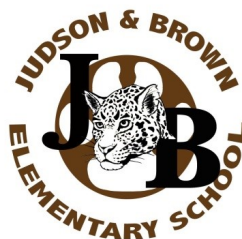


Judson & Brown Elementary School

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	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
Grade Span	K-5
County-District-School (CDS) Code	36-67843-0110569

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

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

2024-25 School Description and Mission Statement

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, 2016, 2023, and 2024. Judson & Brown was also the recipient of The National Blue Ribbon Schools Award in 2012. Judson & Brown received the California Gold Ribbon Award in 2016. Most recently in 2024, Judson & Brown was awarded Silver level distinction for implementation of PBIS by the State of California. Judson & Brown Elementary is a leader in the district in the implementation of technology 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 two SAI separate classes 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 classes are extensive needs disabilities, while the County class serves students with orthopedic impairment and are classified as extensive needs as well. In addition, California Children's 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	65
Grade 2	85
Grade 3	73
Grade 4	69
Grade 5	93
Total Enrollment	489

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
Asian	9
Black or African American	5.7
Filipino	1.6
Hispanic or Latino	55.6
Two or More Races	5.9
White	21.3
English Learners	4.7
Foster Youth	0.6
Homeless	2.5
Socioeconomically Disadvantaged	56.2
Students with Disabilities	18.4

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	95.36	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.22	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	0.10	0.42	65.10	6.72	18854.30	6.86
Total Teaching Positions	23.70	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)	21.60	99.40	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	0.55	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	57.10	5.89	15831.90	5.67
Total Teaching Positions	21.70	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)	20.10	94.68	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)	0.00	0.00	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.56	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.71	53.70	5.50	14303.80	5.15
Total Teaching Positions	21.20	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	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	0

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)	4.30	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)	0.00	0	0

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 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 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	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

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

July 2024

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).

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)	48	58	50	50	46	47
Mathematics (grades 3-8 and 11)	40	47	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	233	231	99.14	0.86	58.44
Female	116	116	100.00	0.00	60.34
Male	117	115	98.29	1.71	56.52
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	77.78
Black or African American	15	15	100.00	0.00	60.00
Filipino	--	--	--	--	--
Hispanic or Latino	125	123	98.40	1.60	52.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	53	100.00	0.00	60.38
English Learners	11	11	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	134	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	19.05

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	233	231	99.14	0.86	47.19
Female	116	116	100.00	0.00	43.10
Male	117	115	98.29	1.71	51.30
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	81.48
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	125	123	98.40	1.60	39.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	53	100.00	0.00	52.83
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	134	134	100.00	0.00	38.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	23.81

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)	27.96	48.35	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	91	91	100.00	0.00	48.35
Female	48	48	100.00	0.00	54.17
Male	43	43	100.00	0.00	41.86
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	76.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00	0.00	40.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	18.75

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	99%	99%	99%	99%	99%

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

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 Shea Abel by email at contactus@jandbpta.org for more information on PTA sponsored activities. You can also follow us on "X" and Instagram for a daily feed on what is happening on campus and for upcoming events @judsonandbrown.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	520	513	71	13.8
Female	260	256	41	16.0
Male	260	257	30	11.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	48	1	2.1
Black or African American	31	30	1	3.3
Filipino	--	--	--	--
Hispanic or Latino	290	284	44	15.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	7	24.1
White	110	110	14	12.7
English Learners	28	28	4	14.3
Foster Youth	--	--	--	--
Homeless	18	18	2	11.1
Socioeconomically Disadvantaged	314	310	56	18.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	109	21	19.3

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
0.18	0	0.38	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	0.38	0.00
Female	0.00	0.00
Male	0.77	0.00
Non-Binary	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	0.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.91	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.91	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

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

2024-25 School Safety Plan

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.

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	13	6	1	
1	22		3	
2	18	4		
3	22		4	
4	26		3	
5	34		1	2
Other	14	1		

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	14	5	1	
1	18	4		
2	21	1	2	
3	19	4		
4	29		3	
5	28		3	
Other	20	1	1	

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	16	1	3	
1	21	1	2	
2	21	2	2	
3	24		3	
4	23		3	
5	29		3	
Other	15	2	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	489

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
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	\$10,424.36	\$927.21	\$9,497.15	\$105,547.84
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	11.5	-13.4
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-12.6	-9.1

Fiscal Year 2023-24 Types of Services Funded

Accelerated Reader
 STAR Math
 Freckle Math
 Certificated Intervention Teacher (Reading)
 GATE Seminars
 Innovation Lab and materials
 MakerSpace/Engineering, Robotics and Coding
 Peace Builders Character Education
 PEACE Team
 English Language Development Daily
 Before and After School Clubs; Joggers Club, Chess Club, Broadcasting, Yearbook, CSTEM
 Counseling

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

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 state and district assessment data 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	19	21	21