

Culverdale Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Culverdale Elementary School
Street	2 Paseo Westpark
City, State, Zip	Irvine, CA 92614
Phone Number	(949) 936-5600
Principal	Aaron Jetzer
E-mail Address	aaronjetzer@iusd.org
Web Site	http://www.iusd.org/cu/
CDS Code	30-73650-6089429

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2016-17)

Culverdale is a K-6 elementary school of 30 teachers and approximately 700 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. In the past six years we have seen the percentage of students who qualify for free or reduced lunch climb from 13% to 32%. Culverdale has a rich ethnic and multi-cultural background. Over 200 of our students were born in another country and over 50% 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 have long housed three English Language Learner magnet classes for students who are new to the United States and score Beginning on their initial CELDT test, and in recent years we have added 4 self-contained special education classes.

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.

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. Students are positively recognized for behaving the right way, and they are held accountable when they do not. We celebrate their successes both weekly with Cool Koala incentives and monthly during our awards ceremonies.

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 culture fair provides parents with the opportunity to 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.

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 sponsors an student-selected organization each year. Our students have the opportunity to participate in our annual talent show, Irvine Junior Games, Harvest Cup Soccer 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	98
Grade 1	100
Grade 2	100
Grade 3	97
Grade 4	92
Grade 5	106
Grade 6	155
Total Enrollment	748

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.5
Asian	33.2
Filipino	1.9
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.5
White	29.4
Two or More Races	7.5
Socioeconomically Disadvantaged	36.8
English Learners	43.3
Students with Disabilities	12.2
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32.60	33.60	34.19	1419.03
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	105.84

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	44	55	77	78	44	48
Mathematics	49	54	74	75	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	99	81	81.8	46.9
	4	93	77	82.8	58.4
	5	111	92	82.9	47.8
	6	161	141	87.6	61.4
Male	3	43	37	86.0	37.8
	4	51	42	82.3	57.1
	5	61	50	82.0	34.0
	6	87	74	85.1	59.5
Female	3	56	44	78.6	54.5
	4	42	35	83.3	60.0
	5	50	42	84.0	64.3
	6	74	67	90.5	63.6
Asian	3	34	20	58.8	60.0
	4	28	18	64.3	72.2
	5	38	28	73.7	64.3
	6	58	42	72.4	80.5
Hispanic or Latino	3	20	17	85.0	11.8
	4	21	20	95.2	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	21	20	95.2	45.0
	6	25	23	92.0	43.5
White	3	24	24	100.0	58.3
	4	30	26	86.7	53.9
	5	32	27	84.4	48.1
	6	53	51	96.2	54.9
Two or More Races	3	11	10	90.9	60.0
	5	11	10	90.9	30.0
Socioeconomically Disadvantaged	3	26	21	80.8	33.3
	4	30	28	93.3	50.0
	5	39	37	94.9	37.8
	6	41	38	92.7	47.4
English Learners	3	51	34	66.7	41.2
	4	42	28	66.7	46.4
	5	46	30	65.2	30.0
	6	61	41	67.2	45.0
Students with Disabilities	3	17	17	100.0	29.4
	5	18	18	100.0	16.7
	6	21	21	100.0	23.8

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	99	92	92.9	57.6
	4	93	86	92.5	62.8
	5	111	107	96.4	38.3
	6	161	156	96.9	57.0
Male	3	43	41	95.3	53.7
	4	51	46	90.2	65.2
	5	61	58	95.1	34.5
	6	87	84	96.5	59.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	56	51	91.1	60.8
	4	42	40	95.2	60.0
	5	50	49	98.0	42.9
	6	74	72	97.3	54.2
Asian	3	34	29	85.3	69.0
	4	28	23	82.1	82.6
	5	38	36	94.7	58.3
	6	58	54	93.1	70.4
Hispanic or Latino	3	20	19	95.0	21.1
	4	21	21	100.0	38.1
	5	21	21	100.0	23.8
	6	25	24	96.0	37.5
White	3	24	24	100.0	70.8
	4	30	29	96.7	69.0
	5	32	31	96.9	32.3
	6	53	53	100.0	54.7
Two or More Races	3	11	10	90.9	70.0
	5	11	10	90.9	30.0
Socioeconomically Disadvantaged	3	26	24	92.3	37.5
	4	30	30	100.0	50.0
	5	39	38	97.4	36.8
	6	41	41	100.0	46.3
English Learners	3	51	45	88.2	60.0
	4	42	37	88.1	67.6
	5	46	44	95.7	38.6
	6	61	56	91.8	46.4
Students with Disabilities	3	17	17	100.0	17.6
	5	18	18	100.0	22.2
	6	21	21	100.0	23.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	73	64	56	88	88	87	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	111	106	95.5	55.7
Male	61	58	95.1	50.0
Female	50	48	96.0	62.5
Asian	38	36	94.7	55.6
Hispanic or Latino	21	21	100.0	57.1
White	32	31	96.9	64.5
Two or More Races	11	10	90.9	50.0
Socioeconomically Disadvantaged	39	38	97.4	50.0
English Learners	46	44	95.7	40.9
Students with Disabilities	18	18	100.0	61.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.8	23.6	43.4

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Culverdale School offers families a variety of ways to become involved. The PTA sponsors 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 monitor progress of school goals. 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. Parents interested in participating in SSC and or ELAC should contact the principal directly at aaronjetzer@iusd.org

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.7	2.4	2.6	1.3	1.4	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. Monthly fire drills and a simulation earthquake drill 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. 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.

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. 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. .

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	46.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		3		22	2	4		23	1	2	
1	25		3		31		2		26		3	
2	30		2		25	1	3		27.7		3	
3	25	1	4		26		4		23.3		3	
4	34			3	24	1	2		29.5		2	
5	28	1	3		31		4		31.5		2	
6	23	1	4		28	1	5		29.6		5	
Other	8	1							19.8	3	3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.37	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	5.0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,590	\$351	\$4,599	\$84,588
District	N/A	N/A	\$4,979	\$77,121
Percent Difference: School Site and District	N/A	N/A	-7.6	9.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-19.0	11.5

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

Types of Services Funded (Fiscal Year 2015-16)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a base of per-student funding that varies slightly depending on grade level. All districts also receive supplemental funding. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. Finally, concentration grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,105	\$45,092
Mid-Range Teacher Salary	\$78,770	\$71,627
Highest Teacher Salary	\$101,821	\$93,288
Average Principal Salary (Elementary)	\$118,926	\$115,631
Average Principal Salary (Middle)	\$123,149	\$120,915
Average Principal Salary (High)	\$139,516	\$132,029
Superintendent Salary	\$264,920	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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. Staff development for the 2014-15 school year was centered on the continued implementation of Thinking Maps and technology and how both can be ubiquitously embedded in the Common Core Standards.

Teachers agreed to 2 full day Professional Development days before the school year began. One day was centered on learning how to use Chromebooks and Google Apps for Education, and the other day focused on learning about our new Classroom management tool (Canvas) and our new school-wide management tool (AERIES.net). We were able to bring district trainers to Culverdale and provide training in groups of 8 teachers to ensure opportunities to ask questions. Teachers also gained valuable face time with the contacts they will need moving forward.

Nine teachers attended a one-day course during the summer involving Thinking Maps and the correlation to the CCSS. These teachers were able to bring back what they learned and share with their grade-level team. Five teachers also attended a 2 day workshop "Powering Up your PLCs." This workshop helped to reground our work with PLCs as a school to determine the best instruction for students. Teachers 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.

The principal and our TOSA (Teacher on Special Assignment) are able to work with teachers to provide guidance and coaching during the PLC time and support while incorporating technology use into instruction. We also have two teacher "tech advisors" and one media-tech who are able to support teachers in the technology implementation.

All teachers also attend four full-day PD days hosted by the District. This year, three of these days focus on math (as we have a new adoption), and one day focuses on ELA. Teachers work with each other and colleagues from other schools to discuss best practices to ensure we are addressing the CCSS and providing students with the best learning environment we can.