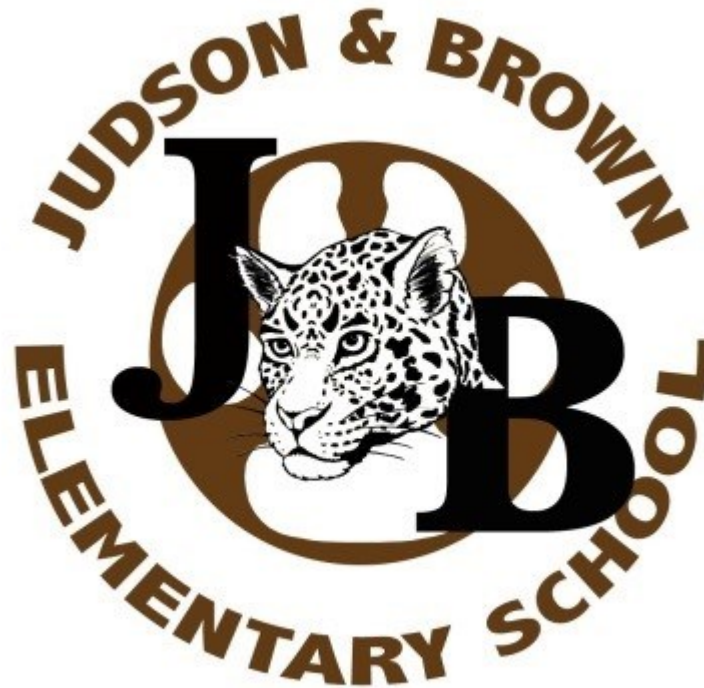


Judson & Brown Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School 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	Todd Rossi
Email Address	todd_rossi@redlands.k12.ca.us
School Website	www.redlandsusd.net/Domain/14
County-District-School (CDS) Code	36-67843-0110569

2021-22 District Contact Information

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

2021-22 School Overview

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

2021-22 School Overview

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.

Judson & Brown is a diverse community of learners that includes an SAI separate class program operated by the district and one SAI separate class operated by the San Bernardino County Superintendent of Schools are housed at Judson & Brown. The students in the Judson & Brown SAI separate class has mild to moderate learning disabilities while the County class serves students with moderate to severe disabilities. 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	71
Grade 2	87
Grade 3	83
Grade 4	106
Grade 5	101
Total Enrollment	526

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	10.5
Black or African American	5.5
Filipino	2.3
Hispanic or Latino	47.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4
White	29.5
English Learners	4.2
Homeless	17.3
Socioeconomically Disadvantaged	67.9
Students with Disabilities	13.1

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

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

2020-21 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)	22.6	95.4	832.1	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.7	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	4.2	35.2	3.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	29.8	3.1	12115.8	4.4
Unknown	0.1	0.4	65.1	6.7	18854.3	6.9
Total Teaching Positions	23.7	100.0	969.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2021

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)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	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 (2019)	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
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 Rate

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	NT	NT	NT	NT
Female	150	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	28	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	139	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	86	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	104	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	197	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	NT	NT	NT	NT
Female	150	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	28	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	139	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	86	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	104	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	197	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	290	270	93.1%	6.9%	53.3%
Female	148	135	91.2%	8.8%	56.3%
Male	142	135	95.1%	4.9%	50.3%
American Indian or Alaska Native	0	0	0.0%	0.0%	0%
Asian	28	26	92.9%	7.1%	76.9%
Black or African American	18	16	88.9%	11.1%	18.8%
Filipino	9	8	88.9%	11.1%	50.0%
Hispanic or Latino	133	130	97.7%	2.3%	46.9%
Native Hawaiian or Pacific Islander	1	1	100.0%	0.0%	100.0%
Two or More Races	12	12	100.0%	0.0%	50.0%
White	88	76	86.4%	13.6%	63.1%
English Learners	10	10	100.0%	0.0%	20.0%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	52	43	82.7%	17.3%	46.5%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	197	179	90.9%	9.1%	44.1%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	49	49	100.0%	0.0%	24.4%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	290	267	92.1%	7.9%	34.1%
Female	148	134	90.5%	9.5%	29.1%
Male	142	133	93.7%	6.3%	39.1%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%

Asian	28	26	92.9%	7.1%	80.8%
Black or African American	18	16	88.9%	11.1%	12.6%
Filipino	9	8	88.9%	11.1%	62.5%
Hispanic or Latino	133	128	96.2%	3.8%	25.8%
Native Hawaiian or Pacific Islander	1	1	100.0%	0.0%	0.0%
Two or More Races	12	12	100.0%	0.0%	25.0%
White	88	75	85.2%	14.8%	34.7%
English Learners	10	10	100.0%	0.0%	30.0%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	52	42	80.8%	19.2%	16.7%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	197	177	89.8%	10.2%	22.6%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	49	49	100.0%	0.0%	10.2%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	57	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	46	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	29	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	36	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 Erica Bernstein by email at contactus@jandbpta.org 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	546	25	4.6
Female	268	263	14	5.3
Male	291	283	11	3.9
American Indian or Alaska Native	0	0	0	0.0
Asian	58	55	1	1.8
Black or African American	32	32	4	12.5
Filipino	12	12	0	0.0
Hispanic or Latino	266	265	15	5.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	22	2	9.1
White	164	155	3	1.9
English Learners	24	24	2	8.3
Foster Youth	5	5	0	0.0
Homeless	97	95	9	9.5
Socioeconomically Disadvantaged	377	374	24	6.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	87	10	11.5

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.53	0.00	3.62	0.22	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.50	2.61	2.45
Expulsions	0.00	0.03	0.05

2020-21 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

2021-22 School Safety Plan

The Judson & Brown Elementary Safety Plan is updated annually. 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 and shares the revised plan with their grade level team in order to be prepared. A safety committee of staff, parents and custodian meets bi-monthly to prepare campus and assess needs for disaster situations.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	1	3	
1	19	4		
2	24		4	
3	24		4	
4	34			2
5	33		1	2
6				
Other	11	1		

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	17	4	3	
1	21	1	3	
2	26		3	
3	25		4	
4	31		2	1
5	33		1	1
6				
Other	15	1		

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	6	1	
1	35		3	1
2	35	1	3	1
3	33	2	2	1
4	52			3
5	49		3	1
6				
Other	17	2		

2020-21 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	526

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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
School Site	\$7,105.27	\$860.22	\$6,245.06	\$91,305.96
District	N/A	N/A	\$6,440.60	\$89,813
Percent Difference - School Site and District	N/A	N/A	-3.1	1.6
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-29.9	5.5

2020-21 Types of Services Funded

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
 Innovation Lab and materials
 MakerSpace/Engineering, Robotics and Coding
 Peace Builders Character Education
 English Language Development Daily
 ELO after school intervention program
 Counseling
 South Coast Counseling

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
Beginning Teacher Salary	\$51,965	\$52,562
Mid-Range Teacher Salary	\$86,521	\$83,575
Highest Teacher Salary	\$109,075	\$104,166
Average Principal Salary (Elementary)	\$133,996	\$131,875
Average Principal Salary (Middle)	\$143,214	\$137,852
Average Principal Salary (High)	\$155,485	\$150,626
Superintendent Salary	\$240,400	\$260,243
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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 schoolwide focus includes 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 experts.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	12	20

Redlands Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00	100.00	--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00		--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8459	79.2%	20.8%	50.3%
Female	5,186	4184	80.7%	19.3%	52.5%
Male	5,487	4,272	77.9%	22.1%	48.2%
American Indian or Alaska Native	34	20	58.8%	41.2%	35.0%
Asian	880	727	82.6%	17.4%	71.3%
Black or African American	673	472	70.1%	29.9%	35.8%
Filipino	253	178	70.4%	29.6%	69.7%
Hispanic or Latino	5,613	4,435	79.0%	21.0%	40.4%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	51.6%
Two or More Races	537	483	89.9%	10.1%	60.5%
White	2,652	2,096	79.0%	21.0%	63.4%
English Learners	841	607	72.2%	27.8%	13.3%
Foster Youth	103	51	49.5%	50.5%	23.5%
Homeless	1,639	1,284	78.3%	21.7%	38.6%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,956	78.3%	21.7%	42.0%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,219	77.6%	22.4%	18.3%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8,284	77.6%	22.4%	32.2%
Female	5,186	4,100	79.1%	20.9%	30.3%
Male	5,487	4,181	76.2%	23.8%	33.9%
American Indian or Alaska Native	34	22	64.7%	35.3%	18.2%

Asian	880	714	81.1%	18.9%	61.6%
Black or African American	673	465	69.1%	30.9%	15.1%
Filipino	253	176	69.6%	30.4%	52.8%
Hispanic or Latino	5,613	4,304	76.7%	23.3%	22.2%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	32.3%
Two or More Races	537	476	88.6%	11.4%	41.6%
White	2,652	2,078	78.4%	21.6%	42.6%
English Learners	841	583	69.3%	30.7%	9.8%
Foster Youth	103	51	49.5%	50.5%	5.9%
Homeless	1,639	1252	76.4%	23.6%	22.9%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,861	77.1%	22.9%	25.1%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,214	77.3%	22.7%	11.2%

*At or above the grade-level standard in the context of the local assessment administered.