

# **Springbrook Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Springbrook Elementary
Street	655 Springbrook North
City, State, Zip	Irvine
Phone Number	9499366050
Principal	Mike Modeer
Email Address	mikemodeer@iusd.org
Website	<a href="https://springbrook.iusd.org/">https://springbrook.iusd.org/</a>
County-District-School (CDS) Code	30-73650-6107502

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

### School Description and Mission Statement (School Year 2020-2021)

We at Springbrook School strive to create an inclusive culture that promotes high levels of learning for all students; a place full of heart where students, staff, and families feel welcome and a sense of belonging.

We seek to make all families feel included and cared for and are intentional about removing the barriers that persist for some students and parents, whether they be cultural, economic, or academic. Springbrook staff have actively cultivated a culture of intellectual risk-taking and a growth mindset over the past five years through modeling, encouraging errors as part of the learning process, and revisiting and revising our grading practices.

The action steps and goals of our school and staff are in direct response to the needs of our students. Our PLC (Professional Learning Communities) work, our ongoing efforts to intervene both academically and socially/emotionally, and our intentional building of a positive climate are our utmost priorities. Our outstanding program is a direct result of the efforts of the dedicated and talented staff, the incredible support from our community, and the hard work of our students. We look forward to a successful 2020-2021 school year as we continue these efforts.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	80
Grade 1	77
Grade 2	73
Grade 3	86
Grade 4	69
Grade 5	73
Grade 6	78
<b>Total Enrollment</b>	<b>536</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	35.1
Filipino	2.2
Hispanic or Latino	17.9
White	31.7
Two or More Races	10.4
Socioeconomically Disadvantaged	28.5
English Learners	22.4
Students with Disabilities	11.6
Foster Youth	0.4
Homeless	0.2

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26.80	27.00	16	1663.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.00	1.00	0	80.58

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%

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

## School Facility Conditions and Planned Improvements

Springbrook School was constructed in 1989 as is well maintained and up-to-date. The building contains 18 classrooms in the main building, with 6 portables adjacent to the building which are a part of the original construction. An additional 4 portables have been added, with two dedicated to on-site childcare. The building sits on a large parcel of land with ample playground space and is adjacent to a city-owned park and neighborhood pool. During the Fall of 2014, a new shade structure was built.

As part of the Measure E Bond initiative, Springbrook was fully modernized in 2019-2020. The modernization updated our interior common spaces, classrooms, and included the construction of a new 3-room music building on campus.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 12/10/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	R 12: 4. RUBBER MOLDING IS MISSING WORKROOM: 4. WATER STAIN CEILING TILES
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	K 4: 6. MICE IN ROOM ( PER TEACHER) R 11: 6. RATS IN ROOM CHEWING ON CARPET (PER TEACHER)
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	M3: R-10: 15. GAP AT BASE OF DOOR/ WEATHER STRIPPING IS MISSING
<b>Overall Rating</b>	Exemplary	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	78	N/A	50	N/A
Mathematics (grades 3-8 and 11)	66	N/A	74	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	49	N/A	64	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

Parents are actively involved in the program at Springbrook. In a typical (non-Covid) year, you would see parent volunteers in classrooms to support student learning, partnering with teachers, and providing engaging activities. A strong Parent Teacher Association provides structure to volunteering, family educational programming, and other activities such as a Family Fun Night, Jogathon, Physical Education, Lunch Time Activities, Technology, Book Fairs, and other student centered celebrations. Parents participate in Family Math Night, Cyber Safety Night, and parenting seminars.

Parents will be encouraged to join the Parent Teacher Association and the School Site Council, and to become a classroom volunteer. A weekly newsletter from the principal will be emailed to all parents weekly, and parents may contact the principal at 949-936-6050 to inquire about opportunities for parent involvement. The school staff will conduct, with parent input, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the school. Results of the evaluation will guide staff to design strategies for more effective parent involvement and, if necessary, to make revisions in the policy.



## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.0	0.8	1.2	1.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6	277	
Expulsions	0	5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

As a part of our commitment to safety, staff and students participate in scheduled fire, earthquake, and lockdown preparedness drills. Springbrook School has developed a Comprehensive Safe School Plan. Our plan is evaluated yearly and amended as needed by the School Site Council. This year it was reviewed on November 17, 2020. We replenish supplies yearly, and currently we have supplies on hand in the event of an emergency. 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.

The staff implemented an updated Positive Behavior Intervention Systems (PBIS) for the 2020/2021 school year. Staff identified the values and norms that we live by as a school community followed by a vision statement created with a school-wide motto (Be Respectful, Be Responsible, Be Ready). The PBIS Leadership Team led the staff through the development of a matrix identifying the behavioral expectations in multiple locations inside and outside the school grounds. Student expectations are supported according to positive values. The teachers and staff have a common lesson plan for addressing PBIS so that the language and lessons are consistent across settings and experiences. The Seal Motto is as follows:

Seals Are:

Respectful  
Responsible  
Ready

Springbrook is a PBIS school which employs a behavioral Pyramid of Interventions. Three tiers support students behaviorally and create safety nets for all students. First Tier programs include PBIS, Toolbox Lessons from our guidance assistant, and common language in modeling and labeling desired behaviors. Second Tier interventions include small group lessons with our guidance assistant, short-term counseling by our elementary resource counselor, social stories, and behavior contracts. Third Tier behavior supports are one-to-one guidance with the guidance assistant counselor or elementary resource counselor, behavior plans and goals, social cognitive work, parent involvement, suspension and expulsion.

The comprehensive school safety plan was revised for this current school year in October, 2020. It was reviewed, updated, and presented to faculty and the School Site Council on November 17, 2020.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	4		24	1	4	2	18		2	
1	27		3		24		2		30		2	
2	31		2		27		3		25	2		
3	28		4		24	1	3		28		2	
4	25	1	2		28		3		20	2	4	
5	29		2		31		2		22	2	4	
6	28	1	3	1	23	1	3		23	2	4	
Other**									19	3	4	

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	0.4
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	2.5

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,304	\$548	\$5,756	\$89,209
District	N/A	N/A	\$5,857	\$84,323
Percent Difference - School Site and District	N/A	N/A	-1.7	5.6
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-29.5	7.1

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 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) 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 On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,234	\$50,029
Mid-Range Teacher Salary	\$87,931	\$77,680
Highest Teacher Salary	\$113,662	\$102,143
Average Principal Salary (Elementary)	\$138,075	\$128,526
Average Principal Salary (Middle)	\$150,886	\$133,574
Average Principal Salary (High)	\$171,949	\$147,006
Superintendent Salary	\$330,377	\$284,736
Percent of Budget for Teacher Salaries	33.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Professional development needs for teacher in ELA are to continue to implement the CCSS with greater depth and alignment. Professional development needs for teacher in ELA, Writing, and NGSS are to continue to implement the CCSS with greater depth and alignment. IUSD is providing 4 full days for every teacher for PLC work.

Springbrook Title 1 funds are providing an Intervention TOSA at 60% and instructional aides. Our Intervention TOSA supports students in small group instruction based on targeted skill deficits. We also have Title 1 instructional assistants who provide small group intervention and support as well.

Giving teachers time to develop in the PLC continuum is most needed. Then, assessments can be aligned to give better information for intervention.

IUSD is also offering to some teachers, induction for the Clear credential, Primary Literacy Project, Common Formative Assessment Training, Upper literacy league, Powering Up Your PLC.

Springbrook Technology leaders provide instruction in Online testing, applications for iPads, Canvas, Google Accounts for Education, and other projects such as Mystery Skype, Kid Blog, Discovery Streaming, First in Math, ST Math, Kahn Academy, Nearpod, Blocks and more.

To monitor individual placement, create flexible groups and change teaching strategies based on data, PLC Teams must meet multiple times per month and at least four times per year with Springbrook administration. Substitutes are provided by IUSD and Springbrook Title 1 funds.

Many of our staff attend training for Ed Tech, including the Google Summit, CUE, ed camps, and IUSD district Office Hours.

Our staff receive continued training and support with Thinking Maps, Daily 5, Fountas & Pinnell, and UCI Writing Project.

PBIS training continues each year. More training will be given to the PBIS Team for Tier 1 and 2 this year. The staff will be trained in the use of the SRSS screener. The PBIS Team as part of the Multi-Tiered System of support Team will continue to train the staff in effective Tier 1 and Tier 2 practices, teaching positive responses, giving appropriate feedback with SEAL Tickets, the need for ODR and data.

