

Judson & Brown Elementary School

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	Judson & Brown Elementary School
Street	1401 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-2430
Principal	Jennifer Hosch
Email Address	jennifer_hosch@redlands.k12.ca.us
Website	https://www.redlandsusd.net/Domain/14
County-District-School (CDS) Code	36-67843-0110569

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

School Mission Statement

We are the professional educators of Judson & Brown Elementary School who provide a curriculum aligned to Common Core State Standards through rigorous and meaningful learning opportunities for our diverse student population so that they make progress toward college and career readiness and become life long learners.

School Description

Judson & Brown Elementary School opened in August 2006 and is a beautiful TK- grade 5 campus located in the northeast side of Redlands. It is surrounded by orange groves and large home communities with panoramic views of the San Bernardino Mountains. Judson & Brown Elementary provides students with an excellent CCSS aligned curriculum that prepares them to succeed in college and in their careers. Judson & Brown Elementary is named in honor of Redlands' founding fathers, Edward G. Judson and Frank E. Brown. Judson & Brown has received numerous awards recognizing the outstanding education that is provided to all of our students. We have received the Title I Academic Achievement Award in 2011, 2012 and in 2016; The California Business for Education Honor Roll Award in 2011, 2012, 2015 and in 2016. In 2014 we received the same honor along with a STEM distinction due to our high math and science scores. Judson & Brown was also the recipient of The National Blue Ribbon Schools Award in 2012. We most recently were honored to receive the California Gold Ribbon Award in 2016. Judson & Brown Elementary is leading the district in ProWise implementation and offers students the opportunity to expand their STEM experiences in their TINKERSPACE in the library/media center.

Approximately less than 5% of the student population is identified as limited English proficient and approximately 51% participate in the Free/Reduced Lunch Program. One RUSD Special Day Class (SDC) and one SDC classes operated by the San Bernardino County Superintendent of Schools are housed at Judson & Brown. The students in the Judson & Brown SDC class have mild to moderate learning disabilities while the County classes are moderate to severe. In addition, California Childrens Services operates the San Bernardino County Medical Therapy Unit (MTU) adjacent to our campus. The MTU provides adaptive physical therapy to students with special needs as well as having a medical clinic services available on site.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	76
Grade 2	95
Grade 3	99
Grade 4	97
Grade 5	77
Total Enrollment	535

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
Asian	9.3
Filipino	3
Hispanic or Latino	44.1
Native Hawaiian or Pacific Islander	0.2
White	32.9
Two or More Races	6
Socioeconomically Disadvantaged	49.5
English Learners	3.9
Students with Disabilities	10.5
Homeless	19.8

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	23	23	25	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: December 2019

The California State Board of Education reviews elementary level textbooks and selects several publishers for school districts to adopt that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District by teachers and administrators after a rigorous selection process using rubrics which grade level teams work with using each state selected publisher and approved by the School Board. Textbooks are adopted and purchased by the Redlands Unified School District. Copies of student text books are available at the Instructional Resource Center at the district office for parent review. All Redlands USD programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Judson & Brown Elementary School opened in August 2006; As a newer facility it is exemplary in design and maintenance. A new school building was constructed and occupied beginning August 2008.

Care and diligence of maintaining the "newness" of J&B is evident in every monthly site report for the current school year with the highest scores on maintenance for an elementary campus in RUSD. Staff, custodial, families and students participate semi-annually in an entire campus clean up. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Facility is inspected monthly.
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	
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)	58	58	59	57	50	50
Mathematics (grades 3-8 and 11)	49	53	45	44	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	278	278	100.00	0.00	57.55
Male	146	146	100.00	0.00	56.85
Female	132	132	100.00	0.00	58.33
Black or African American	15	15	100.00	0.00	26.67
American Indian or Alaska Native					
Asian	25	25	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	118	118	100.00	0.00	45.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	89	89	100.00	0.00	67.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	70.00
Socioeconomically Disadvantaged	152	152	100.00	0.00	44.08
English Learners	27	27	100.00	0.00	48.15
Students with Disabilities	50	50	100.00	0.00	18.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	56	56	100.00	0.00	42.86

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	278	278	100.00	0.00	52.52
Male	146	146	100.00	0.00	59.59
Female	132	132	100.00	0.00	44.70
Black or African American	15	15	100.00	0.00	33.33
American Indian or Alaska Native					
Asian	25	25	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	118	118	100.00	0.00	37.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	89	89	100.00	0.00	60.67
Two or More Races	20	20	100.00	0.00	70.00
Socioeconomically Disadvantaged	152	152	100.00	0.00	37.50
English Learners	27	27	100.00	0.00	44.44
Students with Disabilities	50	50	100.00	0.00	24.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	56	56	100.00	0.00	37.50

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	19.0	25.3	17.7

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)

There are many opportunities for parents to become involved with school activities. The most important parent involvement is ensuring that learning also takes place at home. This includes making reading with your child a priority, supervising daily homework, and helping facilitate frequent school-home communication. Other ways to become involved as a parent is to become a member of the PTA or to participate in PTA activities, ELAC (English Language Advisory Committee) meetings, School Site Council and other school programs/events, including, but not limited to: Family Fun Nights - PeaceBuilder activities - Library Volunteers - Field Trip Chaperones - PTA Reflections Program - Reading Month Activities - Fix-It-Up Friday and Spruce-It-Up Saturday.

Please use our school website for information on how to reach Judson & Brown staff at <https://www.redlandsusd.net/Domain/14> or contact our PTA president Lynette McKay by email at jandbpta@outlook.com for more information on PTA sponsored activities. You can also follow us on Twitter for a daily feed on what is happening on campus and for upcoming events @judsonandbrown.

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	0.9	1.2	0.5	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Judson & Brown Elementary Safety Plan is updated annually. SSC prepared the safety plan most recently in October 2019. It includes disaster response teams, classroom maps, evacuation routes, and a log of monthly drills. Procedures for fire, earthquakes, and lock down situations are all addressed verbally, in written form and by modeling the procedures schoolwide. Each classroom is equipped with disaster preparedness packs, and each child has been allocated water and snack food in the event of an emergency. Each classroom has posted Lock-Down procedures as well as emergency evacuation routes. A Staff Classroom notebook in each teacher area of the classroom contains detailed information for disaster situations. Substitute folders also include information for emergency procedures. Fire drills, lockdown drills and other emergency preparation drills are held monthly with the schedule available in the office and in the Staff Classroom notebook. Drills are subject to change without notice in order to facilitate a "real world" event. The Leadership Team reviews the plan in September and shares the revised plan with their grade level team in order to be prepared for the October California Shake-Out. A safety committee of staff, parents and custodian meets bi-monthly to prepare campus and assess needs for disaster situations.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	4	2		14	6	1		23	1	3	
1	24		4		23		4		19	4		
2	23		4		24		4		24		4	
3	22	1	2		23		4		24		4	
4	28		3		33		1	1	34			2
5	32		1	2	28	1	1	2	33		1	2
Other**	17	1							11	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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5
Other	1.0

*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.

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	\$6,194.10	\$670.66	\$5,523.45	\$83,413.00
District	N/A	N/A	5,815.78	\$85,061.00

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	-5.2	-2.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-30.4	1.7

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)

- Accelerated Reader
- STAR Math
- IXL Language Arts, Social Studies and Science
- Dreambox Math
- Certificated Intervention Teacher (Reading)
- Certificated Intervention Teacher (Math)
- After School Intervention Program
- GATE Seminars
- EL Intervention (Writing) After-School
- Technology (ProWise)
- MakerSpace/Engineering, Robotics and Coding
- Peace Builders Character Education
- English Language Development Daily
- Coding with Gillespie Club
- SES after school intervention program
- Counseling
- South Coast Counseling

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	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	22	18	20

Judson & Brown Elementary utilizes a grade level team meeting/whole staff meeting model to plan and implement professional development. Based upon relevant student performance data, teachers identify areas of need to focus. Identified as a focus for the years 2016-2017, 17-18 and 18-19 include the continual use of data analysis using Illuminate to disseminate information from District Common Benchmarks, IAB's, effective instruction for English Learners, strategies and understanding of the teaching of Math In Focus and the continual professional development of technology as well as the common language of the Peace Builders Character Education tenets. Student achievement data as well as information from walk-throughs and conversations with the Leadership Team is reviewed to determine the specific areas of need for professional development planning. Teachers have also been supported with professional development offered through the district office in the math, CORE reading academy, writing instruction through LEVERAGE, NGSS (Science), Technology and innovation as well as data reports and interpretation, ELD strategies, ELLEVATION and social/emotional strategies for classrooms. Teachers receive professional development after school during 8 minimum days provided for this purpose each year. These days are also used for the focus as noted above as well as for specific topics that are provided by the district office elementary ed. services department. These topics have included: rigor in instruction, purposeful planning, collaborative teaching as well as using technology as instructional tools. Teachers have supported with a credentialed math intervention teacher who works daily with students in small groups or individually as determined by data analysis from multiple sources such as STAR Math data, benchmarks, curriculum testing and SBAC results. The math intervention teacher supports teachers during implementation of curriculum through the understanding of standards and in the areas of technology based assessment as well as with instructional strategies. Teachers utilize the math intervention teacher through one on one after school meetings and by using performance based data reporting to determine the need for the intervention services. Technology use as an instructional resource is an area of concentration for staff and is a supported area of development during the school day, after school, full day professional development and through outside presenters and conferences such as CUE and ISTE. As is requested or necessary teachers are given the time during the day, after school or as they need to collaborate with other teachers, other schools, conferences, webinars and planning in order to strengthen and develop their skills and become technology ninjas!