The 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 before and after school. Based on 2018-2019 School Site Council feedback, the lunchtime staffing has been increased to help prevent unkind or unsafe choices by students during their break times. 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 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	2	3	
1	27		2	
2	31		2	
3	24		3	
4	28		6	
5	30	1		6
6	29	1		2
Other	18	7	4	

## 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	

## 2021-22 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

## 2021-22 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	1.2
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	4.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$8017	\$617	\$7400	\$95906
<b>District</b>	N/A	N/A	5796	\$86,958
<b>Percent Difference - School Site and District</b>	N/A	N/A	24.3	9.8
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.5	11.6

## 2021-22 Types of Services Funded

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.

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$50,071	\$51,081
<b>Mid-Range Teacher Salary</b>	\$89,426	\$77,514
<b>Highest Teacher Salary</b>	\$115,594	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$144,393	\$133,421
<b>Average Principal Salary (Middle)</b>	\$152,197	\$138,594
<b>Average Principal Salary (High)</b>	\$174,854	\$153,392
<b>Superintendent Salary</b>	\$335,993	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## 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 2020-2021 school year focuses on Social Justice + PLC teamwork to assess all students and respond with instruction/intervention/enrichment.

PLC work continues to be an essential value at Culverdale and IUSD. Due to staffing needs with COVID precautions, this year teachers in grades 1-6 will not have a dedicated 45-minute block one time per week to discuss student progress and concerns, and this embedded PLC time has ensured we continue to refine our teaching practices. K and kindergarten teachers meet daily after school dismisses, to align their efforts and analyze student data for next steps. On a monthly basis, our school's MTSS team (Multi-Tiered Systems of Supports) convenes to discuss one student per grade level, based on PLC teams having already collaborated for interventions and not seeing measurable progress afterward. Our PLC Facilitator Coaches (and on occasion, the principal) are able to work with teachers to provide instructional, assessment, and guidance and coaching during the PLC time. Starting in January 2020, each PLC team began recording their weekly focus-topic(s) on a shared Google Sheet. We also have two teachers serving as Ed Tech Mentors and one media-tech who are able to support teachers in the technology implementation.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3		