Brywood Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2025-26 School Contact Information

School Name	Brywood Elementary School
Street	1 Westwood
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-5500
Principal	Michael Hernandez
Email Address	Michaelhernandez@iusd.org
School Website	https://brywood.iusd.org/
Grade Span	K-6
County-District-School (CDS) Code	30-73650-6102719

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Located in the village of Northwood, Brywood Elementary School has an enrollment of approximately 570 students in grades pre-kindergarten through sixth. Our unique community is comprised of many ethnic groups and a variety of languages are spoken among our students and Brywood families. We offer a wide range of educational settings for our students, Specific Academic Instruction (SAI), General Education, Gifted and Talented Education (GATE) and an Alternative Program for Academically Accelerated Students (APAAS). Our school is an unique and dynamic learning community, as we believe that every person, every learner, every culture has something to offer to the educational experience. I am pleased to present Brywood School's annual report to our community.

2025-26 School Description and Mission Statement

Under the provisions of Proposition 98, schools in California are required to prepare an annual School Accountability Report Card assessing our school in a variety of performance areas. The purpose of the school profile is to inform our school community about the conditions and progress made at Brywood during the school year. Our profile also provides an excellent opportunity for us to identify the strengths and challenges of our school program and to engage our school community in discussing our vision and improvement efforts.

As you read through our profile, you will find a school with an impressive record of consistently strong achievement and a faculty committed to meeting the needs of all students. During this year, Brywood staff continued its implementation of intervention programs and Professional Learning Communities (PLC) as a collaborative effort to improve teaching and instructional strategies. The entire staff regularly engages in ongoing professional development focused on the needs of our diverse student population. The efforts of the Multi-Tiered Systems of Support Team (MTSS) ensures a collaborative teaching and learning environment that addresses the social/emotional, behavioral and academic support for each student. Additionally, the school has implemented Positive Behavior Intervention and Support (PBIS). The PBIS team continues to provide the entire staff with PBIS training with ongoing school wide implementation for the 2025-2026 school year and beyond.

Parent involvement has contributed significantly to our success. We believe that students, teachers, and parents should work closely together in an atmosphere of mutual respect and collaboration. Education is a function of the community, the district, and the school. We welcome your continued participation in your child's educational development.

Preparing today's students for tomorrow's world is exciting and challenging for all of us. With our strong community support, the exceptional expertise of our Brywood staff, and our shared commitment to learning, we face this challenge with optimism and confidence. Thank you for your continued support and contributions for excellence.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	52
Grade 2	68
Grade 3	76
Grade 4	96
Grade 5	98
Grade 6	105
Total Enrollment	578

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.2
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	54.8
Black or African American	2.9
Filipino	2.2
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	0.9
Two or More Races	11.6
White	18.2
English Learners	11.1
Homeless	0.2
Socioeconomically Disadvantaged	17.6
Students with Disabilities	14.9

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	90.48	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.76	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	1	4.76	83.8	5.82	15831.9	5.67
Total Teaching Positions	21	100	1441.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	82.93	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	3.5	17.07	86.2	6.22	14303.8	5.15
Total Teaching Positions	20.5	100	1384.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.9	84.7	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	1.18	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	2.9	14.08	56.9	4.05	13705.8	4.91
Total Teaching Positions	21.2	100	1405.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0.2

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	0	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Year and month in which the data were collected	October 2025

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

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

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

School Facility Conditions and Planned Improvements

Brywood's facility is well used and well maintained. Our school includes a shaded outdoor collaborative space for students in the upper grades. In 2019, we moved into our in our fully renovated site funded with Measure E funds which included the creation of new innovative learning spaces, an Innovation Lab, a Design Lab and a brand new Activity Center. Our Activity Center houses our Music program and is also used for a variety of instructional needs. Brywood has twenty-four regular classrooms. Walking through our school, one can see that all areas are utilized for a variety of small groups and large group instruction. As part of our commitment to a safe and orderly campus, we have developed a comprehensive Student Behavior Plan. An Emergency Disaster Plan has been developed and provides alternatives for a variety of potential disasters. Evacuation drills are conducted regularly throughout the year. Our disaster preparedness plan is updated yearly and is on file in the office. We maintain emergency supplies such as dried food, water, first aid, tarps, space blankets, and other essential disaster supplies in a central location.

Year and month of the most recent FIT report	10/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			10: 4. WATER STAIN CEILING TILES P3: 4. WATER STAIN CEILING TILES 10. FIRE EXTINGUISHER NOT MOUNTED 11. PLUG IN AIR FRESHENER IN USE P4: 4. WATER STAIN CEILING TILES R-6: 4. WATER STAIN CEILING TILES IN HALLWAY

School Facility Conditions and Planned Improvements

Category	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		P1: 10. NO FIRE EXTINGUISHER P2: 10. FIRE EXTINGUISHER NOT MOUNTED P3: 4. WATER STAIN CEILING TILES 10. FIRE EXTINGUISHER NOT MOUNTED 11. PLUG IN AIR FRESHENER IN USE P5: 11. PLUG IN AIR FRESHENER IN USE P7: 10. FIRE EXTINGUISHER NOT MOUNTED 11. PLUG IN AIR FRESHENER IN USE
Structural: Structural Damage, Roofs	X		OFFICE: 12. DRY ROT ON EAVE AT MAIN ENTRY
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		R-8: 15. SWING ARM SCREWS ARE LOOSE

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	78	78	73	74	47	48
Mathematics (grades 3-8 and 11)	77	79	69	70	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	370	96.61	3.39	78.38
Female	174	167	95.98	4.02	81.44
Male	208	202	97.12	2.88	75.74
American Indian or Alaska Native	0	0	0	0	0
Asian	225	216	96.00	4.00	85.65
Black or African American	11	11	100.00	0.00	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	30	28	93.33	6.67	46.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	43	95.56	4.44	88.37
White	62	62	100.00	0.00	70.97
English Learners	37	27	72.97	27.03	18.52
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	64	58	90.63	9.37	56.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	34	85.00	15.00	29.41

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	383	377	98.43	1.57	78.78
Female	174	171	98.28	1.72	79.53
Male	208	205	98.56	1.44	78.05
American Indian or Alaska Native	0	0	0	0	0
Asian	225	223	99.11	0.89	87.89
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	34.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	79.55
White	62	61	98.39	1.61	68.85
English Learners	37	35	94.59	5.41	37.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	84.62
Socioeconomically Disadvantaged	64	59	92.19	7.81	49.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	34	85.00	15.00	32.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	76.47	68	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	100	97.09	2.91	68.00
Female	46	44	95.65	4.35	68.18
Male	57	56	98.25	1.75	67.86
American Indian or Alaska Native	0	0	0	0	0
Asian	68	67	98.53	1.47	74.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	73.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	17	85.00	15.00	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	12	80.00	20.00	41.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.06%	98.06%	98.06%	98.06%	98.06%

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Our PTA, School Site Council (SSC) and English Learner Advisory Committee (ELAC) are active participants in the community. They help develop and support the educational goals for Brywood Elementary students. Annually, Our PTA raises approximately $40,000 to support our school programs. Their contributions make a significant impact to our daily operations. PTA donations allow us to purchase classroom supplies and curricular materials that enhance instruction and learning, and provide enrichment opportunities through school-wide assemblies. Our School Site Council provides our community with a comprehensive yearly review of our educational programs including Early Intervention Reading Model (EIRM), RtI and the Comprehensive School Safety Plan. School Site Council approved funding supports Instructional Assistants for intervention support and additional kindergarten instructional assistant hours to support the Early Intervention Reading Model (EIRM). SSC approved funds that were used to pay for teacher release time, instructional technology training, and SEL training. Our English Learner Advisory Committee supports our English Learners by advising staff and administration on topics related to second language learners. Parent education nights help to support the home school connection. Prior topics include Parenting Classes, Literacy & Math Nights and Cyber Education.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	614	608	53	8.7
Female	278	275	24	8.7
Male	335	332	29	8.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	336	333	13	3.9
Black or African American	19	18	6	33.3
Filipino	13	13	1	7.7
Hispanic or Latino	55	55	10	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	70	70	8	11.4
White	114	112	13	11.6
English Learners	80	78	6	7.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	139	137	31	22.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	103	21	20.4

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.5	0.33	0.98	1.04	0.93	0.92	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.98	0.00
Female	0.00	0.00
Male	1.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.89	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.91	0.00

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

2025-26 School Safety Plan

Brywood School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and was amended in September 2025 and was approved by the School Site Council and School Safety Planning Committee on October 28, 2025. Key elements of the plan include:

1. Assessing the current status of school crime committed on the school campus and at school related functions.
2a. Child Abuse Reporting Procedures,
2b. Disaster Procedures-Routine and Emergency,
2c. Policies for Suspension, Expulsion and Mandatory Expulsion,
2d. Procedures for Notification of Staff Regarding Dangerous Students,
2e. Policies on Sexual Harassment,
2f. Policy Relating to School Dress Code (especially gang-related apparel),
2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School,
2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School,
2i. Rules and Procedures on School Discipline based on the PBIS program.
2j. COVID-19 protocols

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4	0	0
1	32	0	2	0
2	32	0	2	0
3	31	0	2	0
4	33	0	1	0
5	31	0	3	0
6	26	1	2	0
Other	10	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	4	0	0
1	21	1	2	0
2	19	2	2	0
3	19	2	2	0
4	23	1	2	0
5	27	1	0	2
6	26	1	2	0
Other	15	3	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	5		
1	17	2	1	
2	17	2	2	
3	19	2	2	
4	24	1	2	
5	25	1	2	
6	26	1		1
Other	17	3	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	2.3

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,600	$226	$6,374	$106,280
District	N/A	N/A	7,069	$103,831
Percent Difference - School Site and District	N/A	N/A	-6.2	8.6
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-51.3	11.6

Fiscal Year 2024-25 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and

Fiscal Year 2024-25 Types of Services Funded

support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All school identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$59,726	$60,863
Mid-Range Teacher Salary	$106,670	$93,575
Highest Teacher Salary	$137,884	$125,548
Average Principal Salary (Elementary)	$174,086	$157,645
Average Principal Salary (Middle)	$184,591	$165,341
Average Principal Salary (High)	$210,425	$182,580
Superintendent Salary	$421,400	$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

Professional Development

Each year our district and school offers professional improvement opportunities to all staff which focus on the implementation of new curriculum and the incorporation of effective teaching strategies. Two contract required days per year are allocated for targeted staff development activities in the areas of Social/Emotional Learning, Instructional Agility, and EEDI strategies. In

Professional Development

2024-2025, our work had been focused on meeting the Social/emotional needs of students, reaffirming our commitment to PLC work, and completing work on EEDI. This year has continued those trends. We continue to focus on SEL, EEDI, and Best/First Instruction with an added focus on our special populations to ensure we are meeting the needs of each student in our diverse learning community.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9