

Culverdale Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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
E-mail Address	davidburke@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 2017-18)

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. The percentage of students who qualify for free or reduced lunch is 39%. 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 house 5 English Language Newcomer 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 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.

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 2016-17)

Grade Level	Number of Students
Kindergarten	115
Grade 1	99
Grade 2	94
Grade 3	105
Grade 4	110
Grade 5	93
Grade 6	128
Total Enrollment	744

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.4
Asian	32.3
Filipino	3
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.4
White	27.3
Two or More Races	7.8
Socioeconomically Disadvantaged	34.7
English Learners	45.3
Students with Disabilities	12.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33.60	34.19	33.00	1495.50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1.00	67.90

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

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 August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	55	39	78	77	48	48
Mathematics (grades 3-8 and 11)	54	43	75	74	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	453	377	83.22	39.36
Male	249	203	81.53	28.71
Female	204	174	85.29	51.72
Black or African American	27	26	96.3	20
American Indian or Alaska Native	--	--	--	--
Asian	145	101	69.66	47.52
Filipino	12	10	83.33	40
Hispanic or Latino	85	81	95.29	24.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	117	87.31	47.01
Two or More Races	38	37	97.37	40.54
Socioeconomically Disadvantaged	163	145	88.96	29.17
English Learners	228	166	72.81	37.35
Students with Disabilities	64	62	96.88	21.31

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	453	444	98.01	43.47
Male	249	243	97.59	42.8
Female	204	201	98.53	44.28
Black or African American	27	26	96.3	23.08
American Indian or Alaska Native	--	--	--	--
Asian	145	141	97.24	58.87
Filipino	12	12	100	41.67
Hispanic or Latino	85	83	97.65	27.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	132	98.51	41.67
Two or More Races	38	38	100	42.11
Socioeconomically Disadvantaged	163	160	98.16	35
English Learners	228	223	97.81	47.53
Students with Disabilities	64	64	100	21.88

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	64	56	88	87	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.8	25.8	49.5

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 State priority: Parental Involvement (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 2017-18)

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 DavidBurke@iusd.org

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.4	2.6	2.9	1.4	1.2	1.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

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 2017-18)

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	53.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	22	2	4		19	3	3		19	2	4	
1	31		2		26		3		26		3	
2	25	1	3		23	1	3		26		4	
3	26		4		26		4		26		4	
4	24	1	2		26	1		2	26	1	2	
5	31		4		30		3	1	31		3	1
6	28	1	5		27	1	5		30		4	
Other									12	2		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.6	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,551	\$347	\$5,204	\$87,629
District	N/A	N/A	\$5,279	\$79,635
Percent Difference: School Site and District	N/A	N/A	-1.4	10.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-20.8	10.6

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

Types of Services Funded (Fiscal Year 2016-17)

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. IUSD has used supplemental funding to support the following programs:

District level: 1) additional course sections for EL students at the secondary level, 2) release periods for EL Coordinators to facilitate program placement and progress monitoring of students, 3) instructional paraprofessionals in the classroom, and 4) professional learning, coaching opportunities, and collaboration time for integrated program development districtwide.

Site level: 1) instructional paraprofessionals in the classroom and staff for intervention and wellness programs, 2) teacher release for professional learning, instructional rounds, and PLC work, 3) supplemental instructional and intervention materials, and 4) the development of flexible learning environments that meet the unique needs of a very diverse student population.

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,869	\$47,808
Mid-Range Teacher Salary	\$81,921	\$73,555
Highest Teacher Salary	\$105,894	\$95,850
Average Principal Salary (Elementary)	\$123,093	\$120,448
Average Principal Salary (Middle)	\$128,842	\$125,592
Average Principal Salary (High)	\$145,097	\$138,175
Superintendent Salary	\$286,537	\$264,457
Percent of Budget for Teacher Salaries	36%	35%
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. Teachers agreed to 1 full day Professional Development day before the school year contract began, and three 2-hour Wednesday afternoon Professional Development workshops. Staff development for the 2017-2018 school year focuses on 1) the new curricular adoption of the ELA publishers K-6, 2) the transition to NGSS standards, 3) our certificated staff's proficiency using interventions/data/SST process/MTSS site resources to provide each student with an individualized education, 4) Emergency Response Plan Review and Implementation with the assistance of Irvine Police Department, and 5) using the PLC process to establish vertical alignment of instruction/assessment/homework/study skills from ECLC to 7th grade. For the November 8 PLC workshop, 4 teachers each from ECLC and South Lake Middle School are joining our workshop to articulate with TK/K & 6th grade.

Four 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. All teachers grades 1-6 have a dedicated 35-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. 2 "tech advisor" teachers and the principal will attend the CUE conference in Palm Springs to seek innovative ways to enhance instruction with technology.

The principal and our PLC Facilitator Coach 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. 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.