Culverdale Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

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	Culverdale.iusd.org
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 2018-19)

Culverdale is a K-6 elementary school of 33 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 41%. Culverdale has a rich ethnic and multi-cultural background. Over 200 of our students were born in another country and over 43% 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 TK-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. 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 Friday, a team of 6th grade students film new video segments for our 6-8 minute Koala News Network (KNN) that is edited by a staff member and shown in each classroom each Monday morning. This aims to build TK-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 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 holiday toy 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.

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	106
Grade 1	91
Grade 2	92
Grade 3	99
Grade 4	98
Grade 5	105
Grade 6	102
Total Enrollment	693

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.4
Asian	29.4
Filipino	2.9
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.4
White	28.0
Socioeconomically Disadvantaged	40.1
English Learners	43.1
Students with Disabilities	13.7
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34.19	33.00	32.40	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1.00	1.00	77.61

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

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, 2018. 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, 2018. 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, 2018. 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, 2018. 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, 2018. 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.

August-November 2018, the library and front office were repainted and provided with new furniture & credenzas. The library also had an 86" touchscreen computer on height-adjustable mount installed. Flexible seating and bookshelves on wheels were installed for more functional use of the library as a collaborative media center for students.

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: 12/14/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	R-6: HVAC UNIT IS VERY LOUD AND DISTRACTING (PER TEACHER)
Interior: Interior Surfaces	Good	CC/P4: 4. WATER STAIN CEILING TILE P1: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	P5: 13. GUTTER IS RUSTED WITH HOLES/ LEAKING 6. TERMITES ARE APPARENT ON WEST WALL BEHIND COMPUTERS
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	K-P2: 12. BEAMS AND EAVES ARE RUSTED 13. GUTTERS ARE LEAKING P13: 12. DRY ROT ON SIDING P5: 13. GUTTER IS RUSTED WITH HOLES/ LEAKING 6. TERMITES ARE APPARENT ON WEST WALL BEHIND COMPUTERS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P12: 14. TRIP HAZARD ON ASPHALT ALONG RAMP

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/14/2018	
Overall Rating	**Good**

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	39.0	47.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	43.0	52.0	74.0	74.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	420	346	82.38	47.25
Male	226	183	80.97	41.21
Female	194	163	84.02	53.99
Black or African American	25	25	100.00	44.00
American Indian or Alaska Native	--	--	--	--
Asian	134	86	64.18	44.19
Filipino	14	14	100.00	42.86
Hispanic or Latino	84	82	97.62	39.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	104	83.87	59.22
Two or More Races	30	28	93.33	46.43
Socioeconomically Disadvantaged	187	164	87.70	40.24
English Learners	226	154	68.14	40.26
Students with Disabilities	54	54	100.00	22.64
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	420	411	97.86	52.2
Male	226	221	97.79	54.55
Female	194	190	97.94	49.47
Black or African American	25	25	100	32
American Indian or Alaska Native	--	--	--	--
Asian	134	127	94.78	66.14
Filipino	14	14	100	42.86
Hispanic or Latino	84	84	100	38.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	124	100	55.28
Two or More Races	30	28	93.33	53.57
Socioeconomically Disadvantaged	187	184	98.4	41.3
English Learners	226	219	96.9	55.25
Students with Disabilities	54	54	100	28.3
Foster Youth	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	17.0	33.0	31.1

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 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. All parents are invited to participate, and a formal election of parents on the SSC/ELAC is conducted through the parent email distribution list. Classroom teachers also provide opportunities for parents to volunteer in the classroom setting. We encourage and appreciate the many volunteer hours that we receive from our families and business community. Parents who are interested in volunteering may visit out Culverdale PTA website at www.culverdalepta.com.

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		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	2.6	2.9	0.6	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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.

In August-September 2018, electronic panels were added to 16 exterior entry doors and 4 courtyard entry doors, providing access control with staff using fob keys and specific doors being locked/unlocked on timers. Several staff have immediate access to panic buttons that lockdown all exterior doors and alert the Irvine Police Department. Also, CCTV cameras were installed throughout the campus that are accessible by site administrators, district security, and Irvine Police Department.

In October 2018, the district rolled out a 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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	19	3	3		19	2	4		22	2	3	
1	26		3		26		3		30		2	
2	23	1	3		26		4		29		4	
3	26		4		26		4		24	1	3	
4	26	1		2	26	1	2		30		2	
5	30		3	1	31		3	1	27	1	2	2
6	27	1	5		30		4		22	2	3	
Other					12	2			10	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.0	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	0.2	N/A
Speech/Language/Hearing Specialist	1.65	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,223	$714	$5,508	$85,310
District	N/A	N/A	$5,566	$82,232
Percent Difference: School Site and District	N/A	N/A	-1.0	3.7
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	-25.6	5.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended 0n-line learning opportunities for students, 17) Develop mental health and wellness programs and hire 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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,823	$47,903
Mid-Range Teacher Salary	$85,411	$74,481
Highest Teacher Salary	$110,405	$98,269
Average Principal Salary (Elementary)	$121,210	$123,495
Average Principal Salary (Middle)	$146,697	$129,482
Average Principal Salary (High)	$165,402	$142,414
Superintendent Salary	$320,910	$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2 full day Professional Development day before the school year contract began (waiver days). Staff development for the 2018-2019 school year focuses on Social Emotional Learning, creating student-centered classrooms and lessons, and Professional Learning Communities.

Our site's Resource Counselor developed an SEL presentation all teachers and admins interacted to understand the Human Factor of nurturing students better.

The principal provided research-based articles on flexible seating in classrooms, instructional shifts, and student engagement strategies.

The certificated staff and site administrators started with the IUSD Mission Statement and revised it to develop a new Mission Statement for Culverdale's needs assessment and vision as a staff.

Teachers used the PLC process to agree upon horizontal alignment across their grade level to provide equity of instruction, assessment, homework, & study skills.

Three teachers in 4th grade are scheduled to attend a 3-day workshop "Powering Up your PLCs." This workshop supports continuous team development 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. Two 4th grade teachers will attend the CUE conference in Palm Springs to seek innovative ways to enhance instruction with technology, and they will share their findings with the staff at the ensuing staff meeting.

The principal and our PLC Facilitator Coach are able to work with teachers to provide instructional, assessment, and guidance and coaching during the PLC time. 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 3 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.