

Brywood Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Brywood Elementary School
Street	1 Westwood
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-5500
Principal	Astrid Ramirez
E-mail Address	astridramirez@iusd.org
Web Site	http://www.iusd.org/br/
CDS Code	30-73650-6102719

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2017-18)

Located in the village of Northwood, Brywood Elementary School has an enrollment of 573 students in grades 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.

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 2017-2018 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 Response to Instruction (RtI) and Professional Learning Communities (PLC) as a collaborative effort to improve teaching and instructional strategies. We continued to receive coaching from our district TOSA ensuring the fidelity of RtI and the commitment to work collaboratively to improve instruction. The entire staff has also been trained in the use of Thinking Maps and Write From the Beginning to support student learning in all curricular areas with an emphasis in writing. Teachers have also received training in the use of instructional technology. 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 2017-2018 school year and beyond. Training in Tier 1 and Tier 2 PBIS strategies will continue for the auxiliary staff and the parent community.

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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	58
Grade 1	64
Grade 2	68
Grade 3	66
Grade 4	91
Grade 5	104
Grade 6	101
Total Enrollment	552

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	53.4
Filipino	2.9
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0
White	19.6
Two or More Races	11.1
Socioeconomically Disadvantaged	10.9
English Learners	17.6
Students with Disabilities	13.6
Foster Youth	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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23.80	23.00	23.80	1495.50
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	1.0	67.90

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Brywood's facility is well used and well maintained. Brywood has twenty-four regular classrooms and a shared portable for our science lab and instrumental music. Our multipurpose room provides instructional space for an additional instrumental music class, 3rd grade music and RtI for 1st grade. Walking through our school, one can see that all areas are utilized for a variety of small groups and large group instruction. Our stage area, adjacent to the multipurpose room is used for Occupational Therapy, Adaptive P.E. and small group counseling support. As part of our commitment to a safe and orderly campus, we have developed a comprehensive Student Discipline Plan. ON TRACK, providing both consequences and rewards. 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.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	77	82	78	77	48	48
Mathematics (grades 3-8 and 11)	80	83	75	74	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	350	97.49	82.29
Male	181	177	97.79	76.27
Female	178	173	97.19	88.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	210	205	97.62	89.27
Filipino	--	--	--	--
Hispanic or Latino	33	33	100	51.52
White	60	57	95	77.19
Two or More Races	46	45	97.83	84.44
Socioeconomically Disadvantaged	33	32	96.97	40.63
English Learners	91	90	98.9	75.56
Students with Disabilities	48	47	97.92	31.91

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	352	98.05	82.67
Male	181	178	98.34	80.9
Female	178	174	97.75	84.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	210	207	98.57	91.79
Filipino	--	--	--	--
Hispanic or Latino	33	33	100	39.39
White	60	57	95	73.68
Two or More Races	46	45	97.83	88.89
Socioeconomically Disadvantaged	33	32	96.97	37.5
English Learners	91	91	100	74.73
Students with Disabilities	48	47	97.92	38.3

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	96	92	88	87	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	23.1	42.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 annually to support our school programs. Their contributions allow us to annually upgrade technology school wide. To date, we have been able to purchase iPads, MacBook Airs, Chromebooks and technology carts and peripherals. This year, the PTA sponsored a month long Coding program for all of our students. The donations also 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 funding supports our full time Computer lab teacher, Instructional Assistants for RtI, 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, technology training, Thinking Maps and Write From the Beginning training. Our English Learner Advisory Committee supports our English Learners by advising staff and administration on topics related to second language learners. Annual parent education nights in ELA, Math and Science help to support the home school connection. Topics include Title I Parent Training, Parenting Classes, STEAM & Math Nights, Cyber Education and Disaster Preparedness.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0	0.7	1.4	1.4	1.2	1.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Brywood School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and was amended in September 2017 and was approved by the School Site Council and School Safety Planning Committee in October 2017. 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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	53.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	2		31		2		27		2	
1	30		2		30		2		30		2	
2	27		2		29		2		30		2	
3	25	1	3		25	1	2		23	1	2	
4	33			3	27	1	1	2	24	1	2	1
5	28	1		3	33			3	33		1	2
6	28	1	1	2	33		1	2	27	1	1	2
Other					11	2			8	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.25	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	5.0	N/A
Other	1.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,048	\$222	\$4,826	\$87,564
District	N/A	N/A	\$5,279	\$79,635
Percent Difference: School Site and District	N/A	N/A	-8.6	10.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-26.6	10.5

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

Types of Services Funded (Fiscal Year 2016-17)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a base of per-student funding that varies slightly depending on grade level. All districts also receive supplemental funding. IUSD has used supplemental funding to support the following programs:

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,869	\$47,808
Mid-Range Teacher Salary	\$81,921	\$73,555
Highest Teacher Salary	\$105,894	\$95,850
Average Principal Salary (Elementary)	\$123,093	\$120,448
Average Principal Salary (Middle)	\$128,842	\$125,592
Average Principal Salary (High)	\$145,097	\$138,175
Superintendent Salary	\$286,537	\$264,457
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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 Thinking Maps, Write From the Beginning, Technology, Formative Assessments and Mental Health Support. In the 2015-2016 school year, the teaching staff used twelve hours of training to learn strategies to implement Thinking Maps throughout the curriculum. The implementation of Thinking Maps was the pre-requisite towards our possible adoption of Write From the Beginning writing program. The staff and SSC made the adoption of a school wide writing program a priority. In 2015, the Brywood Leadership Team, with staff input, officially selected Write From the Beginning as the writing program that would be implemented in grades Kindergarten - Sixth. In the 2016-2017 school year, the staff trained and learned the strategies necessary to implement Write from the Beginning. We used a trainer-of-trainer model and direct delivery of professional development to train the staff. In addition, our school joined a co-hort of five other IUSD schools that selected Write From the Beginning for the school wide implementation of writing. Each year, the staff received one full day of Write From the Beginning training and also trained in 2-3 hour increments after school. Throughout the three year implementation of Thinking Maps and Write From the Beginning, the site based trainer of trainers provided support to the staff both in after-school staff development. Since the 2016-2017 school year, we have noted an increase in writing scores on site, district, and statewide standardized writing assessments. In the 2017-2018 school year, the staff continued with Write From the Beginning training to further implementation. In addition, the staff received a two hour training in Student Health and Wellness - Suicide Prevention and a Positive Behavior Intervention and Support training. For the remainder of the 2017-2018 school year, the staff will also receive a three hour training in the Next Generation Science Standards and a training to further the implementation of Technology.