

Kingsbury Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Kingsbury Elementary School
Street	600 Cajon Street
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5550
Principal	Todd Flowers
Email Address	todd_flowers@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/kingsbury
County-District-School (CDS) Code	36-67843-6036537

2022-23 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

2022-23 School Overview

School Mission Statement: The staff, parents, families of the students, and the students of Kingsbury Elementary, a school rich in history and traditions, are dedicated to providing an environment that supports all students in their academic, social, emotional, and physical development, thereby assisting them to achieve their highest potential and to be productive and responsible citizens.

School Vision Statement: Our vision is to build a community of learners, in which all participants-staff, parents, families of the students, students, and the community-demonstrate collaborative actions toward creating and implementing a curriculum that is aligned with the California Content Standards and available for all students.

The Kingsbury community supports the vision for Redlands 2025 which will focus on five key areas:

- E-Enhanced Learning through Innovation
- X-Excellence in Academics
- C-Collaborative Community and Parent Partnerships
- E-Equality through Equity

2022-23 School Overview

L-Learning Environments are Safe and Secure

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	79
Grade 2	63
Grade 3	75
Grade 4	62
Grade 5	91
Total Enrollment	456

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.0
Asian	2.2
Black or African American	4.2
Filipino	0.4
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.0
White	24.8
English Learners	9.2
Foster Youth	1.5
Homeless	12.1
Migrant	0.0
Socioeconomically Disadvantaged	66.4
Students with Disabilities	15.1

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

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)	22.60	91.36	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.04	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.57	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.80	3.08	12115.80	4.41
Unknown	1.00	4.04	65.10	6.72	18854.30	6.86
Total Teaching Positions	24.70	100.00	969.10	100.00	274759.10	100.00

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

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

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

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

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the Common Core State Standards. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Copies of student books are available at the Instructional Resource Center for parent review.

Year and month in which the data were collected	December 2022
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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	Inspire Science by McGraw-Hill (2022)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements

The current school building, which includes twenty-three classrooms, a library, a STEAM Lab, Bear's Closet, an administrative office, and a multi-use room/cafeteria was built in 1969. Four relocatable classrooms were added in 1987. Two additional relocatable classrooms were added in 1991. Students and staff work hard to keep the campus clean and safe. A litter-free environment is encouraged and custodians clean and disinfect the campus daily. The governing board has adopted cleaning standards for all schools in RUSD. Due to COVID-19 Pandemic, a more rigorous schedule, and additional custodial help, has been implemented. A summary of these cleaning standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. Site administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school district's maintenance department performs major repairs and improvements. The AHERA Management Plan, Inspection Report, and Operations and Maintenance Program Report are available upon request. A site safety inspection is conducted monthly.

The staff and community have developed/approved a comprehensive disaster plan. This plan is communicated to the students and drills are conducted on a monthly basis. This written plan is also available to the community. This plan will enable staff and students to remain as calm as possible while they deal with the events surrounding a disaster such as an active-shooter, earthquake or fire.

Kingsbury School was completely modernized in 2004. As a result, our facilities are in excellent condition. Our campus is monitored closely by the staff, and any safety hazards are addressed immediately.

In the summer of 2018, the campus became completely enclosed by the addition of new security fencing and gates. This ensures no authorized access to the campus, except by entry to the office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

All categories on the most recent School Facility Good Repair Status report receive the highest mark of "good" and an overall rating of "exemplary".

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Currently in good order.
Interior: Interior Surfaces	X			Currently in good order.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Currently in good order.
Electrical	X			Currently in good order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Currently in good order.
Safety: Fire Safety, Hazardous Materials	X			Currently in good order.
Structural: Structural Damage, Roofs	X			Currently in good order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Currently in good order.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	232	99.57	0.43	41.99
Female	106	106	100.00	0.00	44.34
Male	127	126	99.21	0.79	40.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	43.75
White	60	60	100.00	0.00	56.67
English Learners	24	24	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	37	36	97.30	2.70	22.22
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	0.62	35.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	47	97.92	2.08	14.89

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	232	99.57	0.43	33.19
Female	106	106	100.00	0.00	34.91
Male	127	126	99.21	0.79	31.75
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	22.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	56.25
White	60	60	100.00	0.00	48.33
English Learners	24	24	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	37	36	97.30	2.70	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	161	99.38	0.62	24.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	47	97.92	2.08	23.40

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.47	NT	32.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	89	100	0	22.47
Female	35	35	100	0	22.86
Male	54	54	100	0	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100	0	13.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100	0	44
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	16	16	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100	0	24.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	76%	84%	95%	89%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are many opportunities for parents to become involved at Kingsbury School. These include: assisting in the classroom by tutoring students in all subject areas (we encourage parents to visit the office for volunteer opportunities and procedures), assisting and chaperoning field trips, volunteering for PTA, ELAC, AAPAC, School Site Council, and other school sponsored activities. Parents also have the opportunity to attend a variety of events such as family breakfasts, lunches, and night activities, parent conferences, Back To School Social, Fall Carnival, and the Book Fair. Computer technology provides new ways for parents to become involved with their child's school and their learning. Kingsbury School maintains a website, Instagram, and a Twitter page, that parents may access to in order to gain information on general school activities. Kingsbury also communicates via Aeries/Parent Square, a free service that parents may sign up for, that will text, email, and call them regarding important events. Parents may also maintain easy contact with their child's teacher and/or the principal by making appointments to see them, by telephone call, or by e-mail.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	507	189	37.3
Female	235	230	83	36.1
Male	286	277	106	38.3
American Indian or Alaska Native	0	0	0	0.0
Asian	14	13	2	15.4
Black or African American	28	25	10	40.0
Filipino	3	3	1	33.3
Hispanic or Latino	320	315	125	39.7
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	28	28	14	50.0
White	125	120	34	28.3
English Learners	51	50	22	44.0
Foster Youth	14	10	2	20.0
Homeless	61	57	30	52.6
Socioeconomically Disadvantaged	351	342	149	43.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	103	48	46.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.18	2.61	2.45
Expulsions	0.00	0.03	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.88	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.88	0.00
Female	1.70	0.00
Male	3.85	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.28	0.00
Socioeconomically Disadvantaged	3.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.80	0.00

2022-23 School Safety Plan

Kingsbury School utilizes data from the California Department of Education Dashboard regarding suspension/expulsion reports to evaluate the current status of school discipline. A Comprehensive School Safety Plan is adopted each school year and is reflective of the school's safety needs. School Site Council parents, and other interested parents, compose the Safety Committee. Safety committee is given time at each School Site Council (SSC) meeting and their concerns are addressed. School Site Council creates and monitors the school safety plan. The key components of Kingsbury's Safe School Plan include a description of school discipline policies and procedures, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, and disaster response procedures. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass. New fencing/gates ensure nobody can enter the campus without checking in through the office, unless they illegally scale the perimeter. Visitors must have their driver's license, or identification, scanned and run through the Raptor Database System to flag sex offenders and unsafe visitors. Exterior signs also indicate Kingsbury's active video surveillance system (there are multiple security cameras mounted throughout the campus to monitor and record events). To ensure student safety before and after school, campus monitors, teachers, the counselor, the assistant principal, and the principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. After school the teachers walk their students to the bus loading zone or dismissal area. Teachers, classified staff, and the administration supervise student areas until all students have left the campus for home. During the day, campus monitors are present in the student play and eating areas. Also, a crossing guard, provided by the City of Redlands, ensures students cross the street safely. The last update to the Comprehensive School Safety Plan was September 15, 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	
1	24		3	
2	44		1	1
3	18	2	3	
4	25	1	1	1
5	26	1	1	
6				
Other	9	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	5		
1	13	4		
2	21		3	
3	20	3		
4	26		3	
5	24		3	
6				
Other	10	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	3	
1	24		3	
2	20	3		
3	24		3	
4	30		2	
5	28		3	
6				
Other	6	4		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	456

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10004.95	\$2948.67	\$7056.28	\$81,994.41
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-2.2	-8.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	6.8	-7.5

2021-22 Types of Services Funded

Kingsbury receives funding from two basic sources: Funding distributed by the State of California and approved by the Redlands Unified School District Board of Education and State and Federal Categorical Programs, which bring approximately an additional \$200,000 to our school annually. These Categorical Programs include Schoolwide Title I, Title III, SSP, and Lottery funds.

These funds assist with the following notable and important programs and services (this is not an all inclusive list): Books, supplies, parent involvement activities, PBIS/character education program, maintaining innovative technology and a STEAM lab, transporting Redlands High School student peer tutors, part-time STEAM Lab teacher, part-time English Learner intervention teacher, professional development activities, data analysis, standards based computer software/programs, and after school activities/tutoring.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

The Kingsbury staff is committed to continual professional growth. Categorical Programs provide funds which enable teachers to receive training that align to School, District, State, and Federal goals. Kingsbury's primary focus for professional development is around math, language arts, and socio-emotional learning. Funds are available for: a) Veteran teachers to provide assistance to new teachers in a variety of curricular areas. b) Teachers to analyze data in order to better meet each student's needs by differentiating the instruction c) Attend conferences on increasing student achievement. The District provides math, reading, writing, and English Learner professional development. All Kingsbury teaching staff have been trained in Thinking Maps Strategies, and are being retrained this year. Further, all staff is being trained in writing via Leverage Training. Kingsbury is currently in year seven of PBIS (Positive Behavioral Interventions and Supports) staff development. Professional development opportunities are available during the regular teaching day, after school workshops and TeAM (Team Augmentation Meetings), and on instructional minimum days.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	12