

Judson & Brown

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Judson & Brown
Street	1401 East Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-2430
Principal	Jennifer Hosch
E-mail Address	jennifer_hosch@redlands.k12.ca.us
Web Site	http://judsonandbrown.redlandsusd.net/
CDS Code	36-67843-0110569

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 Vision Statement

The united team of qualified educators of Judson & Brown Elementary School collaborate and share best practices to improve student achievement and personal excellence on a continual basis.

School Profile

Judson & Brown Elementary opened in August 2006, and is a beautiful campus located in the northeast side of Redlands. It is surrounded by orange groves and has a panoramic view of the San Bernardino Mountains. Judson & Brown Elementary provides students with an excellent California Standards aligned curriculum to prepare 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. When the school opened in 2006, it had the distinction of being the first elementary school built in the city of Redlands in forty years. Even though Judson & Brown School has only been open ten years, our school 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 again in 2016; The California Business for Education Honor Roll Award in 2011, 2012 and in 2014 we received a STEM distinction due to our high math and science scores. We received the CBE Honor Roll award in 2015 as well. In 2016, J&B received the Gold Ribbon award for it's outstanding academic progress. Judson & Brown was also the recipient of The National Blue Ribbon Schools Award in 2012.

Student demographic information includes:

- African American 5%
- Asian 11%
- Filipino 3%
- Hispanic/Latino 44%
- White 35%

Approximately 8% of the student population is identified as limited English proficient and 46% participate in the Free/Reduced Lunch Program. Student achievement rates exceed district and state expectations. One RUSD Special Day Class (SDC) and two SDC classes operated by the San Bernardino County Superintendent of Schools are also on the campus at Judson & Brown. The students in the Judson & Brown SDC class have mild to moderate disabilities and the County classes range from mild to severe disabilities. In addition, the San Bernardino County Superintendent of Schools operates a Medical Therapy Unit (MTU) which is located on land adjacent to Judson & Brown Elementary School. The MTU provides adaptive physical therapy and clinical services to students with special needs.

School Programs

In order to successfully achieve our mission, Judson & Brown Elementary utilizes a standards based curriculum supplemented with scientific research based programs and learning tools. Accelerated Reader is utilized in all grades as a monitoring program of student progress in reading and in math. This program allows teachers to meet the needs of each student by setting specific and measurable reading and math goals with every student. English in a Flash is used to assist English Learners (EL) students with language acquisition as well as Imagine Learning. The Read 180 and System 44 Programs are provided to third, fourth, and fifth grade students who are 2 years behind in English Language Arts and in Writing. Fourth and fifth grade students who are struggling in the area of math receive math intervention in addition to their regular math instruction. Third grade students who struggle with math concepts and foundational skills receive additional math support. Our Enrichment Program provides students with classes in art, physical education and music. In addition, band and strings are offered to students with an interest in music. Judson & Brown also offers a winter and spring after school intervention program and a before school Joggers Club and Chess Club.

School Goals

Specific school-wide and grade level academic goals can be found in the Single School Plan for Student Achievement available in the school office.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	111
Grade 1	85
Grade 2	67
Grade 3	99
Grade 4	93
Grade 5	99
Total Enrollment	554

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0
Asian	10.1
Filipino	3.1
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	0
White	34.3
Two or More Races	4.9
Socioeconomically Disadvantaged	48.4
English Learners	7.4
Students with Disabilities	13.5
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	23	21	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Facility is inspected monthly.
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	64	53	59	44	48
Mathematics	47	48	40	44	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	101	100	99.0	52.0
	4	91	91	100.0	70.3
	5	100	99	99.0	69.7
Male	3	52	51	98.1	52.9
	4	48	48	100.0	70.8
	5	59	58	98.3	70.7
Female	3	49	49	100.0	51.0
	4	43	43	100.0	69.8
	5	41	41	100.0	68.3
Asian	3	11	10	90.9	70.0
	5	14	14	100.0	92.9
Hispanic or Latino	3	44	44	100.0	36.4
	4	41	41	100.0	58.5
	5	47	46	97.9	60.9
White	3	35	35	100.0	65.7
	4	30	30	100.0	83.3
	5	30	30	100.0	76.7
Socioeconomically Disadvantaged	3	55	54	98.2	38.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	43	43	100.0	60.5
	5	51	50	98.0	64.0
Students with Disabilities	3	16	16	100.0	18.8
	4	15	15	100.0	33.3
	5	13	12	92.3	25.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	101	99	98.0	48.5
	4	91	91	100.0	50.5
	5	100	99	99.0	46.5
Male	3	52	50	96.2	56.0
	4	48	48	100.0	50.0
	5	59	58	98.3	50.0
Female	3	49	49	100.0	40.8
	4	43	43	100.0	51.2
	5	41	41	100.0	41.5
Asian	3	11	10	90.9	80.0
	5	14	14	100.0	71.4
Hispanic or Latino	3	44	44	100.0	34.1
	4	41	41	100.0	36.6
	5	47	46	97.9	32.6
White	3	35	34	97.1	64.7
	4	30	30	100.0	63.3
	5	30	30	100.0	63.3
Socioeconomically Disadvantaged	3	55	53	96.4	32.1
	4	43	43	100.0	44.2
	5	51	50	98.0	46.0
Students with Disabilities	3	16	15	93.8	13.3
	4	15	15	100.0	26.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	13	12	92.3	16.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	89	87	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	100	98	98.0	86.7
Male	59	57	96.6	91.2
Female	41	41	100.0	80.5
Asian	14	14	100.0	100.0
Hispanic or Latino	47	45	95.7	82.2
White	30	30	100.0	93.3
Socioeconomically Disadvantaged	51	49	96.1	85.7
Students with Disabilities	13	11	84.6	100.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	28.3	25.3

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

- 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 participate in PTA activities, ELAC meetings, School Site Council and other school programs/events, including, but not limited to: Family Fun Nights PeaceBuilder activities Room Parents Library Volunteers Field Trip Chaperones Reflections Program Reading Month Activities, Math In Focus Parent University Monthly Meetings/Activities

Please use our school fusion website for information on how to reach Judson & Brown staff at

<http://judsonandbrown.redlandsusd.net/> or contact our PTA president Heidi Jones by email at jandbpta@outlook.com for more information on PTA sponsored activities. You can also follow us on Twitter for for a daily feed on what is happening on campus and for upcoming events @JudsonandBrown .

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.4	0.8	1.4	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Judson & Brown Elementary Safety Plan is updated annually. It includes disaster response teams, classrooms, evacuation routes, and a log of monthly drills. Procedures for fire, earthquakes, and lock down situations are all addressed. Each classroom is equipped with disaster preparedness packs, and each child has a Comfort Kit in case of an emergency. Each classroom has posted Lock-Down procedures as well as emergency evacuation routes. A Staff Classroom binder 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 binder. Drills are subject to change in order to facilitate a "real world" event. Leadership team reviews the plan in September and shares the revised plan with their team in order to be prepared for the October California Shake-Out.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	6			16	4	2		17	4	2	
1	27		3		25		3		23		4	
2	25		4		26		3		23		4	
3	25		4		24		4		22		3	
4	33			3	33		1	2	32			2
5	27	1	3		33		1	2	35			2
Other	13	1			18	1			26		2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,783.41	\$820.92	\$4,962.49	\$83,752.29
District	N/A	N/A	\$4,962.49	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	4.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-12.6	10.4

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

Types of Services Funded (Fiscal Year 2015-16)

- Accelerated Reader
- STAR Math
- English in a Flash
- Math Facts In a Flash
- Intervention Teacher (Reading)
- After School Intervention Program
- GATE Seminars
- Early Reading Certificated Intervention Support Teacher
- Band
- Strings
- Read 180 Program
- System 44 Program
- EL Intervention
- Fraction Nation
- Imagine Learning
- Intramural Sports
- Peace Builders Program
- English Language Development Daily
- Fast Math Software Program

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Judson & Brown Elementary utilizes the Professional Learning Communities (PLC) framework to design and implement professional development. Based upon relevant student performance data, teachers identify areas of need to focus. Identified areas of focus for this year include the continual use of Thinking Maps, Common Assessments, strategies and understanding of the teaching of Math In Focus and the use of Illuminate (our data reporting system) reports as well as the common language of the Peace Builder Program. Teachers are also supported with professional development offered through the district office in math academy and CORE reading academy. Teachers receive professional development after school during 8 minimum days provided for this purpose. These days are also used for the focus as noted above as well as for make and takes provided by the district office elementary ed. services department. These make and takes are: rigor in instruction, purposeful planning, collaborative teaching as well as using technology as instructional tools. Teachers are supported with 3 academic coaches: a reading specialist coach, a Journeys coach and a math specialist coach. These coaches support teachers during implementation of new curriculum through understanding of standards and in the areas of technology based assessment.