Springbrook Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Springbrook Elementary
Street	4872 Karen Ann Lane
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-6050
Principal	Sunny Shen
Email Address	sunnyshen@iusd.org
Website	https://springbrook.iusd.org/
County-District-School (CDS) Code	30-73650-6107502

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 2019-20)

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. For this current 2019-2020 school year, we are at a temporary site at El Camino while our Springbrook location receives extensive Measure E and modernization work. What we have found and continually share with our stakeholders is that Springbrook is not a building, it is our community of people. We know that Springbrook is a WHO, not a WHERE. As our community fills a new building, the HEART of Springbrook will stay intact. We look forward to this next chapter of adventure.

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 2019-2020 school year as we continue these efforts.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	120
Grade 1	75
Grade 2	85
Grade 3	83
Grade 4	71
Grade 5	80
Grade 6	65
Total Enrollment	579

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	34
Filipino	2.1
Hispanic or Latino	17.1
White	33.3
Two or More Races	10.7
Socioeconomically Disadvantaged	25
English Learners	21.4
Students with Disabilities	14.2
Foster Youth	0.3
Homeless	0.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28.70	26.80	27.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1.00	1.00	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. 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 October, 2019. 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 October, 2019. 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 October, 2019. 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 October, 2019. 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)

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 is being fully modernized in 2019-2020.   The current staff and student body our currently housed at the former El Camino school site for the 2019-2020 school year while the modernization efforts are completed onsite at Springbrook.

The current El Camino site had rather comprehensive renovations done three years ago before Meadow Park occupied it last year. It included new carpet, video cameras, new paint, electrical and carpentry work. There are no current needs with regards to facilities.

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

Year and month of the most recent FIT report: 12/13/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	R 12: 4. LAMINATE COUNTER TOP IS CRACKED AND BROKEN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	26:00:00 18: 15. GAP AT BASE OF DOOR/ WEATHER STRIPPING IS BENT AND BROKEN OUTDOOR COURTS: 14. ASPHALT HAS DEEP CRACKS THROUGHOUT/ TRIP HAZARD R-10: 15. GAP AT BASE OF DOOR/ WEATHER STRIPPING IS MISSING
Overall Rating	**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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	68	77	78	50	50
Mathematics (grades 3-8 and 11)	67	66	74	74	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	286	97.95	2.05	68.18
Male	161	155	96.27	3.73	67.10
Female	131	131	100.00	0.00	69.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	93	89	95.70	4.30	82.02
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	42.86
Native Hawaiian or Pacific Islander					
White	109	109	100.00	0.00	68.81

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	29	96.67	3.33	75.86
Socioeconomically Disadvantaged	76	75	98.68	1.32	50.67
English Learners	74	73	98.65	1.35	61.64
Students with Disabilities	35	33	94.29	5.71	27.27
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	287	98.29	1.71	65.85
Male	161	156	96.89	3.11	67.95
Female	131	131	100.00	0.00	63.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	93	90	96.77	3.23	81.11
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	34.69
Native Hawaiian or Pacific Islander					
White	109	109	100.00	0.00	63.30
Two or More Races	30	29	96.67	3.33	86.21
Socioeconomically Disadvantaged	76	75	98.68	1.32	46.67
English Learners	74	74	100.00	0.00	60.81
Students with Disabilities	35	33	94.29	5.71	24.24
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	18.2	27.3	44.2

Note: 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.

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 2019-20)

Parents are actively involved in the program at Springbrook. On a daily basis, parents volunteer in classrooms to support student learning, partner with teachers, and provide 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. Another group of parents led a team of student to participate in Kids Run the OC for health and fitness education.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	1.0	0.8	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 October 17, 2019. 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.

In October of 2019, our school site participated in an earthquake simulation drill as part of California's Great Shakeout. During this dirll, we implemented many of our emergency response teams from our Incident Command System. In February of 2020, our staff will also participate in a full-scale emergency simulation that will involve collaboration and participation of all teams within our Incident Command System. Also included in our plan is an outline of our monthly emergency drills that range in situation: fire drill, earthquake drill, and/or lockdown drill. During all drills staff and students practice safety procedures to ensure the efficiency and effectiveness of our safety plan.

The staff implemented an updated Positive Behavior Intervention Systems (PBIS) for the 2019/2020 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, 2019. It was reviewed, updated, and presented to faculty and the School Site Council on October 17, 2019.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	2		23	1	4		24	1	4	
1	30		3		27		3		24		2	
2	22	1	2		31		2		27		3	
3	28		4		28		4		24	1	3	
4	22	1	2		25	1	2		28		3	
5	28		3		29		2		31		2	
6	34		1	2	28	1	3	1	23	1	3	
Other**	12	1										

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,816	$422	$5,394	$88,198
District	N/A	N/A	$5,630	$81,988.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-4.3	5.3
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-31.8	7.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 0n-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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,823	$48,612
Mid-Range Teacher Salary	$85,411	$74,676
Highest Teacher Salary	$110,405	$99,791
Average Principal Salary (Elementary)	$121,327	$125,830
Average Principal Salary (Middle)	$147,385	$131,167
Average Principal Salary (High)	$165,402	$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$320,910	$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

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	2017-18	2018-19	2019-20
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, Blocksi 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.