

# Springbrook Elementary

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>District Website Address</b>	www.iusd.org

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	50
Grade 2	74
Grade 3	79
Grade 4	62
Grade 5	77
Grade 6	70
<b>Total Enrollment</b>	<b>483</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	0.0
Asian	29.6
Black or African American	1.9
Filipino	2.3
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.6
White	34.4
English Learners	18.6
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	29.6
Students with Disabilities	15.5

## 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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.90	86.66	1230.00	89.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	13.34	50.00	3.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	39.10	2.85	12115.80	4.41
<b>Unknown</b>	0.00	0.00	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	14.90	100.00	1371.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
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, 2022. 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, 2022. 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, 2022. 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, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. 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%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

## 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.

Year and month of the most recent FIT report

9/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			WORKROOM: 4. WATER STAIN CEILING TILES IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	70	N/A	75	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	61	N/A	68	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	294	285	96.94	3.06	69.82
<b>Female</b>	127	122	96.06	3.94	80.33
<b>Male</b>	167	163	97.60	2.40	61.96
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	94	87	92.55	7.45	86.21
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	48	48	100.00	0.00	47.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	39	39	100.00	0.00	76.92
<b>White</b>	98	96	97.96	2.04	63.54
<b>English Learners</b>	47	38	80.85	19.15	34.21
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	92	88	95.65	4.35	56.82
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	44	44	100.00	0.00	25.00

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	295	292	98.98	1.02	60.96
<b>Female</b>	127	124	97.64	2.36	66.94
<b>Male</b>	168	168	100.00	0.00	56.55
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	94	91	96.81	3.19	79.12
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	49	100.00	0.00	34.69
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	39	39	100.00	0.00	71.79
<b>White</b>	98	98	100.00	0.00	57.14
<b>English Learners</b>	47	44	93.62	6.38	34.09
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	92	89	96.74	3.26	44.94
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	45	45	100.00	0.00	20.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	66.23	NT	61.37	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	77	77	100	0	66.23
<b>Female</b>	34	34	100	0	67.65
<b>Male</b>	43	43	100	0	65.12
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	29	29	100	0	75.86
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100	0	57.14
<b>White</b>	20	20	100	0	70
<b>English Learners</b>	13	13	100	0	7.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	20	20	100	0	65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100	0	26.67

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	96.15%	97.44%	94.87%	97.44%	89.74%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parents are actively involved in the program at Springbrook. In a typical 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, After School Activities, Book Fairs, and other student-centered celebrations. Parents participate in PTA and Title 1 hosted parenting information events.

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.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	524	512	104	20.3
Female	237	234	46	19.7
Male	287	278	58	20.9
American Indian or Alaska Native	0	0	0	0.0
Asian	163	159	23	14.5
Black or African American	11	11	2	18.2
Filipino	12	12	3	25.0
Hispanic or Latino	102	95	32	33.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	53	53	10	18.9
White	171	170	32	18.8
English Learners	108	105	16	15.2
Foster Youth	2	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	162	158	45	28.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	95	27	28.4

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.06	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.73	0.00	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

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. We replenish supplies as they expire or become obsolete, 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 implements an updated Positive Behavior Intervention Systems (PBIS). 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). 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 that 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.

### 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.



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	2	2	
1	30		2	
2	25		2	
3	28		2	
4	20	2	4	
5	22	2	4	
6	23	2	4	
Other	19	3	4	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	11	4		
1	13	3	1	
2	15	4	1	
3	10	4		
4	11	5		
5	16	3	1	
6	18	3	2	
Other	17	6	1	1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	5		
1	17	1	1	
2	20	1	2	
3	30		2	
4	21	1	1	
5	21	1	2	
6	22	1	2	
Other	18	3	5	

## 2021-22 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

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	1.4

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$7669	\$748	\$6,920	\$89441
<b>District</b>	N/A	N/A	5796	\$86,958
<b>Percent Difference - School Site and District</b>	N/A	N/A	17.7	2.8
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	4.8	4.7

## 2021-22 Types of Services Funded

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 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.

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$50,071	\$51,081
<b>Mid-Range Teacher Salary</b>	\$89,426	\$77,514
<b>Highest Teacher Salary</b>	\$115,594	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$144,393	\$133,421
<b>Average Principal Salary (Middle)</b>	\$152,197	\$138,594
<b>Average Principal Salary (High)</b>	\$174,854	\$153,392
<b>Superintendent Salary</b>	\$335,993	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

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.

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.

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.

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 Panorama 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9		