Kingsbury Elementary School in the 2024-2025 school year

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Kingsbury Elementary School in the 2024-2025 school year
Street	600 Cajon Street
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5550
Principal	Renee Kanoti
Email Address	renee_kanoti@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/kingsbury
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036537

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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
L-Learning Environments are Safe and Secure

There are 19 regular classroom teachers, 4 special education classroom teachers, 3 Special Education teachers (SAI), 1 expanded learning program specialist, 6 expanded learning teachers, 10 1:1 Special Ed. Paraprofessionals to support students with a 1:1, 2 Health Care Technicians, a school attendance clerk, an office manager, an Expanded Learning typist clerk, two cafeteria workers, three custodians, two full-time counselors, one full-time assistant principal, and one full-time principal. The district also provides a school psychologist two days per week and a full-time speech pathologist. There are two after school programs, in conjunction with, where 200 students are in attendance. Students with special needs are serviced through Gifted and Talented Education (GATE) extracurricular activities and with GATE-certified teachers using quality GATE strategies, Intervention Programs, and a special education program (SAI). The after-school Exploration Experience Program provides extracurricular activities for free for students, with a focus on enrichment. Gender equity and multicultural awareness are integrated throughout the curriculum. In 2024, Kingsbury received a PBIS Gold award from the San Bernardino County Superintendent of Schools. In 2024, our students met & exceeded the performance level at 46.58% in ELA and 32.73% in Math.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	80
Grade 2	85
Grade 3	84
Grade 4	71
Grade 5	77
Total Enrollment	487

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53
Non-Binary	0.2
Asian	3.9
Black or African American	4.3
Filipino	1
Hispanic or Latino	62.2
Two or More Races	5.5
White	22.4
English Learners	10.3
Foster Youth	0.8
Homeless	2.1
Socioeconomically Disadvantaged	63.2
Students with Disabilities	21.6

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/Incomplete/NA	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

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)	21.10	92.88	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.53	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	1.50	6.60	57.10	5.89	15831.90	5.67
Total Teaching Positions	22.70	100.00	970.20	100.00	279044.80	100.00

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.

2022-23 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)	18.10	81.47	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.50	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.54	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	3.00	13.49	53.70	5.50	14303.80	5.15
Total Teaching Positions	22.20	100.00	975.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.10	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.10	0.1
Total Out-of-Field Teachers	0.00	0.10	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0	3.3

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

2024-25 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 2024

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 (2013)***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 (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	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)	N/A	N/A	NA

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

School Facility Conditions and Planned Improvements

Kingsbury Elementary School was built in 1969. The facility consists of 23 permanent classrooms and 6 relocatable classrooms. The office complex has room for three secretaries, a health office, the assistant principal's office, and the principal's office. It also has a multipurpose building that serves as a cafeteria, kitchen, and teachers' lounge and work room. Modernization was completed in 2004.

District and school staff work hard to keep the campus clean and safe. The school's facilities are in good repair, and a litter/graffiti-free environment is emphasized by students and staff. Site safety inspections are conducted monthly. None of the eight emergency needs specified in Education Code Section 17592.72 exist. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed.

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. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	July 2024

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			some repairs needed to asphalt

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	45	50	50	46	47
Mathematics (grades 3-8 and 11)	38	32	37	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	235	226	96.17	3.83	45.13
Female	106	102	96.23	3.77	52.94
Male	128	123	96.09	3.91	38.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	148	97.37	2.63	35.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	75.00
White	47	45	95.74	4.26	64.44
English Learners	23	22	95.65	4.35	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	151	96.79	3.21	37.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	66	92.96	7.04	25.76

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	235	227	96.60	3.40	31.72
Female	106	102	96.23	3.77	32.35
Male	128	124	96.88	3.12	31.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	148	97.37	2.63	23.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	56.25
White	47	45	95.74	4.26	46.67
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	151	96.79	3.21	24.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	66	92.96	7.04	15.15

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	37.31	44.00	31.39	32.96	30.29	30.73

2023-24 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	78	77	98.72	1.28	42.86
Female	35	34	97.14	2.86	50.00
Male	42	42	100.00	0.00	35.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	29.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	11.76

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.

2023-24 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.   The administration of the PFT requires only participation results 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	84%	89%	100%	97%	100%

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.

2024-25 Opportunities for Parental Involvement

Kingsbury Elementary School has an active Parent-Teacher Association led by dedicated parent volunteers. The P.T.A. organizes and oversees family events and activities throughout the school year. These include dances, trunk or treat, movie nights, Literacy Night, Book Fair, dine-out nights, and the Community Resource Fair. The P.T.A. also sponsors fundraisers, field trips, assemblies, and events that benefit students and parents. Our staff encourages parents to volunteer in classrooms and chaperone field trips. The staff also sponsors Title 1 family literacy nights and conferences to involve parents. Our web page (http://redlandsusd.net/kingsbury), Parent Square, Instagram and Twitter (@kingsburyRUSD) keeps parents informed and up to date with opportunities and events. We also have School Site Council, AAPAC, and ELAC committees that involve our parents with our school.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	519	120	23.1
Female	243	237	57	24.1
Male	289	281	63	22.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	20	3	15.0
Black or African American	24	23	9	39.1
Filipino	--	--	--	--
Hispanic or Latino	337	327	85	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	6	21.4
White	113	112	16	14.3
English Learners	54	54	11	20.4
Foster Youth	--	--	--	--
Homeless	25	23	14	60.9
Socioeconomically Disadvantaged	353	341	95	27.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	155	153	46	30.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.88	2.66	3	3.67	4.39	3.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.00	0.00
Female	1.23	0.00
Male	4.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.76	0.00
Black or African American	12.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	3.54	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.45	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Kingsbury Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to

2024-25 School Safety Plan

evaluate the current status of school crime. A Comprehensive School Safety Plan is adopted each school year and is reflective of the school's safety needs. The key components of Kingsbury's Comprehensive School Safety Plan includes a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, bullying and child abuse reporting procedures, dangerous pupil notification, and disaster response procedures.

We also have a School Safety Committee that involves parents and staff that meets three times per year. This group helps to develop the plan by offering input in addressing the needs of the school site to ensure safety for all students. Meetings are held to ensure student safety before and after school and teachers, campus monitors, and administrators supervise the school grounds including the bus drop-off area, parent drop-off area, cafeteria, and playground. During the school day, all entrance areas to the school are locked with the exception of the front office entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. After school, teachers walk their students to the bus loading and pick up and drop off area. Teachers, campus monitors, and administration supervise the areas until all students have left the campus for home.

The School Safety Committee approved our plan in September 2024. The School Safety Plan was approved by the Redlands Board of Education in November 2024.

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.

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	
Other	6	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	2	3	
1	23		3	
2	23	1	2	
3	16	1	3	
4	25		3	
5	34			1
Other	8	7		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	1	2	
1	25		3	
2	25		3	
3	19	1	3	
4	17	2	1	
5	24		3	
Other	11	7	1	

2023-24 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	243.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$11,975.32	$3,561.26	$8,414.06	$77,127.53
District	N/A	N/A	$9.931.68	$102,103
Percent Difference - School Site and District	N/A	N/A	-0.6	-27.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-24.6	-23.6

Fiscal Year 2023-24 Types of Services Funded

Kingsbury Elementary School received a total of $66,214.00 in Title I funds for supplementary education programs. Funds from Title I, Title VI, and the School Improvement Program are used to support all students with additional support as needed. Limited English Proficient program funds support children who qualify. There are no longer funds for GATE programs. The GATE program continues to exist without additional funding. Summary of Strengths School-wide cooperation among faculty and staff is a strength of Kingsbury Elementary School. The staff works collaboratively to analyze student data and communicate strengths and areas of need identified through this analysis. This allows the staff to target instruction and resources for every student. The needs of the student are often best met through a variety of actions on the part of many individuals working as one. Because of this cooperation, the staff is able to focus on high student expectations, coordinated curriculum development, homework expectations, and a positive school climate. On-going staff development activities contribute to our staff, maintaining a high degree of expertise in various curricular areas. All staff members are involved in coordinated program in-service days to fine-tune the teaching of literacy, math, and technology skills. Opportunities exist to attend workshops and conferences for the purpose of acquiring new teaching methods and techniques which are shared on-

Fiscal Year 2023-24 Types of Services Funded

site to help support our school goals. School-wide teaching strategies in language arts, writing, and math have and are being implemented through MTSS - Multi-Tiered System of Supports to meet the academic needs of all students.

Kingsbury Elementary School staff participates in professional development with a focus on high impact instructional strategies, designated ELD, and opportunities for extracurricular activities outside of the school day. We will continue to focus on Multi-Tiered Systems of Support for PBIS, academic learning, and create a college and career culture. Our staff is currently participating in Phonics, Rigor, and Standards PD to enhance the learning of students. Additionally, we will continue to focus on engaging our families through weekly communication, parent engagement events, PTA events, and family oriented events at school including the trunk or treat, lunch with a VIP, and Camp Learn A-Lot. Our P.T.A. plays an active role in the planning of activities. Parents also serve on the School Site Council, G.A.T.E., and the English Learners Advisory Committee. They work with the students in the classrooms, the library, and on the playground, and with the administration and office staff to help meet the needs of the students. They coordinate assemblies, the Resource Fair, and special events to draw other parents and the community to the school. We have our Expanded Learning Program that serves over 200 students on campus after school. The Expanded Learning Program offers after school support, as well as Saturday session, and intersession program during school breaks, with a total of 210 student program days available. Students who participate in this program have the opportunity to participate in extracurricular activities.

- Critical Needs State Standards: These critical needs identified were: Increase student writing literacy through new writing instruction strategies Increase family and community engagement Identify Essential Standards for student success and move to mastery for all students utilizing a continuum across the grade levels Use achievement data to drive instruction and increase academic achievement Identify students support groups through the use of STAR math and ELA Designated ELD Continue staff in-servicing on use of technology, effective teaching strategies, planning and writing Increase materials and technology available to the students Implement school-wide strategies including writing and an emphasis on early literacy Provide professional development in high rigor and standards Implement continuous data analysis to drive instruction Increase family and community engagement to enhance the educational program Continue to move from a teaching focus to a learning focus Establish strong Professional Learning Communities Increase the number of met or exceed standard students in ELA and Math Improve English Language Development Program Continue to Implement the State Standards through Adopted Curriculum and Technology

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,873	$59,551
Mid-Range Teacher Salary	$96,778	$93,855
Highest Teacher Salary	$127,774	$120,219
Average Principal Salary (Elementary)	$157,955	$151,525
Average Principal Salary (Middle)	$168,821	$158,215
Average Principal Salary (High)	$183,286	$171,087
Superintendent Salary	$330,064	$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The Redlands Unified School District administration evaluates permanent teachers every other year or every 5 years, depending on the evaluation process administered. Probationary teachers are evaluated for two consecutive years and, if made permanent, every other year subsequent to their probationary period. The evaluation process provides the opportunity for administrators to assist teachers to improve or enhance their instructional skills and methods. During the evaluation process, teachers are formally observed twice, informally observed as needed, and receive a summary evaluation report every year they are evaluated. Orientation to the evaluation process is covered in meetings with each teacher to be evaluated prior to November 1 of each school year. The formal observations follow and a written summary is presented to and reviewed with the teacher after each formal observation during the specified time period between September and March. In the formal observation summary meetings, the principal offers suggestions for improvement or recognizes appropriate teaching strategies being utilized. Following both observations, a formal meeting to discuss the final evaluation document is held prior to the March 1 deadline for probationary teachers and the May 15 deadline for permanent teachers. The teachers have the option of an Alternative Evaluation which begins with an orientation, goal setting, and a meeting to discuss the plan for the alternative evaluation. A minimum of two meetings are held with the administration to review the progress toward goals and to address needs the teachers may have. Informal observations occur throughout the year and the teacher(s) submit a written report/student work to show the results and learning of their alternative evaluation. The system of certificated evaluation complies with the requirements of the Education Code. Areas required to be addressed by the evaluation system include, but are not limited to the following: suitable learning environment; instructional techniques and strategies, achievement of curricular objectives; and pupil progress - CSTPs.

Minimum Days are set aside throughout the school year for the staff and grade levels to meet as a PLC (Professional Learning Community) to work towards increasing student achievement through data analysis and accomplishing school-wide goals addressing the school's vision. Kingsbury Elementary has minimum days weekly for 29 weeks of the school year, which are set aside to support improvement in instruction. The Leadership Team works with the administration to plan the agendas for the PLCs. The certificated staff was trained on Thinking Maps, Benchmark Phonics, writing strategies, designated ELD, and small group instruction. Kingsbury staff also attend District training for Title IX, core curriculum and safety, as required by Redlands USD. Professional Development for PBIS and high-impact instructional strategies are provided during our weekly PDs and weekly minimum days.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	32	32