

Arroyo Verde 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	Arroyo Verde Elementary School
Street	7701 Church St.
City, State, Zip	Highland, CA 92346
Phone Number	909-307-5590
Principal	J.J. Martinez
Email Address	JJ_Martinez@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/arroyoverde
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6108179

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	https://www.redlandsusd.net/

2024-25 School Description and Mission Statement
<p>Arroyo Verde Elementary School is a Title I school within the Redlands Unified School District, located in Redlands, California. The school serves approximately 530 students from transitional kindergarten through fifth grade on a modified traditional schedule. The diverse student population includes a variety of ethnicities, with a significant portion of students participating in the free and reduced lunch program. Special programs at Arroyo Verde support a range of student needs, including services for English Learners, Special Education, and Gifted and Talented students. The school employs a professional and dedicated team of certificated and classified staff, including a full-time principal, a part-time assistant principal, multiple specialized academic instruction teachers, two full-time speech and language pathologists, a school psychologist, and an elementary</p>

2024-25 School Description and Mission Statement

counselor.

Arroyo Verde Elementary is committed to high expectations for student achievement and preparing every student for success. The school is guided by its schoolwide expectations: Be Safe, Be Character-Centered, and Be a Learner. The school uses Positive Behavior Intervention and Supports (PBIS) to foster a positive learning environment and promote character education. Arroyo Verde is also an AVID Elementary school, focused on strategies to prepare students for academic success, with efforts to build consistency across all grade levels.

Arroyo Verde offers a range of services to support student learning. Specialized Academic Instruction is provided through resource specialists and special day class teachers. An inclusion model is used to integrate students into general education classrooms when possible, with additional support from instructional aides and resource specialists. English learners receive daily designated language instruction from a certificated EL teacher. Students in all grades participate in enrichment activities, including music, art, and physical education, to promote a well-rounded education.

Arroyo Verde evaluates student progress through state assessments and other measures to identify areas for growth. Staff and the school community collaborate to ensure all students have the support and resources they need to succeed academically, socially, and emotionally. Arroyo Verde supports the Redlands Unified School District's 2025 mission to provide a safe, equitable, and innovative environment where students can thrive academically, socially, and emotionally.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	86
Grade 2	73
Grade 3	75
Grade 4	99
Grade 5	80
Total Enrollment	541

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Asian	6.5
Black or African American	7.8
Filipino	2.4
Hispanic or Latino	54.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.8
White	20.1
English Learners	7.6
Foster Youth	1.1
Homeless	4.8
Socioeconomically Disadvantaged	64.7
Students with Disabilities	14.2

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)	26.10	92.43	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)	0.10	0.50	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.54	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.54	65.10	6.72	18854.30	6.86
Total Teaching Positions	28.20	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)	25.10	92.18	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)	1.10	4.11	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.67	57.10	5.89	15831.90	5.67
Total Teaching Positions	27.20	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)	25.10	88.92	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	3.54	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.96	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.54	53.70	5.50	14303.80	5.15
Total Teaching Positions	28.20	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	1.00	1.00	1
Local Assignment Options	0.00	0.10	0.1
Total Out-of-Field Teachers	1.00	1.10	1.1

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	5.2
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. They review the materials at each site and have an opportunity to use texts prior to selection. Textbooks are reviewed and adopted, following the CDE's textbook adoption cycle, approximately every seven years. 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

The safety and cleanliness of the school's facilities is of utmost importance. The staff believes that all students and parents expect and deserve a clean, safe and healthy school environment. The school is fortunate to have both versatility and beauty which is displayed with murals that adorn the outdoor amphitheater and many outside walls. The handball walls also reflect our school pride and have been designed and painted by students, parents and local community artists.

The staff continues to build the community pride needed to enable us to maintain and improve our school facilities. Staff and parent members continue to meet and discuss long-range campus landscaping plans, which include large play structures, flowers, and new paint on walls and eaves.

Age of School Buildings

The construction of Arroyo Verde School was completed in November, 1990. The campus officially opened on November 14th when students and staff moved onto campus. The facility offers a variety of creative spaces that enhance the learning process. In addition to the 28 classrooms, the school consists of a library, a multipurpose room equipped with a stage and kitchen, an outdoor amphitheater, large group instruction areas in the courtyards, and individual instruction areas to meet the needs of speech and special education. The school also contains smaller rooms to accommodate storage of student textbooks and materials, custodial storage, teachers' lounge, and teachers' workroom. The entire campus is centrally air-conditioned and heated. Each classroom has been outfitted with a Newline Board to support interactive instruction.

Maintenance and Repairs

Site custodians monitor the campus for regular maintenance needs, and perform basic upkeep and repairs. Work orders are placed with the District Service Center as needed. 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 administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our two fulltime custodians and one part time custodian clean our classrooms, kitchen, and bathrooms daily.

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				
Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	<h2>State Priority: Pupil Achievement</h2> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none">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). <p>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.</p>

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	47	50	50	46	47
Mathematics (grades 3-8 and 11)	39	49	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	259	257	99.23	0.77	47.47
Female	122	122	100.00	0.00	58.20
Male	137	135	98.54	1.46	37.78
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	70.59
Black or African American	22	22	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	60.00

White	56	54	96.43	3.57	51.85
English Learners	18	18	100.00	0.00	22.22
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	46.15
Military	--	--	--	--	--
Socioeconomically Disadvantaged	175	173	98.86	1.14	44.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	21.57

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	259	257	99.23	0.77	48.64
Female	122	122	100.00	0.00	51.64
Male	137	135	98.54	1.46	45.93
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	82.35
Black or African American	22	22	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	39.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	50.00
White	56	54	96.43	3.57	51.85
English Learners	18	18	100.00	0.00	27.78
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	38.46
Military	--	--	--	--	--

Socioeconomically Disadvantaged	175	173	98.86	1.14	43.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	15.69

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)	34.00	33.75	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	81	80	98.77	1.23	33.75
Female	35	35	100.00	0.00	48.57
Male	46	45	97.83	2.17	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	31.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15	1.85	37.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	5.00

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	85%	94%	89%	93%	92%

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
Parents and other community approved volunteers provide additional support services to the school in a variety of ways. Our school volunteers help us in the areas of: classroom volunteers, chaperones on field trips, and advisers on school and district committees. School and district committees consist of School Site Council, English Language Advisory Committee, African American Parent Advisory Committee and PTA. For more information about volunteering, SSC, ELAC, AAPAC and PTA please visit the school website at https://www.redlandsusd.net/arroyoverde .

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	578	572	86	15.0
Female	276	274	39	14.2
Male	302	298	47	15.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	8	22.2
Black or African American	46	45	3	6.7
Filipino	13	13	1	7.7
Hispanic or Latino	323	318	55	17.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	40	8	20.0
White	112	112	11	9.8
English Learners	49	47	10	21.3
Foster Youth	--	--	--	--
Homeless	35	34	11	32.4
Socioeconomically Disadvantaged	392	386	72	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	109	23	21.1

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
0.48	1.2	0.87	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	0.87	0.00
Female	0.36	0.00
Male	1.32	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	2.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.89	0.00
English Learners	2.04	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.82	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

Arroyo Verde School utilizes data from its California Safe School Assessment, attendance and suspension/expulsion reports to evaluate the current status of school climate. A Safe School Plan is adopted each school year and is reflective of the school's safety needs. The Safe School Plan is reviewed, discussed, and revised in the spring along with the school plan. It is reviewed

2024-25 School Safety Plan

and discussed at parent events such as, School Site Council, AAPAC, and ELAC.

The key components of Arroyo Verde's Safe School Plan includes a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Additionally, Arroyo Verde has forged a close working relationship with the San Bernardino County Sheriff's Department and Highland Fire Department to support and maintain a safe campus.

To ensure student safety before school, campus monitors, teachers, and the Principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. During the school day all entrance areas to the school are locked with the exception of the entrance to the front office. All visitors must enter through the front office and obtain a visitor's pass after they are screened through our Raptor system. Arroyo Verde utilizes the Raptor visitor management system to increase safety protocols for students and staff. All classroom volunteers must be board approved before they can begin volunteering in the classrooms. In addition to Raptor screening, all field trip volunteers are finger printed.

After school, teachers release their students to the bus loading area or parent pick up line and a crossing guard ensures students cross the street safely. Teachers, campus monitors, and the Principal supervise the areas until all students have left the campus for home.

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	15	6		
1	19	4		
2	25		4	
3	20	2	2	
4	32		3	
5	28		4	
Other	16	2		

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	17	6		
1	17	4		
2	18	4		
3	24		4	
4	27		3	
5	23	1	3	
Other	11	2		

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	23		4	
1	21	1	3	
2	23		3	
3	25		3	
4	32		3	
5	25		3	
Other	11	2		

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	541

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	
Resource Specialist (non-teaching)	
Other	0.5

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	\$11,252.35	\$1,554.60	\$9,697.75	\$108,920.05
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	13.6	-12.2
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-10.5	-7.9

Fiscal Year 2023-24 Types of Services Funded

Arroyo Verde Elementary School receives both general and categorical funds that pay for support personnel, staff development, curriculum development, grade level collaboration, data team meetings and the purchase of materials to enhance the curriculum. Supplemental categorical funding sources come from the following: School-wide Title I, Title I, Part A, (parent involvement) Title III, Tier II LCAP funds, School Improvement and donations.

Title I is a federally funded program that provides remedial help for students in the areas of reading, language, and math. Intervention teacher salaries and materials are also covered by this fund as they meet the needs of our most academically challenged students. School Plan for Student Achievement (SPSA) is a state funded program for all students, Universal kindergarten through grade five. The funds from this program are used to provide supplemental materials and educational opportunities for students and instructional training for teachers. Our LCAP funds are provided on the basis of enrollment of students who demonstrate limited proficiency in English and are identified as economically disadvantaged. These funds provide materials to enrich experiences for students through visual and performing arts opportunities, Positive Behavior intervention System, AVID, STEM opportunities and materials aligned with the core instruction. All students receive instruction and support towards mastery of grade-level content standards utilizing a standards-based curriculum. In an effort to increase student

Fiscal Year 2023-24 Types of Services Funded

mastery of essential state academic standards, students will be provided with several specific interventions to help them be successful in our district and state assessment programs. Teachers will receive detailed analysis of their students' achievement on each subsection of the SBAC utilizing the Edulastic Assessment system. Students will be assessed with formative and summative assessments and data will be reviewed in order to increase student growth and achievement.

Arroyo Verde's needs as determined by surveys of staff, students and parents are as follows:

- Assist all students to be proficient or advanced in reading, writing, and math
- Immerse all students in a school culture that focuses on college and career readiness
- Continue to use differentiated instructional strategies to meet student needs
- Continue to use assessment data to drive instruction
- Continue to reduce absences and tardy rates
- Continue to offer opportunities for parent education
- Continue to support curriculum with improved technology

Three-Year Student Objectives, as determined by staff and parent input, are as follows:

- Students will demonstrate understanding of the concept of being "college bound"
- Students most "at-risk" will continue to make progress
- Students will achieve growth targets as determined by the state
- Students will improve performance on district assessments
- ELL students will show improved performance on the ELPAC
- Students will improve attendance and tardy rates
- Students will continue to demonstrate good character through support PBIS programs

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

On-going professional growth for staff is a priority at Arroyo Verde Elementary School. Through the School Based Coordinated Program, twelve partial school days and one full school day have been planned for the entire staff specifically at Arroyo Verde. In addition we have multiple optional hour long trainings across the school year that are targeted instructional practices based on teacher interest such as four for inclusion, six for mathematics book study and five new teacher training. Our

Professional Development

paraprofessionals also attend three half day trainings during the school year by the district office. Grade levels meet and communicate on a regular basis in PLC meetings after school. Redlands Unified School District offers a wide variety of staff development for all teachers on a variety of topics including NGSS science standards, reading, math and writing instructional strategies, technology, classroom management, and meeting the needs of at-risk learners. All district and school training is aligned with the California Standards for the Teaching Profession. Additional in-service days have been used to analyze student data from the district-wide "Common Assessments," conduct grade level staff meetings, support professional learning communities, and plan for student intervention.

The focus of the 2024-2025 school year is instruction that engages and encourages all students' participation, integrating AVID strategies, Benchmark Phonics, math strategies, inclusion and STEM opportunities into classroom instruction continues to be a focus.

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	20	28	28

Bryn Mawr 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	Bryn Mawr Elementary School
Street	11680 Whittier Avenue
City, State, Zip	Loma Linda, CA 92354
Phone Number	(909) 478-5650
Principal	Esther Tamanaha
Email Address	Esther_tamanaha@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/brynmawr
Grade Span	TK-5
County-District-School (CDS) Code	36-67843-6111132

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
<p>Bryn Mawr Elementary School, built in the city of Loma Linda in 1993, serves a diverse student population in grades TK-5 with an average class size of 25 students in grades TK-3, and 35 students in grades 4-5. It is the only Redlands Unified School District school in Loma Linda and is one of the largest elementary schools in the District, with a student population of approximately 630 students. Loma Linda Medical Center acts as an international magnet for employees, medical students, and patients. The city of Loma Linda lays claim to this renowned institution. As a result, our school is comprised of a richly diverse student population originating from each U.S. region and almost thirty countries. Approximately 13% of the students speak English as a second language. Even though the school is located in an upper middle-class residential area, Bryn Mawr is a</p>

2024-25 School Description and Mission Statement

Community Eligibility Provision (CEP) school. This means that due to our high socially-economically disadvantaged population, all students qualify for free breakfast and lunch under this program.

The staff is comprised of 24 certificated general education classroom teachers, 5 special education teachers, 2 School Counselors, 1 enrichment teacher, 1.5 Speech teachers, a part-time school psychologist, 1 Assistant principal and 1 Principal. The hard working, dedicated staff recognizes the seriousness of educating young people to be leaders and life-long learners. Support staff (custodians, food service workers, secretaries, instructional assistants, etc.) coupled with the teaching staff partner with parents and our local community to provide quality, standards-based instruction for all students within an educational environment where caring for kids is paramount. All staff members recognize and model appropriate, dignity-building interactions with students. The students' academic and emotional development is the primary focus of our school as evidenced by our effective strategies, programs, and interventions. Students receive character education through participation in the Leader in Me system, which equips our students with leadership habits to be "life-ready" and successful in whatever their endeavors. One needs only to walk the halls of Bryn Mawr to see and experience the accepting, loving, and supportive culture and climate of the school with its well behaved students.

Bryn Mawr's quality in education is validated by the following accolades:

- Bryn Mawr was selected to receive the Theresa P. Hughes Family-School Partnership Award (one of 9 schools selected state-wide with 1,500 schools submitting applications) in 2001.
- In 2001, Bryn Mawr was honored to receive Golden Bell Award in the area of Parent Involvement and received special recognition in the area of Building Developmental Assets.
- In 2002, Bryn Mawr was selected as a California Distinguished School
- In 2003, Bryn Mawr was selected as a California Title I Achieving School.
- In 2003, Bryn Mawr was nominated as A California Blue Ribbon Nominee
- In 2004, Bryn Mawr was selected as a California Title I Achieving School
- In 2006, Bryn Mawr was named as a California Distinguished School-Honorable Mention Award
- In 2007, Bryn Mawr received the Title 1 Achieving School Award
- In 2018, Bryn Mawr was named as a California Distinguished School
- In 2019, Bryn Mawr became a Leader In Me school
- Bryn Mawr has received the California Business for Excellence in Education award in 2011, 2012, 2013, 2014, 2015, 2016, 2017, and 2018.

We believe:

- Every child has a right to a quality education and can succeed;
- Every child has a right to a safe and nurturing educational environment;
- Every child has a right to a variety of learning opportunities challenging him/her to take the next step intellectually;
- Every child has a right to be educated in an environment of mutual respect and human dignity;
- Parental involvement is crucial for student success at all grade levels;
- High expectations are essential for student achievement;
- Learning is a life-long experience.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	134
Grade 1	99
Grade 2	81
Grade 3	120
Grade 4	92
Grade 5	104
Total Enrollment	630

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.2
Asian	13.8
Black or African American	8.7
Filipino	7.3
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.4
White	10.5
English Learners	11.6
Foster Youth	1.1
Homeless	2.5
Socioeconomically Disadvantaged	68.4
Students with Disabilities	20.5

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)	28.60	91.55	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)	0.10	0.45	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	2.50	8.00	65.10	6.72	18854.30	6.86
Total Teaching Positions	31.20	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)	24.70	87.61	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.54	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.77	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	2.00	7.08	57.10	5.89	15831.90	5.67
Total Teaching Positions	28.20	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)	26.20	89.76	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)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	3.00	10.24	53.70	5.50	14303.80	5.15
Total Teaching Positions	29.20	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	0.50	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	0.50	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	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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	3.5	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)	5.20	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 adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. All students including English Learners are issued a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Each year new consumable materials are also supplied to all students. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

Supplemental computer software programs that support the learning of state standards include Accelerated Reader (motivates reading), Rosetta Stone (ELL), TenMarks math program, and Mystery Science (NGSS-based science instruction and experimentation). PEP and Houghton Mifflin Early Literacy materials are used in our Reading Intervention Program. 95% Group reading Intervention also supports students in grades K-5.

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

Bryn Mawr is one of the newer facilities in the Redlands Unified School District having been built in 1993. The school is made up of 34 classrooms. As well as having the standard features of a traditional elementary school, it also has a few unique items such as:

- Laptop carts in each Transitional Kindergarten through 5th grade classroom providing 1:1 student-to-laptop ratio.
- Ceiling mounted LED projectors
- Rapidmooc video recording studio
- 75" Newline interactive flat panels in every classroom
- Digital document cameras
- Teachers have use of Surface Book 2 laptops wirelessly connected to LED projectors
- A computer network to all classrooms providing Internet access to all classrooms
- An outdoor amphitheater
- A shared facility use with the City of Loma Linda regarding Leonard Bailey Park featuring two baseball fields and two tennis courts
- A schoolwide paging and address system
- A networked STEAM lab available to all students

Students and staff work hard to keep the campus clean and safe. A litter-free environment is emphasized. Custodians clean the campus daily.

Maintenance and Repairs

When maintenance and repairs are needed, the site custodians are notified. If the repair cannot be made by the site custodians, a work order is processed putting District maintenance staff in motion to make the necessary repairs. The District work order process ensures effective service and that emergency repairs are given the highest priority. 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 and Assistant Principal work daily with the custodial staff, develop cleaning schedules for both school and non-school days, and schedule cleaning projects to ensure a clean and safe school. School site custodians clean classrooms daily and the school district provides a grounds crew to maintain landscaping and lawns.

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	<h2>State Priority: Pupil Achievement</h2> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <h3>Statewide Assessments</h3> <p>(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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none">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). <h3>College and Career Ready</h3> <p>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.</p>

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)	52	52	50	50	46	47
Mathematics (grades 3-8 and 11)	44	38	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	312	306	98.08	1.92	52.29
Female	151	149	98.68	1.32	60.40
Male	161	157	97.52	2.48	44.59
American Indian or Alaska Native	--	--	--	--	--
Asian	53	52	98.11	1.89	73.08
Black or African American	30	28	93.33	6.67	50.00
Filipino	22	22	100.00	0.00	77.27
Hispanic or Latino	134	132	98.51	1.49	34.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	71.88

White	37	37	100.00	0.00	54.05
English Learners	27	26	96.30	3.70	15.38
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	38.46
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	205	97.62	2.38	41.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	74	93.67	6.33	18.92

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	312	307	98.40	1.60	38.24
Female	151	150	99.34	0.66	42.00
Male	161	157	97.52	2.48	34.62
American Indian or Alaska Native	--	--	--	--	--
Asian	53	53	100.00	0.00	66.04
Black or African American	30	28	93.33	6.67	17.86
Filipino	22	22	100.00	0.00	59.09
Hispanic or Latino	134	132	98.51	1.49	20.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	56.25
White	37	37	100.00	0.00	45.95
English Learners	27	27	100.00	0.00	7.41
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	--	--	--	--	--

Socioeconomically Disadvantaged	210	206	98.10	1.90	24.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	74	93.67	6.33	12.33

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)	38.00	46.53	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	102	101	99.02	0.98	46.53
Female	48	48	100.00	0.00	52.08
Male	54	53	98.15	1.85	41.51
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	80.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	72.73
White	11	11	100.00	0.00	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	37.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	5.26

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	92%	89%	89%	89%	89%

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
Bryn Mawr School is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the school program with their participation as members of the Parent Teacher Association (PTA), School Site Council, English Learner Advisory Committee (ELAC), classroom helpers, and numerous family events and activities throughout the year such as Grandparents' Day celebration, Book Fairs, 7 Habits of Highly Effective Families workshops, STEM Family Nights, Valentine's Day dance, Leadership Day, and Multicultural Week. None of these activities would be possible without the support of our parents and PTA. In addition, parents are also part of the site Safety Committee where parental perspectives on issues are used to develop plans for school safety practices and procedures.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	697	680	151	22.2
Female	334	325	70	21.5
Male	363	355	81	22.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	93	5	5.4
Black or African American	67	64	21	32.8
Filipino	47	46	5	10.9
Hispanic or Latino	330	321	99	30.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	75	73	9	12.3
White	70	69	11	15.9
English Learners	83	81	12	14.8
Foster Youth	--	--	--	--
Homeless	27	21	8	38.1
Socioeconomically Disadvantaged	499	485	134	27.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	158	155	46	29.7

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
0.45	1.03	0.72	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	0.72	0.00
Female	0.30	0.00
Male	1.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.06	0.00
Black or African American	2.99	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.43	0.00
English Learners	1.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.27	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

Bryn Mawr School utilizes data from its suspension/expulsion reports to evaluate the current status of school crime. A Comprehensive Safe School Plan is adopted and approved by the School Site Council each school year and is reflective of the school's safety needs determined with the help of the school safety committee. The key components of Bryn Mawr's Safe

2024-25 School Safety Plan

School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. To ensure student safety during arrival, campus monitors, teachers, the Assistant Principal and the Principal supervise the school grounds including the bus drop-off area, cafeteria, and playground. All access gates are monitored by staff during arrival and dismissal. During the school day all campus access points to school grounds are locked with the exception of the front entrance, which is through the administration office. The front gate is closed during the school day, and signs are posted to advise all visitors that they must report to the administration office and may not be on school grounds unless they have a visitor's pass that has been processed through the Raptor Visitor Management System. During the school day there is only one access point onto campus through the front office. After school, teachers supervise students by being present outside their doors. Duty assignments are given to teachers, campus monitors, the Assistant Principal and the Principal to supervise the bus loading area and pickup areas until all students have left the campus. Bryn Mawr has additional perimeter security fencing which ensures we have a secure campus, and enhances the safety of our staff and students during the school day. The Comprehensive School Safety Plan (CSSP) was reviewed and passed by the School Site Council at their meeting on October 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	13	7		
1	27		4	
2	22		4	
3	25		4	
4	26	1	3	
5	25	1	3	
Other	11	3		

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	17	3	4	
1	24		3	
2	23		5	
3	22		4	
4	32		2	
5	25		4	
Other	20	2	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	18	5		
1	24		4	
2	26		3	
3	23		5	
4	27		3	
5	32		1	
Other	15	2		

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	315

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	1
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	\$10,032.04	\$1,744.20	\$8,287.85	\$100,050.95
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-2.1	-2.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-26.1	2.3

Fiscal Year 2023-24 Types of Services Funded

Summary of Strengths Learning Environment

Staff and parents set high standards and expectations for student achievement and behavior. Students and staff are proud of their school. School wide recognition of student leadership, achievement and citizenship is provided so that each student has the opportunity to be recognized for exemplary performance. Bi-weekly recognition assemblies, trimester awards assemblies, attendance incentives, reading "dog tags", field trips, family events, and positive reinforcement within classrooms all assist staff in recognizing students for good work or citizenship. All of this contributes to an outstanding learning environment where students want to attend.

Heath and Wellness

Bryn Mawr School stresses both a healthy mind and a healthy body. Instruction in this area integrates many curricular areas. In addition to the district's curriculum goals, children apply knowledge that will enhance their quality of life by offering strategies for a healthy lifestyle with such things as PE, health- themed assemblies, and healthy cafeteria food.

Literacy Instruction

Fiscal Year 2023-24 Types of Services Funded

Primary and Intermediate teachers have been trained in literacy strategies to help students become proficient readers and writers. Staff development in Benchmark Phonics, "Thinking Maps", and "Leverage Learning - Writing" have empowered teachers to be more effective. It has been exciting to see the progress of students due to the intervention and hard work of teachers. Classroom teachers are also working toward GLAD certification through online training.

Class Size Reduction

Class sizes for Transitional Kindergarten and Kindergarten are 22 students on average. In grades 1-3 class sizes are 25:1 on average, while grades 4 & 5 pupil-to-teacher ratios continue to be approximately 32:1 (with maximum class size at 35:1).

Student Organization

The Academic Organizer has made a tremendous difference in the ability of 3rd - 5th grade students to organize themselves to be successful. Students in grades 3-5 receive a printed agenda which has resource information, school rules, a calendar, and character education information. Students in grades TK - 2nd use homework folders as a means of staying organized, and all grades send weekly newsletters informing parents of assignments due and classroom activities.

Challenges and Critical Needs Teacher Training

There is an ongoing need to provide training for teachers and, in particular, new teachers in the areas of effective teaching and learning using research-based strategies (differentiated and direct interactive teaching), teaching to mastery, professional collaboration and the use of outcome data to guide instruction.

Technology

The staff at Bryn Mawr participates in technology training each year, ranging from data analysis software, assessment software, Internet resources such as Google Classroom and Google Drive, and STEAM activities and resources. We believe that technology should enhance and facilitate student learning, but can only be met if the teacher is well trained in its use.

Three Year Student Objectives

- Each 3rd-5th grade Bryn Mawr student will meet growth targets in reading, language, and mathematics based on the CA Assessment of Student Performance and Progress (CAASPP) summative assessment.
- Students will learn and practice the 7 Habits of Highly Effective People through the implementation of the school-wide Leader in Me system.
- Most, if not all, students will be fluent readers and demonstrate growth in reading skills from beginning to the end of the school year.
- Through the use of the Academic Organizer, all students will exit Bryn Mawr School with the organization skills necessary to be successful at middle and high schools.
- Accelerated Reader Program strategies will be reviewed and realigned with the programs guidelines to better meet the needs of all students.
- Thinking Maps and "Leverage Learning - Writing" will be implemented as school wide strategies.
- Bryn Mawr students will regularly apply wellness strategies to create a healthier lifestyle that will enhance their overall quality of life.
- At-risk students will receive interventions through a remedial program taught by staff. Student progress will be monitored.

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 Bryn Mawr staff is committed to continual improvement. The School-Based Coordinated Program, Title I, and Single School Plan budgets provide funds which enable teachers to attend workshops and conferences and receive training from trainers and coaches. Releasing teachers with substitute teachers, as well as using collaborative days and after school meetings are used to enable teachers to maintain our school wide writing program called "Leverage Learning - Writing". Also, our school wide use of Thinking Maps strategies, which complement the writing program, is in full implementation at each grade level. Collaboration days (minimum days) are set aside throughout the year for Professional Learning Community activities. In addition, teachers are provided additional district training days during the school year in instructional strategies, English-Language Arts, math, and science.

9 days during the 2021-22 school year were dedicated for trainings. 2 of those days were partial days (Greg Tang Math & assessment data trainings), while the rest were full-day (Leader in Me trainings, district-wide Universal Design for Learning [UDL], and Guided Language Acquisition Design [GLAD] training).

14 days during the 2022-23 school year were dedicated to trainings. 4 of those days were full days (Leader in Me, reading and writing training), while 10 of the days were partial days (eg data analysis trainings, student leadership binder trainings, reading, math, and counseling/SEL program trainings).

34 days during the 2023-24 school year were dedicated to trainings. 4 of those days were full days (Leader in Me, STEAM activities and resources), while 30 of the days were partial days (eg data analysis trainings, student leadership binder trainings, reading, math, and counseling/SEL program trainings).

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	14	34	28

Crafton Elementary

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	Crafton Elementary
Street	311 N. Wabash Ave.
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 794-8600
Principal	David Finley
Email Address	david_finley@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/crafton
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036479

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
<p>Crafton's motto--"Cultivating Joyful Learning Since 1888"-- encapsulates who we have been, who we are, and who we wish to be. For 136 years, Crafton Elementary School has been a community of learners: staff, teachers, students and parents who are committed to increasing personal and academic excellence in the context of community. Crafton Elementary staff participates in professional development to gain knowledge on how to support rigorous academic student achievement, robust social and emotional learning, equitable opportunities in the classroom, AVID strategies, and Positive Behavior Individual Supports (PBIS), for which we were recently honored once again with platinum PBIS status, the highest available ranking.</p>

2024-25 School Description and Mission Statement

As an active center of our community, rich with heritage and traditions, Crafton School focuses on family involvement by providing many opportunities for all our students, staff, and community to interact via events including frequent family nights, 100% attendance family picnics, bike-to-school days, parent and grandparent breakfasts, and pastry with the principal events. Our PTA, School Site Council, ELAC [English Language Advisory Council], AAPAC [African American Parent Advisory Council], play a critical part in supporting getting both students and parents involved. We have strive to keep our campus safe, orderly, clean to ensure a healthy and safe environment. Our staff works to validate student efforts and recognize positive behaviors, while having a clear discipline plan that is consistent with our behavior expectations in line with our Platinum-level PBIS strategies, which reinforce a respectful, responsible, trustworthy, and safe school climate for all students.

Crafton staff has created a rigorous learning environment that focuses on standards-aligned initial instruction, while also providing targeted interventions that support the needs of all students, including social skills, and innovative new ways to learn in the classroom. The Common Core Standards in language arts, mathematics, social students, and science continue to be the priority for our instructional program. We are proud to be an schoolwide AVID Elementary site that focused on organizational skills and family connectedness. We have expanded our STEAM innovation opportunities from the lab to the classroom. Students experience twenty-first century technology and skills that will provide them with life long opportunities.

As we continue in our second century of high quality instruction for students at Crafton Elementary School, we present to you our annual School Accountability Report Card, sharing past accomplishments, current challenges, and a bright future for Crafton students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	144
Grade 1	84
Grade 2	109
Grade 3	99
Grade 4	126
Grade 5	117
Total Enrollment	679

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
Asian	3.2
Black or African American	4
Filipino	0.1
Hispanic or Latino	57.1
Native Hawaiian or Pacific Islander	0.9
Two or More Races	5.2
White	28.7
English Learners	6.8
Foster Youth	1.5
Homeless	1.5
Socioeconomically Disadvantaged	55.4
Students with Disabilities	15.8

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)	28.60	90.12	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)	0.10	0.44	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.15	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	2.00	6.30	65.10	6.72	18854.30	6.86
Total Teaching Positions	31.70	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)	29.10	93.18	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	0.38	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	2.00	6.40	57.10	5.89	15831.90	5.67
Total Teaching Positions	31.20	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)	31.10	90.86	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)	1.10	3.27	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.00	5.84	53.70	5.50	14303.80	5.15
Total Teaching Positions	34.20	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	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	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	1.00	0.00	0
Local Assignment Options	0.00	0.10	1.1
Total Out-of-Field Teachers	1.00	0.10	1.1

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)	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 adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including Multilingual students have a State-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. All students at Crafton Elementary School, including Multilingual students have a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

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

School Facility Conditions and Planned Improvements

The current school buildings, which include thirty classrooms, a library, an innovation lab, an administrative office, a multi-purpose room/cafeteria, was modernized in 2005-2006, and new portable classroom and Innovation lab was added in 2021-2022. In 2020 our site received new heat, air conditioning units, and had the filter systems upgraded. As a result, our facilities are in good repair. Students and staff work hard to recycle and keep the campus clean and safe. A litter-free environment is emphasized and custodians clean the campus daily. Our ECO Friends Club has been critical in helping us transform all our flower beds into learning spaces for student and creating an environmental friendly campus. Many of the flower bed areas have been updated with planting boxes and outdoor learning spaces. The club also meets regularly to assist in maintaining and beautifying the school grounds. Our campus is monitored closely by the staff, and any safety hazards are addressed immediately.

MAINTENANCE AND REPAIRS: 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 with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, the site custodians are notified and the work or repair is completed, if possible. If repairs are such that they cannot be accomplished by the custodians, District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our school has had to close two student restrooms and two adult restrooms in the E wing due to issues with that wing's septic tank. Restrooms in the C and K wings remain open. School site custodians clean and disinfect each classroom regularly and the school district provides a grounds crew who work at Crafton on a rotating basis. Crafton's PTA also assists in providing safe play equipment and structures for our students. A portion of our running track was refurbished by PTA fundraising efforts.

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			E Wing Restroom needs septic tank upgrade.
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)	51	47	50	50	46	47
Mathematics (grades 3-8 and 11)	42	37	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	346	343	99.13	0.87	46.94
Female	172	171	99.42	0.58	47.37
Male	174	172	98.85	1.15	46.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	27.27
Filipino	0	0	0	0	0
Hispanic or Latino	203	200	98.52	1.48	40.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	52.17
White	99	99	100.00	0.00	60.61
English Learners	25	24	96.00	4.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	220	98.65	1.35	37.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	64	98.46	1.54	23.44

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	346	341	98.55	1.45	36.95
Female	172	169	98.26	1.74	31.95
Male	174	172	98.85	1.15	41.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	0	0	0	0	0
Hispanic or Latino	203	199	98.03	1.97	28.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	52.17
White	99	98	98.99	1.01	50.00
English Learners	25	24	96.00	4.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	218	97.76	2.24	24.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	14.29

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)	38.94	33.04	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	115	115	100.00	0.00	33.04
Female	67	67	100.00	0.00	31.34
Male	48	48	100.00	0.00	35.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	24.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	53.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.00	0.00	25.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	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	98%	100%	100%	100%	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
Crafton is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the Crafton program through PTA, School Site Council, ELAC [English Language Advisory Council], AAPAC [African American Parent Advisory Council], classroom volunteers, and organizing many before- and after-school programs such as Crafton Cruisers Running Club, ECO Friends, Innovation lab, C-STEM club, and broadcasting club. Crafton has a deeply committed PTA and School Site Council. Staff, parents, students, and our community have a sense of pride and ownership in the history and traditions of Crafton Elementary School. Parents support the school and staff through their membership in PTA and involvement in various school programs and activities including family nights, 100% attendance family picnics, bike-to-school days, parent and grandparent breakfasts, pastry with the principal events, student performances and bi-monthly awards assemblies.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	717	121	16.9
Female	372	364	64	17.6
Male	363	353	57	16.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	0	0.0
Black or African American	30	29	10	34.5
Filipino	--	--	--	--
Hispanic or Latino	421	411	96	23.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	35	2	5.7
White	209	206	13	6.3
English Learners	58	55	8	14.5
Foster Youth	12	12	6	50.0
Homeless	44	39	11	28.2
Socioeconomically Disadvantaged	445	431	92	21.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	134	35	26.1

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
0.7	0.28	0.68	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	0.68	0.00
Female	0.27	0.00
Male	1.10	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	0.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.96	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.46	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

A Safe School Plan is updated and adopted in September of each school year and is reflective of the school's safety needs. The key components of Crafton's Safe School Plan include a description of school procedures and safety protocols, discipline policies and procedures, dress code guidelines, hallway policy, suspension and expulsion policies, sexual harassment policies,

2024-25 School Safety Plan

child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Our Safety Committee, which consists of Certificated and Classified staff members, as well as parents, is in place and meets regularly to review safety procedures and make recommendations based on current needs.

To ensure student safety before school, campus monitors, staff, and the principal's present at the outer gates during arrival and dismissal. They will also 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. The campus is fully enclosed by security fencing and all visitors must go through the office to sign in using the Raptor system, get a visitor's pass, and gain access to campus. Crafton School personnel are diligent in ensuring that all adults on campus have signed-in and accounted for through RAPTOR in the case of an emergency. Adherence with our school's hall pass policy, which ensures any student who leaves the classroom is accounted for, is consistently reviewed and followed. Before and after school, teachers, campus monitors, custodians and administration ensure the safety of students by supervising the bus loading area and front parking lot which is used by parents to pick students up from school. Crossing guards on both ends of campus ensures students cross the nearby streets safely. Teachers, campus monitors, and the Assistant Principal, and the Principal supervise the areas until all students have left the campus for home.

We have monthly schoolwide drills to ensure readiness in the event of a variety of potential crisis situations stated in our Safe School Plan, including fire, earthquake, lock-down and intruder on campus. The RAPTOR system, mentioned above for visitor safety, is also used in these drills to quickly know the location and status of every student and staff member across campus in a matter of minutes.

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	20	2	4	
1	20	3		
2	22	1	4	
3	23		5	
4	25		4	
5	28		4	
Other	18	2	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	19	4	2	1
1	24		4	
2	29		3	1
3	23		5	
4	27		4	
5	28		4	
Other	16	2		

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	29		3	1
1	20	3	1	
2	25		4	
3	23		4	
4	31		4	
5	29		4	
Other	15	2		

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	271.6

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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$10,325.83	\$1,748.16	\$8,557.67	\$96,028.80
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	1.1	-6.1
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-22.9	-1.8

Fiscal Year 2023-24 Types of Services Funded

Crafton School receives both federal and state categorical funds for supplemental services through LCAP, Title I and Title III. Categorical funds are budgeted after review and consideration by staff, school site council, and site administration. Categorical funds bring approximately 170,917 to our school annually. Personnel funded for the past few years with categorical money include our innovation lab technician and ELD support staffing, along with a technology and library paraprofessional. Title 1: Schoolwide Title 1 funds are provided on the basis of enrollment of students who demonstrate living in socio-economically disadvantaged households. This is a federally funded program to help educationally disadvantaged students in eligible schools achieve grade level proficiency. Multi-Tiered System of Support (MTSS) is available to all students, while also targeting the standards-based needs of identified students with state-funded ELOP teachers in both reading and math. After school, these ELOP teachers provide enrichment, STEAM activities and learning enrichment until 5:00 PM for nearly 200 students. Gifted and Talented Education Program (GATE) Students are tested initially during third grade to determine qualification for participation in the GATE program.

Redlands Unified School District has adopted the Common Core State Standards for English Language Arts and Mathematics; and the California State Standards for Science, History/Social Science, and Physical Education. Crafton Elementary School

Fiscal Year 2023-24 Types of Services Funded

students continue to demonstrate their acquisition of these standards through above-average performance reported on Crafton's CA Dashboard. Our goals are aligned with the District's two LCAP goals for 2024-25: (1) Crafton Elementary students will be provided an equitable education that provides all students a safe and supportive environment that focuses on their social and emotional well being, physical well-being, safety, and college and career readiness. This will be done through a tiered support system and in a positive school culture, and, (2) Crafton Elementary administration and staff will support the District's excellence for all, specifically addressing the priorities of excellence in academics and equality through equity. It will ensure that high expectations for all students through best first instruction, high quality teaching, research-based learning opportunities that support students success, and intervention/enrichment opportunities that support and assist students through tiered supports. These efforts will help increase academic achievement by all students.

Crafton's dedicated professional staff who work to meet the needs of all students is one of our biggest strengths. This professional learning community meets collaboratively to ensure student success. Staff training has been integrated into the professional day, with the staff readily willing to take advantage of every learning opportunity to ensure increased student achievement. Teachers are following a revamped Scope & Sequence that highlights instruction of English Language Arts standards, math instruction, science and social studies. Crafton works to include all students in the learning process. Our students with special learning disabilities are encouraged to mainstream when it is academically appropriate, and each grade level supports SPED Inclusion with in-class support at every grade level for students who might otherwise be pulled out to remain in the regular educational setting. Our Innovation Lab includes current technology such as LegoWeDo, Osmos, Ozobots, We Video, and Zspace. Every classroom on campus has a technology focuses to support students during small group learning, creating space in the classroom that strengthens students academic skills through hands on technology and engineering materials. In addition, all student have 1:1 devices and Google Classroom accounts for use at school. Alongside and undergirding these action points are the support of our ELOP teachers, now providing in-class intervention daily alongside our classroom teachers, fine-tuning the scale-up of last year's special education inclusive approach with additional support targeted as needed, AND maximizing this year's schedule that provides a minimum day for staff collaboration nearly each week.

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

Crafton Elementary School prioritizes on-going professional growth for staff. This year's schedule provides 90 minutes per week for staff collaboration. At least one meeting per month is focused on PD, involving district teachers-on-assignment who train our staff on new curriculum and instructional approaches. Other trainings include AVID (Inquiry) and how to administer SBAC-focused interim assessments (IABs and fIABs). Other collaboration days, including weekly (4/5) and bi-weekly (K-3) release time as part of AMS schedule give teachers the opportunity to meet in grade level teams to work directly with

Professional Development

colleagues to review student data and develop action plans, as well as receive additional professional training that emphasizes schoolwide goals on improving classroom instruction to ensure improved academic achievement for all students. Grade level curriculum planning and communication are also an important part of these meetings.

Redlands Unified School District has also offered two District Professional Development days along with many additional monthly trainings and grade level collaboration days once a month. Staff has been trained in Positive Behavior Intervention and Support (PBIS), AVID Elementary strategies, UDL strategies, Benchmark Phonics, Accelerated Reader (AR), Cultivating Rigor, Thinking Maps, and Common Core shifts including both Math and Language Arts. Each of these programs is used, as deemed appropriate at each grade level, from grade TK through grade 5.

This year's Staff Development focuses on implementing Phonics curriculum and addressing ELA RF standards, aligning instruction to the rigor of the standard, Tiered supports and Learning strategies, and District Scope and Sequence. Our full-day PD this year on November 1 focused on use of Thinking Maps consistently across campus in the context of vertical articulation.

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	15	20	20

Cram 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	Cram Elementary School
Street	29700 Water Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2460
Principal	Michael Laba
Email Address	michael_laba@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/cram
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036487

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
<p>As Principal of Cram Elementary School, I am pleased to present to the community our School Accountability Report Card. In November, 1988, California voters enacted Proposition 98, which establishes an ongoing minimum funding guarantee for public schools and provides for the development and issuance of a School Accountability Report Card for each school in the state. The Redlands Unified School District Board of Education then adopted a policy in August 1989 that such a Report Card shall be established for each school in the District. "The purpose of the School Accountability Report Card shall be to communicate important information to parents and other interested parties in the community about each of our public schools, and in this way, guarantee accountability for dollars spent." (AR 6810) Since the re-establishment of Cram Elementary School in 1997, we</p>

2024-25 School Description and Mission Statement

have had the opportunity to present our report card annually. Cram families and alumni take special pride in this school and its over 100-year heritage. Our active PTSA, School Site Council, ELAC and classroom volunteers all reflect this pride. Students are motivated to reach their full potential in safe, orderly, and clean classrooms and school. Discipline is strong and consistent; serious incidents seldom occur. The school focuses on behaviors of Character Counts, and has established specific location expectations across our campus. School spirit and positive reinforcement of good citizenship are rewarded through a variety of activities for students. While there are areas in the Report Card that highlight our program strengths, we have also continued to identify the area of mathematics and problems solving, as well as writing as a top priority for our program Cram Elementary School puts a strong emphasis on reading and language arts, as well as mathematics curriculum for our students. As we continue in our second century of high quality instruction for students at Cram Elementary School, this is an appropriate time to present to you our School Accountability Report Card, outlining our history, our current challenges, and the bright future for Cram students. School Summary Cram Elementary School is administered by the Redlands Unified School District, which serves 150 square miles of San Bernardino County, one of the fastest growing areas in California. The Redlands Unified School District serves fourteen elementary schools, four middle schools, two comprehensive high schools, and one alternative high school. Cram Elementary School has a rich history and traces its origins back to 1869, when the first school was built on land donated by Lewis Cram in the area known as Cramville. Andrew Cram (the first Lewis Cram child to attend the school) described that first school as a "...little building, 16 x 24 feet, rudely constructed with merely framing timbers and boards on the outside, and without a ceiling." The first class at this school had 17 pupils in attendance. Since that time, there have been five additional Cram Schools: 1878, 1882, 1902, 1958, and finally, 1997. The current school opened its doors to students on September 9, 1997, and houses approximately 500 students. The school is a combination of permanent and relocatable buildings, and includes a multi-purpose room, a library, a computer lab, administrative offices, and twenty-nine classrooms. The school mascot was established as "the cardinal" back in the early 1900's, and continues today. Students are involved in a variety of programs and services at Cram Elementary School including instrumental music (grades 4-5), Gifted and Talented Education (grades 3-5), Special Education (Specialized Academic Instruction and Language, Speech and Hearing services; grades K-5), and the English Language Learner Program (grades K-5). The staff, parents, and community of Cram Elementary School, a school rich in history, are committed to: * Creating a safe, nurturing educational environment. * Applauding the uniqueness of each student, and fostering the development of positive self-esteem. * Reinforcing students' sense of responsibility, independence and mutual respect. * Developing the whole child – academically, socially, emotionally, and physically. * Instilling a lifelong love of learning in our students. * Nurturing the development of adaptable, flexible thinkers. * Assisting students to develop to their fullest potentials. * Leading students successfully into and through the 21st century equipped to contribute to our schools, communities, nation, and world. * Striving continuously for the highest levels of academic excellence! This year will be a year of continued work to ensure the success of ALL children. We have worked hard to establish a school filled with support and positive strategies for our students. We will focus on our goal of EACH child meeting or exceeding the state and district grade level standards in academics.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	133
Grade 1	70
Grade 2	61
Grade 3	77
Grade 4	91
Grade 5	89
Total Enrollment	521

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.2
Asian	8.4
Black or African American	3.1
Filipino	1.9
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.4
White	26.3
English Learners	7.3
Foster Youth	0.6
Homeless	2.9
Socioeconomically Disadvantaged	44.7
Students with Disabilities	19.4

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)	20.60	94.94	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.60	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	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	0.46	65.10	6.72	18854.30	6.86
Total Teaching Positions	21.70	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)	20.70	95.40	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)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.60	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)	20.20	91.01	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	4.49	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.49	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	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	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	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	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 adopts those that meet standards defined in the State Frameworks. 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. All Cram Elementary School students are provided with all state and district adopted materials. 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

Students and staff work hard to keep our new campus clean and safe. A litter-free environment is emphasized; custodians clean the campus daily. A strong feeling of school pride and ownership is present as all take responsibility for the upkeep of our school.

The staff has worked to develop a comprehensive disaster plan for our school. Practice drills continue to take place each month to prepare staff members and parent volunteers in procedures for a disaster. The plan is communicated to students and to parents and enables staff and students to remain as calm as possible as they deal with the events surrounding a disaster such as an earthquake, flooding, or a fire.

The staff at Cram Elementary School and the Redlands Unified School District work diligently to maintain a safe, clean campus for students of our community to attend. 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. When maintenance and repairs are needed, the site custodians are notified or work orders are submitted to the district's service center where district personnel are dispatched in a timely manner to make any necessary repairs.

Age of School/Buildings: Cram was built in 1997.

School and staff work hard to keep the campus clean and safe. The appearance of our school has been enhanced by exterior painting of all building, as well as additional murals throughout the campus. All school facilities are in good repair, and a litter/graffiti-free environment is emphasized by students and staff. 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 in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Please see current FIT Report in Attachments.

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			Facility is inspected monthly
Interior: Interior Surfaces	X			Facility is inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
Electrical	X			Facility is inspected monthly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Facility is inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Facility is inspected monthly
Structural: Structural Damage, Roofs	X			Facility is inspected monthly
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Facility is inspected monthly

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>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.</p>						
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)	63	59	50	50	46	47
Mathematics (grades 3-8 and 11)	54	49	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	252	247	98.02	1.98	58.70
Female	115	114	99.13	0.87	65.79
Male	137	133	97.08	2.92	52.63
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	133	98.52	1.48	55.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	50.00
White	66	64	96.97	3.03	64.06
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	108	96.43	3.57	50.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	30.00

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	252	247	98.02	1.98	49.39
Female	115	114	99.13	0.87	46.49
Male	137	133	97.08	2.92	51.88
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	133	98.52	1.48	45.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	43.75
White	66	64	96.97	3.03	54.69
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	108	96.43	3.57	37.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	26.67

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)	41.46	53.66	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	89	88	98.88	1.12	50.00
Female	40	40	100.00	0.00	50.00
Male	49	48	97.96	2.04	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	38.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50	2.50	51.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

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	100%	99%	100%	100%	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
Cram is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the Cram School program through our PTSA, School Site Council, and ELAC, as well as classroom helpers, and by volunteering to serve on a myriad of committees, both at the school and district level, including, but not limited to our Safety Committee, PBIS Committee and the No Excuses University Leadership Team. There are also many family activities sponsored by the PTSA and staff that enable parent and community involvement. Some of the events sponsored by our PTSA and school funds include a school-wide Book Fair, Barnes and Noble Family Reading Night, Annual Carnival, and "Reflections Night." Staff sponsored events include One School, One Book family reading program, and the Cram Holiday Program. We connect with parents on academic performance through parent/teacher conferences, IEP, and IST meetings, weekly newsletter, and communication as needed. Parents are welcome to volunteer in classrooms, the Cram Creation Lab, as well and in our school library.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	545	541	51	9.4
Female	262	262	22	8.4
Male	283	279	29	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	6	13.0
Black or African American	19	17	3	17.6
Filipino	--	--	--	--
Hispanic or Latino	288	287	35	12.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	1	3.4
White	141	141	6	4.3
English Learners	41	40	7	17.5
Foster Youth	--	--	--	--
Homeless	17	16	2	12.5
Socioeconomically Disadvantaged	259	256	34	13.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	138	135	22	16.3

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
1.19	1.21	0.18	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	0.18	0.00
Female	0.00	0.00
Male	0.35	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	0.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.72	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

Cram School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in October of each school year and is reflective of the school's safety needs.

2024-25 School Safety Plan

The key components of Cram's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and lock down, disaster response procedures. Throughout the year drills are held to provide the opportunity for feedback and practicing for a real emergency.

Cram Elementary School staff has a close working relationship with the Highland Division of the San Bernardino County Sheriff's Department who assist whenever necessary.

To ensure student safety before school, campus monitors, teachers, and administration supervise the school grounds including the single point of entry, cafeteria, and playground. During the school day all entrance areas to the school are locked with the exception of the front 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 visitors pass.

After school, teachers help to supervise outside of their classrooms, the pick-up line, and the bus pick-up area. Two teachers, and the Principal supervise the areas until all students have left the campus for home. Surveillance cameras are in place throughout the school campus to monitor various access points.

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	14	5		
1	21	1	2	
2	24		3	
3	24		3	
4	27		3	
5	30		3	
Other	11	2		

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	17	4	1	
1	18	3		
2	22		3	
3	26		3	
4	26		3	
5	27		3	
Other	15	2		

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	3	
1	22		3	
2	28		2	
3	24		3	
4	28		3	
5	28		3	
Other	11	3		

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	521

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	1
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	\$10,897.53	\$2,271.23	\$8,626.30	\$105,263.53
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	1.9	3.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-22.1	7.4

Fiscal Year 2023-24 Types of Services Funded

Currently recognized critical needs are:

Funding Due to economic factors throughout the California school community, our school does not generate some of the state and federal funds that are common to other school. We must look for other funding sources such as special grants or our PTSA and community programs such as the REP Foundation, as well as San Manuel Band of Mission Indians. Selecting and prioritizing areas of spending often requires making difficult compromises.

A strong focus on Informational Text and Conceptual Understanding in Mathematics requires cyclical professional development and planning so all students can meet grade level standards in reading, writing, and mathematics. Our Language Arts and Math textbooks and curriculum, as well as our school wide writing program will be a crucial part of this curriculum focus. This is a costly but highly effective investment for our school. Much of the money to support the new technology for our school is raised through PTSA fundraisers, school fundraisers, and grants such as those through the REP Foundation. Training for the teachers on the use of this technology, and highly effective teaching strategies is a priority for our school.

As we have entered school wide Title I, we have received Title I funding to help increase achievement in language arts and

Fiscal Year 2023-24 Types of Services Funded

mathematics. This funding is utilized to enhance our Tier II intervention program for students who are struggling with early literacy and foundation skills, reading comprehension, as well as mathematics. Support personnel, as well as specific materials, are used to provide students with small group intervention based on their specific needs.

Cram teachers will continue to work closely to ensure all students are able to meet state grade level standards in all curriculum areas. Teachers participate 5 times per year to review district assessments on the grade level standards. In these meetings, teachers look at which students and which standards need more concentration. Collaboratively they discuss what the students are expected to learn, how they know the students are learning and comprehending the information presented, how will the teachers respond for those students who are not learning (intervention), and how will they respond if they already know the information (acceleration)

Each Cram student will demonstrate strengths and academic growth in Reading and Mathematics using a variety of assessment methods including the Redlands Unified School District Common Assessments, the yearly state standardized test (SBAC, including Science for 5th grade), observation of performance, and teacher-made assessments.

Cram students will be provided with activities that will demonstrate the relevancy of technology to their daily lives. This will be accomplished through the use of classroom technology (classroom computers, classroom laptops and tablets, and Newline Interactive Panels). Strategies will incorporate the use of our networked programs, software, Google Applications, such as Google Classroom, and Internet access. This year Cram will continue with the implementation the Cram Creation Lab, in which all students have the opportunity to visit each week and engage in projects that revolve around building, circuits, robotics and coding, as well as digital storytelling

Cram students will participate in an increased number of activities, which will improve their self-esteem, school spirit, and sportsmanship. Our Monthly University Pep Rallies, Monthly University Contests, Attendance incentives and spirit days are some of these activities. Students are able to earn Cardinal Slips for positive behavior as well as the opportunity to earn a Positive Office Referral. Students can earn individual prizes or work with their class to earn classroom incentives and pizza parties.

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

On-going professional growth for staff is a priority for Cram Elementary School. Our goal for the 24-25 school year is to provide professional development is focusing on meeting the needs of all learners. This included effective Tier II Academic and Behavioral Interventions and supports, Social Emotional Learning, Data analysis to support instruction, small group

Professional Development

intervention, differentiated instruction, Math Strategies, ELA PD, and First Best Instruction. Teachers have the opportunity to attend District sponsored professional development throughout the school year, that focus on district adopted curriculum, Social Emotional Learning, Data Analysis, Behavior supports, Universal Design for Learning, MTSS, and social emotional learning supports. As a staff, we will continue to spend time expanding our implementation of School-Wide Expectations and No Excuses University.

During our staff meetings, we are focusing on our Small Group Instruction and meeting the needs of our learners through differentiated instructional strategies. In addition to the school wide focus we have teams engaged in STEAM, PBIS, Behavior Support, and Equity Teams as we continue to build systems to support all learners. This information as well as a plan for next steps is continuously shared with the staff throughout the year.

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	10	12	12

Franklin 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	Franklin Elementary School
Street	850 East Colton Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5530
Principal	Rebecca Acosta, Ed.D.
Email Address	rebecca_acosta@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/franklin
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036503

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
<p>The Accountability Report Card is designed to inform our parents and community about Franklin Elementary School. We have high academic and social standards for our students. Our goal is for students to become effective and productive members of our community. In order to accomplish our goal, a mission statement was developed for every member of our school community to know and achieve. Our Mission Statement is a product of a combined effort of student leadership and adults in our school community. It reflects a desire for our students to become socially and academically responsible.</p> <p>The mission of Franklin Elementary School is to provide a safe learning environment and the experiences necessary for</p>

2024-25 School Description and Mission Statement

students to become Friendly, Responsible, Achieving, Nice, Knowledgeable, Loyal, Imaginative and Noble. Franklin Elementary School students wrote this acrostic and all school community members embrace the message. The community envisions our school as a partnership in which students and their parents can learn in an environment that educates, nurtures, and develops the assets necessary to become responsible community members. We expect our students to be proficient readers, writers, and mathematicians at their grade level and adopt the principles of our P.B.I.S. program. Franklin students believe that they should all be Respectful, Responsible, and Positive.

Franklin Elementary School was established in 1903 and is situated near the center of the town of Redlands, two blocks from the University of Redlands. The school neighborhood consists of single family dwellings, apartment buildings, duplexes, a shopping area, three churches, and a university. We are pleased that we can truly be a neighborhood school.

Franklin Elementary School employs a principal, assistant principal, general education teachers, special education teachers, an innovation specialist, SDC preschool teachers, and two elementary school counselors. Additionally, the district provides a speech and language pathologist, school psychologist, credentialed Expanded Learning Opportunity (ELO-P) teachers and an ELO program specialist. Franklin has community based tutoring through Micah House 1, Micah House 2 and Redlands High School service learning. Parent community volunteers, an active PTA, and local service clubs also play an important and active role in providing support for our students. We have community volunteers regularly.

Our school community is committed to making every child proficient in math and reading. All personnel and resources are directed toward this goal. Our uniform staff development demonstrates our commitment to be a community of learners with curriculum aligned to the Common Core State Standards. The climate of the school is positive for all members and there is a strong sense of school pride. Our dedicated staff continues to embrace the resources of our community and sets high standards for academic growth for all children.

Franklin Elementary has adopted the Positive Behavior Intervention and Support (P.B.I.S.) philosophy where all students are taught how to exhibit appropriate behaviors in respectful, responsible, and positive ways throughout the campus. A team of teachers provide professional development focused on tiered interventions and strategies to the staff on a monthly basis. Students are given positive reinforcements, both verbally and tangible to help shape their social and emotional development.

Franklin Elementary is a Garner Holt Imagination through Innovation Demonstration School. The Garner Holt Innovation Lab at Franklin Elementary is a partnership between Redlands Unified School District and Garner Holt Education through Imagination. This partnership brings a whole new world of experiences to our students. Students in grades three through five have experiences with engineering and the engineering process through activities provided by Garner Holt. These engineering challenges spark curiosity and iteration potential for students to bring to the AniMakerspace to design and/or create a new component or prototype that will improve on the original design. Teachers can use the AniMakerspace to extend their lessons in innovative ways as well. Imagine students writing a script, design period piece costumes, programming an animatronic figure, and utilizing green screen techniques to tell the story of the life of a gold miner during California's Gold Rush. What an amazing new way for students to demonstrate their learning.

Franklin Elementary School has adopted the Single Plan for Student Achievement format in developing the goals and objectives for our school. Through this process, Franklin School continues to provide an exemplary, coordinated comprehensive program that will best meet the needs of the school and its clients. The single plan for student achievement ensures categorical services and all school personnel present a cohesive and articulated program that provides all students access to the core curriculum. The coordination of services is facilitated through monthly staff meetings, written communication and dialogues designed for collaboration of services. Our school provides and directs specific personnel, services and programs to students diagnosed as having special needs. The programs and approaches are designed to enhance our students success and growth by developing prescriptive approaches, which supplement and/or modify classroom instruction to enable the students to learn the district core curriculum and supporting their successful learning experiences. All students with special needs are referred to the appropriate person/program. Special Education, Intervention programs, English Language Development, Alternative Core, Gifted and Talented Education, and Counseling Services are organized to maximize the educational services of the student learner and minimize the disruption to programs and class instruction.

English Learner Program:

Students receive classroom instruction appropriate for their needs through a collaborative, coordinated effort of the classroom teacher, extra support teacher, and support staff as appropriate. All EL students have access to the core curriculum. Limited English Proficient students will acquire second language proficiency in listening, speaking, reading, and writing. Their self-esteem will be enhanced as they study to become viable members of a multi-cultural society. A variety of instructional methods, such as SDAIE strategies and other activities are used to increase English proficiency. The EL Advisory Council (ELAC) meets on a regular basis with an agenda designed to address the concerns of the bilingual community, parent education, and student success. The council actively recruits parents for classroom volunteers and PTA, School Site Council, and the District English Language Advisory Council (DELAC).

2024-25 School Description and Mission Statement

Title 1 School-Wide Program:
Parents and staff work together at School Site Council and English Learner Advisory Council meetings to make decisions on programs, staffing, and critical expenditures. Special Education services are offered to identified students in the Specialized Academic Instruction and Speech and Language programs. School programs implemented to assist Title 1 students include, but are not limited to the following: ELOP, South Coast Counseling, and P.B.I.S.

Special Education:
Students with special needs receive services from our Specialized Academic Instruction teachers, speech therapist and other support staff. At risk students are identified through the Intervention Support Team or through the IEP process to determine the most appropriate intervention or remediation. Counseling services are also offered through our school counselor, ERMHS or South Coast Counselor.

Our school community is committed to making every child a reader and all of our resources are directed toward this goal. We have uniform staff development and hard work to become a community of readers with curriculum grounded in the Common Core State Standards. Our dedicated staff embraces the resources of our community and sets high standards for academic growth for all children. Because of the schools continued success and innovative programs, our preschool program received the 2001 California School Board Association Golden Bell Award and our outstanding community partnerships and collaborations earned us the 2006 and 2022 California School Board Association Golden Bell Award. Franklin received the Golden Bell award in 2012 for Bridging the Achievement Gap through our "H.E.A.R.T" philosophy (Honoring Excellence, Achievement, Relationship and Teamwork). Franklin School was recognized as both a 2002 and 2011 California Achieving School and a 2002, 2006, and 2010 California Distinguished School. In 2013 and 2015 we were named a California Business for Education Excellence Honor Roll school. Most recently we were awarded the Gold Ribbon Award in 2015 and P.B.I.S. Platinum recognition in 2024. Our school has a strong sense of school pride, a dedicated teaching staff, and a safe and caring learning environment. We are proud of our school and welcome the opportunity to share our programs with visitors and guests.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	102
Grade 2	105
Grade 3	98
Grade 4	100
Grade 5	93
Total Enrollment	620

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	1.9
Black or African American	6.3
Filipino	0.8
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4
White	7.6
English Learners	13.2
Foster Youth	1
Homeless	4.7
Socioeconomically Disadvantaged	86
Students with Disabilities	14.5

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)	29.60	99.53	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)	0.10	0.47	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	0.00	0.00	65.10	6.72	18854.30	6.86
Total Teaching Positions	29.70	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)	25.80	96.28	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)	1.00	3.72	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	26.80	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)	28.70	100.00	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)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	28.70	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	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	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	1.00	0
Total Out-of-Field Teachers	0.00	1.00	0

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)	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 adopts those that meet standards defined in 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. All materials are aligned to the State Standards and copies of student books are available at the Instructional Resource Center for parent review. They feature a variety of instructional materials and technology to enhance the instructional program for our students. There are no shortages of text books. All students receive instruction in the core curriculum.

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	NA

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

School Facility Conditions and Planned Improvements

In addition to the unique physical structure of Franklin Elementary School, the interior of each hexagon supports a variety of habitats. The interior gardens were designed to display desert plants, chaparral, plant life, trees, deciduous and evergreen trees. During the first trimester of the 2014-2015 school year, all interior and exterior doors had peep holes installed and old model doorknob style doors were replaced with lockable safety bars. These two additions to our doors increases our ability to keep our students and staff safe should there be a safety issue. All classrooms have flexible seating, projectors, document cameras and sound, thus enabling teachers to use technology in all curricular areas. 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. Three full-time custodians perform routine maintenance of the school facilities and work orders are written to a central service office for additional repairs/replacements. Monthly safety inspections are completed by the lead custodian and staff members review the document. During the first trimester of the 2020-2021 school year, the interior of the entire campus was repainted. Also, a mural representing our Garner Holt Animatronics Lab was painted on the wall adjacent to Colton Avenue. In addition, water tolerant landscape was installed on our campus. During the summer of 2022, the interior of all buildings was painted. In the Fall of 2023, the preschool/kindergarten playground was remodeled. This project included tree removal and the addition of new trees, cement and artificial turf. Recently, the blacktop on the playground was restriped for all basketball courts, volleyball court, four square, dodgeball, hopskotch and more.

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			
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)	35	33	50	50	46	47
Mathematics (grades 3-8 and 11)	28	27	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	303	298	98.35	1.65	32.89
Female	147	143	97.28	2.72	33.57
Male	156	155	99.36	0.64	32.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	225	221	98.22	1.78	31.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	46.67
White	27	27	100.00	0.00	48.15
English Learners	37	32	86.49	13.51	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	253	99.61	0.39	29.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	9.26

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	303	301	99.34	0.66	27.33
Female	147	145	98.64	1.36	22.76
Male	156	156	100.00	0.00	31.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	225	223	99.11	0.89	22.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	46.67
White	27	27	100.00	0.00	55.56
English Learners	37	36	97.30	2.70	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	253	99.61	0.39	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	53	98.15	1.85	15.09

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)	20.65	26.09	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	92	92	100.00	0.00	26.09
Female	37	37	100.00	0.00	13.51
Male	55	55	100.00	0.00	34.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	77	100.00	0.00	20.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	4.76

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	96%	96%	97%	95%	97%

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
<p>Franklin Elementary School actively encourages and embraces parental involvement as an essential component of fostering a supportive and thriving school community. Here are some opportunities for engagement, each designed to strengthen the partnership between families and the school:</p> <p>PTA (Parent-Teacher Association) The PTA serves as a dynamic platform for parents to collaborate with teachers and administrators to support school initiatives. Parents can join committees, assist in organizing events, and contribute ideas to enhance the educational experience for all students.</p> <p>School Site Council (SSC) The SSC invites parents to participate in decision-making processes that shape the school's academic and financial priorities. Members of the council work alongside staff to develop and implement strategies that align with the school's mission and goals.</p> <p>English Learner Advisory Council (ELAC) This council offers parents of English learners a voice in advising the school on programs and resources that best support their children's academic success and language development.</p> <p>Family Night with PTA-Sponsored Dinner Family Night provides a warm and welcoming environment where parents, students, and staff come together to celebrate community spirit. The PTA sponsors dinner, creating an opportunity for families to enjoy a meal together while engaging in fun activities.</p> <p>Book Fair Parents can support literacy by volunteering at the school's Book Fair, helping to organize and manage the event. The fair provides students and families with access to affordable books while fostering a love of reading.</p> <p>Fundraisers Parents are instrumental in planning and executing various fundraisers throughout the year. These events, ranging from fun</p>

2024-25 Opportunities for Parental Involvement

runs to bake sales, help raise critical funds for school programs, supplies, and extracurricular activities.

Classroom Volunteers

Parents can offer direct support to teachers by assisting in classrooms with tasks such as organizing materials, working with small groups of students, or contributing their unique skills to enhance learning experiences.

Library Volunteers

Parents who love books and organization can assist in the library by shelving books, maintaining inventory, or helping students discover their next great read.

Junior Olympic Volunteers

The school’s Junior Olympics event offers parents the chance to assist with organizing and running activities, ensuring students enjoy a fun and memorable experience.

Coffee with the Counselors

Parents can join informal gatherings with the school’s counselors to discuss topics relevant to student well-being, share feedback, and build connections within the school community.

Pastries with the Principal

This casual event provides parents the opportunity to meet with the principal over coffee and pastries, fostering open communication about school goals, policies, and any concerns parents may have.

Field Trips

Parents can chaperone field trips, helping to ensure a safe and engaging experience for students while gaining insight into their children’s learning outside the classroom.

Each of these opportunities demonstrates Franklin Elementary’s commitment to creating an inclusive environment where parents play an integral role in their children’s education and the broader school community.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	670	165	24.6
Female	332	330	92	27.9
Male	349	340	73	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	13	1	7.7
Black or African American	48	48	19	39.6
Filipino	--	--	--	--
Hispanic or Latino	517	510	122	23.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	7	28.0
White	55	54	9	16.7
English Learners	99	95	19	20.0
Foster Youth	--	--	--	--
Homeless	32	32	8	25.0
Socioeconomically Disadvantaged	576	568	152	26.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	113	25	22.1

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
0.9	4.04	2.2	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	2.20	0.00
Female	1.81	0.00
Male	2.58	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	1.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.00	0.00
White	1.82	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.13	0.00
Socioeconomically Disadvantaged	2.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	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

Franklin School utilizes data from our monthly School Safety Committee meetings, ELAC meetings, SSC meetings, Leadership team input, and suspension/expulsion reports to evaluate the current status of school climate. A Disaster Preparedness Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Franklin's Disaster

2024-25 School Safety Plan

Preparedness Plan include a description of school disaster response procedures and the responsibilities of each Disaster Preparedness Response Team. Fire drills are conducted on a monthly basis with additional drills (earthquake, shelter in place) done every other month.

The Comprehensive School Safety Plan (CSSP) was updated and reviewed with staff, students and community partners on September 23, 2024. It was then taken to the school board and approved in October 2024.

The 2024-2025 Comprehensive School Safety Plan for Franklin Elementary School, part of the Redlands Unified School District, outlines measures to ensure a secure learning environment. The plan focuses on crime prevention, disaster preparedness, and adherence to safety protocols mandated by California law. Key components include child abuse reporting, disaster procedures, suspension and expulsion guidelines, and strategies for maintaining an orderly and inclusive school climate. It emphasizes collaboration with law enforcement, fire authorities, and the broader community to address safety issues effectively. Franklin Elementary also integrates Positive Behavior Interventions and Support (PBIS) to monitor and improve safety data.

The plan includes detailed policies on hate crime reporting, bullying prevention, and emergency responses, with regular drills for fire, earthquake, and lockdown scenarios. It highlights the school's commitment to equity and student welfare through tailored programs and services, including mental health resources. Additionally, it specifies the annual review and update process to align with evolving safety needs. Overall, the plan prioritizes the well-being of students and staff, fostering a supportive and hazard-free educational environment.

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	17	3	4	
1	20	2	3	
2	21	2	3	
3	24		4	
4	29		3	
5	28		3	
Other	9	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	17	6	1	
1	22	1	4	
2	20	5		
3	24		4	
4	32		2	
5	31		3	

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	24		4	
1	21	3	2	
2	21		5	
3	25		4	
4	33			1
5	31		3	

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	413.33

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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	\$11,484.86	\$3,395.17	\$8,089.69	\$83,084.51
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-4.5	-20.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-28.4	-16.2

Fiscal Year 2023-24 Types of Services Funded

Federal and State Categorical funds are provided for supplemental services for School Improvement (SI), Title 1, Economic Impact AID (EIA) for English Language Learners (ELL), and the Gifted and Talented Education (GATE) programs. Categorical funds are budgeted after review and consideration by staff, site council, and site administration. Personnel funded for the past few years with categorical money include intervention teacher, librarian professional, and an English Language Development Coordinator.

Grade level meetings are held to evaluate the curriculum-standard match for each content area. Teachers regularly meet to further align the curriculum with the standards and develop timelines and lesson plans. Professional development opportunities increase their understanding and implementation of the content standards. Information is shared at grade level and staff meetings. At family nights, parent conferences, and Back-to-School Night, parents not only review the standards but see examples of how preparation for college/career readiness opportunities begins in elementary school. Teachers from our site serve on several district committees that adopt new curriculum and align curriculum to reflect the standards. Our teachers also meet by grade level to standardize grading, develop benchmarks for report cards, and reach consensus regarding proficient standards performance levels for their students.

Fiscal Year 2023-24 Types of Services Funded

Critical Needs - Our school-wide plan was a collaborative effort between all school members. Teachers, students, parents, support personnel, School Site Council members, and the English Language Advisory Committee members all gave input. Data was gathered through surveys, written evaluations, observations, norm referenced test scores and criterion referenced test scores. The overall profile for Franklin Elementary School is positive. Although Franklin School has excellent dedicated teachers, the profile indicates the following priority needs: Students will continue to improve their literacy skills to become proficient grade level readers. Consistent monitoring and evaluation to meet the needs of at-risk students. To ensure regular attendance, absence and tardy warning letters will be generated by the attendance clerk weekly. The principal, assistant principal, counselors or family and community engagement liaison make phone contact with families who are having difficulties getting their students to school and families with tardy issues. The School Attendance Review Team (SART) will conduct parent/student conferences for students who are identified as habitually truant. Student attendance goal is to increase the attendance rate to 94% for the school's average daily attendance.

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/csl/>.

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

During the 2017-2018 school year, teachers met on an average of one minimum day per month and one full day per school year. These professional development meetings focused on three areas. The first is on the reading and math intervention program. The second focus of professional development was with PBIS in grades first through fifth grade. The program and trainings focus on assessing to find the area of need, lessons and strategies to meet the need, and progress monitoring for growth. The other focus of staff development involved rigor. Principals presented the professional development to their staffs at their site. Teachers are supported by Math, English/Language Arts, and support through the math intervention teacher. The math intervention teacher met with grade levels to discuss the implementation, strategies to address areas of need, do modeled lessons in the classroom, collaborate on lesson planning, and provide resources that teachers can utilize in their classrooms. A team representing each grade level has also been formed to begin the training and implementation of PBIS. The team continues to meet throughout the year and will come back and work with staff to prepare Franklin for full implementation of the PBIS principles and practices. New teachers are supported with coaches and are given PD from the district office. Classified employees have opportunities to participate in professional development through the district office.

During the 2018-2019 school year, professional development followed the same format as the year before. Teachers continued to meet on a regular basis to collaborate and align the curriculum with the Common Core State Standards. Math intervention teachers continued to work with teachers through math, ELA/writing, and reading. Technology support was also provided through a Technology TOA. Franklin continued to work on PBIS training and implementation by providing monthly PBIS meetings and additional meetings with the PBIS team.

Professional Development

During the 2019-2020 school year, Franklin had more of a focus on analyzing various test results in order to determine what standards need to be retaught and in what format these standards will be taught. Assessments included, but are not limited to IABs, Common Assessments, Chapter tests, informal assessments, work sample analysis, STAR Reading, STAR Early Literacy, Lexia, Front Row, and other teacher assessments. Teachers met as grade levels at least once per month to analyze assessment data, as well as met with the Principal once a month to look at student growth. Other professional development included PBIS training for Tier levels one through three, as well as how to help students going through trauma. Teachers were provided Professional Development in ELD instruction and the process for reclassifying students and the new ELPAC test given one time per year. District personnel provided professional development in technology, such as Google Classroom. District personnel also provided training on IABs and hand scoring the IABs. Professional development took place on minimum days, after school staff meetings, and during the instructional day as needed. Teachers were supported after the professional development with follow up meetings, data analysis, and classroom observations.

During the 2020-2021 school year, the focus was on Distance Learning strategies and instruction that engages and encourages all students' participation, integrating Technology into classroom instruction continues to be a focus, but is done differently during Distance Learning than when students are attending school in-person.

For the 2021-2022 school year, our focus was on providing extended learning opportunities for our students after-school, STEM integration in grades TK-5, the continued integration of technology in classroom instruction, equity and student engagement. Teachers meet as collaborative grade level teams twice a month to plan and prepare engaging lessons that integrate STEM, tech and equitable practices for all. We have monthly Professional Development that focuses on one of these core areas and provides teachers with opportunities to learn new skills and strategies to support their students. We have utilized our Teachers on Assignment and equity support providers within the district to provide additional training to all staff. Teachers were supported with professional development on minimum days one time per month, as well as one full day per school year. The professional development sessions were mandatory. There were also additional voluntary professional development sessions offered by the school site administration, math intervention teacher, and district personnel throughout the school year. Classified employees were given professional development opportunities throughout the year by district personnel. Throughout the 2021-2022 school year, campus monitors have monthly meetings with the assistant principal to go over PBIS strategies and Tier 1, Tier 2, and Tier 3 interventions.

For the 2022-2023 school year, our foci was on Tier 1 instructional practices in literacy and mathematics, providing extended learning opportunities for our students after-school, STEAM integration in grades TK-5, the continued integration of technology in classroom instruction, equity and student engagement. Teachers meet as collaborative grade level teams twice a month to plan and prepare engaging lessons that integrate STEAM, tech Social Emotional Learning (SEL) and equitable practices for all. We have monthly Professional Development that focuses on one of these core areas and provides teachers with opportunities to learn new skills and strategies to support their students. We have utilized our Teachers on Assignment and equity support providers within the district to provide additional training to all staff.

In the 2023-2024 school year, our foci was to continue implementation that began last year. We will strive to improve upon Tier 1 instructional practices in literacy and mathematics, providing extended learning opportunities for our students after-school, STEAM integration in grades TK-5, the continued integration of technology in classroom instruction, equity and student engagement along with an increased focus on foundational literacy skills; specifically phonics instruction with Benchmark Phonics. Teachers meet as collaborative grade level teams twice a month to plan and prepare engaging lessons that integrate STEAM, tech Social Emotional Learning (SEL) and equitable practices for all. We have monthly Professional Development that focuses on one of these core areas and provides teachers with opportunities to learn new skills and strategies to support their students. We have utilized our Teachers on Assignment and equity support providers within the district to provide additional training to all staff.

In the 2024-2025 school year, our focus will be to build upon and refine the implementation efforts initiated in previous years. We are committed to enhancing Tier 1 instructional practices in literacy and mathematics, ensuring all students have access to high-quality, evidence-based teaching strategies. Our approach includes providing extended learning opportunities after school, integrating STEAM (Science, Technology, Engineering, Arts, and Mathematics) education across grades TK-5, and continuing the seamless integration of technology into daily classroom instruction. Equity, student engagement, and foundational literacy skills remain at the forefront of our priorities, with a specific emphasis on phonics instruction through Benchmark Phonics. To support these goals, teachers collaborate in grade-level teams twice a month to plan and design engaging lessons that incorporate STEAM activities, technology, Social Emotional Learning (SEL), and equitable practices tailored to meet the diverse needs of all students. Monthly Professional Development sessions are structured around these core areas, with an added focus on mathematics instruction guided by Kim Sutton, emphasizing foundational math skills, and writing instruction led by the Leverage Writing Group. These specialized trainings provide educators with innovative strategies and tools to strengthen student understanding and performance in both math and writing. Additionally, we continue to leverage

Professional Development

the expertise of our Teachers on Assignment and district equity support providers to deliver targeted training and support for all staff members. By focusing on these key initiatives, we aim to foster an inclusive and dynamic learning environment that supports the academic and personal growth of every student.

On an average, teachers are supported with professional development on minimum days one time weekly, as well as one full day per school year. Professional Development is mandatory. There are additional voluntary professional development sessions offered by the school site administration, math intervention teacher, and district personnel throughout the school year. Classified employees are given professional development opportunities throughout the year by district personnel. Throughout the 2024-2025 school year, campus monitors are having monthly meetings with the assistant principal to review P.B.I.S. strategies and Tier 1, Tier 2, and Tier 3 interventions and supports.

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	11	11	11

Highland Grove Elementary

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	Highland Grove Elementary
Street	7700 Orange Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2420
Principal	Amy Pry
Email Address	amy_pry@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/highlandgrove
Grade Span	K-5
County-District-School (CDS) Code	36-67843-01078888

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
<p>MISSION STATEMENT: The Highland Grove Elementary School staff believes all children can learn. With our help and support, we expect our students to successfully master curricula. We ensure learning takes place by providing a positive, safe, and constructive learning environment. We work collaboratively with colleagues, students, families, and the Highland Grove community to achieve this shared educational purpose.</p> <p>MTSS STATEMENT OF BELIEF: At Highland Grove, students will achieve success, build confidence, cultivate kindness, make meaningful connections, and become life-long learners through working in a safe, respectful, and equitable environment.</p>

2024-25 School Description and Mission Statement

Students will learn about the Grizzly GREAT expectations and show how they can be G: Growth Minded, R: Respectful, E: Engaged, A: Act Responsbly, and T: Treat everyone with Kindness. Along with the MTSS team, systems are created to help improve students' academics and behaviors using a tiered system.

SCHOOL PROGRAMS: To successfully achieve our mission, Highland Grove Elementary utilizes a standards-based curriculum supplemented with a variety of learning tools. Accelerated Reader (AR) and Freckle are utilized in all grades. All of these programs allow teachers to meet the unique individual needs of each student by setting specific, measurable goals with every student in reading and math. Real-time data analysis gives each teacher, student, and parent immediate feedback on a student's progress. Our English Learners are provided with both designated and integrated instructional support in all grades. Fine arts programs include elementary band and elementary orchestra. Student Council provides students in grades four and five an opportunity to develop leadership skills and a means for sharing student opinions with the school community. Most recently, Highland Grove has implemented a focus on STEM/STEAM by incorporating coding and Lego robotics, digital storytelling, maker space, Osmo, and circuits for each grade level through appropriate activities and materials. Along with the teachers and staff, the school site is implementing MTSS strategies on campus, in the classroom, and on the playground to create a common language and build positive characteristics for all students. The students participate in trimester expectation assemblies and have assemblies that encourage positive character traits throughout the school year.

- SCHOOL GOALS: Specific educational goals for the whole school can be found in the Single School Plan for Student Achievement. Broad goals for this year include: Utilize professional learning communities to support our implementation of the district scope and sequence and develop writing, small group, and ELD instruction. Utilize grade level DATA TEAMS/PLCs to analyze student performance data and ensure improved academic achievement for all students utilizing ELOP teachers and SAI. Provide Highland Grove teachers with staff development opportunities that assist in implementing the CCSS in both ELA and Math while cultivating rigor in classroom instruction at all grade levels. Provide specific and targeted intervention support through Student Support/ Universal Access time for students throughout the school year, specifically focusing on "at-risk" students and individual student groups.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	82
Grade 2	75
Grade 3	70
Grade 4	88
Grade 5	95
Total Enrollment	514

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.2
Asian	12.5
Black or African American	4.5
Filipino	1.8
Hispanic or Latino	61.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.3
White	14.2
English Learners	10.9
Foster Youth	1.2
Homeless	4.1
Socioeconomically Disadvantaged	66.9
Students with Disabilities	9.9

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)	24.10	95.64	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)	0.00	0.00	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.97	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.40	65.10	6.72	18854.30	6.86
Total Teaching Positions	25.20	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	100.00	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)	0.00	0.00	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	21.10	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)	20.90	100.00	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)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	20.90	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	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	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	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

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)	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 adopts those that meet standards defined in the California State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are state approved and aligned to the state content standards. Each year consumable materials are replaced and necessary growth and replacement materials are purchased to assure all students, including English Learners and students with special needs, have a state-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. Currently, all students, including English Learners and students with special needs, have a Math, Reading, Science, and Social Studies state-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District's Instructional Resource Center.

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

School Facility Conditions and Planned Improvements

Highland Grove Elementary opened in August 2005. Although the facility is currently more than a decade old, it remains an exemplary model of design and outstanding maintenance. The governing board has adopted cleaning standards for all schools in RUSD. These standards are summarized at the school office, 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 monthly maintenance report is completed by the Lead Custodian and submitted to the district's maintenance and operations department to ensure that any district maintenance and/or safety concerns are addressed promptly and appropriately. The principal also works closely to review data from quarterly walk-throughs and address any needs/issues that present through the data. In 2019, Highland Grove was repainted, and worked on several landscaping and mural projects throughout campus. In 2023, the school is working on replacing additional landscaping with drought-tolerant landscapes, creating a studio space, developing the STEAM lab, removing sand and bushes on the Kindergarten playground for safety concerns, providing families with more on-campus activities, and creating shade areas for outside learning. In 2024, the site is working on maintaining the campus and plans to repaint the kindergarten and upper playground to create areas for playing during recess time.

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			
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)	50	52	50	50	46	47
Mathematics (grades 3-8 and 11)	50	52	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	259	259	100.00	0.00	51.74
Female	126	126	100.00	0.00	53.97
Male	133	133	100.00	0.00	49.62
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	80.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	165	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	54.05
English Learners	26	26	100.00	0.00	23.08
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	55.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	176	100.00	0.00	48.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	14.29

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	259	259	100.00	0.00	52.12
Female	126	126	100.00	0.00	48.41
Male	133	133	100.00	0.00	55.64
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	70.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	165	100.00	0.00	44.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	64.86
English Learners	26	26	100.00	0.00	26.92
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	44.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	176	100.00	0.00	48.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	22.86

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)	35.96	34.02	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	97	97	100.00	0.00	34.02
Female	51	51	100.00	0.00	29.41
Male	46	46	100.00	0.00	39.13
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	46.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	22.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.00	0.00	29.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	7.69

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	93%	97%	96%	82%	97%

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
<p>There are many opportunities at Highland Grove for parents to become involved with school activities during the school year.</p> <p>Highland Grove Staff believes that the most important parent involvement that every parent can make is to ensure a family commitment to support reading practice at home. Highland Grove utilizes AR Home Connect so parents can be informed when their child completes an Accelerated Reader quiz, indicating students' level of success in reading and understanding what they read (reading comprehension). Individual teachers use AERIES Parent Portal to share grade information and missing assignment information with parents. Teachers utilize Google Classroom and Aeries Parent Square to keep parents informed and involved in the learning process. Teachers and the school also use Aeries parent square as a tool for sending out messages and information that keep our families informed and up-to-date. Additional parental involvement can include PTA programs and PTA membership, participation on the School Site Council, participation on the Equity team, attending and being part of the African American Parent Advisory Committee, and participation on Highland Grove's Safety Committee. Additional ways parents are involved at Highland Grove in many ways, such as;</p> <ul style="list-style-type: none">• Reflections• Family Nights and Special Events• Library after school• Room Parent Volunteers• Field Trip Chaperones• Pasteries with the Principals.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	537	60	11.2
Female	278	272	29	10.7
Male	268	265	31	11.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	64	2	3.1
Black or African American	28	25	4	16.0
Filipino	--	--	--	--
Hispanic or Latino	336	334	42	12.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	2	7.4
White	77	74	8	10.8
English Learners	60	59	6	10.2
Foster Youth	12	11	0	0.0
Homeless	25	24	4	16.7
Socioeconomically Disadvantaged	381	375	49	13.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	70	10	14.3

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	1.13	0.37	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	0.37	0.00
Female	0.00	0.00
Male	0.75	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	0.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 Highland Grove Elementary School Safety Plan is updated annually. A school Safety Committee has been established to encourage participation and input from certificated and classified staff, parents, and community members. The School Safety Plan includes disaster response teams, classroom evacuation routes, and a log of monthly fire, disaster, and lockdown drills.

2024-25 School Safety Plan

Procedures for fire, earthquakes, and lockdown situations are all addressed. Each classroom is equipped with disaster preparedness kits provided by the Highland Grove Elementary PTA. Food and water for the entire school community have been procured and stored in the campus's land-sea container. Should the need arise for students and staff to remain at school for lengthy times due to an emergency, there are buckets of activities in the land-sea container for students to use. Teachers submit to the principal annually a copy of their minor and major infractions and pre-intervention referrals, and the school follows a progressive discipline plan and tiered support systems. A variety of other means of correction measures are implemented prior to a student being suspended. The exception is when a child's actions violate the Education Code and/or demonstrate that the student's actions have physically/emotionally harmed another individual. Along with the teachers and staff, the school site is implementing MTSS strategies on campus, in the classroom, and on the playground to create a common language and build positive characteristics for all students. There are additional resources to support students when they are on campus to help with behavior expectations and utilize RCSS (district's BCBA and mental health) with the referral process.

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	17	3	2	
1	26		3	
2	21	2	2	
3	23		4	
4	28	1		2
5	26	1	2	

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	19	2	3	
1	18	4		
2	24		3	
3	28		3	
4	32		2	
5	29		3	

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	23		3	
1	21	2	2	
2	25		3	
3	23		3	
4	29		3	
5	32		3	
Other	3	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	514

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	
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	\$8,978.32	\$570.79	\$8,407.53	\$108,032.44
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-0.7	5.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-24.6	10.0

Fiscal Year 2023-24 Types of Services Funded

Accelerated Reader (AR) Freckle ELA/Math STAR Early Literacy Assessment STAR Reading and Math Assessments Finalsite School Website Reading Intervention/Support (K-5) ELD Support (1-5) Book Bridges Classified paraprofessional hourly Librarian After-school library activities STEAM lab to connect standards to learning (lego, circuits, digital storytelling, robots, coding, ozobots, maker space, Osmo) ELOP/ Exploration Experience after-school program ELOP small group instruction (math and reading) Certificated Enrichment Teachers (after school and during school run by teachers) AMS (arts and music in the schools)

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

Highland Grove utilizes multiple opportunities throughout the school year to support professional development. First, Highland Grove staff participates in two full-day professional development days as a staff, one at the beginning of the school year to analyze CAASPP data as a team and select a focus for the upcoming school year and a second day selected as professional development day to work on ELD instruction, STEAM lab training, and grade level collaboration. During our first PD day as a staff, grade-level teams work diligently to articulate their students' needs and develop a plan from day one. The second full day of PD occurs a few months into the school year, in which the entire staff participates in a full day of professional learning and growth. In addition to the two full-day professional development days, the Highland Grove staff also engages in 10 early releases (minimum days), during which the staff works on data analysis and lesson development in the areas of reading, writing, and math. Our staff also participates in four after-school meetings per month that are dedicated to professional learning and growth. Teachers explore various topics such as rigorous instruction, proactive behavior supports, use of writing rubrics, and technology topics such as planning for Newlines lessons and implementation of Google Classroom and WeVideo. Our staff participates in safety training and raptor. Finally, our teachers can also sign up and attend various professional development offerings that our district professional development department supports throughout the year.

The professional development focus for the 2024-25 school was supporting students' needs in the area of small group instruction, STEAM lab tools, and connecting the tools to standards and ELD training. Our two full-day professional development days in August and November were dedicated to professional development in these areas. Teachers also participated in nine early releases (partial days) on topics focused on lesson development in reading, writing, social studies, math, science, benchmark phonics, and technology. In addition to our minimum day collaboration and professional development throughout the 2024-25 school year, teachers also participate in one monthly meeting focused on data analysis and response to that data in the form of reteaching lesson development. Teachers will be trained in small-group instruction to help with universal access Time (UA). The staff will receive additional training in inclusive practices for students. During minimum days, our para-professionals participate in training related to their job requirements. Campus monitors receive bi-weekly training to help with playground-tiered support.

Additionally, this school year, we were provided the opportunity to be an extended learning opportunity (ELO) exploration experience school. With this program, it has created minimum days on most Mondays during the school year. These Mondays will be used for staff meetings, grade level/collaboration, data team meetings, and professional development.

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

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	9	9	36
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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
<p>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.</p> <p>School Description Judson & Brown Elementary School opened in August 2006 and is a beautiful TK- grade 5 campus located in the northeast</p>

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			Facility is inspected monthly.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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
<p>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.</p> <p>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.</p>

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

Kimberly 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	Kimberly Elementary School
Street	301 West South Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5540
Principal	Emily Elgan
Email Address	emily_elgan@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/kimberly
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036511

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
<p>The staff at Kimberly Elementary School is dedicated to the development of individuals who, through real-life problem-solving experiences, personal accountability, and overall academic excellence will demonstrate the skills, concepts, and goals needed to be productive members of the world community, showing confidence in themselves and sensitivity to others and their environment. The vision and mission of Kimberly Elementary School supports that of the Redlands Unified School District's RUSD 2025 Vision.</p> <p>Kimberly Elementary School opened for grades K-3 in September, 1957. Currently, the school has a Transitional Kindergarten</p>

2024-25 School Description and Mission Statement

through 5th Grade enrollment of approximately 517 students with a diverse population that includes approximately 38% White, 40% Hispanic, 7% Asian, 9% Multi-Ethnic, 5% African American, and 1% Filipino. Included in the student body are Students With Disabilities (SWD), who account for approximately 19% of the student population. Kimberly staff include a principal, an assistant principal, twenty-one general education teachers, one physical education enrichment teacher, six special education providers, and one counselor. In addition, the school has one art enrichment teacher and one music enrichment teacher on a rotating trimester basis, two speech and language pathologists, and one school psychologist. There are approximately twenty-eight special education paraprofessionals, a library media clerk, a health technician, and six part-time campus monitors. Kimberly also has two full-time and one part-time office secretaries and two custodians.

Kimberly Elementary offers a variety of interventions and programs to support students' needs. Math intervention support is provided for academically at-risk students in grades K-5. Special education services are also offered through the Specialized Academic Instruction program (SAI), which provides for a teacher and instructional paraprofessional support through inclusion, pull-out, in-class consultation, or a special day class setting. The Language, Speech, and Hearing Program (LSH) serves students with needs in articulation, language, or other speech-related issues. English Language Learner students are served through designated English language instruction. Kimberly's GATE students receive instruction commensurate with their abilities and access to challenging extracurricular activities/programs.

The Second Step program has been implemented for the past several years to support social-emotional learning. In addition, the PBIS program has been adopted by the Kimberly staff to support a positive school culture. The school also offers a variety of extra-curricular clubs and organizations to provide students with enriching and creative opportunities for growth. These clubs and organizations include: Running Club, Gardening Club, Chorus, Band, and Cub Leadership. Additionally, community stakeholders provide numerous hours of valuable service through volunteering in the classroom, as well as participating in Kimberly's Parent Teacher Association (PTA), School Site Council (SSC), Safety Committee, and English Language Advisory Committee (ELAC).

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	72
Grade 2	76
Grade 3	73
Grade 4	100
Grade 5	93
Total Enrollment	517

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
Asian	7.4
Black or African American	4.4
Filipino	1
Hispanic or Latino	39.8
Two or More Races	9.1
White	37.7
English Learners	4.8
Foster Youth	1.4
Homeless	0.4
Socioeconomically Disadvantaged	38.9
Students with Disabilities	19.3

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)	26.60	86.65	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	3.26	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	3.10	10.09	65.10	6.72	18854.30	6.86
Total Teaching Positions	30.70	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)	22.70	85.05	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)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	4.00	14.95	57.10	5.89	15831.90	5.67
Total Teaching Positions	26.70	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)	21.10	80.86	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)	4.00	15.31	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.83	53.70	5.50	14303.80	5.15
Total Teaching Positions	26.10	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	4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	4

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	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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	15.7
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 adopts those that meet standards defined in the State Frameworks. 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, as budget permits.

Copies of student books are available at the Redlands Unified School District Office for parent review. All 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 and online.

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

School Facility Conditions and Planned Improvements

The safety and cleanliness of the school's facilities is of utmost importance. The staff believes that all students and parents expect and deserve a clean, safe, and healthy school environment. The school is fortunate to have large green spaces and several painted murals that adorn the grounds. Facilities include standard classrooms, portable classrooms, an office building, a multipurpose/cafeteria building, kitchen, restrooms, three playground structures with age-appropriate components, blacktop space with games and sporting equipment, a running track, a fitness course, large field spaces, a rose garden, a sensory garden, and a multi-use garden.

The staff, students, and parents at Kimberly take pride in the well-maintained school facilities and voluntarily participate in regular gardening and clean-up sessions. 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 with the district office and custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, the site custodians are notified or work orders are submitted to the district's service center where district personnel are dispatched in a timely manner to make any necessary repairs. The school's green spaces are regularly maintained by the district's grounds crew.

Age of School/Buildings: Kimberly was built in 1957 and underwent "modernization" in 2003. Technology infrastructure was upgraded most recently in July, 2018. The newest playground structure was completed in August, 2018. The exterior of the school buildings was painted in July, 2020. The ventilation systems in all classrooms and building were updated in 2020.

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			
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			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)	56	61	50	50	46	47
Mathematics (grades 3-8 and 11)	51	54	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	265	262	98.87	1.13	60.69
Female	120	120	100.00	0.00	60.83
Male	145	142	97.93	2.07	60.56
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	76.92
Black or African American	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	119	116	97.48	2.52	48.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	73.91
White	96	96	100.00	0.00	69.79
English Learners	13	12	92.31	7.69	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	0.89	43.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	59	96.72	3.28	13.56

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	267	265	99.25	0.75	54.34
Female	122	122	100.00	0.00	52.46
Male	145	143	98.62	1.38	55.94
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	69.23
Black or African American	12	12	100.00	0.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	121	119	98.35	1.65	42.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	69.57
White	96	96	100.00	0.00	64.58
English Learners	13	13	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	0.89	36.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	61	96.83	3.17	14.75

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)	44.83	58.33	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	92	91	98.91	1.09	53.85
Female	43	43	100.00	0.00	53.49
Male	49	48	97.96	2.04	54.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78	2.22	43.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	67.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	2.38	36.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	15.00

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	100%	100%	100%	100%	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
<p>Kimberly Elementary School offers a variety of opportunities for parent involvement. The site Parent Teacher Association (PTA) is highly active and of student learning, providing opportunities for parents to volunteer based upon scheduling availability. Parents are able to oversee committees, collaborate with various stakeholders, and/or donate time to school-wide events. PTA membership averages over 400 members annually. Each year, our PTA sponsors fundraising projects and uses the proceeds to support student enrichment programs and class field trips. PTA also sponsors several educational assemblies including - but not limited to - the annual Ice Cream Social, Kimberly Kampout, Fall Festival, Family STEAM Night, Reading Month, and Reflections Art Contest. In addition, Kimberly's PTA reserves funds and/or donates towards capital projects, such as murals.</p> <p>Aside from participating in the PTA, Kimberly School has other groups for parents to be involved in as well. Parents are welcome to contribute to our School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Additionally, each month a meeting with the principal is open to all parents. This forum provides an opportunity to share in discussing a variety of school topics, allowing for many voices to be heard and contribute to our campus.</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	538	530	55	10.4
Female	251	250	26	10.4
Male	287	280	29	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	1	2.6
Black or African American	23	22	7	31.8
Filipino	--	--	--	--
Hispanic or Latino	217	214	35	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	50	4	8.0
White	198	196	7	3.6
English Learners	29	28	4	14.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	235	232	47	20.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	114	30	26.3

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
0.89	0.56	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

Kimberly's School Safety Plan is reviewed with staff at the beginning of the school year with specific focus on procedures for fire drills/emergencies, earthquake drills/emergencies, and lock-down drills/emergencies. The School Safety Plan was reviewed by the school site council at their monthly meeting on September 24, 2024. Input from the school safety committee,

2024-25 School Safety Plan

school leadership team, and school site council as well as suspension/expulsion reports and staff observations is used to make informed decisions regarding school priorities, protocols, rules, and expectations to ensure students are physically, socially, and emotionally safe at school. The School Safety Plan's goals include maintaining a safe and clean campus, and providing a welcoming atmosphere for children, parents, and other visitors while effectively maintaining a closed campus before and during school.

Staff (i.e. campus monitors, teachers, aides, and school administration) supervise four designated entry points and the school grounds throughout the day, including the bus drop-off area, cafeteria, and playground. Signs are posted to indicate that all visitors must report to the administration office to check-in through the Raptor safety management system and may not be on school grounds unless they have a visitor's pass. Entry doors to the main office were re-configured during the 2019-20 school year to direct all visitors through the office before accessing other buildings or areas on campus during the instructional day. The doors create a single point of entry once the bell rings and the school day starts.

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	11	6	1	
1	20	3		
2	20	4		
3	20	2	2	
4	25		3	
5	30		3	
Other	13	5		

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	12	6	1	
1	22		3	
2	18	3		
3	21	3	1	
4	28		3	
5	27		3	
Other	16	5	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	15	4		
1	22		3	
2	24		3	
3	21		3	
4	31		3	
5	27		3	
Other	17	3	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	517

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	
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	\$11,963.10	\$3,367.53	\$8,595.58	\$82,430.85
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	1.5	-21.3
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-22.5	-17.0

Fiscal Year 2023-24 Types of Services Funded

Special Education Services-A wide range of special education services are available to students based on their identified needs and qualifying eligibility area. These services are provided based on IEP team decisions and by staff with credentials, certificates, and/or degrees in specific areas. Grades TK through 2nd currently have inclusion classes to support the needs and development of all students.

English Learner Services-In-class support is available for students whose primary language is not English. Designated instruction is provided by the classroom teacher-of-record and, whenever possible, an intervention teacher with special training in instruction for English learners.

Free/Reduced Lunch Program-Students are eligible to participate in the federally funded free/reduced lunch program based on family income and other household information during years in which the district does not qualify for Community Eligibility Provision non-pricing meal service. To determine eligibility, parents must complete an application. Redlands USD currently qualifies for Community Eligibility Provision non-pricing meal service for all students and Kimberly ES participates in the

Fiscal Year 2023-24 Types of Services Funded

Educational Benefit Survey in lieu of applications.

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

Kimberly teachers regularly engage in professional development sessions at the school site and district level. Each year two full day and eight partial days are dedicated to professional development on-site, at a minimum, on topics such as reading, math, writing, classroom management, curriculum, intervention, technology/innovation, positive behavior, or data analysis. In addition, the district office provides numerous full day and partial day trainings/workshops during the school year and during breaks. For the 2018-19 and 2019-20 school years, two full-day sessions were provided on English learner instructional strategies. For the 2019-20 school year, professional development was also provided for the newly adopted history-social science curriculum and digital-storytelling. For the 2020-21 school year, professional development was provided on a variety of topics to support teachers' preparation for and transition to distance learning. For the 2021-22 school year, professional development was provided on Universal Design for Learning. On-site professional development for the 2021-22 and 2022-23 school years focused on STEAM topics, including coding, robotics, and engineering. For the 2023-2024 school year, professional development is being provided from the district on Benchmark Phonics. Occasionally, teachers voluntarily attend professional development off-site, such as the CUE Conference. New teachers are supported through the California Teacher Induction (BTSA) program and teachers in need of improvement are supported through the Peer Assistance and Review (PAR) program. Partial-day professional development for classified staff is provided by the district office throughout the school year. For the 2024-2025 school year, the professional development focus is centered around data analysis of underperforming student groups.

All district and school training is aligned with California Standards for the Teaching Profession, Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, STEAM/innovation, or other pertinent policies and topics. In addition to staff development days mentioned above, weekly after-school meetings are used to analyze student data, collaborate on grade level goals, conduct staff meetings, support professional learning communities, score student writing samples, or host presentations by district personnel.

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	5	10	10

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
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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

Lugonia 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	Lugonia Elementary School
Street	202 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5560
Principal	Sara Burton
Email Address	sara_burton@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/lugonia
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
<p>Lugonia Elementary School, one of the oldest schools in California, traces its roots to the Lugo family, prominent ranchers in the area. Built in 1956, the current site is the third to bear the Lugonia name. With a legacy of educating up to four generations of families, Lugonia remains a cornerstone of the community, fostering academic and social success.</p> <p>Serving approximately 600 students in grades PK-5, Lugonia employs a dedicated team, including a principal, assistant principal, two counselors, 29 general education teachers (six ELOP), two Special Education Preschool teachers, two Special Education (SAI) teachers, two Special Education teachers (Mild/Moderate Separate Setting), and one ELOP Program</p>

2024-25 School Description and Mission Statement

Specialist. Students benefit from district-provided enrichment in art, music, and physical education. Lugonia is proud to be both a PBIS and AVID Elementary School, promoting academic excellence, character development, and college readiness.

The school follows the RUSD Board Adopted core curriculum, focusing on developing students' skills in reading, writing, and math through engaging, differentiated instruction. Writing is a key focus for the 2024-25 school year, with programs designed to enhance student creativity and communication. Intervention programs during and after school support students who need extra help, and cross-age tutoring partnerships with local middle and high schools further bolster academic success. Lugonia also offers a state preschool program with classes for 3- and 4-year-olds.

Mission Statement
We, the educators at Lugonia Elementary School, are committed to providing a comprehensive instructional program that empowers each student to develop the skills needed to succeed in a multicultural, ever-changing society. We strive to create a nurturing environment that fosters self-worth, confidence, and positive relationships.

Lugonia Elementary blends a rich historical legacy with innovative teaching practices to prepare every student for success. With strong school pride and a caring environment, we welcome all opportunities to support and celebrate our students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	72
Grade 2	92
Grade 3	87
Grade 4	94
Grade 5	117
Total Enrollment	578

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
American Indian or Alaska Native	0.2
Asian	5
Black or African American	10.9
Filipino	0.9
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.5
White	3.8
English Learners	16.3
Foster Youth	1.7
Homeless	1.6
Socioeconomically Disadvantaged	87.5
Students with Disabilities	15.6

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)	27.60	96.17	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)	0.00	0.00	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.48	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.35	65.10	6.72	18854.30	6.86
Total Teaching Positions	28.70	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)	26.60	95.96	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.60	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	0.43	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	27.70	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)	25.60	95.81	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.74	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	0.45	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	26.70	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	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	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	1.00	0.00	0
Local Assignment Options	0.00	0.10	0.1
Total Out-of-Field Teachers	1.00	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)	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 adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including English Learners has a State-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

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

School Facility Conditions and Planned Improvements

School and staff work hard to keep the campus clean and safe. All school facilities are in good repair, and a litter/graffiti-free environment is emphasized to students and staff. None of the eight emergency facilities needs specified in Education Code Section 17592.72 exist.

Below is more specific information on the condition of our school and the efforts made to continue ensure that students are provided with a clean safe and functional learning environment.

Age of School/Buildings:
Built in 1956, Lugonia Elementary school has 25 permanent classrooms. Since that time, there have been many changes including the addition of 8 relocatable classrooms have been made to the original school to accommodate more students and to beautify the campus.

Maintenance and Repairs:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. 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. The District maintenance staff has indicated 100% of all toilets on school grounds are in working order during their last inspection done on November, 2021.

Cleaning process and Schedule:
School site custodians clean bathrooms and preschool classrooms daily. Kinder through grade 5 classrooms are cleaned on an odd/even schedule (with trash emptied daily). The school district provides a grounds crew who work at Lugonia on a rotating schedule.

Modernization Projects:
During the school year 2004-2005, local bond funds from Measure K were used at Lugonia. The appearance of our school has been enhanced by painting, additional landscaping, new playground equipment and a new shade structure. The classrooms, library, computer lab, and multipurpose room were freshly painted, new carpeting was installed, and classrooms received new white boards and additional bulletin board space. The entire school's computer/internet access has been updated with multiple access points for computers installed in each classroom. In addition, a new VoIP telephone system was installed. The new system provides a PA system for the school and a telephone with voice mail for all staff. In 2008-2009, Measure J Funds were used at Lugonia to provide additional fencing, security cameras, and parking lot improvements. In 2018-2019 the entire school received new carpeting as well as new flooring in the cafeteria. The entire school's computer/internet access was also updated through enhanced wireless access points and the the lighting on campus was updated. At the end of the 2020-2021 school year, new construction commenced on Lugonia's innovation lab, library and new classrooms with a completion date designated for January 2022. At the start of the 2022-23 school year, construction projects were completed and Lugonia acquired four new portable classrooms and a remodeled Innovation Lab.

Year and month of the most recent FIT report	July 2024
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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			

School Facility Conditions and Planned Improvements

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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.

2024 School Accountability Report Card

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Lugonia Elementary School

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)	26	24	50	50	46	47
Mathematics (grades 3-8 and 11)	14	13	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	301	293	97.34	2.66	24.23
Female	149	146	97.99	2.01	22.60
Male	152	147	96.71	3.29	25.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	35	97.22	2.78	11.43
Filipino	--	--	--	--	--
Hispanic or Latino	225	218	96.89	3.11	21.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00

White	14	14	100.00	0.00	50.00
English Learners	52	48	92.31	7.69	2.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	258	97.73	2.27	21.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	9.62

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	301	297	98.67	1.33	13.13
Female	149	148	99.33	0.67	5.41
Male	152	149	98.03	1.97	20.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	35	97.22	2.78	2.86
Filipino	--	--	--	--	--
Hispanic or Latino	225	222	98.67	1.33	10.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00
White	14	14	100.00	0.00	21.43
English Learners	52	52	100.00	0.00	5.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	264	260	98.48	1.52	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	7.69

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)	24.49	18.26	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	116	115	99.14	0.86	18.26
Female	56	56	100.00	0.00	14.29
Male	60	59	98.33	1.67	22.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	86	86	100.00	0.00	16.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	103	99.04	0.96	15.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	5.56

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%	98%	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
Lugonia Elementary School encourages parents to be involved in their child's education by volunteering in classrooms, joining the PTA, serving as a member on our School Site Council, and/or English Language Advisory Committee. Various parenting classes are offered through Building a Generation. With the support of our PTA, we offer family events that include Back to School Night, Lugonia's Fall Festival, Family Math and Reading nights. Together, parents and teachers help make a difference in the lives of our children.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	647	627	243	38.8
Female	334	324	118	36.4
Male	313	303	125	41.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	6	20.7
Black or African American	68	67	33	49.3
Filipino	--	--	--	--
Hispanic or Latino	478	466	179	38.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	31	14	45.2
White	27	23	8	34.8
English Learners	111	111	35	31.5
Foster Youth	12	12	7	58.3
Homeless	39	38	23	60.5
Socioeconomically Disadvantaged	579	564	232	41.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	115	57	49.6

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
2.52	2.96	4.64	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	4.64	0.00
Female	1.50	0.00
Male	7.99	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	8.82	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	11.11	0.00
English Learners	4.50	0.00
Foster Youth	0.00	0.00
Homeless	5.13	0.00
Socioeconomically Disadvantaged	4.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.02	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

Lugonia Elementary School evaluates its school climate using data from School Safety Committee meetings, ELAC meetings, SSC meetings, Leadership Team input, and suspension/expulsion reports. Each March, the school adopts a Disaster Preparedness Plan tailored to its current safety needs. The plan outlines detailed disaster response procedures and the roles

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	19	1	4	
1	20	3	1	
2	17	5		
3	27		4	
4	25		4	
5	31		2	

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	4	3	
1	23		4	
2	23		4	
3	21		4	
4	28		4	
5	32		2	1
Other	17	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	23		3	
1	24		3	
2	23		4	
3	22		4	
4	31		3	
5	29		4	

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	578

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	
Resource Specialist (non-teaching)	
Other	3.5

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	\$12,246.03	\$3,759.76	\$8,486.27	\$80,435.10
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	0.3	-23.7
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-23.7	-19.4

Fiscal Year 2023-24 Types of Services Funded

Lugonia Elementary School uses federal and state funds to support academic achievement, ELL support, school safety, and fostering an inclusive school culture. These funds provide professional development opportunities in writing, academic support, AVID, and PBIS, among other areas.

Teachers collaborate to align curriculum with state standards, develop lessons, and enhance grading practices. Writing is a key focus for the 2024-25 school year, with efforts aimed at improving student skills and creativity. Family engagement events highlight academic standards and prepare students for college and career readiness.

Critical Needs and Goals:

- Literacy and Writing: Enhance student proficiency in reading and writing.
- Support for At-Promise Students: Regular monitoring and targeted interventions.
- Attendance: Achieve 95% average daily attendance by the end of the 2025-26 school year through proactive family support and intervention.
- Lugonia Elementary remains committed to academic excellence, student success, and strong community partnerships.
 - English language learners will make annual measurable achievement outcomes as measured by the ELPAC.

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

At Lugonia Elementary School, our professional development plan for the 2024-2025 school year focuses on key areas to support student success. These include student safety, Tier I and Tier II social-emotional interventions, AVID strategies, and English Language Development (ELD) to enhance instruction for English learners. Additionally, we emphasize small group instruction, lesson planning with a clear scope and sequence, data analysis, and consistent school-wide expectations.

For 2024-2025, we are prioritizing Tier I instructional practices in literacy and mathematics, extended after-school learning opportunities, technology in instruction, equity, and student engagement. Grade levels collaborate at least four times per month for planning purposes and data analysis.

Monthly professional development sessions cover core focus areas and offer strategies to enhance teaching. Administration, district staff, and outside writing coaches deliver additional training. On average, teachers engage in one professional development session per month on minimum days and one full day annually. Voluntary sessions are also available from school administration, math intervention teachers, and district personnel.

Classified employees receive ongoing professional development from district personnel. Campus monitors meet monthly with the assistant principal to review PBIS strategies and Tier I and Tier II interventions.

This professional development plan ensures all staff are equipped to meet diverse student needs, promote academic and social-emotional growth, and foster a positive school environment.

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	12	12

Mariposa 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	Mariposa Elementary School
Street	30800 Palo Alto Drive
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 794-8620
Principal	Laraissa Gill
Email Address	laraissa_gill@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/Domain/18
Grade Span	TK-5
County-District-School (CDS) Code	36-67843-6036545

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
<p>Mariposa Elementary School, part of the Redlands Unified School District, serves 452 Transitional Kindergarten through fifth-grade students. Home of the Monarchs, Mariposa fosters a positive environment with engaged students, committed staff, and active parent involvement through a dedicated PTA. The campus features murals, gardens, and nature trails, creating a unique learning atmosphere. Each morning begins with music from the Composer of the Trimester, inspiring a culture of learning. Mariposa's history of excellence includes recognition as a California Distinguished School and CBEE Honor Roll School, reflecting its commitment to academic and innovative programming.</p>

2024-25 School Description and Mission Statement

For the 2024-2025 school year, Mariposa’s academic programs integrate STEAM activities, engineering, and educational technology. Tools like Accelerated Reader, STAR assessments, and data-driven strategies help monitor and support student progress. Specialized services, including SAI and SLP programs, address diverse learning needs, while GATE students benefit from after-school enrichment. Social-emotional wellness is emphasized through Character Strong and schoolwide behavior expectations: Be Kind, Be Responsible, Be Safe. Positive behavior is celebrated with monthly awards and weekly recognitions, supported by tiered interventions for all students.

Mariposa thrives through strong partnerships with parents and the community. Families contribute approximately 13,000 volunteer hours annually, supporting classroom activities, library programs, and events like the Fall Festival and Book Fair. PTA fundraisers enhance school resources, and parent-led initiatives like the Garden Club and Run Club enrich student experiences. Guided by its mission to emphasize academic and social achievement, Mariposa upholds its motto, "Where Children Come First," fostering a collaborative and enriching educational environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	68
Grade 2	71
Grade 3	64
Grade 4	78
Grade 5	70
Total Enrollment	435

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.5
Asian	10.1
Black or African American	1.6
Filipino	0.5
Hispanic or Latino	31.5
Two or More Races	8.5
White	45.3
English Learners	2.8
Foster Youth	0.5
Homeless	2.3
Socioeconomically Disadvantaged	34.3
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)	21.10	87.20	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	4.13	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.41	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	2.00	8.26	65.10	6.72	18854.30	6.86
Total Teaching Positions	24.20	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	90.84	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	0.52	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	2.00	8.60	57.10	5.89	15831.90	5.67
Total Teaching Positions	23.20	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	90.43	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	0.54	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.00	8.99	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	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	0.10	0.10	0.1
Total Out-of-Field Teachers	0.10	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)	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 adopts those that meet standards defined in the State Frameworks. 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.

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

Mariposa Elementary School, built in 1965, features 26 classrooms, a library, and an Innovation Space to support a well-rounded education for our students. With an enrollment of approximately 452 students in grades TK-5, our school community takes immense pride in maintaining a welcoming and vibrant campus. Large murals throughout the school reflect our culture and values, and two large maps of the United States on the blacktop add to the engaging environment for our students. The recent Facilities Inspection Tool (FIT) report confirms that Mariposa is well-maintained and in good repair, highlighting our commitment to providing a safe and clean environment for learning.

Our dedicated custodial staff works tirelessly each day and night to ensure that the campus and classrooms remain clean and safe for students, staff, and visitors. They are supported by our "Friendly Helpers" program, where students contribute to keeping our campus litter-free. Over the years, Eagle Scout projects have further beautified the campus, demonstrating community involvement and care. The governing board of the Redlands Unified School District has adopted cleaning standards for all schools, and a summary of these standards is available in the school office, at the District Office, or on the District's website. At Mariposa, the principal collaborates daily with the custodial team to ensure that these high standards are upheld.

When maintenance or repairs are needed, the site custodians promptly notify the District's Service Center, which ensures timely attention by dispatching personnel to address any issues. This efficient process underscores the District's commitment to maintaining a safe, clean, and functional learning environment. Mariposa Elementary School continues to benefit from the combined efforts of its staff, students, and the broader community to create a campus that is not only well-maintained but also reflective of the pride we all share in our 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				
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)	68	70	50	50	46	47
Mathematics (grades 3-8 and 11)	58	66	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	217	214	98.62	1.38	69.63
Female	108	107	99.07	0.93	70.09
Male	109	107	98.17	1.83	69.16
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	58.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	66.67
White	104	104	100.00	0.00	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	47	95.92	4.08	34.04

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	215	212	98.60	1.40	65.57
Female	106	105	99.06	0.94	64.76
Male	109	107	98.17	1.83	66.36
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	66.67
White	104	104	100.00	0.00	68.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	46.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	24.44

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)	58.54	70.00	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	72	71	98.61	1.39	69.01
Female	35	35	100.00	0.00	71.43
Male	37	36	97.30	2.70	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	75.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	44.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	28.57

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	95%	89%	95%	86%	97%

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
<p>Mariposa Elementary School, a proud member of the Redlands Unified School District, offers a variety of opportunities for parents to play an active and meaningful role in our school community. Through platforms like the School Site Council, Safety Committee, and Parent Teacher Association (PTA), parents have the chance to participate in shared decision-making processes that shape the future of our school. Additionally, events such as family nights and “Coffee with the Principal” provide opportunities for families to connect and stay informed about school programs and initiatives.</p> <p>Mariposa’s classroom volunteer program thrives with enthusiastic parent involvement. Volunteers assist with tutoring, facilitate our library program, and contribute to special events like the Book Fair, Wee Share program, Fall Festival, and the PTA Reflections program. Our PTA plays a pivotal role, organizing annual fundraisers such as the Fall Festival and the spring "A-thon," which raise funds for essential school resources, assemblies, and enriching field trips. These collective efforts have historically resulted in over 13,000 volunteer hours annually, showcasing our parents' unwavering dedication to our students.</p> <p>Our school library operates nearly full-time thanks to dedicated parent volunteers, ensuring students have extensive access to reading materials and resources. Our beautiful gardens flourish under the care of the parent-led Garden Club, which meets monthly to maintain these beautiful spaces. To promote physical activity and wellness, the volunteer-led Run Club engages students twice weekly before school.</p> <p>These opportunities for involvement empower parents to contribute to a vibrant and supportive learning environment, reinforcing Mariposa Elementary School’s commitment to fostering collaboration and community spirit.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	451	65	14.4
Female	239	233	35	15.0
Male	226	218	30	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	44	1	2.3
Black or African American	14	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	147	35	23.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	38	6	15.8
White	199	199	16	8.0
English Learners	18	17	5	29.4
Foster Youth	--	--	--	--
Homeless	18	14	5	35.7
Socioeconomically Disadvantaged	180	167	41	24.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	114	28	24.6

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	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

Mariposa School utilizes data from its California Safe School Assessment, monthly Safety Inspection reports, discipline records and suspension/expulsion reports to evaluate the current status of our school. A School Safety Plan is adopted in the fall of each school year and is reflective of the school's safety needs. Our School Site Council, which consists of parents and staff

2024-25 School Safety Plan

members, reviews and updates the plan on an annual basis. Yearly, our staff reviews their roles and duties within the safety plan during the annual Great American Shake out which occurs annually in October. In addition, Mariposa holds monthly safety fire drills, quarterly earthquake drills and lockdown drills at each trimester.

The key components of Mariposa's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. A Disaster Preparedness plan is reviewed annually and drills are performed monthly. To ensure student safety before school, campus monitors, teachers, and the administrator supervise the school grounds including the bus drop-off area, cafeteria and playground. Signs are posted around campus for all visitors to check in at the front office and scan their drivers license into the Raptor system for increased safety. The campus is supervised during the day by Campus Monitors. After school, students walk to the bus loading area and a crossing guard ensures students cross the street safely. Teachers and Campus Monitors supervise the areas until all students have left the campus for home. The principal assists with supervision before and after school as needed.

Mariposa has also created a school safety committee that consists of parents, staff members, and the principal whose primary objective is to look at and discuss ways to enhance the safety of our school and create a safer place for students, staff, and visitors. During the 2024-2025 school year the School Site Council reviewed and approved the safety plan on 10/15/24; the safety plan was RUSD board approved on 10/22/24; the plan was shared and discussed with school faculty and staff on 11/14/24. Two specific goals were developed for our school to be completed by the end of this school year. These include:

Goal 1: Ensure school grounds are well maintained, ensure safe student play and contribute the overall social emotional wellness of children. With this goal in mind, the safety committee determined that the Japanese garden located on the Eastern section of the upper campus is currently a safety concern due to the overgrowth of cacti and spikey brush on the hill. Additional concerns were identified with the aging wooden seating and unkempt walking trails. To meet this goal, the hill that is adjacent to this garden has been cleared within 5 feet of the retaining wall to ensure student safety. Overgrown pine trees in this garden have been thinned out and trimmed to eliminate dead branches and reduce the excessive pine needles that gather on the ground. Completion of this goal is expected by May 2025 and will include a new design for the garden, seating for students, and updated walking trails.

Goal 2: Promote a positive school climate in which students feel safe and happy at school. The School Site Council Committee discussed student confidence in the school's ability to effectively address teasing/bullying. It was decided that our school would focus on increasing student confidence in addressing teasing/bullying. Actions steps to meet this goal include providing School Assemblies facilitated by Principal and or outside vendors to address teasing/bullying and Second Step classroom lessons taught by teachers and the elementary counselor. Funding to meet this goal is drawn from the site LCAP budget. Mariposa will conduct a student survey in the spring to gather data and determine if our action steps made a positive impact on students perceptions.

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	11	6	1	
1	19	2	1	
2	23		3	
3	23	1	2	
4	25		3	
5	24		3	
Other	10	2		

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	11	7	1	
1	25		3	
2	21	1	2	
3	25		3	
4	22		3	
5	26		3	
Other	8	2		

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	10	5	1	
1	17	2	2	
2	24		3	
3	21	1	2	
4	24		3	
5	34			1
Other	9	2		

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	435

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	1
Resource Specialist (non-teaching)	
Other	

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	\$10,560.59	\$1,532.82	\$9,027.77	\$99,211.56
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	6.4	-2.9
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-17.6	1.5

Fiscal Year 2023-24 Types of Services Funded

Mariposa Elementary School is committed to providing a high-quality education for all students. We receive funding from various sources, including general funds and categorical programs. These funds support our students through a variety of ways, including: staffing qualified teachers and support staff, providing ongoing professional development for our teachers, and

Fiscal Year 2023-24 Types of Services Funded

investing in high-quality curriculum resources and technology. As a Title 1 school, we receive additional funding to provide targeted support to students who need extra academic assistance.

Our school's Single Plan for Student Achievement (SPSA) outlines how we use these funds to meet the unique needs of our students. This plan is developed with input from teachers, parents, and our School Site Council (SSC). Key academic programs at Mariposa include: Accelerated Reader (AR), a reading program that supports students' independent reading and comprehension; tiered intervention programs for students who are struggling academically, including small group instruction, one-on-one tutoring, and specialized interventions; and comprehensive special education services, including Individualized Education Programs (IEPs) for students with disabilities.

We also prioritize support for English Learners through integrated and designated instruction to help them develop language proficiency. Our innovative Makerspace Lab fosters creativity and problem-solving skills for all students. The Mariposa staff is dedicated to providing a supportive and engaging learning environment where all students can reach their full potential.

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/csl/>.

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

Mariposa is dedicated to fostering professional growth and development for all members of our school community. The Redlands Unified School District's Educational Services Division supports this commitment by arranging professional development opportunities tailored for staff, parents, and school community members. Non-certificated staff at Mariposa benefit from specialized training through various District departments. Paraprofessionals and instructional aides receive guidance from the Special Services department, while clerical staff are trained on essential programs to enhance their effectiveness. Custodial team members participate in training provided by the Maintenance and Operations Division to ensure campus safety and cleanliness. These opportunities help every staff member contribute to a thriving school environment.

For certificated staff, professional development aligns with the California Standards for the Teaching Profession and emphasizes the implementation of Universal Design for Learning (UDL). This ongoing District-wide initiative focuses on reducing learner burnout and increasing learner agency by integrating UDL strategies into daily instruction. Teachers at Mariposa participate in an annual full day of UDL training and receive continuous support from the principal to apply these strategies effectively. Collaborative opportunities include nine half-days dedicated to professional learning, where teachers focus on data analysis, instructional strategies, and District/Site initiatives. Current efforts prioritize increasing academic rigor through technology integration and STEAM instruction, including hands-on learning in the Makerspace, in alignment with the RUSD 2025 initiative.

Professional Development

Mariposa's commitment to collaboration extends to regular grade-level meetings, staff meetings, and Leadership Team discussions, which provide additional avenues for planning and alignment. Teachers also receive tailored instructional support ranging from informal coaching to structured assistance plans. For those supporting students with special needs, consultation and training are available from District special education staff and outside agencies, such as SELPA. New teachers benefit from the District's two-year Induction Program, which pairs them with mentors to ensure successful integration into District programs and instructional practices. By investing in the growth of our staff, Mariposa builds a strong foundation for the success of every student.

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	10	5	10

McKinley 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	McKinley Elementary School
Street	645 W. Olive Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5570
Principal	Jennifer Sherman
Email Address	jennifer_sherman@redlands.k12.ca
School Website	https://www.redlandsusd.net/Domain/19
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036552

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
<p>As the principal of McKinley School, I am pleased to present this Student Accountability Report Card (SARC) that demonstrates our commitment to a quality education for all of our students.</p> <p>The staff, PTA, School Site Council, parent volunteers, and I direct all of our energies and resources to develop an educational environment where children will grow socially, emotionally, and academically. Our goal is to provide a well-rounded education for each student so that they may reach their fullest potential and become a successful, participating member of society.</p>

2024-25 School Description and Mission Statement

School Summary

McKinley Elementary School is one of seventeen elementary schools in the Redlands Unified School District. It is located on the southeast corner of Olive Avenue and Center Street in the central part of Redlands. McKinley has a current enrollment of 317 students in grades Transitional Kindergarten through fifth. Originally, an eight-classroom, multi-story, brick school opened on the current site in April, 1904. The school was named in honor of President William McKinley who visited Redlands in 1903. The present school was constructed in the same location and has been in continuous operation since 1938. A new wing of classrooms was added in 1956 and portable classrooms in 1997. McKinley School is dedicated to providing each student an opportunity to share in an educational environment conducive to creating a sense of pride, exploring his/her uniqueness and developing his/her capabilities to the fullest extent.

In addition, McKinley prescribes to the Character Counts! program and its six pillars of being trustworthy, responsible, respectful, fair, caring and demonstrating good citizenship. Through the Characters Count! program, we recognize student achievement through a positive rewards program. Students have a lanyard that they add beads and charms to throughout the school year. These charms and beads can be given by any adult staff member on campus. Once a student fills their lanyard they are recognized in the office and their picture is added to our "Wall of FAME"! School interventions have included: an Early Reading/Literacy Intervention for primary grade level students, the Accelerated Reader Program, Freckle(Math), and in school reading intervention for at-risk/struggling students. Enrollment in our intervention programs depends on the needs of our students, and prescribed accordingly based on the needs.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	45
Grade 2	54
Grade 3	53
Grade 4	46
Grade 5	50
Total Enrollment	320

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
Asian	4.7
Black or African American	11.6
Filipino	0.6
Hispanic or Latino	57.2
Two or More Races	5.6
White	19.1
English Learners	8.1
Foster Youth	0.9
Homeless	2.2
Socioeconomically Disadvantaged	71.6
Students with Disabilities	9.7

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)	18.00	100.00	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)	0.00	0.00	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	0.00	0.00	65.10	6.72	18854.30	6.86
Total Teaching Positions	18.00	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)	18.60	94.33	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)	1.10	5.67	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	19.70	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)	16.60	93.69	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)	1.10	6.31	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	17.70	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	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	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	1.00	1
Local Assignment Options	0.00	0.10	0.1
Total Out-of-Field Teachers	0.00	1.10	1.1

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)	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 adopts those that meet standards defined in the State Frameworks. 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. All McKinley Elementary School students are provided with all state and district adopted materials. 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	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

The school maintenance team has the primary responsibility for keeping the campus and the classrooms in a clean and orderly manner. Rooms are cleaned on a regular basis in the evening or prior to the start of the next school day in order not to interrupt the education of the students. McKinley School is given a complete cleaning during periods of days that students are not on campus. (I.E. - Winter break, Spring Break, Summer Break) The district maintenance department assumes responsibility for completing improvement projects. All rooms are in excellent condition.

The school's risk management team has the responsibility for checking all areas of the campus to make sure that conditions are safe for students and staff. Representatives from the fire department and health department inspect the school on a regular basis. Any discrepancies are addressed as quickly as possible by the school.

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. When maintenance and repairs are needed, the site custodians are notified and work orders are submitted. If site custodians are not able to do the repairs, the District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our district's service center can easily track work requests to address repairs more efficiently through a work order system.

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			
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)	44	42	50	50	46	47
Mathematics (grades 3-8 and 11)	38	35	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	151	150	99.34	0.66	42.00
Female	70	69	98.57	1.43	49.28
Male	81	81	100.00	0.00	35.80
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	81	80	98.77	1.23	33.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	60.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	115	99.14	0.86	38.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

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	151	150	99.34	0.66	34.67
Female	70	69	98.57	1.43	36.23
Male	81	81	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	21	100.00	0.00	19.05
Filipino	--	--	--	--	--
Hispanic or Latino	81	80	98.77	1.23	28.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	53.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	115	99.14	0.86	26.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	6.25

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)	25.76	41.51	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	53	53	100.00	0.00	41.51
Female	26	26	100.00	0.00	50.00
Male	27	27	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	37.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	100%	100%	100%	100%	96%

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
We encourage all parents to become active volunteers at our school. Parents are encouraged to access the school website in order to fulfill the necessary requirements to become a Redlands Unified School District-approved school volunteer. We also encourage all parents to become active members of the McKinley PTA, ELAC, SSC, and McKinley Safety Committee. We currently have parent positions on each of these school committees. The PTA plans and organizes many activities to enhance the learning opportunities for all of our students. The McKinley School PTA also helps to facilitate community and business partnerships. Any correspondence for the PTA officers may be left with any school office staff member. Our ELAC/SSC parent groups help revise our school plan and offer input on how funding should be utilized for student interventions/programs. All parent groups are well-supported by our community.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	345	337	47	13.9
Female	174	171	22	12.9
Male	171	166	25	15.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	1	6.7
Black or African American	40	39	2	5.1
Filipino	--	--	--	--
Hispanic or Latino	195	190	36	18.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	2	8.7
White	65	63	6	9.5
English Learners	28	28	6	21.4
Foster Youth	--	--	--	--
Homeless	15	13	6	46.2
Socioeconomically Disadvantaged	249	244	42	17.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	46	6	13.0

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
3.43	1.61	0.58	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	0.58	0.00
Female	0.00	0.00
Male	1.17	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	2.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.54	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.96	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

A Comprehensive School Safety Plan has been adopted during this current school year and is reflective of the school's safety needs. The current school safety plan was updated as of October 2, 2024 and reviewed with staff on October 15th. The adopted date of this plan is October 24, 2024. The key components of McKinley's Safe School Plan include a description of

2024-25 School Safety Plan

school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The services of a Redlands Police Department School Resource Officer is available to provide counseling, education, and law enforcement support for students.

To ensure student safety before school: teachers, ancillary staff, and administrators supervise the school grounds and Entry Gates. During the school day, all entry/exit gates are locked. All visitors must enter through the school office and gain clearance through the Raptor system and office personnel. In addition, we have Campus Monitors who supervise the cafeteria and playgrounds during lunches and recess. Additionally, a crossing guard ensures students cross the street at the corner of Olive Ave. and Center St. safely before and after school. At dismissal, the gates are also monitored by school employees. The McKinley School safety committee helps guide and propose new suggestions for ensuring improved safety on campus. Parents are encouraged to provide any suggestions to the Safety Committee by way of the office or their child's teacher.

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	18	1	2	
1	18	3		
2	17	3		
3	28		2	
4	28		2	
5	28		2	
Other	16	2		

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	20	1	2	
1	17	3		
2	18	3		
3	23		2	
4	29		2	
5	30		2	
Other	12	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	24		2	
1	15	3		
2	27		2	
3	27		2	
4	23		2	
5	25		2	

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	320

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	1
Resource Specialist (non-teaching)	
Other	

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	\$13,670.95	\$3,436.59	\$10,234.36	\$99,106.19
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	18.9	-3.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-5.1	1.4

Fiscal Year 2023-24 Types of Services Funded

McKinley School is fortunate to have a highly dedicated and professional staff. Teachers at McKinley School believe that all students can learn irrespective of ethnic, cultural, linguistic, or socio-economic background. In order to address the educational needs of an ever-changing, diverse student population, the staff at McKinley follows a state and district-adopted curriculum and scope and sequence, which will nurture the intellectual, physical, emotional, and moral attributes of each child.

Students at McKinley School have access to a number of different programs. The Accelerated Reader Program allows us to identify the instructional as well as the independent reading level of each of our students. This program helps teachers and students monitor their reading comprehension when reading non-fiction and fiction books. McKinley School has also funded an extra Reading Intervention teacher to work with students in small groups. These small groups are targeted toward the specific reading skills that students need to improve their learning. These groups are kept very small and have no more than 4 students working with the teacher at a time. Students will improve their academic abilities through a variety of teaching strategies and programs such as the Journeys curriculum, Accelerated Reader, Freckle Math, STAR Reading & Math, STAR Early Literacy, and PebbleGo.

Fiscal Year 2023-24 Types of Services Funded

Technology continues to be a focus at McKinley School. The use of computers in the classrooms provides students with the opportunity to receive computer-assisted instruction throughout the curriculum. All students have a district-issued laptop and can access the internet while in the classroom. All teachers have a district-issued computer, document camera, and a projector and/or Newline board which can be used to project video streaming clips or other integrated technology. All McKinley students use elements of Google Classroom.

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

McKinley teachers regularly engage in professional development sessions at the school site and district level. Each year one full day and five partial days are dedicated to professional development on-site. This school year topics included: Reading strategies, classroom management, Scope and sequence analysis, intervention, and data analysis. McKinley School adopted "AVID Elementary" as a site-based initiative in the 2019-2020 school year. At the end of this school year more staff will be trained at the summer institute for AVID.

Select grade levels at McKinley School have also implemented Technology Innovation programs in their classes. 1st grade is beginning the "Kodable" program as well as "Ozobots". Third grade and fourth grade is continuing with the Lego WeDo and DASH robots curriculum. Fourth grade and Fifth Grade are beginning the DASH robot program with the 24-25 school year. These teachers are continuing their training with District TOAs as these programs progress.

All district and school training is aligned with California Standards for the Teaching Profession, Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, STEAM/innovation, or other pertinent policies and topics. In addition to staff development days mentioned above, weekly after-school meetings are used to analyze student data, collaborate on grade-level goals, conduct staff meetings, or host presentations by district personnel.

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	6	6	6

Mentone 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	Mentone Elementary School
Street	1320 Crafton Avenue
City, State, Zip	Mentone, CA 92359
Phone Number	909-794-8610
Principal	Mollee O'Day
Email Address	mollee_oday@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/mentone
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036560

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
<p>We the educators, community members, parents, and staff are committed to providing students with the best opportunity to develop their fullest academic, social, and emotional potential, by teaching them to communicate, problem-solve, think creatively, and respect themselves and others, so they can become productive, positive, contributing members to society.</p> <p>Mentone Elementary School is one of 16 elementary schools in the Redlands Unified School District and serves over 400 students on a traditional school schedule. The school was built in 1949. The cafeteria was added in 1957. The facility has 29 classrooms, an administration building, an innovation lab, a multi-purpose room, and a library.</p>

2024-25 School Description and Mission Statement

The surrounding neighborhood consists of small and medium-sized single-family homes, mobile homes, and two large apartment complexes. Housing and cultural patterns reflect low-middle socioeconomic conditions; some single-family residences house multiple families. Currently, there are approximately 63 identified English Language Learners enrolled at Mentone School.

There are 15 regular classroom teachers, 1.5 Special Education teacher (SAI), 1 expanded learning program specialist, 6 expanded learning teachers, one, one-on-one Special Ed. Paraprofessional to support our 1:1 student, a Healthy Start clerk a school/attendance clerk, an office manager, two cafeteria workers, three custodians, two full-time counselors, a part-time assistant principal, and one full-time principal. The District also provides a school psychologist and speech pathologist one day per week. 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.

The student population is comprised of approximately 21% White, 69% Hispanic, 2% African-American, 5% Other. Approximately 83% of our students receive free or reduced lunch. We are one of the schools in our district that receives 100% free or reduced lunch for all students.

Mentone Elementary School was designated a California Distinguished School in May 2014 and earned Title I Achieving Schools Awards in 2006, 2007, and 2013. During the years 2011 - 2013, the school had improved its API growth. In the years 2013 and 2014 our school received an Honor Roll award by the California Business for Educational Excellence. In 2017-18, students met & exceeded at 50% in ELA and 41% in Math in our state assessment. During the 2019-20 Mentone Elementary School participated in AVID 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 needs, and AVID strategies to create a college and career culture. Additionally, we will continue to focus on engaging our families through coffee with the principal monthly meetings, ELAC, SSC, PTA events, and coffee with the counselor parent meetings.

Instruction is provided by highly qualified teachers and para-professionals.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	61
Grade 2	63
Grade 3	65
Grade 4	61
Grade 5	94
Total Enrollment	429

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	2.6
Filipino	0.7
Hispanic or Latino	69.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	3.7
White	21.2
English Learners	11
Foster Youth	0.7
Homeless	3.7
Socioeconomically Disadvantaged	81.4
Students with Disabilities	14.9

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)	21.40	99.54	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)	0.00	0.00	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	0.46	65.10	6.72	18854.30	6.86
Total Teaching Positions	21.50	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)	19.10	99.32	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	0.62	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	19.20	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	89.48	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	0.59	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.00	9.88	53.70	5.50	14303.80	5.15
Total Teaching Positions	20.20	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	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	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)	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)	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 adopts those that meet standards defined in the State Frameworks. 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. All Mentone Elementary School students are provided with all state and district adopted materials. 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	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

Mentone School was built in 1949. The facility consists of fifteen permanent classrooms and 15 relocatable classrooms. The office complex has room for three secretaries, a health office, conference room, restrooms and the principal's office. It also has a multipurpose building that serves as a cafeteria, kitchen, and teachers' lounge. Modernization was completed in 2005 with the installation of air conditioning and new lighting, refurbished restrooms, new windows and carpeting.

We also have a baseball field that is maintained by our district and community little league and is used extensively by the students and the community.

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. 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
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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			
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)	37	41	50	50	46	47
Mathematics (grades 3-8 and 11)	31	27	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	222	221	99.55	0.45	40.72
Female	120	120	100.00	0.00	47.50
Male	102	101	99.02	0.98	32.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	35.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	69.23
White	49	49	100.00	0.00	51.02
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	0.56	34.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	17.07

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	222	221	99.55	0.45	27.15
Female	120	120	100.00	0.00	22.50
Male	102	101	99.02	0.98	32.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	25.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	49	49	100.00	0.00	32.65
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	0.56	23.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	14.63

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)	32.79	25.00	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	97	96	98.97	1.03	25.00
Female	50	50	100.00	0.00	24.00
Male	47	46	97.87	2.13	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39	1.61	22.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	34.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	75	98.68	1.32	18.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

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	98%	99%	100%	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
Mentone Elementary School has an active Parent-Teacher Association. The P.T.A. organizes and oversees family events and activities throughout the school year. These are Math Night, Movie Night, Literacy Night, Game Night, Book Fairs, 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/mentone), Facebook Mentone Elementary Page, Instagram and Twitter (@mentoneRUSD) keeps parents informed and up to date with opportunities and events. We also have Coffee with the Principal, Counselor, School Site Council, GATE, 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	459	454	70	15.4
Female	225	223	32	14.3
Male	234	231	38	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	13	1	7.7
Filipino	--	--	--	--
Hispanic or Latino	315	313	51	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	4	20.0
White	94	92	10	10.9
English Learners	53	52	5	9.6
Foster Youth	--	--	--	--
Homeless	17	17	4	23.5
Socioeconomically Disadvantaged	378	374	65	17.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	93	15	16.1

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
0.86	0.65	0.44	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	0.44	0.00
Female	0.44	0.00
Male	0.43	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	0.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.06	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

Mentone Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted each school year and is reflective of the school's safety needs. The key components of Mentone's Safe School Plan include a description of school discipline policies and

2024-25 School Safety Plan

procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. We also have a School Safe Plan Committee that involves parents and staff that meets three times per year. The School Safe Plan Committee approved our plan in September 2024. To ensure student safety before school, 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 and multipurpose room. 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 off and drop off area. Teachers, campus monitors, and administration supervise the areas until all students have left the campus for home. The Safe School Plan was updated with the School Safety Committee in May 2024, and September 2024. The plan was reviewed with staff and SSC in September of 2024. The School Safety Plan was approved by the Redlands Board of Education in October 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	21	1	3	
1	21		3	
2	20	1	2	
3	30		3	
4	22		3	
5	24		3	

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	16	3	2	
1	22		3	
2	21		3	
3	20	3		
4	32		3	
5	33		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	24		2	
1	20	2	1	
2	21	1	2	
3	22		3	
4	31		2	
5	31		3	

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	429

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	
Resource Specialist (non-teaching)	
Other	

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	\$13,045.71	\$3,988.83	\$9,056.88	\$78,156.89
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	6.8	-26.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-17.3	-22.3

Fiscal Year 2023-24 Types of Services Funded

Mentone Elementary School received a total of \$97,101.00 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 Mentone 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

Fiscal Year 2023-24 Types of Services Funded

technology skills. Opportunities exist to attend workshops and conferences for the purpose of acquiring new teaching methods and techniques which are shared on-site to help support our school goals. School-wide teaching strategies in language arts, writing, and math have and are being implemented, including and Thinking Maps. During 2018-19, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024, Mentone Elementary School participated in AVID 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 coffee with the principal monthly meetings, PTA events, and coffee with the counselor parent meetings.

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.

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
- High Impact AVID Instructional Strategies

Three Year Student Objectives

- 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
- Increase the use of instructional technology
- Continue to promote college and career awareness

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. Mentone Elementary has minimum days weekly for 29 weeks of the school year, which are set aside to support improvement in instruction. The Leadership Teamwork with the administration to plan the agendas for the PLCs. The certificated staff was trained on Thinking Maps, writing strategies, designated ELD, Rigor, standards, and AVID, and continues to receive demo lessons from our TOA in Math. Mentone staff also attend District training for core curriculum and safety, as required by Redlands USD. Professional Development for PBIS and high-impact AVID instructional strategies are provided during our weekly PDs and weekly minimum days. Teachers also attend AVID, and participate in Rigor and Standards PD, and PBIS PDs provided by the county.

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

Professional Development

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

Mission 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	Mission Elementary School
Street	10568 California St.
City, State, Zip	Redlands, CA 92373
Phone Number	909-307-2480
Principal	Minerva Castorena
Email Address	minerva_castorena@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/mission
Grade Span	K-5
County-District-School (CDS) Code	36-67843-0123851

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
<p>School Vision Statement</p> <p>The Parents, Teachers, Administrator, and Support Staff of Mission Elementary School support the vision for Redlands 2025 and will focus on the five key areas:</p> <ul style="list-style-type: none"> E - Enhanced Learning Through Innovation X - Excellence in Academics C - Collaborative Community and Parent Partnerships E - Equality through Equity

2024-25 School Description and Mission Statement

L - Learning Environments are Safe and Secure

School Mission Statement

The Mission Elementary Community will provide a curriculum aligned to Common Core State Standards through challenging and meaningful learning opportunities for our diverse student population. Hence, they achieve grade-level academic standards, are college- and career-ready, and become lifelong learners.

Mission is one of 16 elementary schools in the Redlands Unified School District and serves just about 600 students on a traditional school schedule and went school-wide Title 1 in the 2024-2025 school year. This process may be described in the 2024-2025 SPSA.

Mission Elementary School was "revitalized" in 2011 after nearly two decades of being closed as an elementary school. The school opened around 1851 as a one-room schoolhouse to serve the local students whose parents provided the labor force for constructing the Zanja, or watering canal, that irrigated the local orange groves. A second school was built in 1881, with a third being constructed in 1904. The current campus has four buildings containing 26 classrooms, a library, and a large multipurpose room. The larger two structures were built in 1937 as a "WPA" project and were the Mission School to replace the 1904 facility. Our second building was constructed in the early 1970s as an orthopedically handicapped facility known as the Heisner Center. A third building contains two classrooms and sits parallel to the outdoor jogging track. Eventually, the two facilities were merged to become Mission Elementary School. The fourth installation of 6 classrooms was completed in the 2021-2022 school year.

Mission Elementary is proud to be a No Excuses University school, founded on the belief that every student deserves the opportunity to receive an education that prepares them for college. We are committed to instilling this college-ready mindset from the earliest stages of education, beginning in Transitional Kindergarten. This philosophy drives our focus on creating an environment where every student can achieve academic success without limits. By employing equitable teaching practices, we ensure that all students are equipped to pursue higher education, should they choose to do so. While we acknowledge the challenges our students may face, we remain steadfast in our mission to guide them toward success without excuses.

Our motto, Building Better Futures... No Excuses, reflects the values we live by each day at Mission Elementary. We foster a vibrant, engaging community of educators and learners where high expectations are set for all. Every student, without exception, is expected to attain proficiency in reading, language arts, and math.

We cultivate a culture of universal achievement by prioritizing collaboration within our school community. Together, we focus on aligning standards, assessing student progress, and analyzing data to inform instruction. This systematic approach enables us to deliver targeted interventions that address the needs of every learner—whether through remediation or opportunities for acceleration. At Mission Elementary, we are united in our commitment to preparing every student for a successful future.

Approximately 70% of the students qualify for and receive Free and Reduced Lunch.

Highly qualified teachers provide instruction.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	131
Grade 1	79
Grade 2	86
Grade 3	89
Grade 4	94
Grade 5	94
Total Enrollment	573

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.2
Asian	8.9
Black or African American	9.4
Filipino	3.7
Hispanic or Latino	58.6
Two or More Races	5.2
White	12.9
English Learners	11.5
Foster Youth	1
Homeless	2.1
Socioeconomically Disadvantaged	69.8
Students with Disabilities	13.8

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)	26.60	99.63	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)	0.00	0.00	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	0.37	65.10	6.72	18854.30	6.86
Total Teaching Positions	26.70	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)	24.60	99.47	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)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.48	57.10	5.89	15831.90	5.67
Total Teaching Positions	24.70	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)	24.60	99.47	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)	0.00	0.00	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.10	0.48	53.70	5.50	14303.80	5.15
Total Teaching Positions	24.70	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	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	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	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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)	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 adopts those that meet standards defined in the State Frameworks. 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. All Mentone Elementary School students are provided with all state and district adopted materials. 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	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

Mission Elementary School underwent a total revitalization, which was completed in August, 2011. This includes a facility with 20 classrooms, a cafeteria/multipurpose room, a library, and complete athletic field and playground structure. The buildings remain in good condition although interior/exterior paint will need some refreshing in the future. Summer, 2018 two new modular classrooms were added due to our increased student enrollment, and summer of 2021, four additional modular classrooms were added. Play structures are starting to experience wear and tear and are beginning to require repairs/replacements. The rubber mat at our main play structure area was replaced with astro turf during fall of 2020 however, it is already in need of repair/replacement. Paint on outer buildings, curbs, and ground is wearing. The paint on parking lot curbs, parking lots, door clearance markings and basketball courts have been refreshed in the fall of 2020. Asphalt in parking lot and on basketball courts needs re-surfacing due to large cracks and potholes. For now, they have been patched. An electronic marquee was installation on the front of building A in the spring of 2021. In addition, we had three beautiful murals painted on two ball walls and the wall of building D. These murals depict our culture of diversity, college/career preparation, and Positive Behavior Intervention Supports. 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			
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			Ground squirrel evidence on athletic field

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)	40	40	50	50	46	47
Mathematics (grades 3-8 and 11)	35	31	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

2024 School Accountability Report Card

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Mission Elementary School

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	281	278	98.93	1.07	39.57
Female	142	140	98.59	1.41	45.71
Male	138	137	99.28	0.72	33.58
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	54.17
Black or African American	24	23	95.83	4.17	34.78
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	158	156	98.73	1.27	36.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	15.79
White	41	41	100.00	0.00	48.78
English Learners	25	23	92.00	8.00	17.39
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	206	99.52	0.48	34.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	20.00

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	281	279	99.29	0.71	30.82
Female	142	141	99.30	0.70	29.79
Male	138	137	99.28	0.72	32.12
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	58.33
Black or African American	24	23	95.83	4.17	4.35
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	158	157	99.37	0.63	26.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	5.26
White	41	41	100.00	0.00	46.34
English Learners	25	24	96.00	4.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	206	99.52	0.48	24.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	15.56

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)	28.89	36.08	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	97	97	100.00	0.00	36.08
Female	54	54	100.00	0.00	40.74
Male	43	43	100.00	0.00	30.23
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	71	100.00	0.00	29.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

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	98%	96%	98%	97%	98%

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
<p>Mission Elementary thrives through the active involvement and unwavering support of our parent community. Parent volunteers play a vital role in supporting students, families, and staff by participating in the PTA, School Site Council, ELAC, Safety Committee, volunteering for classroom assistance, field trip chaperoning, and organizing memorable events such as Latino Family Literacy Night, the Talent Show, and our annual Fall Festival.</p> <p>Parents are encouraged to engage in key school activities, including the school-wide open house, parent-teacher conferences, monthly college rallies, awards ceremonies, ELAC meetings, SSC meetings, and Mission Parent University sessions. Additionally, our school counselor hosts parent education classes to further support family engagement.</p> <p>Communication between parents and staff is a cornerstone of our community. Teachers maintain regular contact with parents through emails, phone calls, and digital platforms such as Google Classroom and ParentSquare. Families are kept informed about school and community events through multiple channels, including our school website, social media platforms (X and Instagram), and an automated communication system that delivers updates via phone calls, emails, and texts.</p> <p>At Mission Elementary, we value and celebrate the partnership between parents and our school, recognizing their essential role in fostering a supportive and thriving educational environment.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	634	614	141	23.0
Female	308	303	64	21.1
Male	325	310	77	24.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	54	54	13	24.1
Black or African American	67	65	20	30.8
Filipino	25	24	5	20.8
Hispanic or Latino	366	353	83	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	31	8	25.8
White	83	80	10	12.5
English Learners	76	74	17	23.0
Foster Youth	--	--	--	--
Homeless	14	14	5	35.7
Socioeconomically Disadvantaged	458	445	120	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	109	106	18	17.0

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
0.47	2.46	1.42	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	1.42	0.00
Female	0.00	0.00
Male	2.77	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	2.99	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.20	0.00
English Learners	1.32	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.67	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 Mission Elementary School Safety Plan is collaboratively developed each year by the School Safety Committee and staff to address the unique safety needs of our school community. Utilizing data from the California Safe School Assessment and suspension/expulsion reports, the plan evaluates the current status of school safety and student discipline process.

Key components of the Safe School Plan include detailed descriptions of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting protocols, dangerous pupil notifications, and disaster response procedures.

School Safety Measures

To ensure student safety:

Before School: 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 are locked, and signage directs all visitors to report to the administration office. Visitors are required to obtain a visitor's pass before accessing the campus.

After School: Staff and administration are stationed at the main parking pick-up area and bus loading zone, supervising until all students have left the campus.

The Raptor Visitor Management System further enhances campus security by requiring all visitors to scan their ID for clearance. This year, the Raptor system has been extended to teacher laptops, allowing faculty to support drills, lockdowns, and quickly report safety concerns.

Emergency Preparedness

Mission Elementary conducts regular safety drills to prepare for various emergencies:

Monthly Fire Drills: Ensuring readiness for fire-related incidents.

Biannual Earthquake Drills: Promoting student and staff preparedness for seismic events.

Lockdown Drills: Including Safe and Secure, Lockdown, and Critical Alert Lockdown scenarios.

These comprehensive measures reflect our unwavering commitment to providing a secure and safe learning environment for all students and staff.

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	20	3	2	
1	29		4	
2	21	1	3	
3	23		4	
4	29		3	
5	27		3	

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	6	2	
1	21	1	3	
2	26		4	
3	24		4	
4	35			3
5	29		3	

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	25		4	
1	26		3	
2	22		4	
3	22		4	
4	31		3	
5	31		3	
Other	9	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	286.5

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	\$10,425.42	\$2,259.74	\$8,165.69	\$90,122.23
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-3.6	-12.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-27.5	-8.1

Fiscal Year 2023-24 Types of Services Funded

Extended Learning Opportunities Program (ELOP)

Mission Elementary participates in the Redlands Extended Learning Opportunities Program (ELOP), which funds six dedicated ELOP teachers specializing in Math and Reading. These educators provide daily in-class support during Student Support Time to accelerate student learning. Additionally, they offer after-school enrichment opportunities, focusing on STEAM (Science,

Fiscal Year 2023-24 Types of Services Funded

Technology, Engineering, Arts, and Mathematics) activities to further enhance students' educational experiences.

Special Education Services

Mission Elementary provides a comprehensive range of special education services tailored to students' individual needs and eligibility criteria. These services are determined by IEP (Individualized Education Program) teams and delivered by professionals holding appropriate credentials, certifications, and degrees.

To further support students, Mission allocates LCAP (Local Control and Accountability Plan) funding to extend the work hours of two SAI (Specialized Academic Instruction) paraprofessionals by one hour each. This ensures additional behavioral and academic support is available before and after school for students who need it.

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

Mission teachers regularly engage in professional development sessions at the school site and district level. This year's focus on professional development has been Building Thinking Classrooms, Math, data analyses, interventions such as small groups, and NGSS. Training and information sharing occur at Collaboration/Training approximately every month; these trainings are led by administration, staff, and district personnel. Additionally, at least nine minimum days throughout the school year are dedicated to professional development. These professional development opportunities have focused on supporting equity, Tier 2-3 Behaviors, DigitalCitizenship, district benchmarks, STAR data analysis, and Title IX and Compliance Training.

The Redlands Unified School District administration evaluates permanent teachers every other year or every five years, depending on the evaluation process. Probationary teachers are evaluated for two consecutive years and, if made permanent, every other year subsequent to their probationary period. The evaluation process allows administrators to assist teachers in improving or enhancing 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 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

Professional Development

with the administration to review the progress toward goals and address the teachers' needs. 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.

The Progress Adviser tool, where administrators can log observations in order to support student and teacher better needs in the classroom, is also being implemented this year. Teachers receive instant feedback on informal observation regularly.

The school has a 2-day (full school days) Professional Development course/meeting for teachers and staff to attend. This course is scheduled on two different school days during the fall, and the various grade-level teachers and staff attend during different two days.

The school has 90-minute (partial-day) Professional Development courses/meetings for teachers and staff to attend. This course is scheduled during multiple 90-minute intervals during twenty-seven separate school days, and the various grade-level teachers and staff attend

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	6.5	29

Smiley 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	Smiley Elementary School
Street	1210 West Cypress Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5580
Principal	Danita Slaughter
Email Address	danita_slaughter@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/smiley
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036586

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
<p>Smiley Elementary School is dedicated to providing a safe, nurturing environment, which is intellectually challenging yet stimulating and includes opportunities for students to develop their sense of responsibility, independence and a love for learning. As part of the Redlands Unified School District, Smiley Elementary School will support students towards the RUSD Vision. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become leaders in the 21st century.</p> <p>The vision for Redlands 2025 will focus on five key areas:</p>

2024-25 School Description and Mission Statement

- 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

Located in the Redlands Unified School District, Smiley Elementary School continues to enjoy a tradition of excellence. Named after Alfred and Albert Smiley, philanthropists who contributed to various community projects and helped create the city's public library, the campus was constructed over a ten-year period starting in 1954.

Smiley Elementary School is on a traditional schedule serving approximately 640 students in Transitional Kindergarten through 5th grades. The student body is made up of an ethnically-diverse population that celebrates varied cultural heritages and embraces 15 home languages. Although Smiley Elementary School is located in a middle class neighborhood, approximately one-half (49%) lives in poverty and receives free/reduced lunch. Walking the playground is all that is required to feel the Responsible, Respectful and Safe atmosphere that is continuing to develop at Smiley Elementary School.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	80
Grade 2	95
Grade 3	120
Grade 4	101
Grade 5	108
Total Enrollment	628

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.5
Asian	7
Black or African American	7
Filipino	2.5
Hispanic or Latino	50.6
Native Hawaiian or Pacific Islander	1
Two or More Races	5.3
White	24.8
English Learners	11
Foster Youth	0.6
Homeless	1.3
Socioeconomically Disadvantaged	58.6
Students with Disabilities	17.5

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)	23.60	88.27	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)	0.10	0.52	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.74	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	2.00	7.47	65.10	6.72	18854.30	6.86
Total Teaching Positions	26.70	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)	22.20	91.75	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)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	2.00	8.25	57.10	5.89	15831.90	5.67
Total Teaching Positions	24.20	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)	21.20	87.62	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	4.13	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.00	8.25	53.70	5.50	14303.80	5.15
Total Teaching Positions	24.20	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	1
Misassignments	0.10	0.00	0
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	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

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)	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 adopts those that meet standards defined in the State Frameworks. 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. In the past, textbooks were selected and purchased on a seven-year cycle, rotating by content area. Current state budget funding has led the District to modify the cycle with the most recent adoption being a kindergarten through fifth grade Science program in 2023. Copies of student books are available at the Instructional Resource Center for parent review. Program candidates feature a variety of instructional materials and technology to enhance the instructional program for our students and are aligned with State Grade Level Standards. All Smiley Elementary students are provided with all state and district adopted materials in their classrooms, and receive instruction in the core curriculum.

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

The oldest portion of Smiley School includes the office wing and rooms one through ten which were built in 1952. As the school population continued to grow, four more wings were added in the 1960s. Smiley School currently has thirty-one classrooms, a multipurpose room, and school library.

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. The school facilities are inspected monthly, and needed repairs are either done by the custodians or are submitted to the District via work orders. Monthly Inspection Reports are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students in a clean and safe environment.

Maintenance and Repairs:
When maintenance and repairs are needed, the site custodians are notified and work or repairs are made, if possible. District maintenance staff ensures that larger or more complicated repairs necessary to keep the school in good repair and working order, are completed in a timely manner. A work order process is used to ensure good communication, efficient service and that emergency repairs are given the highest priority.

The site Principal has inspected the school prior to the opening to students and has indicated 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule:
School site custodians clean each classroom daily and the school district provides a grounds crew who work at Smiley Elementary on a rotating basis.

Year and month of the most recent FIT report	July 2024
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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 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)	58	53	50	50	46	47
Mathematics (grades 3-8 and 11)	53	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	320	312	97.50	2.50	53.21
Female	157	151	96.18	3.82	56.29
Male	163	161	98.77	1.23	50.31
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	75.00
Black or African American	24	24	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	165	163	98.79	1.21	47.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	33.33
White	81	78	96.30	3.70	58.97
English Learners	28	27	96.43	3.57	37.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	199	97.07	2.93	41.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	60	96.77	3.23	21.67

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	320	313	97.81	2.19	47.28
Female	157	152	96.82	3.18	40.79
Male	163	161	98.77	1.23	53.42
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	75.00
Black or African American	24	24	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	165	163	98.79	1.21	36.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	25.00
White	81	78	96.30	3.70	61.54
English Learners	28	27	96.43	3.57	22.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	199	97.07	2.93	33.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	60	96.77	3.23	11.67

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)	45.24	45.92	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	105	102	97.14	2.86	44.12
Female	60	59	98.33	1.67	40.68
Male	45	43	95.56	4.44	48.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	32	94.12	5.88	62.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	67	95.71	4.29	28.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.50

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	97%	98%	99%	98%	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
<p>Smiley is fortunate to have a very dedicated group of parents, grandparents, friends and community members who volunteer regularly. Volunteers can be found in classrooms helping teachers and students with a variety of tasks. As an example, our Scholastic Reading Program is implemented in kindergarten through 5th grade and requires volunteers to read individually with each student five days per week.</p> <p>Our PTA has been extremely supportive of our volunteer programs and has two coordinators who assist the staff with volunteers. They continue to take on the task of providing classroom volunteers who assist as instructional docents for our Arts Attack program, etc. The PTA also sponsors the following programs that require much parent involvement to be successful: Running Club, Smiley Campout, Family Nights, Class Parties, and Field Trips.</p> <p>Parents also participate on the School Site Council, English Language Advisory Committee as well as on site and district level committees. Parents have the opportunity to attend their scholars awards assemblies and field trips. Smiley is also fortunate to have former alumni return during their breaks to assist in the primary classrooms. Smiley continues to be recognized as having above average volunteer hours for the RUSD.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	670	659	168	25.5
Female	316	312	72	23.1
Male	354	347	96	27.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	49	13	26.5
Black or African American	51	49	13	26.5
Filipino	16	16	4	25.0
Hispanic or Latino	342	336	102	30.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	10	30.3
White	157	157	19	12.1
English Learners	73	72	24	33.3
Foster Youth	--	--	--	--
Homeless	22	22	6	27.3
Socioeconomically Disadvantaged	442	434	142	32.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	138	137	51	37.2

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
0.31	1.07	2.09	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	2.09	0.00
Female	0.00	0.00
Male	3.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.00	0.00
Black or African American	1.96	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.06	0.00
White	1.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.35	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

Smiley Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime and safety. A Safe School Plan is updated and adopted each school year and is reflective of the school's safety needs.

2024-25 School Safety Plan

The key components of Smiley's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The Safety Plan is continuously revised with updated information and training and under the direction of the District.

The Redlands Police Department is available to provide truancy support, counseling, education, and law enforcement activities for students as well as for parent informational workshops.

School Safety:

To ensure student safety before school, campus monitors, teachers and administrators supervise the school grounds including the bus drop-off area, loading zones, cafeteria and playground. During the school day all entrance areas to the school are locked with the exception of the office. All persons desiring entry must enter the office and be screened through the Raptor system. All adults on campus must have an employee badge or an official visitors sticker visible at all times. 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. The Comprehensive Safety Plan was presented in September of 2024 for approval.

Before school, only students are allowed access to the school grounds. Any parent or visitor must go through the office and be screened through the raptor system.

After school, students exit school grounds through one of the designated gates. They will walk to the bus loading area, walk home or the car pick up area. Staff supervise these areas until all students have left the campus for home.

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	15	4	2	
1	22		4	
2	22	1	3	
3	25		4	
4	27		3	
5	33		1	
Other	11	3		

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	6	1	
1	20	3	1	
2	25		4	
3	24		4	
4	34			2
5	28		3	
Other	12	3		

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	20	2	2	
1	19	4		
2	22		4	
3	26		4	
4	31		3	
5	35			3
Other	15	3		

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	628

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	1
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	9,622.48	\$1,855.61	\$7,766.86	\$79,588.57
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-8.6	-24.8
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-32.4	-20.5

Fiscal Year 2023-24 Types of Services Funded

At Smiley Elementary School the following programs are funded to enable students the opportunity to grow academically and socially:

Reading Intervention
 STEAM Tech Club
 Lunch Bunch
 Running Club
 STEAM Innovation Lab
 PBIS
 Science Olympiad

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

Staff development opportunities are made available to all teachers at Smiley Elementary and are considered a priority. Teachers participate in professional workshops that are aligned with the California Standards for the Teaching Profession. Recent staff development has been focused on the Common Core State Standards and Teaching Practices in the area of Reading, Writing, Math, and Science. Also staff development has focused on Common formative assessments, Thinking Maps, data review, writing process K-5th, and MTSS tiered systems of supports. Additional training and sharing of information occurs at Collaboration/Training approximately, each month. These trainings are led by administration, staff and district personnel over 16 partial days.

The focus of the 2024-2025 school year is instruction that engages and encourages all students' participation, integrating technology into classroom instruction continues to be a focus as well as C-STEM and NGSS cross-cutting standards which highlight innovation and creativity. We are also focusing on targeted intervention for all scholars in K-5th grade (intensive, strategic, benchmark and extension).

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	16	16	16

Victoria 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	Victoria Elementary School
Street	1505 Richardson Street
City, State, Zip	San Bernardino, CA 92408
Phone Number	(909) 478-5670
Principal	B. Estella Patel
Email Address	blanca_patel@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/victoria
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036594

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
<p>Victoria Elementary is committed to providing an equitable instructional program that effectively utilizes positive support systems to ensure all students are given equitable access to learning in order to achieve their highest academic potential. High expectations for learning, coupled with a safe, positive school environment, promotes students' social and emotional wellness and also creates an optimal learning atmosphere that supports the development of students' 21st-century skills. Students participate in science, technology, engineering, arts and math experiences. Victoria students are learning and practicing 21st-century skills such as problem-solving, critical thinking, creativity, innovation, and collaborating with peers. This innovative focus also provides Victoria students from grades third - fifth with opportunities to build novel entrepreneurial skills by marketing</p>

2024-25 School Description and Mission Statement

the products they create and design.

Heighten focus on student preparation for College and Career Readiness has led to Victoria Elementary embracing the Advancement Via Individual Determination (AVID) Program. Goals for our fifth year of program implementation include organization of instructional materials, such as organize class notes, classwork and workspace, maximizes their learning through conscious time management and structured focused note-taking across core subject areas. As a school-wide AVID focus, ongoing training and support for teachers is critical to the program's future success.

Important areas of focus for student learning are based on the 2024 CAASPP data which indicates ELA and Mathematics performance. In an effort to support student learning, reading and math intervention programs have been implemented and designed to help students identified below grade level. The instructional focus continues to hone in on building and strengthening listening, speaking and reading & writing skills.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	68
Grade 2	67
Grade 3	84
Grade 4	67
Grade 5	75
Total Enrollment	464

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.2
Asian	7.3
Black or African American	3.9
Filipino	4.3
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.3
White	3.4
English Learners	29.3
Homeless	5.6
Socioeconomically Disadvantaged	83.2
Students with Disabilities	10.3

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	97.25	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)	0.10	0.60	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	0.50	2.15	65.10	6.72	18854.30	6.86
Total Teaching Positions	23.20	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)	20.20	100.00	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)	0.00	0.00	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	20.20	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)	21.60	100.00	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)	0.00	0.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	21.60	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	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	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	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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)	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 adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators.

All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including English Learners has a standards aligned textbook or instructional materials to use in class and to take home to complete required homework assignments. All students, including English Learners, have a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

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)	No	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

School Facility Conditions and Planned Improvements

Victoria Elementary was built in 1949. Since then, there have been many changes and additions made to the original school facility to accommodate more students and to modernize the campus. There are 29 classrooms, a library/media center, Garner Holt AniMaker Space, AMS classroom and PE enrichment room. Students and staff work hard to keep the campus clean and safe. The appearance of our school was enhanced by exterior paint to all buildings on-site, new drought-resistant landscaping throughout the school, and upgraded carpet and flooring in all buildings a few years ago. All school facilities are in good working order. Well-maintained grounds that are litter and graffiti free are an ongoing priority. District and site administrators conduct regular inspections of the facility with the last one being completed in November 2021. Additionally, custodial and maintenance personnel conduct quarterly reviews of the campus as part of their Professional Learning Community. The data generated from these reviews is used by site and district staff to maintain or improve the cleanliness and functionality of the school. On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair.

Maintenance and Repairs:

The governing board has adopted cleaning standards for all schools in the Redlands Unified School District. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The site principal works daily with the custodial team to ensure Victoria School is clean and safe for students and staff. When maintenance and repairs are needed, administration and site custodians arrange for repairs. If repairs are such that they cannot be accomplished by the custodians, the District maintenance staff ensures that the needed repairs are made in a timely manner to keep the school in good working order. Also, an advanced work order process allows repairs to be prioritized and tracked by site administration. The site principal inspects the school regularly to ensure that the facility is clean, safe, and in proper working condition. Finally, after the district's most recent review, all of the school's facilities were found to be in good repair and working order. Victoria was also found to be free of any undue hazards or chemical/cleaning agents that could cause student injury.

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			
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)	34	33	50	50	46	47
Mathematics (grades 3-8 and 11)	33	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	229	221	96.51	3.49	32.58
Female	119	114	95.80	4.20	38.60
Male	110	107	97.27	2.73	26.17
American Indian or Alaska Native	0	0	0	0	0
Asian	18	15	83.33	16.67	53.33
Black or African American	13	13	100.00	0.00	23.08
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	166	161	96.99	3.01	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	35.71
White	--	--	--	--	--
English Learners	63	57	90.48	9.52	17.54
Foster Youth	0	0	0	0	0
Homeless	14	12	85.71	14.29	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	215	210	97.67	2.33	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	18.52

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	229	226	98.69	1.31	31.86
Female	119	118	99.16	0.84	29.66
Male	110	108	98.18	1.82	34.26
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	50.00
Black or African American	13	13	100.00	0.00	15.38
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	166	163	98.19	1.81	29.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	28.57
White	--	--	--	--	--
English Learners	63	62	98.41	1.59	17.74
Foster Youth	0	0	0	0	0
Homeless	14	12	85.71	14.29	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	215	213	99.07	0.93	30.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	14.81

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)	16.67	17.50	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	80	80	100.00	0.00	17.50
Female	39	39	100.00	0.00	15.38
Male	41	41	100.00	0.00	19.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	76	100.00	0.00	17.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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
<p>At Victoria Elementary School, multiple opportunities are provided for parental involvement in the organization of the school and school events. These include but are not limited to:</p> <ul style="list-style-type: none">Pastries with the PrincipalPTOSchool Site CouncilSchool Safety CommitteeEnglish Language Advisory CommitteeFamily Reading NightFamily Math NightAVID Family NightSTEAM Family NightParent Classes targeted toward helping students with academics or attendanceCourses through Redlands Adult School are availableCommunity Outdoor ScienceAttendance IncentivesSART & SARB Attendance process <p>Victoria Elementary partners with the local non-profit, Building a Generation (BAG) and the District's Family and Community Engagement (FACE). Through these partnerships, we strengthen our school community and encourage families to actively participate in their child's education.</p> <p>Building A Generation's case manager is available to assist families on a one-to-one basis for various services such as counseling, emergency housing, food and/or clothing, and utility assistance. BAG also offers parenting classes and family activities throughout the school year. To contact the Building a Generation case manager call (909) 478-5670, x62335 or via the direct line at (909) 307-2478.</p> <p>Victoria Elementary also partners with RUSD's Family and Community Engagement (FACE) program working directing with our district FACE liaisons that brings community resources directly to families.</p>

2024-25 Opportunities for Parental Involvement

Parental involvement opportunities are also available by volunteering throughout the year in various capacities, attend trainings and workshops. These include in the classroom as helpers, field trip chaperones, volunteering to work school fairs, and volunteering in our library. Parents who wish to volunteer should contact our office at (909) 478-5670 for more information and to obtain the necessary forms. Families may also keep current with activities and information about Victoria Elementary by following us on Twitter @TigerTownRUSD or visiting our school website at <https://www.redlandsusd.net/victoria>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	497	129	26.0
Female	264	256	68	26.6
Male	253	241	61	25.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	38	2	5.3
Black or African American	22	21	10	47.6
Filipino	23	23	0	0.0
Hispanic or Latino	380	370	104	28.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	10	50.0
White	22	18	1	5.6
English Learners	150	146	24	16.4
Foster Youth	--	--	--	--
Homeless	32	30	12	40.0
Socioeconomically Disadvantaged	482	465	128	27.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	67	23	34.3

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
0.82	0.4	0.58	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	0.58	0.00
Female	0.00	0.00
Male	1.19	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	4.55	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.43	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

Victoria Elementary School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current safety status. A Safe School Plan is adopted each school year and is reflective of the school's safety needs. The key components of Victoria's Safe School Plan includes a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, adult to student boundary policy, sexual harassment and bullying policies, child abuse reporting procedures, and disaster response procedures. Earthquake, fire, and lock-down drills are conducted routinely in accordance with State and District requirements. Drills are not only used to educate adults and students regarding how to respond safely to emergency situations but are also used to determine more efficient and safer methodologies to respond to emergency situations.

To ensure student safety before school, campus monitors, teachers, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and playground. All school entrances are monitored 24 hours a day via District surveillance cameras and 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. Finally, students are supervised throughout the day during all outside playtime by either campus monitors, administrators, teachers, and support staff. Victoria continues to enforce a closed campus policy. During school hours, there is a single-entry access point where all visitors are required to show identification in order to obtain access to our campus. After school, teachers, and administrators ensure the safety of students by supervising the bus loading area and parking lot which is used by parents to pick students up from school. Teachers, campus monitors, and administrators supervise the areas until all students have left the campus for home or are accounted for in one of our after school programs.

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	4		
1	25		3	
2	21		3	
3	25		3	
4	27	1	2	
5	26	1	2	

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	17	2	3	
1	22		3	
2	25		3	
3	23		3	
4	25		3	
5	29		3	

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	24		3	
1	23		3	
2	22		3	
3	28		3	
4	34			1
5	25		3	

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	232

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)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
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	\$12,921.77	\$4,213.66	8,708.11	\$87,619.30
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	2.8	-22.4
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-21.2	-18.1

Fiscal Year 2023-24 Types of Services Funded

Victoria Elementary School uses general and categorical funds to pay for support personnel, staff development, curriculum development, grade-level collaboration, data team meetings, and the purchase of materials to enhance student learning. Supplemental categorical funding sources come from the following: School-wide Title I, Title I, Part A, (parent involvement) Title III, Tier II LCAP funds, School Improvement, and donations.

Title I funds are used to provide remedial help for students in the areas of reading, language arts, and math. Intervention teacher/staff salaries and instructional materials also cover by these funds as they meet the needs of our most academically challenged students. School Site LCAP funds are used to provide supplemental materials and educational opportunities for students in TK - 5th grades. Our LCAP funds are used to fund our after-school programs that target student learning loss, as well as to pay for conferences and workshops that support teachers and staff in their instructional programs.

All students receive instruction and support towards mastery of grade-level content standards utilizing a standards-based curriculum. In an effort to increase student growth and proficiency of essential state academic standards, students are provided targeted interventions to help them be successful in our district and state assessment programs. Teachers receive a detailed analysis of their students' achievement on each subsection of the CAASPP, ELPAC and District assessments. Students are taught test-taking strategies and practice those strategies on the RUSD Common Assessments, ICAs and IABs, and curriculum benchmarks. Victoria teachers use the results of these assessments to help drive their instruction and improve student achievement.

Victoria teachers and support staff work together to meet the varied needs of a diverse student community. Our staff embraces a growth mindset and is committed to "success for all". We have two site base counselors that provide services or referrals for services such as socio-emotion, well being, dental care, medical care, weekend meals, clothing bank, food bank, and bus passes. Funding sources, over and above the base program, allow us to extend the base program through additional human resources, technology, instructional materials, and other equipment. Parent participation at our family nights, PTO functions, and school committees are proof of their commitment to our school. The power of parents, staff, and students working together is immeasurable and only serves to strengthen our collective commitment to providing a high-quality education. Victoria's critical needs as determined by surveys of staff, students, and parents are as follows:

- Assist all students to become proficient readers
- Continue to use diverse instructional strategies to meet student needs
- Continue to use assessment to drive instruction
- Continue to reduce absences and tardy rates
- Continue to offer opportunities for parent education
- Continue to support the curriculum with improved technology

*Student Objectives, as determined by staff and parent input, are as follows:

- Targeted focused intervention for at-risk students will continue
- Students will achieve CAASPP growth targets as determined by the state

Fiscal Year 2023-24 Types of Services Funded

- Students will continue to improve academic performance on district assessments
- EL students will show improved performance on state English Language Proficiency Assessments for California (ELPAC)
- Staff and students will continue to use the PBIS framework to implement the Second Step curriculum, SEB strategies and PeaceBuilders strategies to resolve conflicts in a positive and restorative manner

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

Professional development is an ongoing priority in the Redlands School District and for Victoria School as well. Priorities for staff development are determined via student assessment data gathered from multiple sources such as site, District, and State assessments. Teachers received training in the AVID program and are currently implementing site objectives and goals for the program. AniMakers from Garner Holt Productions continue to support our site's Innovation Teacher to bring STEAM lessons. Additionally, District TOAs provide learning support by modeling and coaching teachers and staff on literacy, math, and ELD.

At Victoria, there are a variety of professional development opportunities, one of which includes collaborative planning through our professional learning communities. Known as "grade level collaboration/data team meetings," grade level teams meet 1-2 times a week following each to discuss student progress toward proficiency. At the data team meetings, teachers also develop plans for re-teaching standards to those students who demonstrate the need and forward plan for the next unit of study. Another form of professional development is site-based workshops in which site staff or District personnel facilitate learning opportunities for our teachers. These workshops focus on AVID implementation, technology in the classroom, EL instructional strategies, PBIS, SEL, and STEAM instruction. Teachers are also highly encouraged to attend outside professional development and have attended a variety of conferences which include Daily 5, Charlotte Huck Reading Festival, AVID Pathways, AVID Summer Institute and professional development from San Bernardino County Superintendent of Schools.

In 2023-2024, Victoria Elementary implemented a weekly Early Release Day model on Wednesdays for consistent professional

Professional Development

development and teacher collaboration which has continued for the 2024-2025 school year. This has allowed for more staff collaboration and professional development.

To better serve our diverse population, our entire staff holds either a CLAD, BCLAD, Language Development Specialist, or SB 1969 certificate. Also, all teachers meet the Highly Qualified Status as defined in the Elementary and Secondary Education Act.

List of Staff Development and Continuous Improvement Opportunities:
AVID Summer Institute, RIMS AVID Trainings through SBCSS, ELOP Teachers and Program Specialist PD, CSTEM, STEP Conf., Schoolwide Nov. 1 PD, TK PD, AniMakers Training from Garner Holt Productions, District Equity Team Training, SBCSS Reading Training, Early Release Monday PD, Grade-level Collaborations/Data Team Meetings, School Site Initiatives (AVID, PBIS, Equity), SPED Paraprofessionals, and New Teachers Support PD.

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	23	45	47

Beattie Middle 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	Beattie Middle School
Street	7800 Orange Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2400
Principal	Kimberly Lium
Email Address	kimberly_lium@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/beattie
Grade Span	6-8
County-District-School (CDS) Code	36-67843-0102558

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
<p>The staff of Beattie Middle School is committed to building a partnership with the community to provide students with an excellent academic program. Beattie Middle School offers opportunities for students to build their self-esteem, develop a high regard for others, develop social skills, learn to be responsible citizens, and develop skills and knowledge necessary to be contributing members of society. Beattie Middle School is located in the city of Highland. The school opened in the fall of 2004. There are six main buildings on the campus with the capacity to hold approximately 1,200 students in grades six through eight. Teachers work in teams and departments to provide a rigorous academic program. Students are supported through Special Education, AVID, AVID Excel, English Language Development support classes, small classes in English and Math. Exploratory</p>

2024-25 School Description and Mission Statement

classes are offered to enrich the academic experience and may include courses such as instrumental music, chorus, drama, dance, digital storytelling, AVID, STEM, Graner Holt Animatronics Animaker Space, Paxton Patterson Career Exploration, study skills as well as intervention programs in reading and math. Seventh and eighth grade students also have opportunities to be involved in leadership, journalism, yearbook, WEB, peer-tutoring, or advanced choir, band and STEM programs. Our excellent VAPA department offers students the opportunity to participate in many performing arts experiences in the areas of drama, choir and instrumental music.. A strong physical education department supports all of our programs and offers a variety of activities for our students.

Beattie's goals include: Recognizing that each pupil is a unique person who needs to be encouraged and assisted to learn, grow, and develop in order to become a responsible and caring adult, providing students with a complete standards-based curriculum, including, but not limited to, the core curriculum, as well as, health, humanities, ethics, conflict resolution and career education, assuring standards-based curriculum is implemented for all students in English, mathematics, reading, writing, speaking, and listening in order to prepare them to be contributing members of society, assisting students in building self-esteem by providing opportunities for personal and social responsibilities, critical thinking and independent judgment, establishing alternative programs and instructional settings in order to provide for the different ways in which students learn, maintaining a process to represent and involve parents, students and community in the development, implementation, and evaluation of the School Based Coordinated Program Plan.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	354
Grade 7	386
Grade 8	368
Total Enrollment	1,108

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.8
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	9.3
Black or African American	6.4
Filipino	1.6
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.6
White	18.7
English Learners	8.3
Foster Youth	0.5
Homeless	9.8
Socioeconomically Disadvantaged	69.3
Students with Disabilities	13.3

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)	44.70	90.75	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)	1.30	2.82	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	3.10	6.41	65.10	6.72	18854.30	6.86
Total Teaching Positions	49.20	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)	45.60	89.04	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.95	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.14	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.09	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	2.90	5.71	57.10	5.89	15831.90	5.67
Total Teaching Positions	51.30	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)	47.90	95.29	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)	0.50	1.05	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	1.80	3.64	53.70	5.50	14303.80	5.15
Total Teaching Positions	50.30	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	0.10	0
Misassignments	1.30	0.90	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.30	1.10	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	0.50	0.5
Total Out-of-Field Teachers	0.00	0.50	0.5

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)	0.50	2.2	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 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. They review the materials at each site and have an opportunity to use texts prior to selection. 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	Collections-Grade 6 Houghton Mifflin Harcourt (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2014) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2014) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2014) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Science	California Inspire Science: Grade 6 McGraw Hill (2021)	Yes	0%

	California Inspire Science: Grade 7 McGraw Hill (2021)		
	California Inspire Science: Grade 8 McGraw Hill (2021)		
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History Discovery Ed (2018) *Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Visual and Performing Arts	N/A		0%

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

School Facility Conditions and Planned Improvements

Our school is clean and well maintained. As a staff we are very consistent in implementing our rules of no gum on campus and no gum, food or drinks in our classrooms. This keeps the carpets in our rooms stain free and our campus as a whole, a clean learning environment. Beattie Middle School also has a very strong recycling program. All classrooms, offices and other student use areas have recycling containers. Student leadership groups help with the collection of recyclable materials. Beattie students understand how important it is to pick up their trash and be responsible young men and women.

Maintenance and Repairs: When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. If site custodial staff is unable to complete a repair, District maintenance staff ensures that the repairs necessary to keep the school in good repair and good working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our custodial staff adheres to a daily cleaning schedule for all classrooms, library, bathrooms, cafeteria and offices. 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 administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Deep cleaning is scheduled during the breaks (Winter Break, Spring Break and during the summer break) where all classrooms, office, multipurpose room and kitchen are deep cleaned in order for staff and students to return to a clean working environment. Our grounds are maintained by our custodial staff and a district provided crew who maintain our fields, trees, and landscaping on a rotating basis.

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			

School Facility Conditions and Planned Improvements				
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
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 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). <p>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.</p>

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	47	50	50	46	47
Mathematics (grades 3-8 and 11)	34	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	1109	1086	97.93	2.07	46.69
Female	545	539	98.90	1.10	48.98
Male	564	547	96.99	3.01	44.42
American Indian or Alaska Native	--	--	--	--	--
Asian	101	100	99.01	0.99	69.00
Black or African American	70	68	97.14	2.86	33.82
Filipino	21	21	100.00	0.00	76.19
Hispanic or Latino	652	637	97.70	2.30	39.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	50	96.15	3.85	50.00

White	208	206	99.04	0.96	58.74
English Learners	72	68	94.44	5.56	2.94
Foster Youth	--	--	--	--	--
Homeless	101	99	98.02	1.98	40.40
Military	--	--	--	--	--
Socioeconomically Disadvantaged	775	756	97.55	2.45	39.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	148	143	96.62	3.38	7.69

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	1109	1091	98.38	1.62	31.99
Female	545	535	98.17	1.83	28.79
Male	564	556	98.58	1.42	35.07
American Indian or Alaska Native	--	--	--	--	--
Asian	101	101	100.00	0.00	56.44
Black or African American	70	67	95.71	4.29	20.90
Filipino	21	21	100.00	0.00	57.14
Hispanic or Latino	652	643	98.62	1.38	23.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	50	96.15	3.85	42.00
White	208	205	98.56	1.44	46.83
English Learners	72	72	100.00	0.00	1.39
Foster Youth	--	--	--	--	--
Homeless	101	98	97.03	2.97	24.49
Military	--	--	--	--	--

Socioeconomically Disadvantaged	775	760	98.06	1.94	24.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	148	146	98.65	1.35	4.11

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)	29.43	28.13	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	369	363	98.37	1.63	28.37
Female	195	194	99.49	0.51	26.80
Male	174	169	97.13	2.87	30.18
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	42.86
Black or African American	25	23	92.00	8.00	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	220	218	99.09	0.91	23.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	29.41
White	63	62	98.41	1.59	38.71
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	35	35	100.00	0.00	28.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	253	248	98.02	1.98	24.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	5.88

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 7	94%	97%	97%	93%	98%

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
<p>Our active PTSA is a tremendous support to our school through their fundraising and by providing programs for special events. Monthly meetings are currently conducted in-person and via zoom. They are involved in supporting our parent programs, Red Ribbon Week, supporting with our beginning of the year sale day and many other school activities. Their focus has been to help purchase books for our library through book fairs and other events as well as student awards, incentives and assemblies. We are fortunate to have many parents who support our school by volunteering and supporting our fundraising efforts. Our current PTSA President is Phaedra Bussell. She can be contacted through the Beattie Middle School office.</p> <p>Beattie Middle School has a very active and supportive School Site Council who meets monthly to review our budget and school site plan. Our School Site Council parents participate in our school activities and support the decision making process for staff and students. The School Site Council also has student representatives from each grade level who update the parents on current student activities (WEB, ASB and RSCL) and share student concerns and suggestions. Currently, meetings are held monthly with both in-person and via zoom.</p> <p>Our ELAC meetings are being held in this year with some meetings being held at Beattie and some meetings being held at Victoria Elementary School, one of our feeder elementary schools. Agendas are created to give parents information necessary to help their children be successful in school and to address any of their questions and concerns.</p> <p>Beattie also supports RUSDs parent education nights on various relevant topics and encourages parental attendance. Coffee with the principal meetings are also offered based on parental interest and include topics such as school safety, internet safety, dangers of the internet, apps, and social media as well as on topics to support students' academic success and social emotional well being.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1172	1154	178	15.4
Female	579	571	85	14.9
Male	593	583	93	16.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	105	105	6	5.7
Black or African American	77	73	9	12.3
Filipino	22	21	4	19.0
Hispanic or Latino	693	685	129	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	52	10	19.2
White	215	211	17	8.1
English Learners	103	101	25	24.8
Foster Youth	--	--	--	--
Homeless	113	112	19	17.0
Socioeconomically Disadvantaged	828	817	154	18.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	169	162	38	23.5

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
4.57	5.38	2.99	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	2.99	0.00
Female	3.11	0.00
Male	2.87	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	1.30	0.00
Filipino	4.55	0.00
Hispanic or Latino	4.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.77	0.00
White	0.47	0.00
English Learners	4.85	0.00
Foster Youth	0.00	0.00
Homeless	1.77	0.00
Socioeconomically Disadvantaged	3.86	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.51	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

During the 2017-2018 school year Beattie formed a site Safety Committee. That committee is comprised of teachers, classified staff, committee members, students and administration. The Safety Committee meets monthly to review safety procedures, provide feedback on procedures implemented and to make suggestions for future improvements. Beattie maintains a campus

2024-25 School Safety Plan

safety handbook which is updated annually. In the handbook are policies and procedures which are aligned with district policies for each staff member to follow. It also states the responsibilities for each safety team member. Beattie Middle School also maintains a Site Disaster Preparedness Plan. This plan is reviewed and updated annually by the safety committee and includes procedures and assignments in the event of an emergency.

Beattie participated in the most recent "Great Southern California Shake Out" held by the state of California in October 2024 to assess our preparedness in the event of a major earthquake both in person and with virtual information and video during distance learning using resources from shakeout.org/California. We hold several drills each year, including; but not limited to, fire drills, lock down drills, and earthquake/evacuation drills. We also hold drills in coordination with our elementary school partner, Highland Grove Elementary to ensure communication across campuses is efficient in an emergency. Beattie Middle School continues to use Raptor Drill Manager to increase our drill efficiency and allow all staff (certificated and classified) to report on their locations and status as well as account for students.

School Safety
During the 2024-2025 school year, Beattie continues to enforce a “single point of entry” on campus. All visitors to the campus must enter through the front entrance and verify their identity through the Raptor System. All visitors must wear an identifying badge or name sticker that is plainly visible. To ensure student safety before school and after school, campus monitors, campus safety officers, teachers, counselors and the administration supervise the school grounds including the bus drop-off area, cafeteria, quad, and PE area. School maps have been updated to include location of roof access, pull stations, camera locations, and Know boxes. Signs appear in our back parking lot that public parking is not allowed during school hours. As an additional safety measure, 16 video cameras, are installed around the campus, providing views of all campus entrances/exits, as well as high-traffic areas within the school. Two-way radios, which allow immediate contact with the office in case of an emergency, are also spread throughout the campus, with at least one radio in each classroom wing. In addition, campus monitors, campus safety offices and administration conduct daily safety walks visiting every room on our campus.

Campus cleanliness remains a priority for our safety committee with custodial routes for cleaning and sanitization being reviewed and monitored closely for effectiveness and a routine for sanitizing frequently touched surfaces as well as restrooms has been implemented.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	18	6
Mathematics	22	12	20	2
Science	25	6	22	2
Social Science	27	4	23	1

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	19	6
Mathematics	22	19	13	3
Science	26	5	19	4
Social Science	27	3	21	3

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	13	8
Mathematics	22	16	18	
Science	27	5	15	8
Social Science	28	3	15	9

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	277

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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$10,064.05	\$1,731.84	\$8,332.21	\$92,779.65
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-1.6	-9.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-25.5	-5.2

Fiscal Year 2023-24 Types of Services Funded

To meet the needs of all students, Beattie Middle School supports a focused learning environment for all students through close monitoring our School Site Plan through metrics aligned to school programs. Staff, students, parents and community members are able to provide feedback for all program implemented through our School Site Council and ELAC meetings. The school institutes an Intervention Support Team (IST) to provide quality programs and services for our students and to reduce the number of services being duplicated. The Intervention Support Team monitors and ensures that all students, including students identified as Gifted and Talented, at-risk, low performing, Special Needs, and English Language Learners will have immediate, equal access to the core curriculum, materials and resources. Student outcome data is analyzed and used to direct programs based on students' needs. Extended day learning, tutoring, and homework assistance are available for all students.

Other Programs:

Individual students with exceptional needs are provided Special Education Services in the least restrictive environment, as determined by their Individualized Education Plan (IEP). This may include specialized instruction and services through an inclusion or (push-in) model or a separate class model. Beattie Middle School is proud to offer a robust inclusion program

Fiscal Year 2023-24 Types of Services Funded

serving our Special Education students in all subjects and grades in a co-teach model. The district adheres to the Education Code caseload requirements for the Specialized Academic Instruction (SAI) teacher of 28 students (per 1.0 FTE) for the implementation of the Individualized Education Plan and Redlands Unified School District contract guidelines of 18 students for the Special Day Classes. For purposes of instruction, SAI and Special Day Class teachers may share students that are on their caseloads for instruction. This provides the students with equity and access to the core curriculum, as assigned by staff who have expertise and experience in their assignments. SAI and Special Day Class teachers may teach district supplemental core classes to students with Individualized Education Plans. SAI and Special Day Class teachers may also instruct students from the Special Education teachers' caseloads, as well as regular education students who may have a 504 Plan.

Beattie Middle School supports Multilingual Learners through various programs. All teachers on campus are trained in best practice EL strategies and provide integrated supports for our multilingual students in their daily lessons. Teachers are trained to support multilingual students through our early release Monday collaboration meetings, conferences and district trainings. In addition, our multilingual students are clustered in small groups based on their language abilities in order for our teachers to provide small group instruction that best supports students' needs. Our multilingual students are also provided with designated language support based on their ELPAC scores as part of their academic schedule. Our multilingual students and their parents are informed about school and district activities through newsletters and ELAC meetings and are encouraged to participate in ELAC meetings, DELAC meetings and our RUSD multicultural fair.

In grades 7 and 8, high achieving students are given the opportunity to excel in Honors English and math classes. All students are given the opportunity to take exams for placement in honors classes. Students participating in these classes are challenged academically and expected to achieve at a higher level than the average student. Continuation in Honors classes is contingent upon performance and multiple measures of achievement rather than GATE identification received in earlier grades.

AVID (Advancement Via Individual Determination) is a program designed to prepare students in the academic middle who have the potential and desire to be prepared for high school and on the path to college or a university. Currently Beattie has two sections of AVID at the 6th grade level, two sections of AVID at both the 7th grade level and one section of AVID at the 8th grade level. Our AVID students participate in a rigorous program in support of study skills, notetaking skills, and organization skills. In addition our AVID students participate in multiple field trips throughout the year to college campuses and they sponsor our college and career week every October.

PBIS (Positive Behavior Intervention and Supports) is a school-wide framework for establishing the social culture and behavioral supports needed for a school to be a learning environment for all students. The three expectations of The Bobcat Way: Be Respectful, Be Responsible and Be Safe are posted and taught in each classroom as well as around campus. Students across campus participate in common school lessons developed by our PBIS team in which they participate in activities reinforcing our school-wide expectations. Beattie Middle School is a community committed to creating a positive school environment that educates the mind and heart as stated in the Behavioral Statement of Purpose.

STEM (Science Technology Engineering & Math): We are pleased to be able to offer 6th through 8th grade students the opportunity to participate in a strong STEM program. In the STEM classes students are exposed to robotics as well as STEM based career exploration through the opening of our new Garner Holt Animatronics Lab.

WEB (Where Everybody Belongs) is an opportunity for students to be leaders on our campus. It asks students who are going to be 7th or 8th graders next year to help incoming 6th graders feel welcome through various activities at the beginning of the year and throughout the school year. WEB leaders are students who will maintain a 2.0 or "C" grade point average or higher and be outgoing enough to interact with 6th graders in small groups and at lunch.

Paxton Learning: Paxton Learning Labs is a 7th and 8th grade exploratory option. Students who participate in this exploratory course experience 18 college to career pathway modules. Currently 10 of the module options align with CTE pathways to our feeder high school, Citrus Valley High School.

Extended Learning Opportunity: Beattie has launched extended learning opportunities for students who are struggling with grades and/or grade level content in grades 6th - 8th. These opportunities occur both before and after school and are supported by Beattie teachers offering students support in homework and missing assignments as well as one-on-one instruction on skills students may be struggling with.

VAPA (Visual and Performing Arts): Beattie is proud to offer a robust Visual and Performing Arts program with beginning and advanced course offerings in Choir, Instrumental Music, Drama and new to the 2024-2025 school year dance. All of our VAPA programs participate in school performances, district performances and competitions and regional competitions.

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

2017-2018: Professional development is encouraged and supported for all staff members. Redlands Unified School District has a wide variety of staff development offerings using district resources. Staff also has the opportunity to attend staff development activities offered by outside experts to enhance their teaching skills, which ultimately improves student learning. An online professional development catalog is provided to Beattie staff listing the current offerings for training. Staff may participate in the training of their choice and a substitute is provided paid out of school business funds. The staff currently has eight minimum days and two professional days dedicated to working as a professional learning community to share best practices and participate in in-service training. Beattie has a math TOA' which provide collaborative lesson planning, modeling of best practices, and co-teaching to the math teachers. In addition, a writing TOA provides collaborative lesson planning, co-teaching, and modeling of best practices to the English teachers. The math and English teachers are provided release days for planning with the TOA's as well as individual time during their conference period. Teachers are supported by in-class coaching and co-teaching after planning. Teachers have attended 37 training's/workshops offered through the district which include Google classroom cohort, Introduction to Google classroom, Introduction to Google slides, Introduction to Google docs, Introduction to Google forms, ESRI for teachers, Google Classroom Cohort meetings, Middle School Writing Academy, NGSS Training, Cultural Proficiency and Inclusiveness, Classroom strategies to support instruction, Introduction to Google sheets, Middle School math training, 6th and 7th grade science collaboration, Introduction to Google Sites, Introduction to Google Keep and Google hangouts, and Introduction of Google drawings. In addition, minimum days have been utilized to train staff on AVID strategies, and professional development for PBIS

2018-2019: Current administration was not at the school site during this year. Staff participated in Active Shooter training

2019-2020: Professional development is a priority of the new administration and staff. A school wide academic focus goal was identified using three years of SBAC data, student grades, and data from academic support services (small class size in ELA and math, after school tutoring program BASH, teacher feedback). School goals were revised to align with district goals to support student academic achievement, therefore, guiding professional development training. For the 2019-2020 school year, three (3) full days, nine (9) minimum days, and twelve (12) one hour staff meetings have been committed to professional development training and teacher collaboration. Professional Development has included: Digital Citizenship, Go Guardian, Stop the Bleed, AVID Focused Note Taking (3 sessions), PBIS, Progress Adviser goal indicators, subject matter/grade level data review/collaboration and planning, and AVID instructional strategies with a school wide AVID focus.

In addition, our PBIS team has attended two off site trainings for Tier III, our AVID site team has attended a two full day off site training, a team of seven (7) teachers and 1 administrator attended a three day off site training at the Summer Institute, one (1) math teacher attended a two day math conference off site, and two (2) teachers attended a seminar: Managing Differing Behaviors, special education teachers (5) attended the NewsLA Training, one (1) teacher represented Beattie at the Student Space Flight Experience Program training, three (3) science teachers attended three days of Science NGSS training with San

Professional Development

Bernardino County of Schools, ten (10) teachers attended the CABE ELD two day training, our choral director attended the Southern CA Vocal Association conference, all 6th-8th grade teachers participated in a Social Studies/History training for the newly adopted curriculum, five (5) of our teachers participated in an AVID school site visit to Fontana H.S., our journalism/yearbook teacher and ten (10) students attended a yearbook training through Walsworth yearbook company, counselor attended Girls: Risk Behaviors Delinquency and Intervention Strategies conference, our theatre teacher attended the CA Educator Theatre Association Conference, Assistant Principal attended Threat Assessment Active Shooter Training, Principal attended the AVID EXCEL administrator training, and security will attend Active Shooter Response Training. All staff who have attended training(s) have shared what they have learned with their respective teams and/or staff.

2020-2021: Due to Distance Learning we do not have any full day or minimum days scheduled for Professional Development. Meeting times are utilized for grade level/subject matter collaboration and monthly staff meetings. Our focus at staff meeting has been on Character Strong curriculum and focusing on positive social emotional health and supports.

2021-2022 - Our focus for this school year has been transitioning back to in-person learning and supporting staff in implementing past trainings on AVID focused note taking and EL strategies as well as continuing to implement Social Emotional Learning opportunities for all students through our Wellness Wednesday initiative. Our staff is also focused on reintroducing our PBIS, PRAISE language and reinforcing positive behaviors with students on campus. Our English Language Arts teachers have had refresher trainings in Lexia - Power-Up, and Quill. Our math teachers have been formally trained in using Freckle math and Delta math online learning programs to support students in standards based instruction and our entire staff has received trainings on AVID focused note taking strategies (partial day), English Learner best practices (partial day), Universal Design for Learning (full day) as well as monthly data team meetings in which teachers analyze assessment data and collaboratively prepare lessons for future learning (partial day). In addition, our theater teacher attended the CA Educator Theater Association Conference, our WEB leader attended the WEB Basic Training Conference through the Boomerang Project, Assistant Principal attended the Threat Assessment Active Shooter Training and Principal attended Equity and Diversity workshops.

2022-2023 - Our school wide goals for this school year include a focus on standards alignment while fostering reading, writing and intentional student collaboration across all classrooms, continued SEL student supports through school-wide assemblies, focused relationship building, welcoming rituals, optimistic closures and counseling support through small group lessons and community circles, continued implementation of common school language across campus along with restorative practices and equity. To support our school wide goals our staff participates in monthly collaboration meetings as well as monthly data and instructional planning meetings. Through our collaboration meetings, staff focuses on implementing AVID collaboration strategies and sharing best practices for student collaboration, reviewing past practices such as using AVID strategies of essential questions and focused note taking, and implementation of ideas for supporting our SEL goals. Through our data and instructional planning meetings, staff works to analyze data from STAR and benchmark assessments in order to support our students based on their instructional needs. Our staff has also participated in several San Bernardino County SEL workshops as well as a full day equity training with Dr. Tyrone Howard. In addition to our school-wide goals and initiatives, Beattie has an active equity team that participates in monthly equity meetings and trainings with Dr. Derek Greenfield and our safety team participated in a Critical Incident and Response training.

2023-2024 - Our school wide goals this year continue to focus on standards alignment while fostering reading achievement and intentional student collaboration across all classrooms. In addition, we are focused on continued SEL student supports through focused student groups led by our counseling team, and school-wide SEL lessons focused on managing emotions, relationship building and restorative practices. Teachers also support our SEL work through implementation of welcoming rituals and optimistic closures built into their daily lessons. To support our school wide goals, our staff participates in weekly collaboration meetings through our new early release model. Our weekly collaboration meetings are broken down into Business Meetings, Team/Grade Level Meetings, and Data Analysis Meetings. Our Business Meetings include all teachers serving on teams that support the work across our campus such as academics/intervention, safety, equity and social/emotional, behavioral. Our Team/Grade Level meetings are focused on professional development as well as team planning for implementational of instructional practices. These meetings have included professional development led by our categorical program specialist on reading practices for all teachers including reading comprehension and vocabulary instruction, instructional planning inclusive of all students, and support for teachers in implementing our school wide AVID strategies with all lessons including an essential question and implementation of focused note taking as well as students returning to notes for deeper processing. During our Data Analysis meetings our staff works to analyze data from STAR and RUSD Benchmark assessments in order to provide inclusive practices based on students' needs by period. Our staff also participated in a full day professional development day with sessions offered on SEL practices and Mindfulness, inclusive practices, EL strategies, DOK Analysis, close reading and literacy accelerators, CAST, Socratic Seminars and Philosophical Chairs, Equity Based Grading, and technology supports such as Canva, We Video and Google Sites.

2024-2025 - Our school wide goals this year continue to focus on standards alignment while fostering reading achievement and

Professional Development

intentional student engagement across all classrooms. Beattie's school-wide mantra for 2024-2025 is "every teacher is a reading teacher." To support our school wide goals, our staff participates in weekly collaboration meetings through our continued early release model. Our weekly collaboration meetings are broken down into Business Meetings, Department Meetings, Professional Development/Collaboration Meetings, and Data Analysis Meetings. Our Business Meetings include all teachers serving on teams that support the work across our campus such as academics/intervention, safety, equity and social/emotional, behavioral. Our Department Meetings are focused subject area needs as well as colleagues sharing best practice strategies and how teams are implementing selected school-wide strategies. Our Professional Development/Collaboration Meetings are lead by our Categorical Program Specialist or teacher leaders on pre-determined strategies. In order to do this work, our Leadership team at Beattie made up of grade level leaders across all subject areas identified instructional strategies to support our school focus including use of an Essential Questions to drive learning objectives, use of Exit Tickets to monitor student learning, Text Annotation and Reading Comprehension Strategies, Academic Conversations and Student to Student Interactions. During our Data Analysis meetings our staff works to analyze data from STAR and RUSD Benchmark assessments in order to provide inclusive practices based on students' needs by class period. In addition to our early release meetings, all teachers participated in robust data analysis meetings at the beginning of the year to set their own personal goals and identify students' needs by class period. Teachers then met with administrators in one-on-one meetings to share their action plans and goals for the upcoming year.

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	20	28	29

Clement Middle 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	Clement Middle School
Street	501 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5400
Principal	Natalie Johnson
Email Address	natalie_johnson@redlands.k12.ca.us
School Website	clement.redlandsusd.net
Grade Span	6-8
County-District-School (CDS) Code	36-67843-6059414

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
<p>As a result of California voters passing Proposition 98 in November 1988, school districts received additional funding from the State and school sites became responsible for providing a report card to their communities. This report card is intended to describe Clement in the present and to state our future goals.</p> <p>School Description: Clement is one of four middle schools in the Redlands Unified School District and serves the north end of the city and part of Mentone. Clement opened in 1964 and consists of 21 buildings spread over 28 acres. From 1993-1997, the facility served as</p>

2024-25 School Description and Mission Statement

the Redlands High School Freshman Campus.

Mission Statement:

We believe that Clement Middle School should be a place where students welcome and respect diversity. Students will develop their potentials through a variety of learning experiences. Our school should be a place where students want to come, and everyone, including parents and the community is involved in the education of children.

We believe that it is our responsibility to provide a safe and positive learning environment with a variety of opportunities to achieve success. It is our responsibility to motivate students, to promote wise choices, and to develop character. We believe that we must be role models who exemplify the excellence we encourage in students.

We believe that students want to feel that they belong and are accepted, that they want to be respected and treated fairly, and that they want to be recognized for their successes. We believe that students need rules, boundaries, structure, and consistency. We believe that students need to develop from dependent 6th graders in a nurturing, sheltered, protected environment, to independent 7th graders who are aware of their value as individuals, to responsible 8th graders who set long-term goals, assume leadership roles, and leave middle school prepared for high school.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	330
Grade 7	319
Grade 8	324
Total Enrollment	973

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.3
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	6.7
Black or African American	6.5
Filipino	1.5
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.1
White	17.2
English Learners	7.6
Foster Youth	0.5
Homeless	9.2
Socioeconomically Disadvantaged	71.5
Students with Disabilities	16.5

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)	37.90	79.14	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)	2.80	5.90	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.48	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	5.90	12.43	65.10	6.72	18854.30	6.86
Total Teaching Positions	47.90	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)	48.70	86.72	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)	2.70	4.86	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	2.53	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	3.20	5.86	57.10	5.89	15831.90	5.67
Total Teaching Positions	56.10	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)	49.30	88.71	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.80	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	2.57	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.14	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.60	4.75	53.70	5.50	14303.80	5.15
Total Teaching Positions	55.60	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	2.80	2.70	1.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.80	2.70	1.4

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	0.2
Local Assignment Options	1.10	1.40	1
Total Out-of-Field Teachers	1.10	1.40	1.1

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)	9.40	7.1	2
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 adopts those that meet standards defined in the State Frameworks. 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. Sufficient textbooks are available for all students regardless of English proficiency or disability.

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	Collections-Grade 6 Houghton Mifflin Harcourt (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2014) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2014) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2014) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Science	California Inspire Science: Grade 6 McGraw Hill (2021) California Inspire Science: Grade 7 McGraw Hill (2021)	Yes	0%

	California Inspire Science: Grade 8 McGraw Hill (2021)		
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History Discovery Ed (2018) *Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Visual and Performing Arts	N/A		0%

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

School Facility Conditions and Planned Improvements

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. Students and staff work hard to keep the campus clean and safe. The 3 night custodians do a remarkable job of cleaning 60 classrooms, the auditorium, kitchen, library, and offices daily. Our one day custodian maintains the grounds, sets up for special events, and helps keep the campus litter-free. When over 1,000 students have lunch, we depend heavily on their willingness to clean up after themselves.

The District has adopted a disaster preparedness plan. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan has been adapted to Clement and we have regular fire and disaster drills to assure a quick and orderly evacuation in case of an emergency.

The majority of the Clement campus underwent modernization in 2004-2006, with new paint, carpet, and lighting. Further flooring improvements were added in the Summer of 2019, and our Library has been fully updated/modernized over the past five school years, per our School Site Council. In addition, we added our Garner Holt Animaker Space classroom and elective in the summer of 2019. The Ribbon Cutting ceremony for our Animaker Space occurred on December 12th, 2019. We have also converted our Woodshop Room and curriculum to a CTE Product Design and Manufacturing center and class. During the 20-21 School Year, our entire campus was painted inside/outside, additional landscaping areas were improved, additional campus safety video cameras were installed, a new mural was added, a new Digital LED marquee was added, our West End lot was cleaned/graded/debris removed, and two new Student Center Conference Rooms were created as well. We are continuing to upgrade our facilities, classroom technology, and landscaping throughout the 24-25 school year.

The Principal, Assistant Principals, and Lead Custodian walk the grounds regularly to inspect the facility. District Maintenance/Operations staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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)	45	48	50	50	46	47
Mathematics (grades 3-8 and 11)	29	30	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	959	928	96.77	3.23	47.84
Female	495	479	96.77	3.23	48.23
Male	462	448	96.97	3.03	47.32
American Indian or Alaska Native	--	--	--	--	--
Asian	64	64	100.00	0.00	84.38
Black or African American	60	56	93.33	6.67	30.36
Filipino	17	16	94.12	5.88	68.75
Hispanic or Latino	615	594	96.59	3.41	42.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	41	97.62	2.38	46.34

White	158	154	97.47	2.53	59.74
English Learners	67	63	94.03	5.97	6.35
Foster Youth	--	--	--	--	--
Homeless	75	71	94.67	5.33	36.62
Military	--	--	--	--	--
Socioeconomically Disadvantaged	706	684	96.88	3.12	40.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	151	142	94.04	5.96	11.97

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	959	931	97.08	2.92	29.75
Female	495	481	97.17	2.83	26.20
Male	462	448	96.97	3.03	33.71
American Indian or Alaska Native	--	--	--	--	--
Asian	64	64	100.00	0.00	73.44
Black or African American	60	56	93.33	6.67	17.86
Filipino	17	16	94.12	5.88	43.75
Hispanic or Latino	615	597	97.07	2.93	22.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	42	100.00	0.00	30.95
White	158	153	96.84	3.16	41.83
English Learners	67	65	97.01	2.99	4.62
Foster Youth	--	--	--	--	--
Homeless	75	70	93.33	6.67	14.29
Military	--	--	--	--	--

Socioeconomically Disadvantaged	706	687	97.31	2.69	22.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	151	142	94.04	5.96	3.52

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)	28.32	26.45	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	323	313	96.90	3.10	26.52
Female	154	150	97.40	2.60	23.33
Male	168	162	96.43	3.57	29.63
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	52.38
Black or African American	23	22	95.65	4.35	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	200	192	96.00	4.00	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	57	56	98.25	1.75	44.64
English Learners	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	7.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	232	97.07	2.93	17.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	4.35

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 7	91%	91%	89%	91%	89%

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
Parents can become involved at Clement in many ways. There are formal groups such as School Site Council, English Language Advisory Committee and PTSA, which all meet monthly via Zoom. There are also School Booster groups for Performing Arts that meet virtually and in-person as well. Parents also support the school by chaperoning field trips and volunteering on campus in programs like our Performing Arts Boosters and Classroom Volunteers.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1072	1036	251	24.2
Female	540	523	129	24.7
Male	529	511	122	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	66	5	7.6
Black or African American	71	70	24	34.3
Filipino	17	16	1	6.3
Hispanic or Latino	692	665	173	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	42	8	19.0
White	172	169	39	23.1
English Learners	90	87	23	26.4
Foster Youth	17	--	--	--
Homeless	104	99	38	38.4
Socioeconomically Disadvantaged	802	774	217	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	184	179	65	36.3

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
8.51	9.61	6.81	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	0.26	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	6.81	0.00
Female	6.11	0.00
Male	7.56	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	15.49	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.76	0.00
White	3.49	0.00
English Learners	4.44	0.00
Foster Youth	5.88	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	8.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	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

Clement Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Clement's Safe School Plan include a description of school discipline policies and procedures,

2024-25 School Safety Plan

dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, campus safety procedures, and disaster response procedures.

To ensure student safety before school, 4 Counselors, 4 Teachers, 3 Administrators, and 2 School Safety Personnel supervise the school grounds including the bus drop-off area, cafeteria, and quad area. During the school day, all entrance areas to the school are locked with the exception of the front entrance, which is near the Administration Office. Signs are posted to indicate all visitors must report to the Administration Office/Student Center and may not be on school grounds unless they have a Clement Visitor Pass. Physical barriers prevent unauthorized access to the campus during the school day. Those wishing to enter campus must do so by checking in through the Student Center. All those who wish to enter campus must register with our Raptor ID system and obtain a printed Visitor Pass badge to wear. Two Campus Safety Officers and two Campus Monitors patrol our campus during the school day.

After school, Teachers, Counselors, Campus Safety Officers, Campus Monitors, and Administrators supervise our campus until all students have left for home.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	22	12	3
Mathematics	21	19	12	2
Science	25	5	23	
Social Science	25	8	18	2

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	17	18	3
Mathematics	22	19	10	2
Science	24	10	16	3
Social Science	24	11	17	1

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	28	9	3
Mathematics	20	20	8	3
Science	22	16	11	2
Social Science	22	14	13	2

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	243.25

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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$11,523.34	\$2,452.79	\$9,070.55	\$94,771.74
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	6.9	-7.4
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-17.1	-3.1

Fiscal Year 2023-24 Types of Services Funded

Clement Middle School receives special funds for supplementary educational programs. The following are some special funding resources available for 2024-25:

LCAP: \$177,537
 Title I: \$168,408
 Title III: \$9,976
 Total: \$355,921

Clement's General Fund, which provides supplies, equipment, curriculum support, etc., is approximately \$54,000.

Enrichment Opportunities

Students have many opportunities to participate in on-campus clubs, assemblies, field trips, and other special events which extend their classroom experience, teach appropriate behavior and leadership skills, and motivate improved performance and the desire to pursue higher education. After the regular school day ends, Clement provides VAST (Viking After School Tutoring) in our Library for one hour after school, and our Extended Learning Opportunity Program via ASES is conducted from 3:30pm to 6:30pm daily for student enrichment.

Parent Involvement

During the 24-25 school year, the Clement PTSA has had over 15 parents, students, and staff members who meet monthly via Zoom to organize support activities for staff and students. In addition, numerous parents assist in organizing student activities, our annual Theatre production, and on-campus Spring activities. Most importantly, daily contacts from parents are supportive of school and teacher goals.

Staff Dedication

Both Certificated and Classified staff members take pride in the fact that they make a conscientious effort to work together in the best interests of students. Our staff makes it a priority to spend the time necessary to improve our delivery system and the services provided to students. The Viking Way (Be Respectful, Be Responsible, Be Your Best At All Times) is a theme which expresses the staff's goal of working together to provide a school environment which reinforces behavioral, social, and academic expectations. Staff and Student dedication to the Viking Way each day has earned Clement the San Bernardino County PBIS Silver Award for two consecutive years.

2024-2025 Single Plan for Student Achievement Goals:

Goal 1: Create a positive and safe environment for all students that is conducive to learning, increases student connectedness, provides socio-emotional learning support, and maintains Positive Behavioral Intervention Supports in place.

Fiscal Year 2023-24 Types of Services Funded

Goal 2: Provide resources for all subjects to deliver Common Core and State Standards-based instruction, as well as supplemental instruction to close the achievement gap and/or accelerate learning recovery.

Critical Needs/State Standards

Clement's critical needs include:

- Reduce the overall number of students who qualify as Chronically Absent throughout the school year.
- Improve the academic performance and proficiency of our students receiving Special Education services.
- Improve the academic performance and proficiency of our English Learner Students.
- Earning the support and respect of the community, and especially parents.

Three Year Student Objectives

Clement's long-range plan includes:

- Increasing the use of research-based instructional strategies on a daily basis.
- Maintaining an integrated student body so that all students feel safe and respect one another.
- Incorporating intervention strategies throughout the school day to improve student performance and proficiency.

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

In 2018-2019, All staff members are receiving staff development in the use of AVID strategies, Technology use, English Learner strategies, and PBIS - Positive Behavior Interventions and Supports

Professional Development

In 2019-2020, all staff members received various forms of staff development during weekly Wednesday Collaboration sessions before school, in addition to 9 Minimum Days throughout the school year, which are dedicated to Staff Development and training. Further, many teachers have attended off-site professional development opportunities, through our District Office and outside vendors (e.g. Textbook Adoption instructional training, Digital Literacy, PBIS, Trauma Informed Teaching, AVID, Challenging Adolescent Behavior, Coding).

In 2020-2021, our District entered the school year in the Distance Learning format, with teachers and students working from home. All Professional development was conducted via Zoom/Meet in the following areas either by our District staff, or site staff: AVID Focused Note Taking, AVID Essential Question development, Distance Learning Playbook, Middle School Flipped Classroom, Middle School Focused Scope and Sequence, Wellness 101, Meeting the Needs of Unique Students: Foster/Homeless Youth, Getting Started with Zoom, Using Google Meet, Supporting English Learners K-12. Two days voluntary professional development were offered by our District on 8/6 and 8/7, and one mandatory professional development day was required by our District on 8/11. Further, each month Clement has a Staff Meeting in which various AVID and Digital Learning concepts are presented/discussed and then implemented campus-wide. In addition, many of our staff members on campus have volunteered to help develop Distance Learning Scope and Sequences for our core classes, while we are on Distance Learning thus far.

During the 2020-2021 school year, professional development has been somewhat limited due to instruction and meetings occurring in an online format. Online opportunities have been shared with staff as related to AVID strategies, PBIS implementation, Trauma-Informed Instruction, Supporting Students' Social-Emotional Well-being, and a variety of instructional technology methods.

For the 2021-2022 school year, Clement has returned to the same Professional Development format utilized pre-shutdown/Distance Learning, which is described above in the 2019-2020 section. Staff meets weekly on Wednesday mornings in various configurations, as well as during 9 Minimum Days throughout the school year. Many of our teachers continue to develop at off-site opportunities including PBIS, Scope and Sequence Development, Assessment Development, Equity, Curriculum Committee, Leadership Academy, etc.

For the 2022-2023 school year, due to the hiring of many new staff members at Clement, our staff has returned to monthly AVID Professional Development sessions including PLC's during both our Minimum Day and Collaboration Wednesday staff development sessions. Our AVID Coordinator leads monthly AVID staff development, before our teachers break out into grade-level and content area PLC's to review and improve daily lesson plans that incorporate AVID strategies. Our focus this year has been on incorporating WICOR strategies into classroom lesson plans on a weekly basis in order to qualify as an AVID School of Distinction in the near future.

For the 2023-2024 school year, Clement has continued our commitment to staff development with weekly Collaboration Wednesday Early Release Professional Development sessions, monthly staff meetings, and data-driven PLC's to hone best teaching practices. Our 23-24 plan is identical to our 22-23 plan, aside from the addition of weekly Early Release Collaboration Wednesdays each week during the 23-24 school year.

For the 2024-2025 school year, Clement remains dedicated to staff development through weekly professional development during our Minimum Day Monday Collaboration Sessions, monthly staff meetings, and data-driven PLCs. This year's plan builds on the successful structure established in the 2022-2023 and 2023-2024 school years, maintaining our commitment to consistent collaboration and the continuous improvement of best teaching practices.

Teachers are supported through in-class Math coaching (Carnegie), AB86 teacher-coaches in ELA and Math, Teacher-Principal meetings, Department-level data teams, Minimum Days/AVID/PLCs, Wednesday Collaboration with Departments and Teams, District Office coaching, and release days for various Departments during the school year.

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	10	10	10

Cope Middle 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	Cope Middle School
Street	1000 West Cypress Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5420
Principal	Kate VanLuven
Email Address	kate_vanluven@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/cope
Grade Span	6-8
County-District-School (CDS) Code	36-67843-6059422

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
<p>At Cope Middle School, students, parents, and staff collaborate to foster mutual respect, critical thinking, and problem-solving skills. Committed to cultivating personal potential and strong work ethics, Cope strives to prepare students for future success. The school emphasizes a positive campus culture through SOAR—Safe, Organized, Accountable, and Respectful—its PBIS program that reinforces schoolwide expectations and student growth.</p> <p>Serving approximately 1,300 sixth through eighth-grade students, Cope Middle School is one of four middle schools in the Redlands Unified School District. Located in Redlands, the school also welcomes students from Loma Linda and parts of San</p>

2024-25 School Description and Mission Statement

Bernardino. Cope offers a rigorous academic program, integrating AVID strategies to enhance literacy and writing across the curriculum, alongside technology-driven instruction. Students engage in various extracurricular activities, including award-winning performing arts programs, academic clubs like Math Club and Chess Club, and leadership opportunities through ASB and WEB. The athletics program provides competitive sports and intramurals, ensuring every student finds a connection on campus.

Cope’s mission is to empower students academically, socially, and emotionally while fostering self-advocacy and preparing them for college and career success. With a focus on providing a safe, inclusive, and engaging environment, the dedicated staff ensures that all students benefit from meaningful learning experiences and have opportunities to grow both in and beyond the classroom.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	402
Grade 7	403
Grade 8	413
Total Enrollment	1,218

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.1
Asian	9.7
Black or African American	7.6
Filipino	3.2
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.5
White	21.2
English Learners	8.7
Foster Youth	0.2
Homeless	5.7
Socioeconomically Disadvantaged	63.7
Students with Disabilities	16.2

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)	44.30	77.50	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)	3.10	5.52	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	2.80	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	8.10	14.16	65.10	6.72	18854.30	6.86
Total Teaching Positions	57.20	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)	49.30	83.55	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)	1.90	3.33	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	7.70	13.10	57.10	5.89	15831.90	5.67
Total Teaching Positions	59.10	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)	50.50	85.73	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	0.85	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	5.08	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.00	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	4.30	7.31	53.70	5.50	14303.80	5.15
Total Teaching Positions	59.00	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	0.80	0.8
Misassignments	3.10	1.10	2.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.10	1.90	3

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	0.80	0.00	0
Local Assignment Options	0.80	0.00	0.5
Total Out-of-Field Teachers	1.60	0.00	0.5

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)	4.70	2.1	3.9
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 textbooks and adopts those that meet standards defined in the State Frameworks. 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, and to pilot the textbook programs for a period of time in their classrooms with their students. 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. Both programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Sufficient textbooks are available for all students regardless of English proficiency or disability.

The Science books/curriculum are the most recently updated textbooks.

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	Collections-Grade 6 Houghton Mifflin Harcourt (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2014) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2014) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2014) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%

Science	California Inspire Science: Grade 6 McGraw Hill (2021) California Inspire Science: Grade 7 McGraw Hill (2021) California Inspire Science: Grade 8 McGraw Hill (2021)	Yes	0%
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History Discovery Ed (2018) *Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Visual and Performing Arts	N/A		0%

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

School Facility Conditions and Planned Improvements

Built in 1956, Cope Middle School has 48 permanent classrooms and 18 relocatable classrooms. The governing board has adopted maintenance and 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 Assistant Principals work regularly with the custodial staff to develop cleaning schedules to ensure a clean and safe school, and students and staff work hard to keep the campus clean and safe as well. The school facilities are inspected weekly, and needed repairs are submitted to the District to ensure rooms and buildings are all adequately prepared to meet the needs of students. Ongoing facilities upgrades include repair to buildings and walkways, installation of windows in doors and storage rooms, upgraded office and classroom air conditioning, painting additional campus murals, providing additional student seating and covered areas, and completing campus watering systems and vegetation in the campus planters.

The school's network allows every classroom access to the Internet and email, which supports the students' use of Chromebooks in all classrooms. All core subject classrooms have computer carts with 35 Chromebooks with internet access that students may utilize on a daily basis. New desktop all-in-one computers are routinely updated on an annual rotating basis (roughly 10-15 per year) in all classrooms and offices, and all classrooms have been equipped with a Newline Board for class projection and further integrated technology for presentations, web casting, and file sharing.

The Cope Wellness Center, the Eagle Oasis, was developed in one of the new portables, a PE Fitness Room and Mat Room were also developed to enhance the overall wellness spaces for students. Prop 28 funds were used to make major upgrades to the new photography classroom.

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
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School Facility Conditions and Planned Improvements				
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Inspected monthly
Interior: Interior Surfaces	X			Inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
Electrical	X			Inspected monthly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Inspected monthly
Structural: Structural Damage, Roofs	X			inspected monthly, observations are done daily as well
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			inspected monthly, observations are done daily as well

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 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). <p>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.</p>

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)	50	49	50	50	46	47
Mathematics (grades 3-8 and 11)	35	33	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	1193	1157	96.98	3.02	49.13
Female	562	543	96.62	3.38	51.48
Male	631	614	97.31	2.69	47.06
American Indian or Alaska Native	--	--	--	--	--
Asian	122	121	99.18	0.82	70.25
Black or African American	86	83	96.51	3.49	27.71
Filipino	39	39	100.00	0.00	66.67
Hispanic or Latino	608	584	96.05	3.95	40.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	80	96.39	3.61	50.00

White	246	241	97.97	2.03	64.32
English Learners	106	104	98.11	1.89	6.93
Foster Youth	--	--	--	--	--
Homeless	64	61	95.31	4.69	39.34
Military	18	17	94.44	5.56	58.82
Socioeconomically Disadvantaged	781	749	95.90	4.10	39.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	189	172	91.01	8.99	10.59

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	1195	1155	96.65	3.35	32.93
Female	563	541	96.09	3.91	30.68
Male	632	614	97.15	2.85	34.91
American Indian or Alaska Native	--	--	--	--	--
Asian	122	121	99.18	0.82	56.20
Black or African American	86	82	95.35	4.65	14.63
Filipino	39	39	100.00	0.00	41.03
Hispanic or Latino	609	585	96.06	3.94	21.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	78	93.98	6.02	41.03
White	247	241	97.57	2.43	50.21
English Learners	106	103	97.17	2.83	2.91
Foster Youth	--	--	--	--	--
Homeless	64	60	93.75	6.25	26.67
Military	18	17	94.44	5.56	17.65

Socioeconomically Disadvantaged	782	749	95.78	4.22	24.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	189	174	92.06	7.94	5.75

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)	35.33	31.07	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	398	388	97.49	2.51	31.27
Female	191	186	97.38	2.62	24.86
Male	207	202	97.58	2.42	37.13
American Indian or Alaska Native	0	0	0	0	0
Asian	48	48	100.00	0.00	60.42
Black or African American	26	26	100.00	0.00	15.38
Filipino	19	19	100.00	0.00	42.11
Hispanic or Latino	192	186	96.88	3.12	21.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	31.03
White	81	78	96.30	3.70	40.26
English Learners	33	32	96.97	3.03	0.00
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	22.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	263	255	96.96	3.04	25.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	55	94.83	5.17	9.09

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 7	96%	97%	99%	97%	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
<p>Parent involvement is a priority at Cope Middle School, with many opportunities for parents to stay informed and engaged in school activities. The school website serves as a central hub, offering an updated calendar of events and a daily Student Bulletin to keep parents and students informed. Through the Aeries Parent Portal, families can access their student's report card grades, attendance, and emergency contact information. Most teachers manage their gradebooks and assignments on Aeries, providing parents with up-to-date information about their student's academic progress. Cope also uses Instagram, Twitter, and Parent Square (Aeries Communication) to share important dates, reminders, and updates with the school community. Parents are regularly surveyed for input on topics such as campus culture, school safety, and facility improvements. Additionally, the Assistant Principals involve parents in the Safety Committee, School Site Council, English Learner Advisory Committee, and other key groups.</p> <p>Cope's PTSA plays a vital role in supporting various school activities and organizing fundraisers such as dine-out nights and spirit wear sales. In collaboration with school administration, the PTSA hosts Parent Education Nights throughout the year to address topics of interest. Parents of English Learners meet with the site ELD Coordinator to discuss academic and social-emotional support for their children. The School Site Council also convenes monthly to review the school's mission and oversee the allocation of categorical site funds. Parents are encouraged to participate in these committees and events, ensuring they remain active partners in their child's education.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1312	1286	323	25.1
Female	625	613	153	25.0
Male	687	673	170	25.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	128	127	17	13.4
Black or African American	101	98	29	29.6
Filipino	40	40	3	7.5
Hispanic or Latino	674	659	196	29.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	85	83	20	24.1
White	266	262	56	21.4
English Learners	125	124	33	26.6
Foster Youth	--	--	--	--
Homeless	82	79	27	34.2
Socioeconomically Disadvantaged	879	857	263	30.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	213	212	71	33.5

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
8.23	7.17	5.79	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
0.36	0.07	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	5.79	0.00
Female	3.84	0.00
Male	7.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.34	0.00
Black or African American	12.87	0.00
Filipino	2.50	0.00
Hispanic or Latino	5.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.12	0.00
White	3.76	0.00
English Learners	7.20	0.00
Foster Youth	0.00	0.00
Homeless	8.54	0.00
Socioeconomically Disadvantaged	7.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.86	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

Cope Middle School's Comprehensive School Safety Plan (CSSP) is reviewed, updated, and approved annually to ensure the safety and well-being of all students and staff. The plan was most recently reviewed with staff and a student representative on October 14, 2024, approved by the School Site Council on October 15, 2024, and received board approval from the Redlands

2024-25 School Safety Plan

Unified School District on October 22, 2024.

The CSSP includes key components such as school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment reporting procedures, child abuse and bullying reporting protocols, dangerous pupil notification procedures, and comprehensive disaster response plans. Classroom emergency backpacks and schoolwide emergency supplies, stored in the land/sea container, are updated annually. Water bottles and snacks are replenished each year with the support of PTSA funds.

To promote safety, campus monitors, teachers, counselors, and administrators supervise the school grounds before school, during all three lunches, and after school. All entrances to the campus are locked during the school day, and visitors must check in through the Raptor system by providing identification and obtaining a visitor pass. Staff members wear visible identification to ensure easy recognition, and directional signage and cones guide student movement across campus. Quarterly School Safety Committee meetings, led by the Assistant Principal, review campus infrastructure, facilities, and safety material needs to address ongoing and emerging concerns.

Cope’s Positive Behavior Interventions and Supports (PBIS) program, SOAR (Safe, Organized, Accountable, Respectful), fosters a positive campus culture. Expectations are promoted through campus banners, classroom posters, and daily reminders, and students are rewarded with SOAR Bucks for demonstrating positive behavior. Anonymous reporting systems such as “See Something, Say Something” and Sprigeo encourage students to report safety-related issues, reinforcing a safe and supportive environment for the entire school community.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	19	20	3
Mathematics	23	16	14	7
Science	27	7	18	7
Social Science	26	8	17	8

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	23	21	3
Mathematics	23	13	23	2
Science	26	5	22	6
Social Science	29	3	20	7

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	23	3
Mathematics	25	10	19	4
Science	25	13	11	8
Social Science	27	4	19	7

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	406

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)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$9,691.93	\$1,992.66	\$7,699.27	\$80,245.83
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-9.5	-24.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-33.3	-19.7

Fiscal Year 2023-24 Types of Services Funded

In 2023-2024, Cope Middle School received approximately \$444,534 in special funds to support supplementary educational programs. These funds, sourced from Title I, the School Improvement Plan, and the General Fund, were used to enhance instructional materials, intervention programs, personnel, and enrichment opportunities through the Extended Learning Opportunities Program (ELOP). These resources allow Cope to address diverse student needs and foster academic success.

Cope offers a comprehensive academic program tailored to students at all grade levels. Sixth-grade students benefit from a team-teaching model and targeted reading and math interventions. Exploratory classes such as college and career exploration, fine arts, and digital skills provide enrichment for students not enrolled in interventions. Advanced classes in English, math, and science are offered for seventh and eighth grades, alongside electives such as ASB, Yearbook, Theater, and Robotics. Daily physical education promotes lifelong wellness, and music programs are structured to ensure students receive core academic instruction without disruption.

To support students beyond the classroom, Cope provides after-school tutoring in math, academic support and enrichment through ELOP, and the ASES program, which includes tutoring and transportation. These efforts align with Cope's 2023-2024 goals of fostering equitable access to programs in a safe, positive environment and delivering high-quality, standards-based instruction with tiered supports to ensure all students thrive.

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

Cope staff is committed to ongoing professional growth, utilizing weekly early-release Mondays for 1.5 hours of collaboration and professional development. During this time, staff focus on understanding student needs, fostering academic rigor, and engaging with Depth of Knowledge levels across subjects. Additionally, emergency response planning is a key component of professional development. Staff regularly work together to refine practices, align curriculum, and discuss strategies for improving student outcomes.

Professional development is also integrated into department meetings and annual full-day training sessions with other district middle schools. This training is led by outside presenters, expert teachers, counselors, and administrators, and is tailored to various instructional strategies. Teachers are further supported through follow-up training, consistent reminders in department meetings, and a master schedule that allows for ongoing collaboration and planning.

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	10	10	10

Moore Middle 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	Moore Middle School
Street	1550 East Highland Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5440
Principal	Jennie Dyerly
Email Address	jennie_dyerly@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/moore
Grade Span	6-8
County-District-School (CDS) Code	36-67843-6061881

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
Moore Middle School is located in the City of Redlands in Southern California and is one of four middle schools in the Redlands Unified School District. Moore opened in 1966 and consists of 16 buildings spread over 32 acres. Moore follows a traditional calendar with approximately 1000 students (grades 6,7,8) in attendance from the communities of Redlands, Mentone, Angeles Oaks, and Forest Falls. The student body is made up of an ethnically-diverse population that celebrates varied cultural heritages and embraces multiple home languages. Although the school is nestled in the hills of Redlands within an upper middle-class neighborhood, more than half of the student population lives in poverty and Moore is a school that has free breakfast and lunch for 100% of the population. One needs only to walk the halls of Moore Middle School, though, to feel the

2024-25 School Description and Mission Statement

accepting, loving culture of the campus (one of the school's major strengths identified by students, staff, and parents through surveys). The hard working, dedicated staff recognizes the seriousness of educating young people to be life-long learners and competitive in a global economy. The staff (custodians, food service workers, secretaries, instructional assistants, teachers, etc.) sees itself as a team in partnership with parents and our local community to provide quality, standards-based instruction for all students within an educational environment where caring for kids is the first priority. All staff members recognize and model appropriate, dignity-building interactions with students keeping the students' academic and emotional development as a primary focus. The staff is dedicated to meeting the needs of all students by utilizing varied instructional strategies while providing extension activities, accommodations, modifications, and other interventions to address the varied needs of each child. Teachers are trained to provide differentiated and targeted instruction based on each child's needs and strongest learning modality. Data of various forms are analyzed to assist teachers to provide targeted instruction.

MISSION STATEMENT: Moore's Mission Statement created with input by the entire staff is as follows:
"Moore Middle School is dedicated to supporting the development of all students to become self-sufficient, life-long learners."
MOORE MIDDLE SCHOOL VISION:
At Moore Middle School, our vision is to create a nurturing and inclusive educational environment that prioritizes the holistic development of our students. We are committed to fostering excellence by focusing on our four key pillars: student safety, academic excellence and interventions, positive behavior, and parent engagement. These pillars form the foundation upon which our school community thrives, ensuring that every student can reach their full potential.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	333
Grade 7	354
Grade 8	377
Total Enrollment	1,064

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.4
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	4.3
Black or African American	5.3
Filipino	0.9
Hispanic or Latino	54.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.8
White	29.1
English Learners	8.4
Foster Youth	1
Homeless	8.6
Socioeconomically Disadvantaged	61.4
Students with Disabilities	17.9

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)	37.40	71.44	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	2.27	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.76	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.27	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	12.10	23.21	65.10	6.72	18854.30	6.86
Total Teaching Positions	52.30	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)	45.40	84.83	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)	0.20	0.47	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.57	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	7.00	13.11	57.10	5.89	15831.90	5.67
Total Teaching Positions	53.50	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)	48.60	88.32	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)	0.70	1.38	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.36	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	5.40	9.92	53.70	5.50	14303.80	5.15
Total Teaching Positions	55.00	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	0.40	0.20	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.40	0.20	0.7

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	1.10	0.80	0.2
Total Out-of-Field Teachers	1.10	0.80	0.2

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)	0.60	1.3	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.90	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 grade level textbooks and adopts those that meet standards defined in the State Frameworks. 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. Sufficient textbooks are available for all students regardless of English proficiency or disability.

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	Collections-Grade 6 Houghton Mifflin Harcourt (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2014) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2014) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2014) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Science	California Inspire Science: Grade 6 McGraw Hill (2021) California Inspire Science: Grade 7 McGraw Hill (2021)	Yes	0%

	California Inspire Science: Grade 8 McGraw Hill (2021)		
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History Discovery Ed (2018) *Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Visual and Performing Arts	N/A		0%

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

School Facility Conditions and Planned Improvements

Students and staff work hard to keep the campus clean and safe. The three-night custodians do a remarkable job of cleaning 57 classrooms, the auditorium, kitchen, library, and offices daily. Our daytime Lead custodian maintains the grounds, sets up for special events, and keeps the campus litter-free. When almost 1,100 students have lunch, we depend heavily on their willingness to clean up after themselves. The District has adopted a disaster preparedness plan. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan has been adapted to Moore and we have regular fire and disaster drills to assure a quick and orderly evacuation in case of an emergency. The majority of the Moore campus has been modernized with new paint, carpet, and lighting. If present, graffiti is removed immediately by site or District staff. 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 administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school facilities are inspected monthly, and needed repairs are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students. When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. But, if not, the District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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			

School Facility Conditions and Planned Improvements				
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
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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	44	50	50	46	47
Mathematics (grades 3-8 and 11)	33	35	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	1067	1014	95.03	4.97	43.89
Female	528	501	94.89	5.11	50.50
Male	538	512	95.17	4.83	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	50	48	96.00	4.00	81.25
Black or African American	55	51	92.73	7.27	25.49
Filipino	--	--	--	--	--
Hispanic or Latino	584	548	93.84	6.16	32.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	55	94.83	5.17	63.64

White	305	298	97.70	2.30	58.39
English Learners	73	62	84.93	15.07	4.84
Foster Youth	--	--	--	--	--
Homeless	92	79	85.87	14.13	30.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	686	641	93.44	6.56	32.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	194	176	90.72	9.28	15.91

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	1067	1017	95.31	4.69	34.61
Female	528	502	95.08	4.92	35.06
Male	538	514	95.54	4.46	34.05
American Indian or Alaska Native	--	--	--	--	--
Asian	50	49	98.00	2.00	73.47
Black or African American	55	53	96.36	3.64	22.64
Filipino	--	--	--	--	--
Hispanic or Latino	584	549	94.01	5.99	23.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	58	100.00	0.00	50.00
White	305	293	96.07	3.93	48.46
English Learners	73	61	83.56	16.44	8.20
Foster Youth	--	--	--	--	--
Homeless	92	83	90.22	9.78	13.25
Military	0	0	0	0	0

Socioeconomically Disadvantaged	686	648	94.46	5.54	20.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	194	179	92.27	7.73	11.17

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)	27.60	22.66	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	375	366	97.60	2.40	22.68
Female	177	174	98.31	1.69	21.26
Male	197	191	96.95	3.05	24.08
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	17	17	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	215	208	96.74	3.26	16.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	36.36
White	106	104	98.11	1.89	30.77
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	35	35	100.00	0.00	25.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	245	236	96.33	3.67	14.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	66	95.65	4.35	4.55

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 7	90%	88%	95%	91%	95%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
Moore Middle School encourages parents to become involved in the school in a number of different ways. Parents become involved by volunteering in the classroom and other areas on campus, PTSA (Board positions or volunteering), attending Meetings with administration and counselors (monthly morning and/or evening meetings), participating in and attending School Site Council (monthly), attending in and holding board positions for ELAC - English Language Acquisition Committee (monthly), representing the school at DELAC - District English Language Acquisition Committee, attending the Districts African American Parent Advisory Council (DAAPAC), assisting with Awards Assemblies, supporting and chaperoning for CJSF Induction Ceremonies and field trips (each semester), Chaperone Dances, AERIES Parent Portal, Parent Surveys, Back to School Night, In-Coming 6th Grade Student/Parent Orientation, Redlands Educational Partnership, Book Fair, Science Fair Parent Night, Teacher Web Sites, Moore's Web Site, Running Club, High School Parent Nights for 8th Graders, Teacher Appreciation Week, 8th Grade Awards Night, and Marching Band Booster Club.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1152	1134	269	23.7
Female	569	563	126	22.4
Male	581	570	142	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	2	3.9
Black or African American	66	64	25	39.1
Filipino	11	--	--	--
Hispanic or Latino	629	619	178	28.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	55	10	18.2
White	326	323	47	14.6
English Learners	99	97	33	34.0
Foster Youth	21	18	13	72.2
Homeless	111	107	42	39.3
Socioeconomically Disadvantaged	752	737	229	31.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	220	216	79	36.6

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
6.4	12.03	10.85	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	10.85	0.00
Female	8.79	0.00
Male	12.91	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.92	0.00
Black or African American	28.79	0.00
Filipino	9.09	0.00
Hispanic or Latino	12.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	6.44	0.00
English Learners	16.16	0.00
Foster Youth	28.57	0.00
Homeless	21.62	0.00
Socioeconomically Disadvantaged	14.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.36	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

Moore Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Comprehensive School Safety Plan (CSSP) is adopted in March of each school year, as well as reviewed in September and October with staff and School Site Council. The CSSP is reflective of the school's safety

2024-25 School Safety Plan

needs. The key components of Moore's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Moore also works closely with the district's SROs and Redlands Police Department who are available to assist in student safety when needed. The Moore Middle School Administration and Staff understand that a positive learning environment is critical to the success of all Moore students. As such, strong classroom management and the development of responsible student behavior is a focus. Expectations are clearly communicated and consistently enforced. Among the variety of behavioral interventions utilized to achieve maximum student cooperation and sustained continuous learning, parents are encouraged to take an active role in the process as the school's administration and staff communicate with parents often through Aeries Communication, Monarch Newsletter (weekly), Meetings with Administration and Counselors (monthly), PTSA, ELAC, and SSC. Lastly, Moore has also implemented the RAPTOR system to check visitors through Megan's Law Database, and print visitor passes to make visitors identifiable for all staff and students. All staff are also training multiple times throughout the year as well as monthly micro trainings that have been approved by the DOJ.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	16	5
Mathematics	19	21	14	1
Science	23	14	13	4
Social Science	26	6	15	6

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	22	11	9
Mathematics	23	19	9	6
Science	24	8	16	5
Social Science	24	7	19	3

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	13	7
Mathematics	21	21	10	5
Science	24	11	13	6
Social Science	25	10	11	7

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	266

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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$11,101.61	\$2,979.41	\$8,122.20	\$90,537.65
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-4.1	-12.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-28.0	-7.7

Fiscal Year 2023-24 Types of Services Funded

Moore Middle School receives a total of \$165,480 in special funds for supplementary educational programs. Moore's LCAP funds, which provides supplies, equipment, curriculum support, school culture and many other areas is \$193,131.

Summary of Strengths: The identified strengths of Moore Middle School include student achievement as measured by quarter academic recognition, and awards in individual and group competition, parent participation, staff dedication and increased student SBAC scores. Student Achievement - Students from Moore consistently win top awards in literary competitions, science fairs, and the Science Olympiad. The results on the California Standards proficiency tests also testify to improvement in student achievement. Parent Participation - The PTSA Board meets monthly to organize support activities for staff and students and numerous parents assist in student activities and dances. Parent Education is provided at a monthly meeting with the administration and counseling teams where we cover current event issues as identified by parents or per parent request. As the new administration and counseling teams meet with parents, there has been an increase in participation. All teachers communicate and collaborate regarding children's academic and behavioral performance through newsletters, web-based grading system, web sites, and more. A weekly newsletter is sent to all homes with school activities. Emails are also sent home to parents informing them of activities, and Aeries Communication is used to communicate with families in both English and Spanish. Staff Dedication is noted in both certificated and classified staff members, who take pride in the fact that they make a conscientious effort to work together in the best interests of students. Limited resources do not limit the willingness of staff to spend the time necessary to improve our delivery system and the services provided to students.

Critical Needs Three Year Student Objectives: Reestablishing an inclusive school culture that emphasizes safety; Fully developed and implemented Professional Learning Community; Correlating school curriculum to standardized testing materials that will prepare students for testing and create optimum results; Maintaining and enhancing the AVID and Honors programs for Advanced Learners; Implementing a Comprehensive School Safety Plan; Developing and implementing an academic program that will result in student growth for Moore Middle School.

School-Wide Goals and Strategies

MATHEMATICS- All students will receive a high quality instructional program aligned to the Common Core State Standards

- Provide teachers with training specifically related to CCSS and use of curriculum for instruction
- Develop comprehensive understanding of standards-based instruction and assessment
- Continuous presentation and/or sharing of research-based effective strategies focused on differentiation
- Staff development and collaborative dialogue focused on increased rigor and student engagement

ENGLISH LANGUAGE ARTS- All students will receive a high quality instructional program aligned to the Common Core State Standards

- Provide teachers with training specifically related to CCSS
- Develop comprehensive understanding of standards-based instruction and assessment
- Continuous presentation and/or sharing of research-based effective strategies focused on differentiation
- Staff development and collaborative dialogue focused on increased rigor and student engagement

Fiscal Year 2023-24 Types of Services Funded

PROFESSIONAL LEARNING COMMUNITIES- All students will receive a high quality instructional program aligned to the Common Core State Standards

- Comprehensive development and implementation of PLCs focused on student intervention programs, data analysis, instructional/curricular development, vocabulary development, assessment alignment, anti-bullying education, safety, Thinking Maps, AVID instructional strategies, and peer instructional coaching to increase student learning.

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

Staff development is supported through the School Plan for Student Achievement (SPSA). These funds allow teachers to attend conferences and also provide funds for consultants to train staff on site. The staff will also utilize staff meetings, team meetings, department meetings, and grade-level content area Data Analysis meetings to address curricular and organizational needs. Additionally, teachers participate in staff development during minimum days. Moore Middle School has 30 minimum days throughout the academic year. Moore is specifically interested in supporting the district's RUSD 2025 push for building student capacity through equitable teaching practices such as Universal Design for Learning (UDL) strategies. Previously, Moore focused on Thinking Maps and AVID strategies school-wide. Additionally, in previous years, English and Math teachers participated in professional development at the district level to further their understanding of the Common Core Standards and the new math curriculum, as well as training with a specific focus on English Language Learners, collaboration, and NGSS. Moore staff also participated in equity and diversity training, which supported staff in learning how to support a diverse student population by removing barriers in the classroom.

In 2022-2023, teachers were supported through teacher-principal meetings, department-level data teams, Collaboration with Departments, District Office coaching, and release days for various departments during the school year. In addition, Administration did regular classroom walk-throughs to monitor the teaching and learning process in classes. Data collected was used to determine what follow-up training was needed to develop a more in-depth understanding of walkthrough components. Follow-up meetings with the teachers and administration helped to reflect on what was observed. Lastly, data from common assessments were used to monitor student progress.

In 2023-2024, administration and staff have collaborated in meetings to discuss continuous improvement in academics, safety

Professional Development

through positive behavior and interventions, and reestablishing an inclusive school culture. Collaboration meetings included staff, department, grade-level, and Leadership meetings. At each meeting, data was shared to work on focused goals for school improvement. Moreover, administration continued classroom visits through Progress Advisor and shared individual data with staff on what was observed for further discussion.

In 2024-2025 the Moore staff and administration collaborate weekly. At these meets they look at data, academics, safety, PBIS, AVID, Equity, and how to build the over all academic and culture at Moore. Collaboration meetings are every Monday and include professional development, staff meetings, department meetings, grade-level meetings, Leadership meetings, AVID meetings, safety, and many other trainings. There are focused goals that are data driven to help school improvement and safety. The staff uses PBIS SWIS data, Progress Advisor data, attendance data, assessment data (state and local), and student surveys to help guide the professional development and conversations.

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	20	10	12

Citrus Valley High 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	Citrus Valley High School
Street	800 W. Pioneer Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	909 799-2300
Principal	Maisie McCue
Email Address	maisie_mccue@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/cvhs
Grade Span	9-12
County-District-School (CDS) Code	36-67843-0118802

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
<p>School Description: Citrus Valley High School opened its doors for the first time in 2009 with freshman and sophomore classes. CVHS now has approximately 2100 students in grades 9-12. The School was financed from two bond measures, measure R and measure J, passed in local elections. Citrus Valley High School serves students from the city of Redlands as well as unincorporated portions of San Bernardino County including the community of East Highland. The communities served by Citrus Valley High School are diverse and offer a rich tapestry of cultures. Designed and built at a cost of 120 million dollars, CVHS is a modern, high-tech school planned to facilitate positive and effective communication. Campus design reduces the distances between classrooms. Citrus Valley High School prepares students for college and career by providing many classes</p>

2024-25 School Description and Mission Statement

which are A-G compliant and by offering several CTE pathways. CVHS is regularly recognized as an outstanding high school and has achieved the award of Gold Ribbon School by the California Department of Education. All students have a Chromebook that they bring to school each day to use when needed in their classes. Every student has an account that he/she can use from any computer on campus. All teachers have access to AERIES database and a grade keeping program as well as Parent Square, a parent communication platform connected to Aeries. This system also allows parents to track their student's grades from any device and send and receive messages to their child's teacher. Citrus Valley High School prides itself on its community relationships. CVHS has the support of many different parent, community and business organizations. The PTSA is a parent/teacher/student organization that meets monthly to provide support as needed. Among their activities are providing support to teachers in the classroom, purchasing disaster preparedness supplies, and the awarding of scholarships to deserving students. Redlands Community Scholarship Foundation is composed of over 100 members administered by an elected Board of Directors. The Foundation receives gifts, donations and bequests from individuals and organizations. It annually dispenses over \$200,000 to Redlands Unified School District graduates. Several other organizations in the community also award scholarships to our students. School Site Council monitors CV's Single Plan for Student Achievement and categorical funds.

Mission Statement: The Mission of Citrus Valley High School is to provide all students an opportunity to succeed academically, grow socially, and participate responsibly in their education. We prepare our students to become productive citizens who are equipped to make a positive difference in our world. Students are guided in this quest by the cornerstone of Citrus Valley High School, CLASS: Character, Leadership, Attitude, Scholarship and Service.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	552
Grade 10	581
Grade 11	535
Grade 12	538
Total Enrollment	2,206

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.4
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	8.5
Black or African American	6
Filipino	2.4
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.6
White	19.1
English Learners	6.4
Foster Youth	0.4
Homeless	11.9
Socioeconomically Disadvantaged	65
Students with Disabilities	12.7

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)	79.50	84.91	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)	4.90	5.26	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	3.32	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	6.00	6.49	65.10	6.72	18854.30	6.86
Total Teaching Positions	93.70	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)	84.80	87.70	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	0.68	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	3.75	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	3.73	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	3.90	4.11	57.10	5.89	15831.90	5.67
Total Teaching Positions	96.60	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)	83.20	85.81	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	0.61	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.90	6.18	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	2.27	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	4.90	5.11	53.70	5.50	14303.80	5.15
Total Teaching Positions	96.90	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	1.80	1.10	1.5
Misassignments	3.10	2.40	4.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.90	3.60	5.9

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	0.90	1.60	0.5
Local Assignment Options	2.10	2.00	1.6
Total Out-of-Field Teachers	3.10	3.60	2.2

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)	1.40	0.6	3.2
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 Redlands Unified school District adopts textbooks at the secondary level using the same adoption cycle as the State Board of Education provides for elementary education. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. Sufficient textbooks are available for all students regardless of English proficiency or disability.

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	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (2010)	Yes	0%
Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology	Yes	0%

	<p>McGraw Hill (2020)</p> <p>Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021)</p> <p>Biology Pearson (2020)</p> <p>Modern Chemistry HMH (2017)</p> <p>Environmental Science: Sustaining Your World National Geographic / Cengage (2017)</p> <p>Earth Science Inspire:Earth Science (2020)</p> <p>Physics: Hewett, Conceptual Physics Savvas (2021)</p> <p>Physics H Physics HMH (2017)</p>		
History-Social Science	<p>United States History, Geography, Continuity, and Change McGraw Hill (2019)</p> <p>World History, Culture, and Geography: The Modern World (2019)</p> <p>American Government Pearson (2019)</p> <p>Economic Principals in Action Pearson (2019)</p>	Yes	0%
Foreign Language	<p>Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022)</p> <p>French: Chemins Course 1-3 Vista Higher Learning (2023)</p> <p>AP French: Themes Vista Higher Learning (2022)</p> <p>Spanish: Encuentros Course 1-3 Vista Higher Learning (2022)</p> <p>AP Spanish: Temas Vista Higher Learning 2020</p> <p>Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014)</p> <p>Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)</p>	Yes	0%

Health	N/A	No	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Funded by measures "R" and "J", construction began in 2007 on a three-year construction schedule. Located on 60 acres, the 269,540 square foot facility contains a capacity for 2500 students. Athletic facilities outdoors include: eight basketball courts, one track/football/soccer stadium with synthetic turf and an all-weather track, 2 baseball fields, 2 softball fields, 8 tennis courts, and one 75 X 82 swimming/water polo pool. The theater seats 496 and is located at the main entrance of the campus with adjacent music and drama classrooms. The closed campus has a multipurpose room cafeteria that seats 407. Lastly, the campus contains 99 classroom/labs. The library/media center seats 110, has shelving for 40,000 volumes and has collaboration rooms equipped with a whiteboard, flexible seating, and a touchscreen with internet.

CV maintains restrooms daily. 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 assistant principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The custodial staff monitors and cleans restrooms up to three times during the school day. At the end of each day the restrooms are thoroughly cleaned and stocked. The custodial staff constantly provides the students and staff with a clean facility throughout the school. Maintenance is done on-site by District and site personnel. Repairs are completed in a timely manner. Construction was completed in the Fall of 2018 on our new parking lot.

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys and Girls Locker room swamp cooler needs replacing.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Evidence of gophers and ground squirrels. synthetic turf in stadium and track need to be updated and/or repaired

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)	67	68	50	50	46	47
Mathematics (grades 3-8 and 11)	40	46	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

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Citrus Valley High School

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	494	478	96.76	3.24	68.13
Female	255	244	95.69	4.31	75.41
Male	237	232	97.89	2.11	60.61
American Indian or Alaska Native	0	0	0	0	0
Asian	52	51	98.08	1.92	76.47
Black or African American	34	32	94.12	5.88	46.88
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	277	266	96.03	3.97	67.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	59.26
White	89	87	97.75	2.25	74.71
English Learners	35	33	94.29	5.71	28.13
Foster Youth	0	0	0	0	0
Homeless	65	61	93.85	6.15	67.21
Military	90	86	95.56	4.44	67.06
Socioeconomically Disadvantaged	308	294	95.45	4.55	62.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	59	92.19	7.81	13.56

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	492	469	95.33	4.67	46.06
Female	254	241	94.88	5.12	45.64
Male	236	226	95.76	4.24	46.90
American Indian or Alaska Native	0	0	0	0	0
Asian	52	52	100.00	0.00	61.54
Black or African American	33	29	87.88	12.12	27.59
Filipino	13	13	100.00	0.00	69.23
Hispanic or Latino	276	263	95.29	4.71	38.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59	7.41	56.00
White	89	85	95.51	4.49	58.82
English Learners	35	32	91.43	8.57	9.38
Foster Youth	0	0	0	0	0
Homeless	65	62	95.38	4.62	38.71
Military	90	83	92.22	7.78	37.35
Socioeconomically Disadvantaged	306	289	94.44	5.56	38.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	56	87.50	12.50	5.36

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)	34.78	25.69	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	496	472	95.16	4.84	25.64
Female	272	260	95.59	4.41	27.31
Male	222	211	95.05	4.95	23.70
American Indian or Alaska Native	0	0	0	0	0
Asian	39	37	94.87	5.13	59.46
Black or African American	17	17	100.00	0.00	23.53
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	275	263	95.64	4.36	16.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	26	89.66	10.34	23.08
White	119	112	94.12	5.88	33.04
English Learners	29	28	96.55	3.45	3.57
Foster Youth	--	--	--	--	--
Homeless	45	44	97.78	2.22	22.73
Military	93	88	94.62	5.38	13.64
Socioeconomically Disadvantaged	298	286	95.97	4.03	19.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	35	87.50	12.50	2.86

2023-24 Career Technical Education Programs

The Redlands Unified School District works in conjunction with Colton, Redlands, Yucaipa-Regional Occupation Program (CRY-ROP) to offer CTE courses at each site. At CVHS, we have CTE pathways that include Design, Visual, and Media Arts; Game Design and Integration; Education; Engineering Design; Patient Care; Public and Community Health; Food Service and Hospitality; Marketing; Public Safety.

2023-24 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	1065
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.46
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	54.42

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 9	94%	85%	76%	86%	77%

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
CVHS has an active PTSA, several booster clubs, and a School Site Council and ELAC committee. These organizations raise money, provide activities and experiences outside the classroom and work with site staff to improve the quality of education at CVHS. In addition, parents also serve on the WASC Leadership Committee along with students and staff. We believe that one of the keys to the success of CVHS is that parents continue to play a critical role in their student's life. They faithfully support

2024-25 Opportunities for Parental Involvement

the students in their activities and the teachers in the classroom. Membership opportunities for the School Site Council, Booster Clubs and/or PTSA is advertised annually to parents via our dial-out system, Parent Square, the school website and at Back to School Night.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	3.2	5.5	4.1	5.7	9.9	5.8	7.8	8.2	8.9
Graduation Rate	95.3	91.2	94.7	91.4	86.2	90.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	532	504	94.7
Female	292	278	95.2
Male	238	224	94.1
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	41	39	95.1
Black or African American	19	19	100.0
Filipino	15	15	100.0
Hispanic or Latino	296	275	92.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	29	26	89.7
White	126	124	98.4
English Learners	35	25	71.4
Foster Youth	--	--	--
Homeless	80	79	98.8
Socioeconomically Disadvantaged	414	388	93.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	52	42	80.8

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2340	2268	493	21.7
Female	1169	1134	244	21.5
Male	1164	1127	247	21.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	192	189	13	6.9
Black or African American	147	139	36	25.9
Filipino	52	52	4	7.7
Hispanic or Latino	1384	1335	342	25.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	108	104	24	23.1
White	434	427	67	15.7
English Learners	155	151	54	35.8
Foster Youth	12	11	6	54.5
Homeless	278	270	77	28.5
Socioeconomically Disadvantaged	1548	1498	388	25.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	314	308	109	35.4

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
4.42	5.35	2.91	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
0.04	0.04	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	2.91	0.00
Female	2.05	0.00
Male	3.78	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	10.20	0.00
Filipino	1.92	0.00
Hispanic or Latino	3.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.93	0.00
White	1.38	0.00
English Learners	3.87	0.00
Foster Youth	25.00	0.00
Homeless	2.52	0.00
Socioeconomically Disadvantaged	3.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.05	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

Citrus Valley High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The plan for 2024-2025 was updated and approved in May 2024 by the CHVS School Site Council. The

2024-25 School Safety Plan

key components of Citrus Valley High School's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. This plan is reviewed annually, revised as necessary and presented annually to the CVHS staff at a staff meeting and also discussed with the School Site Council each year. Signage is posted throughout campus with phone numbers and resources that can be used to report any activity that could potentially impact school safety. All reports are thoroughly investigated. This information is presented at a staff meeting in the beginning of the year and again reviewed when staff returns from break second semester.

To ensure student safety before and after school, school security, and four administrators supervise the school grounds including the parent drop-off areas, cafeteria, and buildings. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is in 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 visitors pass through the Raptor System. CVHS has six full time safety team members and a School Resource Officer. The team must meet District hiring requirements including CPR, POST training associated to their level, and in-services on matters such as verbal strategies for de-escalation, use of force, and substance abuse prevention. The safety team is a critical part of providing students an opportunity to attend school in a safe and positive environment. The officers are uniformed and are on duty at all CV onsite and many off-site activities.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	15	25	37
Mathematics	27	15	42	17
Science	23	25	33	18
Social Science	28	12	22	27

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	40	26	28
Mathematics	23	37	30	15
Science	25	21	32	15
Social Science	25	22	30	16

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	37	31	26
Mathematics	25	30	32	19
Science	25	24	18	24
Social Science	26	24	13	28

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	315.14

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)	7
Library Media Teacher (Librarian)	1
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	\$10,704.81	\$1,679.65	\$9,025.16	\$96,630.86
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	6.4	195.8
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-17.6	196.0

Fiscal Year 2023-24 Types of Services Funded

CVHS offers the following services and programs to support students:

- ~Grade/credit recovery via an on-line provider (Edgenuity)
- ~Dual Enrollment Program with Crafton Hills Community College
- ~Chromebooks/Laptops for all students to increase student access to technology as well as to prepare our students for standardized computerized testing (Smarter Balanced).
- ~Academic Case Carriers to give designated students additional academic support with the goal of ensuring student success in high school, allowing us to better prepare our students for their entrance into college, technical school, or the work-force upon graduation.
- ~Math Support Program
- ~English Learner Coordinator to assist English Learners with access to the core curriculum.
- ~Peer Tutoring
- ~CTE Pathways
- ~Link Crew
- ~Academic Support Classes

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%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	0
Foreign Language	4
Mathematics	5
Science	8
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

The Citrus Valley High School staff is committed to continual professional growth. Both CVHS and the District have implemented professional development plans with a variety of offerings. CVHS has weekly collaboration days(partial days) for 45 minutes on Monday afternoon. This time is used for professional development, data analysis, discussion of best practices, department meetings, team meetings, discussion and analysis of benchmark assessments and the results from those benchmark assessments. Teachers also work closely together, by departments, analyzing data and modifying curriculum, programs and/or instruction as needed to improve student achievement. Additionally, there are three full days of Professional Development/Continuous Improvement designated for CAASPP data analysis and yearly Instructional Focus including AVID strategies. Through the evaluation process, teachers develop their own goals for professional improvement. New teachers participate in teacher induction programs both through the District and their universities and their colleagues also provide mentoring. New teachers also attend workshops geared to their needs on campus. First and second year teachers are expected to participate in the Induction program and are assigned experienced teachers as Induction support providers. After analyzing the results of the Smarter Balanced Test, the school wide focus is developed. For the 24-25 school year, collaboration and professional development is held on Monday afternoons for 45 minutes. Additionally, CVHS held staff training to focus on supporting EL students as well as inclusion strategies. November 1, 2024, was a whole staff professional development day focused on reviewing WASC goals and analyzing progress toward goals and developing long-term plans moving forward.

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	35/3	24/3	33/3

Redlands East Valley High 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	Redlands East Valley High School
Street	31000 East Colton Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	909-389-2500
Principal	Shana Kamper
Email Address	shana_kamper@redlands.k12.ca.us
School Website	www.redlandsusd.net/rev
Grade Span	9-12
County-District-School (CDS) Code	36-67843-3630779

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
Redlands East Valley High School (REVHS) opened its doors in 1997 as the second comprehensive high school in Redlands, California. Redlands East Valley (REVHS) was designed to accommodate the increased student population of Redlands, Mentone, and East Highlands and started with 2,059 students. REVHS was built to be on the cutting edge of technology, and it remains one of the most advanced schools in the Inland Empire. The district educational system includes a K-12 program, Alternative Education and Adult Education. The total district population is approximately 19,000 students and encompasses 147 square miles serving the communities of Redlands, Loma Linda, Mentone, Forest Falls, and portions of San Bernardino and Highland. School sites include four 9-12 high schools (three comprehensive high schools and one continuation high

2024-25 School Description and Mission Statement

school), four middle schools, and sixteen elementary schools. REVHS has a current enrollment of 1,835 students. The staff at Redlands East Valley High School includes 85 certificated staff, 65 classified staff, and 5 ROP teachers. REVHS provides students a comprehensive academic program along with a full complement of extra-curricular activities. The athletic, choral, instrumental, drama, newspaper, yearbook, student government, academic decathlon, and mock trial programs are active and thriving on campus. There are also 33 active clubs which include a variety of interest areas for students. In the spring of 2015, REVHS received the Gold Ribbon Award in recognition of the AVID program. Additionally, REV has been recognized as an AVID School of Distinction and received AVID National Demonstration School status in 2019 and 2024. In the spring of 2019, Redlands East Valley received a six-year accreditation from the Western Association of Schools and Colleges (WASC) with a mid-year review in March 2022. The mid-year review visiting committee commended REV for work on the previous recommendations and did not include any additional recommendations.

The mission of Redlands East Valley High School is to create a respectful, tolerant, and academically challenging environment, to educate our diverse student population, and to prepare them to make positive and responsible life choices in a global and technological society. The school's core values are represented by the acronym REVWAY (R- Respectful; E-Ethical; V- Vocal; W-Wildcats; A- Accountable; Y- You), which was developed through a schoolwide collaborative process. The Student Learner Outcomes (SLOs), also developed through a collaborative process with the leadership team, focus groups, home groups, and a student group (Link Crew), were written to align with REVWAY as well as reflect the priorities of the State of California as represented in the District LCAP. The REVWAY committee, made up of teachers, students and administrators, meets regularly to oversee the implementation and alignment of the school's goals, vision, core values and student outcomes.

The Student Learner Outcomes (SLOs) of the school are:

- Learn and work collaboratively in diverse teams and with mutual respect to share and interpret information, draw conclusions, and make presentations. (Respectful)
- Locate and evaluate information utilizing multiple resources in order to distinguish between opinion, fact, and propaganda to make informed decisions. (Ethical)
- Articulate thoughts using oral, written, non-verbal, and technological skills in a variety of forms and contexts. (Vocal)
- Actively participate in school and community while exhibiting social, ethical, and behavioral maturity by taking responsibility for individual actions. (Wildcat)
- Utilize basic skills, problem solving, technology, and creativity to demonstrate mastery in core subject areas. (Accountable)
- Work independently to produce quality standards-based projects that show mastery of skills. Identify goals, skills, and interests related to careers and post-secondary education. (You)

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	506
Grade 10	452
Grade 11	464
Grade 12	444
Total Enrollment	1,866

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.4
Non-Binary	0.5
American Indian or Alaska Native	0.3
Asian	3.8
Black or African American	6.1
Filipino	1.3
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.1
White	27.9
English Learners	4.7
Foster Youth	1
Homeless	8.8
Socioeconomically Disadvantaged	61.9
Students with Disabilities	15.3

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)	77.00	83.66	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	0.81	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	5.52	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	2.49	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	6.90	7.51	65.10	6.72	18854.30	6.86
Total Teaching Positions	92.10	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)	79.90	83.91	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	1.62	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	2.39	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	4.20	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	7.50	7.87	57.10	5.89	15831.90	5.67
Total Teaching Positions	95.20	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)	73.80	79.98	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	1.90	2.07	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.90	6.43	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	3.92	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	6.90	7.56	53.70	5.50	14303.80	5.15
Total Teaching Positions	92.30	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	1.00	0.00	1.7
Misassignments	4.00	2.20	4.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.00	2.20	5.9

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	0.80	0.80	0
Local Assignment Options	1.40	3.10	3.6
Total Out-of-Field Teachers	2.20	4.00	3.6

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)	4.70	1.5	4
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 Redlands Unified School District adopts textbooks at the secondary level using the same adoption cycle as the State Board of Education provides for elementary education. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. Sufficient textbooks are available for all students regardless of English proficiency or disability.

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	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (2010)	Yes	0%
Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology	Yes	0%

	<p>McGraw Hill (2020)</p> <p>Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021)</p> <p>Biology Pearson (2020)</p> <p>Modern Chemistry HMH (2017)</p> <p>Environmental Science: Sustaining Your World National Geographic / Cengage (2017)</p> <p>Earth Science Inspire:Earth Science (2020)</p> <p>Physics: Hewett, Conceptual Physics Savvas (2021)</p> <p>Physics H Physics HMH (2017)</p>		
History-Social Science	<p>United States History, Geography, Continuity, and Change McGraw Hill (2019)</p> <p>World History, Culture, and Geography: The Modern World (2019)</p> <p>American Government Pearson (2019)</p> <p>Economic Principals in Action Pearson (2019)</p>	Yes	0%
Foreign Language	<p>Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022)</p> <p>French: Chemins Course 1-3 Vista Higher Learning (2023)</p> <p>AP French: Themes Vista Higher Learning (2022)</p> <p>Spanish: Encuentros Course 1-3 Vista Higher Learning (2022)</p> <p>AP Spanish: Temas Vista Higher Learning 2020</p> <p>Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014)</p> <p>Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)</p>	Yes	0%

Health		No	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Funded by General Obligation Bonds passed in 1993 by a vote of 67.3%, construction of the school began in 1995 on a two-year construction schedule. The 245,000 square foot facility, composed of eleven buildings (five of which are two-stories), is located on 58.3 acres (10 acres of which is still orange groves) and has capacity for 2,600 students. Parking spaces total approximately 950 across multiple lots. The west parking lot was upgraded in 2024 to include more handicap spaces along with ADA compliant paths of travel to the gym and stadium. The school configuration is designed for a 9-12 grade level educational program. Outdoor athletic facilities include: eight basketball courts, one track/football/soccer field, two baseball fields, two softball fields, eight tennis courts, and one 25yd X 25 meter swimming/water polo pool. Phase I of a new stadium is complete. The spectator seating portion of Phase 2 is expected to be completed in early 2025. Technology is built around a campus-wide fiber optic backbone and all classrooms/meeting rooms are equipped with an interactive smart board. CTE classrooms are equipped with modern equipment for automotive repair, video production, video gaming, computer-assisted engineering, culinary preparation, and aviation simulation (coming soon). The auditorium seats 433 and is located at the main entrance of the campus with adjacent music and drama classrooms. The closed campus has a multi-purpose room cafeteria that seats 300. Lastly, the campus contains 86 classrooms. The library/media center seats 130 and has shelving for 30,000 volumes. The media center recently underwent a major renovation to include a maker space and upgraded technology. The Career Center provides computer and printed resources for students and staff to obtain information on colleges and occupations. Nine new relocatable classrooms were added to the campus during the summer of 2006. In 2008, Measure "J" was passed by the voters in the Redlands Unified School District which funded new fencing for the fire lane as well as additional surveillance cameras. In 2024, Measure "D" was passed by the voters within the district which will fund a pool renovation in 2025, along with future projects for the stadium (ticket booth, snack bar, etc.).

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 <https://www.redlandsusd.net>. An assistant principal works with the custodial staff to develop daily cleaning schedules to ensure a clean and safe school. REV maintains restrooms daily. The custodial staff monitors and cleans restrooms up to three times during the school day. At the end of each day the student and staff restrooms are thoroughly cleaned and stocked. Maintenance is done on-site by District and site personnel. The school enjoys an amicable relationship with District maintenance and operations, and repairs are completed in a timely manner.

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			Inspected monthly
Interior: Interior Surfaces	X			Inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Inspected monthly
Electrical	X			Inspected monthly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Fire alarm bell and intercom being replaced
Structural: Structural Damage, Roofs	X			Inspected monthly
External:	X			Inspected monthly

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	<p>State Priority: Pupil Achievement</p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>
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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)	57	62	50	50	46	47
Mathematics (grades 3-8 and 11)	36	35	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	434	425	97.93	2.07	62.12
Female	209	206	98.56	1.44	67.48
Male	222	216	97.30	2.70	56.48
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	66.67
Black or African American	24	23	95.83	4.17	47.83
Filipino	--	--	--	--	--
Hispanic or Latino	247	241	97.57	2.43	56.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	66.67

White	123	123	100.00	0.00	74.80
English Learners	28	26	92.86	7.14	3.85
Foster Youth	--	--	--	--	--
Homeless	35	34	97.14	2.86	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	270	264	97.78	2.22	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	59	93.65	6.35	37.29

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	433	423	97.69	2.31	34.52
Female	209	204	97.61	2.39	33.82
Male	221	216	97.74	2.26	34.72
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	55.56
Black or African American	24	23	95.83	4.17	26.09
Filipino	--	--	--	--	--
Hispanic or Latino	246	239	97.15	2.85	25.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	40.00
White	123	122	99.19	0.81	48.36
English Learners	28	26	92.86	7.14	7.69
Foster Youth	--	--	--	--	--
Homeless	35	34	97.14	2.86	32.35
Military	--	--	--	--	--

Socioeconomically Disadvantaged	270	262	97.04	2.96	25.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	59	95.16	4.84	6.78

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)	13.93	34.77	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	413	405	98.06	1.94	35.56
Female	197	194	98.48	1.52	33.51
Male	215	210	97.67	2.33	37.62
American Indian or Alaska Native	--	--	--	--	--
Asian	16	15	93.75	6.25	66.67
Black or African American	21	20	95.24	4.76	5.00
Filipino	--	--	--	--	--
Hispanic or Latino	223	217	97.31	2.69	26.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	75.00
White	122	122	100.00	0.00	45.08
English Learners	15	14	93.33	6.67	14.29
Foster Youth	--	--	--	--	--
Homeless	37	37	100.00	0.00	27.03
Military	--	--	--	--	--
Socioeconomically Disadvantaged	237	233	98.31	1.69	24.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	27.50

2023-24 Career Technical Education Programs

The ongoing goal of CTE (Career Technical Education) is for students to build marketable skills and prepare for employment in any field. Redlands East Valley High School's (REVHS) CTE courses emphasize a positive work ethic, maintaining proper workplace etiquette, leadership skills and working with project timelines and parameters. Weekly CTE discussions with all classes expose students to what employers seek in employees and what makes one person more qualified than another. Discussions of career classifications provide students with an understanding of the hierarchy through which any given employee may progress.

REVHS provides its own CTE classes in Engineering Design and Patient Care (athletic training). The Colton, Redlands, Yucaipa Regional Occupation Program (CRY-ROP) provides additional CTE pathways such as Food Services and Game Design. All of these practical and dynamic classes provide students with problem solving, team work, critical thinking, and leadership skill practice. Many of the capstone Career Technical Education courses are articulated with local community college courses. This allows students completing those courses to earn college credits as well as high school credit for those courses. The counseling and career center staff provide sequenced instruction to all students through their English classes. The REVHS English teachers have continued the school to career curriculum especially at the 11th and 12th grade level, to increase students' access to self-interest and skills inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application and career planning process. A Tech Prep mini-grant, awarded through the Inland Empire Tech Prep Consortium, finances an annual district-wide college fair held in the fall on a

2023-24 Career Technical Education Programs

high school campus in the evening.

CTE Course Sequences at Redlands East Valley High School:
[Please note: The programs below include ROP courses, as there is a seamless connection between the REVHS and ROP programs. ROP course data was NOT included in the "Career Technical Education Participation" data report.]

- PLTW - Engineering Design
- Patient Care
- Design, Visual, and Media Arts
- Game Design and Integration
- Systems Diagnostics, Service, and Repair
- Operations
- Food Services and Hospitality

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	797
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.02
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	49.65

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 9	87%	85%	86%	85%	95%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
One of the keys to student success at REVHS is parental involvement. REVHS has an active PTSA as well as booster clubs for our athletic programs and extracurricular activities such as band and choir. These organizations raise money, provide activities and experiences outside the classroom, and work with site staff to improve the quality of education at REVHS. Our athletic boosters raise money to provide additional support to athletic teams including tournament fees, equipment, uniforms, travel, and banquet costs. Choral and band boosters are instrumental in enhancing the performing arts extra-curricular program and raise money for competitions, travel expenses, uniforms, and equipment as needed. Parents also actively support ASB and the drama program with both time and resources. Parents serve on our SEB (social-emotional) team, School Site Council, equity team, and safety team. Additionally, REV parents have served on LCAP advisory committees throughout the district. Parents serving in these roles provide valuable insight to school staff through their work evaluating programs/policies, reviewing budgets, analyzing data, and monitoring state accountability and site based needs. The robust participation of our parent community enhances the educational experience for students and strengthens our community partnerships.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	2.7	6.2	5.0	5.7	9.9	5.8	7.8	8.2	8.9
Graduation Rate	93.6	92.2	89.8	91.4	86.2	90.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	462	415	89.8
Female	220	205	93.2
Male	241	209	86.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	17	14	82.4
Black or African American	24	19	79.2
Filipino	11	11	100.0
Hispanic or Latino	254	226	89.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	16	76.2
White	130	125	96.2
English Learners	25	18	72.0
Foster Youth	--	--	--
Homeless	70	62	88.6
Socioeconomically Disadvantaged	451	405	89.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	60	38	63.3

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2054	1956	525	26.8
Female	970	921	268	29.1
Male	1072	1025	254	24.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	73	73	11	15.1
Black or African American	129	119	45	37.8
Filipino	27	26	4	15.4
Hispanic or Latino	1161	1104	322	29.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	88	81	20	24.7
White	554	536	120	22.4
English Learners	111	98	31	31.6
Foster Youth	54	27	15	55.6
Homeless	176	172	57	33.1
Socioeconomically Disadvantaged	1334	1257	412	32.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	327	308	124	40.3

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
5.3	6.16	5.11	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
0.05	0.24	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	5.11	0.00
Female	4.64	0.00
Male	5.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.74	0.00
Black or African American	17.83	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.68	0.00
White	3.07	0.00
English Learners	4.50	0.00
Foster Youth	14.81	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	6.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.17	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

Redlands East Valley High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is updated and adopted in the Fall of each school year and is reflective of the school's safety needs. The plan was last approved in the Fall of 2024 by our School Site Council. The key

2024-25 School Safety Plan

components of Redlands East Valley High School's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The school safety plan is reviewed annually before being distributed to all staff. The school holds five safety drills yearly (2 earthquake, 2 fire, and 1 lock down) that are on file with the District. The school's safety committee meets each quarter and consists of certificated and classified employees, one assistant principal, parents, and students. Information from the safety committee as well as suspension/expulsion reports and staff input/observations is used to make informed decisions regarding school protocols, rules, and consequences to ensure students are physically, socially, and emotionally safe at school.

To ensure student safety before and after school, school security and administrators supervise the school grounds including the bus drop-off area, cafeteria, and buildings. During the school day all entrance areas to the school are locked with the single point of entry being the front entrance. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass. All visitors check in through the Raptor system where their ID is provided and scanned through the Megan's Law database. All staff members wear ID badges to identify themselves as employees.

REVHS has six full time safety officers (one 12-month employee and five 10-month employees) and three part-time campus monitors. The full-time safety officers must meet District hiring requirements including: CPR, POST training level II, on-going Clean Sweep training, and attend in-service training on matters such as pepper spray, verbal judo, and ProAct. The collective security team is responsible for providing students an opportunity to attend school in a safe educational setting. The officers are uniformed and stand duty at all REV on-site and many off-site activities. In the Fall of 2018, a full-time School Resource Officer from the San Bernardino County Sheriff's office was added to the security team. The SRO provides additional resources and security to the REV campus and community.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	37	40	12
Mathematics	22	37	30	11
Science	24	27	17	15
Social Science	20	44	24	15

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	60	33	18
Mathematics	21	44	27	12
Science	26	20	19	16
Social Science	22	33	20	20

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	46	25	26
Mathematics	22	39	27	14
Science	23	29	16	17
Social Science	21	36	26	13

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	311

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)	6
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$15,303.65	\$5,565.90	\$9,737.75	\$100,259.41
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	14.0	-1.8
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-10.1	2.5

Fiscal Year 2023-24 Types of Services Funded

The district office, under the direction of the Superintendent, financially supports REVHS. The school's general budget of \$155,000 is allocated by site administration with money designated to school operations and all departments. The School Site Council oversees \$193,000 in LCAP funds. The money allocated in the school plan is developed and approved by the Site Council in alignment with the district LCAP goals to support student engagement and achievement, including but not limited to increasing student attendance, increasing student participation in activities and events, increasing student performance on the CAASPP tests in ELA and math, and decreasing suspension rates. The site budget collectively provides funding for staff professional development, supplemental instructional material, additional hours for staff to provide tutoring/academic intervention, as well as all operational expenses for custodial and security. Prop 28 funds support extra-curricular activities and enhanced learning opportunities in the arts.

REVHS CTE pathways are supported through the district partnership with CRY-ROP. The Colton, Redlands, Yucaipa Regional Occupation Program (CRY-ROP) has implemented pathways at REVHS In the areas of:

- Design, Visual, and Media Arts
- Game Design and Integration
- Systems Diagnostics, Service, and Repair
- Operations
- Food Services and Hospitality

In addition, the school hosts two Redlands USD-based CTE programs in Engineering Design and Patient Care.

Many of our CTE pathway courses are also articulated with local community colleges allowing students to earn college credits as well as high school credit. Dual Enrollment college courses are also offered on campus during and after the school day for the opportunity to receive additional college credits. REVHS collaborates with local two and four-year institutions of higher education to maximize our students' awareness of post-secondary opportunities. The district maintains a guaranteed admissions agreement with the University of Redlands and the University of La Verne. The counseling and Career Center staff provide sequenced instruction to all students through their English classes at each grade level to increase students' access to self-awareness inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application process. REVHS also implemented the Link Crew program to connect incoming students with the high school.

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/csl/>.

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%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	22.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	8
Fine and Performing Arts	3
Foreign Language	4
Mathematics	5
Science	7
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	39

Professional Development

The Redlands East Valley High School staff is committed to continual professional growth. Both REVHS and the District have implemented professional development plans with a variety of offerings. REVHS has weekly collaboration time (*28 partial days) for 45 minutes on Monday afternoons. This time is used for professional development, data analysis, discussion of best instructional practices, department meetings, team meetings, instructional planning, and analysis of common benchmark assessments. Additionally, there are two full days of professional development designated for schoolwide data analysis and the yearly Instructional Focus. Through the evaluation process, teachers are encouraged to develop goals for professional

Professional Development

improvement. First and second year teachers are expected to participate in the district-facilitated Induction program and are assigned experienced teachers as Induction coaches. New teachers also attend a week-long summer orientation coordinated by the district's Human Resources department and are provided on-site mentoring by a member of their department. Classroom paraprofessionals and office clerical staff receive district-led professional development several times per year in a partial-day model.

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	38	30	30

Redlands Senior High 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	Redlands Senior High School
Street	840 East Citrus Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5500
Principal	Wes Cullen
Email Address	wes_cullen@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/rhs
Grade Span	9-12
County-District-School (CDS) Code	36-67843-3635042

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.redlandsusd.net

2024-25 School Description and Mission Statement
<p>Redlands Unified School District Mission Statement:</p> <p>The Redlands Unified School District, as a unifying agent of several unique communities rich in local history, culture and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st century.</p>

2024-25 School Description and Mission Statement

Redlands High School Mission Statement:

Redlands High School, with a proud tradition of excellence since 1891, recognizes our vital role in the community, the value of diversity, and our commitment to educate students to become knowledgeable, responsible citizens ready to meet the challenges of the 21st century.

Vision Statement:

Redlands High School is proud to be a school that works to provide:

POSITIVE EDUCATIONAL ENVIRONMENT

- A safe and orderly environment
- A positive, respectful environment between staff and students
- School pride through academic success and student involvement in school activities
- A professional and collaborative culture
- Strong responsive team-based leadership

CURRICULUM and INSTRUCTION

- High expectations for all students through a rigorous, standards-based curriculum
- Clear and focused academic goals for student learning
- Targeted use of research-based best practices

STUDENT SUPPORT and INTERVENTION

- Frequent and strategic monitoring of student progress
- Academic and behavioral support systems for students
- Effective partnerships with parents and community

Redlands High School (RHS) is the oldest school in California still on its original site. It was established in 1891 and was the only comprehensive high school for the community for over 100 years until the opening of Redlands East Valley High School in 1997, followed by Citrus Valley High School in 2009. The school site encompasses 65 acres. A major city street runs through the campus, dividing the campus into South Campus (the original site) and North Campus. RHS has received five California Distinguished School Awards (1990, 1992, 1994, 2018 and 2020), numerous Golden Bell Awards, and was named a California Gold Ribbon School in 2015. The staff currently includes 108 certificated employees, 6 ROP teachers, 2 AFJROTC teachers, and 63 classified staff members.

The school operates on a traditional daily schedule, with each class meeting five periods a week for fifty-five minutes per period. Students may enroll in a total of six class periods per day, with multiple opportunities to enroll in a zero or seventh period for select programs.

Over the past 20 years, the student population of RHS has seen a population fluctuation from a high of 5,078 in 1997 to a low of 2,708 in 1999. The school increased again to 3,512 in 2007 and dropped to the current population of approximately 2,200. Each major decrease coincided with the opening of a new high school in the District. RHS has also seen an increase in the number of students in the Free and Reduced Lunch Program, from 23% in the 2003-2004 school year to a current rate of 72%.

RHS has the support of many different parent, community, and business organizations. The PTSA is a parent/teacher/student organization that meets monthly to provide support as needed. Among its activities are sponsorship of Grad Night, Open House (Parents Night), financial support of campus-wide programs such as Every Fifteen Minutes, and scholarships awarded to deserving students. Created in 1966, the Redlands Community Scholarship Foundation is composed of over 100 members administered by an elected Board of Directors. The Foundation receives gifts, donations, and bequests from individuals and organizations, and it dispenses over \$150,000 in the form of scholarships annually to Redlands Unified School District graduates. Almost all sports are assisted by RHS booster organizations. Benchwarmers is a community-based organization that raises funds to support the athletic programs of all high schools. Speech, drama, and instrumental and vocal music also have booster groups that help sustain these programs.

Two RHS programs that have an active association with the business community are the HEART Academy and COMPACT. The Health and Recreation Training (HEART) Academy, established in 1999, relies heavily on professional and community

2024-25 School Description and Mission Statement

partners to guide decisions regarding everything from curriculum to job shadowing. Their industry partners include Redlands Community Hospital, Arrowhead Regional Medical Center, Loma Linda University Medical Center and Children’s Hospital, Jerry L. Pettis Memorial Veterans’ Hospital, and Beaver Medical Clinic. The Redlands COMPACT is a partnership between business and education that was formed in 1990. The COMPACT Steering Committee is comprised of students and representatives from all three high schools, area colleges, our Board of Trustees, the business community, and the community’s service clubs. The COMPACT Careers Club gives its members an opportunity to learn competitive skills for future employment by participating in different activities associated with job searches and interacting with various members of the business community. All student members are expected to donate their time to serving in the community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	580
Grade 10	567
Grade 11	528
Grade 12	544
Total Enrollment	2,219

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.5
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	14.4
Black or African American	6.4
Filipino	5.1
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5
White	23.8
English Learners	6.6
Foster Youth	0
Homeless	8.2
Socioeconomically Disadvantaged	59.9
Students with Disabilities	14.4

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)	81.50	81.52	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	1.83	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.90	8.91	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	3.18	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	4.50	4.54	65.10	6.72	18854.30	6.86
Total Teaching Positions	100.00	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)	84.10	82.28	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	0.81	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	4.54	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.70	6.58	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	5.90	5.78	57.10	5.89	15831.90	5.67
Total Teaching Positions	102.20	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)	85.00	82.77	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	1.95	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	3.86	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	4.07	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	7.50	7.35	53.70	5.50	14303.80	5.15
Total Teaching Positions	102.70	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	1.20	1.00	2
Misassignments	7.60	3.60	1.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	8.90	4.60	3.9

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	0.80	0.00	0
Local Assignment Options	2.30	6.70	4.1
Total Out-of-Field Teachers	3.10	6.70	4.1

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)	7.60	1.1	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	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 Redlands Unified School District adopts textbooks at the secondary level using the same adoption cycle as the State Board of Education provides for elementary education. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. Sufficient textbooks are available for all students regardless of English proficiency or disability.

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	myPerspectives Pearson (2017)	Yes	0%
	myPerspectives- American Literature Pearson (2017)		
	Expository Reading and Writing Course (ERWC) 2nd Edition (2013)		
Mathematics	Mathematics I Integrated Pathway Walch Education (2013)	Yes	0%
	Mathematics II Integrated Pathway Walch Education (2013)		
	Mathematics III Integrated Pathway Walch Education (2013)		
	Advanced Algebra Glencoe (2005)		
	Pre-Calculus Prentice Hall (1999)		
	Calculus Concepts and Applications Key Curriculum Press (2010)		

Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020)	Yes	0%
	Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021)		
	Biology Pearson (2020)		
	Modern Chemistry HMH (2017)		
	Environmental Science: Sustaining Your World National Geographic / Cengage (2017)		
	Earth Science Inspire:Earth Science (2020)		
	Physics: Hewett, Conceptual Physics Savvas (2021)		
History-Social Science	Physics H Physics HMH (2017)	Yes	0%
	United States History, Geography, Continuity, and Change McGraw Hill (2019)		
	World History, Culture, and Geography: The Modern World (2019)		
	American Government Pearson (2019)		
Foreign Language	Economic Principals in Action Pearson (2019)	Yes	0%
	Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022)		
	French: Chemins Course 1-3 Vista Higher Learning (2023)		
	AP French: Themes Vista Higher Learning (2022)		
	Spanish: Encuentros Course 1-3 Vista Higher Learning (2022)		
	AP Spanish: Temas Vista Higher Learning 2020		
	Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014)		
	Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)		

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

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

School Facility Conditions and Planned Improvements

Originally constructed in 1891, Redlands High School is the oldest high school in the state of California that still sits on its original campus. Although none of the buildings originally constructed still stand, the oldest building on campus, Clock Auditorium, was constructed in the 1920's, with the newest building being the south campus administration building, constructed in 1971. Redlands High School is located on 65 acres, which span both the north and south side of Citrus Avenue. The school configuration will allow for a 9-12 grade level educational program. Athletic facilities outdoors include: basketball courts, one stadium with a track/football/soccer field, two baseball fields, two softball fields, eight tennis courts, and two swimming/water polo pools. Technology is built around a campus-wide fiber optic backbone, a cable TV studio with facilities linked by network to all classrooms. There are two auditoriums on campus, Clock Auditorium which features seating for approximately 1,000, and Grace Mullen auditorium which seats many fewer. The closed campus has a multi-purpose room cafeteria that seats up to 300. Lastly, the campus contains 148 classrooms, 93 of which are housed in permanent buildings and 55 of which are relocatables. The newly renovated library/media center seats well over 100 and has shelving for 30,000 volumes plus the 30 computers currently in place. The Student Center provides computer and printed resources for students and staff to obtain information on colleges, occupations and school activities. Redlands High School maintains restrooms daily. The custodial staff monitors and cleans restrooms up to three times during the school day. At the end of each day the restrooms are thoroughly cleaned and stocked. The custodial staff constantly provides the students and staff with a clean facility throughout school. Maintenance is done on-site by District and site personnel. The school enjoys an amicable relationship with District maintenance and operations. Repairs are completed in a timely manner. In 2008 Measure "J" was passed by the voters in the Redlands Unified School District. The measure allows the District to finish and complete the construction of a third comprehensive high school in the District. This funding allowed the new fencing on parts of both the north and south campuses, and the anticipated finalized fencing to enclose the campus by 2019. Extra cameras were also installed with these funds to record happenings on the campus. 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. During the fall of 2020, major upgrades were begun to improve the library, the roofing on most buildings, exterior paint, and complete landscaping replacement on the entire campus.

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			Inspected monthly.
Interior: Interior Surfaces	X			Inspected monthly.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Inspected monthly or on an as-needed basis.
Electrical	X			Inspected monthly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Cleaned daily and inspected monthly.
Safety: Fire Safety, Hazardous Materials	X			Inspected monthly.
Structural: Structural Damage, Roofs	X			Roofs on several buildings needs replacing; sewer from girl's gym needs replacing

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Inspected monthly.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	<h2>State Priority: Pupil Achievement</h2> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <h3>Statewide Assessments</h3> <p>(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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none">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). <h3>College and Career Ready</h3> <p>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.</p>

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)	76	76	50	50	46	47
Mathematics (grades 3-8 and 11)	44	52	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	500	485	97.00	3.00	75.88
Female	261	255	97.70	2.30	77.25
Male	238	229	96.22	3.78	74.24
American Indian or Alaska Native	--	--	--	--	--
Asian	82	81	98.78	1.22	95.06
Black or African American	35	33	94.29	5.71	42.42
Filipino	26	26	100.00	0.00	100.00
Hispanic or Latino	202	197	97.52	2.48	65.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	28	93.33	6.67	75.00

White	124	119	95.97	4.03	84.87
English Learners	20	20	100.00	0.00	10.00
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	63.41
Military	--	--	--	--	--
Socioeconomically Disadvantaged	294	284	96.60	3.40	68.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	53	86.89	13.11	20.75

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	499	477	95.59	4.41	51.78
Female	260	252	96.92	3.08	50.00
Male	238	224	94.12	5.88	53.57
American Indian or Alaska Native	--	--	--	--	--
Asian	82	81	98.78	1.22	81.48
Black or African American	35	30	85.71	14.29	23.33
Filipino	26	26	100.00	0.00	84.62
Hispanic or Latino	201	192	95.52	4.48	35.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	29	96.67	3.33	51.72
White	124	118	95.16	4.84	57.63
English Learners	20	20	100.00	0.00	5.00
Foster Youth	--	--	--	--	--
Homeless	42	40	95.24	4.76	35.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	293	276	94.20	5.80	38.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	49	80.33	19.67	8.16

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)	39.04	44.78	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	482	474	98.34	1.66	44.61
Female	245	243	99.18	0.82	41.56
Male	235	229	97.45	2.55	47.37
American Indian or Alaska Native	--	--	--	--	--
Asian	80	79	98.75	1.25	68.35
Black or African American	36	35	97.22	2.78	38.24
Filipino	31	31	100.00	0.00	54.84
Hispanic or Latino	185	182	98.38	1.62	28.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	37.50
White	126	125	99.21	0.79	55.20
English Learners	26	24	92.31	7.69	4.17
Foster Youth	0	0	0	0	0
Homeless	39	39	100.00	0.00	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	275	268	97.45	2.55	34.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	10.20

2023-24 Career Technical Education Programs

The ongoing goal of CTE (Career Technical Education) is for students to build marketable skills and prepare for employment in any field. Redlands High School's CTE courses emphasize a positive work ethic, maintaining proper workplace etiquette, leadership skills and working with project timelines and parameters. All CTE classes expose students to what employers seek in employees and what makes one person more qualified than another. Discussions of career classifications provide students with an understanding of the hierarchy through which any given employee may progress.

The students in Redlands High School's California Partnership Academy – the HEART Academy, the RUSD CTE course offerings, and the classes provided by the Regional Occupation Program (ROP) also practice essential employability skills through activities both at the school site and in the workplace. Each academy student works on multiple projects. Examples of CTE classes include: Multimedia Design, Careers in Service, Auto Shop, Culinary Arts, Website Design, Medical Terminology, Game Design, American Sign Language, and Advanced Manufacturing. RHS has over 100 students working daily with elementary students through the Careers in Service classes. All of these practical and dynamic classes provide students with problem solving, team work, critical thinking, and leadership skill practice. Several of the Career Technical courses are articulated with local community college courses. This allows students completing those courses to earn college credits as well as high school credit for those courses. The counseling and career center staff provide information to all students through their English classes at the 11th and 12th grade level to increase students' access to self-interest and skills inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application and

2023-24 Career Technical Education Programs

career planning process. Each year, Redlands High School holds a four-year college fair in the fall as well as a two-year/technical/military college fair in the spring. Assistant Principal Gayle Dockham is the administrative liaison on the HEART Academy Advisory Committee.

The occupational program and specific courses are listed below:

Media and Design Arts/Multimedia - Multimedia CP - Advanced Multimedia -Video Production-Screenwriting

Vehicle Maintenance Service and Repair - Auto Shop - Advanced Auto Shop -

Health and Medical Technology - Medical Services Occupations - Hospital Occupations

Food Science, Dietetics, and Nutrition - Foods I - Foods II - Advanced Foods - Culinary Arts

Manufacturing - Mechatronics

American Sign Language I, American Sign Language II, American Sign Language III

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	915
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.64
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	60.69

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 9	89%	94%	93%	92%	93%

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
<p>Redlands High School has the support of many different parent, community and business organizations. RHS encourages and facilitates parent participation through various groups such as PTSA, School Site Council, and ELAC (the English Language Advisory Committee), and the School Safety Committee groups. The PTSA is a parent/teacher/student organization that meets monthly to provide support as needed. Among their activities are sponsorship of Grad Night, Open House, Every Fifteen Minutes, and scholarships. Parent volunteers are also involved in the School Site Council, in numerous booster clubs for Athletics, Speech and Debate, Instrumental Music, and Theater. The Redlands High School Safety Committee consists of teachers, administrators, safety officers, several parents, and our School Resource Officer. There are also a number of parents who participate in WASC committees each year to collaborate with on-campus stakeholders regarding the efficacy of the school.</p> <p>As communication with parents is vital, parent/teacher meetings are available both by parent and teacher requests. Parents and teachers also communicate through e-mail and via the phone. Each year RHS holds its annual Open House Night, Graduation Night, 8th Grade Parent Night, and several College Information Nights. Our website is consistently updated and teachers can now each have their own website for assignments and other student and parent communication. Each parent is also encouraged to activate their Aeries.net Parent Portal account, which gives them access to all of their student's school information, including most teachers' current gradebook information for their student.</p>

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	4.2	5.2	4.7	5.7	9.9	5.8	7.8	8.2	8.9
Graduation Rate	93.8	90.6	92.8	91.4	86.2	90.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	527	489	92.8
Female	272	262	96.3
Male	252	225	89.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	82	79	96.3
Black or African American	37	32	86.5
Filipino	33	33	100.0
Hispanic or Latino	205	190	92.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	22	18	81.8
White	141	130	92.2
English Learners	43	36	83.7
Foster Youth	--	--	--
Homeless	80	71	88.8
Socioeconomically Disadvantaged	404	369	91.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	64	49	76.6

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2404	2324	524	22.5
Female	1208	1164	271	23.3
Male	1191	1156	251	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	329	327	35	10.7
Black or African American	168	158	54	34.2
Filipino	120	116	14	12.1
Hispanic or Latino	1098	1052	280	26.6
Native Hawaiian or Pacific Islander	12	12	4	33.3
Two or More Races	116	114	29	25.4
White	549	535	105	19.6
English Learners	177	165	50	30.3
Foster Youth	11	--	--	--
Homeless	210	202	63	31.2
Socioeconomically Disadvantaged	1505	1445	419	29.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	364	347	130	37.5

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
4.21	4.52	2.95	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	0.13	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	2.95	0.00
Female	3.23	0.00
Male	2.69	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.52	0.00
Black or African American	7.74	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.82	0.00
Native Hawaiian or Pacific Islander	16.67	0.00
Two or More Races	5.17	0.00
White	2.37	0.00
English Learners	2.82	0.00
Foster Youth	18.18	0.00
Homeless	2.86	0.00
Socioeconomically Disadvantaged	3.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.04	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

Redlands High School utilizes data from monthly suspension/expulsion reports and the Student Services Year-End Report to evaluate the current status of school crime. The Safe School Plan is updated each school year and is reflective of the school's safety needs. It was most recently updated in October, 2024. This plan is regularly discussed and reviewed by all RHS

2024-25 School Safety Plan

stakeholders, including our School Safety Committee at regularly held School Safety Committee meetings.

The key components of the Redlands High School's Safe School Plan include a description of school discipline policies and procedures, ensuring a safe and orderly environment, RUSD dress code guidelines, suspension and expulsion policies, sexual harassment and bullying policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Seven full-time safety officers, three part-time campus monitors work with students to provide for a safe campus.

To ensure student safety before school, during passing periods, during lunch and after school, school safety officers and administrators supervise the school grounds. Signs are posted throughout the perimeter of the school to indicate to all visitors that they must report to the administration office and may not be on school grounds unless they have clearance and have obtained a visitor's pass. All visitors enter the Redlands High School campus through a single point of entry in the South Campus administration building, and are screened using the Raptor system.

Our Comprehensive School Safety Plan addresses emergencies such as fires, earthquakes, power blackouts, lockdowns and major problems in which we would have to close the facilities or keep the students in class. Drills are practiced several times each year so the students are aware of the various procedures to be followed in case of a disaster. This plan will enable staff and students to remain as calm as possible while they deal with the events surrounding the disaster. The school site is inspected for safety issues each year, and Safety Committee meetings are held monthly. The safety plan was reviewed with site administration in the Fall of 2024.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	40	45	18
Mathematics	22	41	37	15
Science	25	23	23	29
Social Science	25	24	28	23

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	59	42	19
Mathematics	23	37	23	28
Science	24	27	26	25
Social Science	23	31	23	24

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	46	39	23
Mathematics	25	23	37	20
Science	23	29	25	22
Social Science	25	23	21	26

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	369.83

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)	6
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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	\$10,806.40	\$1,661.59	9,144.81	98,781.48
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	7.7	-3.3
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-16.3	1.0

Fiscal Year 2023-24 Types of Services Funded

Redlands High School offers a wide variety of supports to our students who need more time or differentiated instruction to meet state standards, as well as to support our students' transition from middle school to high school. Each year teachers and administrators analyze students' results on summative assessments. Teachers also have frequent common formative assessments in the core content areas. Following these exams, teachers discuss their students' results and plan the next instructional steps to ensure students meet standards.

The following is a list of academic interventions and supports available to students at Redlands High School:

- After School tutoring program facilitated by an RHS teachers, includes peer and teacher tutors
- Academic tutoring for athletes
- A study skills class for freshmen who have not met standards on summative assessments or who have struggled with passing their classes. Students are placed in these classes based on 8th grade data.
- Make-up English Language arts classes offered through summer school and Adult School.
- English Language Development Classes for English Learners
- Extra support or lab classes for EL students who might not be new to the country but need to build Cognitive Academic Academic Literacy Skills.
- Full-time paraprofessional to support English Learners
-

Other strategies, programs and personnel to support students include:

- Two Academic Case carriers are assigned part-time to RHS to support students with the highest need, including homeless and foster youth, and students who have survived trauma. These ACC's provide additional counseling and support to both the students and their families to increase academic success.
- Two full-time Comprehensive School Counselors are assigned to our 9th grade students for scheduling needs, mental health concerns and support.
- Comprehensive 9th-12th AVID program
- Link Crew
- HEART Academy – This California Partnership Academy focuses on students who are socioeconomically disadvantaged, or will be first generation college students in their family. The HEART Academy focuses on preparing students for careers and education in the fields of medicine, and other health-focused professions.

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%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	10
Fine and Performing Arts	3
Foreign Language	3
Mathematics	9
Science	8
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	54

Professional Development

The Redlands High School staff is committed to continual professional growth. Both RHS and the District have implemented professional development plans with a variety of offerings. Teachers also work in content-specific Professional Learning Communities (PLCs) analyzing data and modifying curriculum, programs and/or instruction as needed to improve student achievement. The professional development plan is based upon the WASC action plan, student achievement data trends over the past three school years, detailed teacher surveys, and administrative classroom walkthroughs, in conjunction with the RUSD LCAP.

Professional Development

Currently, RHS has a late-start Monday schedule, and uses this time for professional development and PLCs each week. In addition, the school calendar provides for one-full day of professional development for all RHS teachers each year in the fall, as well as two professional development/classroom preparation days before school begins each August. Thus, in 24-25 each teacher has been provided two full days and 26 partial days for professional development.

The focus of academic professional development for the RHS staff for the past year has been Differentiation of Instruction, Universal Design for Learning (UDL) AVID instructional strategies, Developing engaging lessons based upon technology, the use of Google Classroom, and Emergency Response Training.

Recently, an extra layer of focus has been placed in the areas of Title IX and Compliance. During the 2024-2025 school year, teachers received a several trainings on “recognizing the signs of grooming and child abuse”, compliance with Title IX, and each teacher annually completes an online training on Mandated Reporting of Child Abuse. Finally, all RHS teachers have received training on professional boundaries, and maintaining a safe classroom presence.

All staff also have the opportunity to attend conferences of their own choosing, which connect to the vision of the staff in the area of professional development. RHS sets aside funding each year to send teachers to conferences that will benefit students in the identified areas of instructional weakness. Teachers are supported in the implementation of strategies learned in professional development sessions in a variety of ways. Administrators conduct focused classroom walkthroughs each week, allowing feedback to be given to teachers on specific strategies.

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	28	28	28

Orangewood High 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	Orangewood High School
Street	515 Texas Street
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5380
Principal	Carli Norris
Email Address	carli_norris@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/ohs
Grade Span	9-12
County-District-School (CDS) Code	36-67843-3634995

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	https://www.redlandsusd.net/

2024-25 School Description and Mission Statement
<p>OHS Mission Statement: Orangewood High School provides an individualized, alternative educational environment where students develop independence, critical thinking, and self-advocacy skills in order to achieve post-secondary success.</p> <p>Vision Statement: Orangewood High School provides an environment where students thrive by honoring their unique learning style and background. We are committed to cultivating supportive, flexible, and individualized learning opportunities that inspire students to:</p> <ul style="list-style-type: none"> • Think Critically

2024-25 School Description and Mission Statement

- Advocate for Themselves
- Embrace Flexibility
- Become Responsible Citizens
- Reach Their Full Potential

By facilitating a culture of respect, understanding, and high expectations, students become confident, capable, and ever-evolving learners.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	57
Grade 12	145
Total Enrollment	202

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1
Male	55.9
Asian	2.5
Black or African American	9.9
Filipino	1
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4
White	11.9
English Learners	11.9
Foster Youth	0.5
Homeless	10.9
Socioeconomically Disadvantaged	88.6
Students with Disabilities	5.4

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)	11.40	66.28	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)	0.00	0.00	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.80	33.72	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	65.10	6.72	18854.30	6.86
Total Teaching Positions	17.20	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)	11.90	69.36	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)	4.40	25.99	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	0.80	4.65	57.10	5.89	15831.90	5.67
Total Teaching Positions	17.20	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)	11.80	71.84	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)	4.60	28.16	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	16.50	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	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	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	5.80	4.40	4.6
Total Out-of-Field Teachers	5.80	4.40	4.6

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)	2.70	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)	1.50	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 textbooks and adopts those that meet standards defined in the State Frameworks. 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. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks.

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	myPerspectives Pearson (2017)	Yes	0%
	myPerspectives- American Literature Pearson (2017)		
	Expository Reading and Writing Course (ERWC) 2nd Edition (2013)		
Mathematics	Mathematics I Integrated Pathway Walch Education (2013)	Yes	0%
	Mathematics II Integrated Pathway Walch Education (2013)		
	Mathematics III Integrated Pathway Walch Education (2013)		
	Advanced Algebra Glencoe (2005)		
	Pre-Calculus Prentice Hall (1999)		
	Calculus Concepts and Applications Key Curriculum Press (1998)		

Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020)	Yes	0%
	Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021)		
	Biology Pearson (2020)		
	Modern Chemistry HMH (2017)		
	Environmental Science: Sustaining Your World National Geographic / Cengage (2017)		
	Earth Science Inspire:Earth Science (2020)		
	Physics: Hewett, Conceptual Physics Savvas (2021)		
History-Social Science	Physics H Physics HMH (2017)	Yes	0%
	United States History, Geography, Continuity, and Change McGraw Hill (2019)		
	World History, Culture, and Geography: The Modern World (2019)		
	American Government Pearson (2019)		
Foreign Language	Economic Principals in Action Pearson (2019)	Yes	0%
	Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022)		
	French: Chemins Course 1-3 Vista Higher Learning (2023)		
	AP French: Themes Vista Higher Learning (2022)		
	Spanish: Encuentros Course 1-3 Vista Higher Learning (2022)		
	AP Spanish: Temas Vista Higher Learning 2020		
	Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014)		
	Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)		

Health		No	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

OHS is a small school that has many outdated features. The facilities are maintained by 2 full-time custodians. The grounds are maintained by a district crew that visits the campus once every ten days. Planters and irrigation are continually upgraded as needed. During the summer of 2018, the school received all new flooring. Indoor and outdoor lighting has been upgraded as has the Internet access and WiFi within the last three years. In the Fall of 2021, the OHS Library was updated with modernized with new furniture, decor, and technologies. There is a need to update restroom facilities for both students and staff. Additionally, the classrooms are lacking access to electricity to assist with the 1:1 tech policy. 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. The school facilities are maintained by both site and district maintenance workers and are inspected monthly and needed repairs are submitted to the District via work order. Any items compromising safety are repaired immediately. Rooms and buildings are all adequately prepared to meet the needs of students. The district maintenance team inspects the facility using the FIT inspection Tool. Additionally, the District Office Risk Management Division conducts regular walk-thrus to ensure all facilities meet the RUSD and State requirements.

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			
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)	20	26	50	50	46	47
Mathematics (grades 3-8 and 11)	1	1	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

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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	126	122	96.83	3.17	26.23
Female	59	58	98.31	1.69	20.69
Male	67	64	95.52	4.48	31.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	96	96.97	3.03	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	45.45
English Learners	14	13	92.86	7.14	15.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	103	96.26	3.74	25.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	126	120	95.24	4.76	0.83
Female	59	56	94.92	5.08	0.00
Male	67	64	95.52	4.48	1.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	94	94.95	5.05	1.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	0.00
English Learners	14	12	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	101	94.39	5.61	0.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	12.77	3.70	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	99	82	82.83	17.17	3.70
Female	41	32	78.05	21.95	3.13
Male	58	50	86.21	13.79	4.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	11	78.57	21.43	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	63	54	85.71	14.29	1.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	11	84.62	15.38	0.00
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	15	10	66.67	33.33	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	75	82.42	17.58	2.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

OHS students are provided several alternative strategies to prepare for post-secondary success. The OHS CTE program is one of the best examples of workforce preparation. All incoming OHS students are required to take one of the four CTE Pathways during their tenure at OHS. The four pathways include Hospitality and Food Service, Multimedia and Video Production, Graphic Design, and Engineering. Many students participate in Skills USA and Rube Goldberg competitions as part of the Multi-Media and Engineering CTE Pathways.

Also, all OHS students complete graduation and career, or post-secondary, plans. A Career Center teacher is available to meet with students as needed so that students have direct access and can get information on all career, college, and technical training classes in the district. These efforts are focused on completing the Financial Aid process, graduation status monitoring, credit recovery and work force preparations.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	113
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	92.57
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.84

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 9	NA	NA	NA	NA	NA

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

To encourage parent and guardian supports, the parent and family engagement policy, student handbook, and all pertinent information are sent home in the first month of school and are available to parents in an understandable format and provided in an appropriate language for the parents and guardians. The policies and information are then made available to the parents, guardians, and the local community via Parent Square, Minga, and the school website. All policies are updated yearly by the

2024-25 Opportunities for Parental Involvement

OHS Leadership Team and the School Site Council (SSC).

At Back to School Night and SSC, assessment information on student academic progress on grade-level standards is shared with parents and families, via the Title I information meeting. Student progress in relation to state and local standards will be explained to parents, guardians, and community members, including the curriculum being used, grade-level expectations from proficiency, data reporting for state and local assessments, and available interventions in social and emotional health, math and literacy for students needing support. If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children, and will respond to any such suggestions as soon as practically possible through formal parent-teacher conferences, informal requests by parents for meetings, back to school night, and SSC. The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the OHS Community.

The school involves parents and caregivers in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, SPSA, Safety Committee, student academic progress, and SEL supports. An annual survey of parents is conducted to assess needs, this data is used to drive decision making. Additionally, the Orangewood High School Parental Involvement Policy and the School-Parent Compact are reviewed annually by the SSC, the School Leadership Team, and the OHS Staff.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	20.8	37.2	10.5	5.7	9.9	5.8	7.8	8.2	8.9
Graduation Rate	73.3	55.8	80.5	91.4	86.2	90.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	133	107	80.5
Female	53	47	88.7
Male	80	60	75.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	15	11	73.3
Filipino	--	--	--
Hispanic or Latino	89	73	82.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	18	16	88.9
English Learners	21	13	61.9
Foster Youth	--	--	--
Homeless	32	25	78.1
Socioeconomically Disadvantaged	128	102	79.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	357	337	285	84.6
Female	149	143	121	84.6
Male	208	194	164	84.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	33	33	27	81.8
Filipino	--	--	--	--
Hispanic or Latino	257	242	208	86.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	14	13	92.9
White	40	37	28	75.7
English Learners	36	36	32	88.9
Foster Youth	--	--	--	--
Homeless	46	45	37	82.2
Socioeconomically Disadvantaged	311	300	253	84.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	21	21	100.0

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
10.65	12.28	5.88	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	0.26	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	5.88	0.00
Female	6.04	0.00
Male	5.77	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	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	7.50	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	5.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.52	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

Orangewood High School utilizes data from its suspension/expulsion reports to evaluate the current status of school offenses. The School Safety Plan is developed and revised every two years by the School Safety Committee, which includes members of the administration, faculty, classified staff, and students of Orangewood High School and the Redlands eAcademy with whom

2024-25 School Safety Plan

we share a campus. The OHS School Site Council reviews and approves any changes to the School Safety Plan bi-annually. The plan is also reviewed by the staff before each drill; 1 earthquake, 1 lock-down, and 1 fire drill, and is reflective of the school's safety needs. The key components of Orangewood's Safety Plan include a description of disaster response procedures and the responsibilities of each "team" member in the event of an emergency.

The Staff Handbooks, and Raptor software, to be used in conjunction with the School Emergency plan, explain school discipline/attendance policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, and dangerous pupil notification. Results of staff, student, and parent surveys reflect that all members of the school community feel that OHS is a safe campus with a positive climate. Minor adjustments to the plan are made at Safety Meetings, and a full revision takes place every two years. School Safety Plans are reviewed and revised annually via the School Site Council.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	19		
Mathematics	11	12		
Science	11	10		
Social Science	19	11	3	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	26	1	
Mathematics	12	12		
Science	13	12		
Social Science	11	27		

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	27		
Mathematics	12	8		
Science	17	5		
Social Science	17	17		

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	101

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	2.2

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	\$16,097.27	\$1,691.21	\$14,406.06	\$87,605.34
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	52.0	-15.3
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	28.9	-11.0

Fiscal Year 2023-24 Types of Services Funded

Orangewood High School offers a wide variety of supports to our students who need more time or instruction to meet state standards, as well as to support our students' journey towards graduation. Teachers, counselors, and administrators at OHS annually review teaching practices, social and emotional supports, academic interventions, and alternative credit recovery options to assist all students in earning a diploma.

The following is a list of academic interventions and supports available to students at Orangewood High School:

- Weekly Advisory class that focuses on SEL, life skills, academic support, school culture, and mentoring
- Two full-time counselors with an approximate 125:1 student ratio
- Part time counselor for MTSS support
- Full time mental health clinician
- Alternative credit recovery options: Edgenuity and Independent Study
- Credit Recovery Options: Community Service/Service Learning Projects, Independent Study, Work Experience
- Graduation Status Monitoring: Tiered supports
- PBIS Incentive Point System to encourage positive school behavior and extra-curricular participation
- Introductory program that introduces all incoming students to the OHS culture and school wide expectations
- Various educational field trips to enhance student opportunities to explore potential colleges and career opportunities
- An alternative athletic program that enhances the engagement opportunities for students outside the classroom

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/csl/>.

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%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Redlands Unified School District conducts extensive teacher training both during the school year and during the summer or other non-school days. Orangewood teachers often attend this district training which includes Instruction of English Learners, Data Team Training, High Student Engagement Strategies, Common Core standards and instruction, Integrated Math, AVID strategies, UDL, Social Studies Framework, Next Generation Science Standards, ERWC English, culturally relevant teaching practices and MTSS supports. Additionally, staff at Orangewood is encouraged to attend appropriate conferences and in-services. Many teachers attend and are presenters at the State conference sponsored by California Continuation Education

Professional Development

Association (CCEA). The Orangewood staff is committed to professional growth. Teachers and staff attend extensive annual training in AVID and MTSS for the last 6 years. The School-Based Coordinated Program budget provides funds that enable teachers to attend workshops and conferences of their choice. OHS staff has scheduled bi-weekly collaboration time for teachers to work together and for professional development. On these collaboration days, one hour is spent every other Wednesday on teacher collaboration activities and professional development activities including identifying and deconstructing the common core standards, development of new instructional strategies, data teams, and identifying schoolwide strategies for school improvement.

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	39	37	37

Redlands eAcademy

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	Redlands eAcademy
Street	820 W. Stuart Avenue [K-5] / 31000 E. Colton Ave, S & J Wings 6-12]
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 748-6941
Principal	Jeffrey Im
Email Address	jeffrey_im@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/rea
Grade Span	K-12
County-District-School (CDS) Code	36 67843 0127837

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
Redlands eAcademy is a WASC-accredited, public K-12 blended learning school that combines online learning with regular teacher and peer interactions. Our elementary school program uses traditional textbooks in a modified home-schooling format that provides parents with credentialed teachers to assist in planning and instruction while giving students regular peer interactions in small group instructional settings. In Middle School, our students transition to online curriculum while continuing to work in hands-on ways in regular small-group settings with teachers and peers. Our High School program offers full "a-g" courses, science wet labs, and AP courses in a rigorous yet supportive culture. The eAcademy culture emphasizes curiosity, conscientiousness, resilience, persistence, gratitude and self-control in order to develop effective communicators, innovative

2024-25 School Description and Mission Statement

thinkers and contributing citizens who demonstrate character and leadership.

MISSION STATEMENT: Our mission is to equip students with the academic, critical thinking, interpersonal, and leadership skills necessary to confidently achieve their post-secondary educational and career goals.

VISION STATEMENT: The Redlands eAcademy, in partnership with families, will provide a rigorous and relevant alternative K-12 educational program in a safe and supportive environment that combines standards-based curriculum with digital and small group instruction.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	6
Grade 1	6
Grade 2	10
Grade 3	1
Grade 4	7
Grade 5	12
Grade 6	17
Grade 7	24
Grade 8	25
Grade 9	9
Grade 10	9
Grade 11	10
Grade 12	11
Total Enrollment	147

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	46.9
Non-Binary	0.7
American Indian or Alaska Native	0.7
Asian	4.1
Black or African American	3.4
Filipino	1.4
Hispanic or Latino	45.6
Two or More Races	7.5
White	37.4
English Learners	0.7
Homeless	4.1
Socioeconomically Disadvantaged	56.5
Students with Disabilities	21.1

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.80	78.40	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)	0.00	0.00	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	20.50	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	0.10	1.00	65.10	6.72	18854.30	6.86
Total Teaching Positions	10.00	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)	13.50	83.94	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)	1.40	8.71	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	5.56	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	0.20	1.67	57.10	5.89	15831.90	5.67
Total Teaching Positions	16.10	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)	14.70	81.38	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)	1.30	7.35	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	11.22	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.70	5.50	14303.80	5.15
Total Teaching Positions	18.10	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	0.00	1.40	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.40	1.3

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	2.00	0.90	2
Total Out-of-Field Teachers	2.00	0.90	2

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	13.3	10.5
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

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 (2014)	Yes	0
	Collections-Grade 6 Houghton Mifflin Harcourt (2015)		
	Collections-Grade 7 Houghton Mifflin Harcourt (2015)		
	Collections-Grade 8 Houghton Mifflin Harcourt (2015)		
	myPerspectives Pearson (2017)		
	myPerspectives- American Literature Pearson (2017)		
	Expository Reading and Writing Course (ERWC) 2nd Edition (2013)		
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0
	Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2017)		
	Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2017)		
	Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2017)		

	<p>Mathematics I Integrated Pathway Walch Education (2013)</p> <p>Mathematics II Integrated Pathway Walch Education (2013)</p> <p>Mathematics III Integrated Pathway Walch Education (2013)</p> <p>Advanced Algebra Glencoe (2005)</p> <p>Pre-Calculus Prentice Hall (1999)</p> <p>Calculus Concepts and Applications Key Curriculum Press (2010)</p> <p>Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf </p>		
Science	<p>California Inspire Science: Grade 6 McGraw Hill (2020)</p> <p>California Inspire Science: Grade 7 McGraw Hill (2020)</p> <p>California Inspire Science: Grade 8 McGraw Hill (2020)</p> <p>Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020)</p> <p>Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021)</p> <p>Biology Pearson (2020)</p> <p>Modern Chemistry HMH (2017)</p> <p>Environmental Science: Sustaining Your World National Geographic / Cengage (2017)</p> <p>Earth Science Prentice Hall (2006)</p> <p>Physics: Hewett, Conceptual Physics Savvas (2021)</p> <p>Physics H Physics HMH (2017)</p> <p>Edgenuity online provider</p>	Yes	0

	http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf		
History-Social Science	Social Studies Alive! TCI (2019) Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf	Yes	0
Foreign Language	Spanish: Encuentros Course 1-3 Vista Higher Learning (2022) Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf	Yes	0
Health	Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf		0
Visual and Performing Arts	N/A		0%

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

School Facility Conditions and Planned Improvements

Our K-5 campus is shared with our district's Continuation High School, and our Gr. 6-12 campus is adjacent to Redlands East Valley HS, one of our district's comprehensive high schools. The facilities are well-maintained and meet the needs of our students and our program. 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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements				
Fire Safety, Hazardous Materials				
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	<p>State Priority: Pupil Achievement</p> <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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)	56	67	50	50	46	47
Mathematics (grades 3-8 and 11)	43	39	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	105	94	89.52	10.48	67.02
Female	55	48	87.27	12.73	60.42
Male	50	46	92.00	8.00	73.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	44	93.62	6.38	52.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	41	36	87.80	12.20	77.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	49	84.48	15.52	51.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	38.10

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	105	95	90.48	9.52	38.95
Female	55	49	89.09	10.91	22.45
Male	50	46	92.00	8.00	56.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	44	93.62	6.38	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	36	87.80	12.20	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	58	50	86.21	13.79	22.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	19.05

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)	48.48	36.96	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	54	46	85.19	14.81	36.96
Female	33	28	84.85	15.15	32.14
Male	20	17	85.00	15.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	25	23	92.00	8.00	26.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	17	77.27	22.73	52.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	30	83.33	16.67	23.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	11	73.33	26.67	27.27

2023-24 Career Technical Education Programs

Many of our students take concurrent classes at our local community college which provides a natural connection to both higher education and career programs. Many of our electives are career-focused as well, including Digital Arts, Intro to Business, Intro to Health Sciences, Career Planning and Development, and Personal Finance.

2023-24 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	10

B. Pupil Outcomes	<p>State Priority: Other Pupil Outcomes</p> <p>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.</p>
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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	100%	86%	95%	81%	95%
Grade 7	90%	90%	90%	90%	100%
Grade 9	70%	70%	70%	60%	80%

C. Engagement	<p>State Priority: Parental Involvement</p> <p>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.</p>
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2024-25 Opportunities for Parental Involvement

Redlands eAcademy has a robust parent community who are actively involved in shaping our school culture. Our PTSA, the first blended learning PTSA in San Bernardino County, is active in fundraising, community involvement and supporting teachers and students at eAcademy. We have regular Coffee with the Administrator/Counselor meetings where feedback from parents is reviewed (as solicited) and information provided. Our way of doing school naturally involves parents, and our staff depends upon parental feedback to ensure programs are meeting student needs. Parents are strongly encouraged to participate in their child's weekly 1-on-1 meetings with a supervising teacher for the purpose of providing ongoing feedback to both students and our school system. Information about parental involvement is on the PTSA section of our website, or can be obtained by calling (909) 748-6941.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	0.0	--	--	5.7	9.9	5.8	7.8	8.2	8.9
Graduation Rate	100.0	--	--	91.4	86.2	90.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0	0	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.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	176	171	2	1.2
Female	94	92	2	2.2
Male	81	78	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	82	79	2	2.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	0	0.0
White	63	61	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	105	102	1	1.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	36	36	0	0.0

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	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

Our schoolwide safety plan was updated Fall of 2023 and shared with leadership and PTSA in October of 2024 - it was made available for parents to view in the school office. It includes disaster preparedness teams, dates for monthly drills to rehearse various potential safety situations, including fire, earthquake, and intruder on campus drills. Each team member is briefed of

2024-25 School Safety Plan

their job as well as the jobs of colleagues. We rehearse these regularly to ensure understanding of procedures and alignment with district procedures, including full disaster drill annually during the Great American Shakeout.

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	6	2		
1	10	1		
2	17	1		
3	23		1	
4	21		1	
5	26		1	
6	13	7	5	

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	4	2		
1	9	1		
2	6	1		
3	10	1		
4	13	1		
5	14	1		
6	13	8	5	

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	6	1		
1	6	1		
2	10	1		
3	1	1		
4	7	1		
5	12	1		
6	13	8		
Other	6	1		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	7	1	
Mathematics	9	8		
Science	10	6	1	
Social Science	8	8	1	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	9	1	
Mathematics	8	9		
Science	12	4	1	
Social Science	9	7	1	

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	7	2	
Mathematics	12	6	1	
Science	15	3	2	
Social Science	13	4	2	

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	98

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)	1.5
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	\$33,714.10	\$599.53	\$33,114.57	\$72,069.33
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	118.6	-34.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	101.8	-30.3

Fiscal Year 2023-24 Types of Services Funded

Redlands eAcademy is a blended learning online school, built on a foundation of independent study. We have crafted a system that combines the independence of traditional I.S. environments with regular face-to-face interaction with teachers and peers in small groups throughout the week. Students attend 2-3 days per week and work independently on other days. We offer daily tutoring in math, science, history, and English for students in need of additional support. We have SAI support teachers who help craft and manage pathways for student with IEPs and a Physical Education teacher for all students, K-12. We offer several Middle School and High School elective options, including Drama, Yoga, Yearbook, and ASB. We also have active student clubs including computer coding, yoga, guitar, and others.

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%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

After a focus on Universal Design for Learning, effective data teams, building healthy student-to-student relationships and WASC -related review/refreshment of our core Mission and Values, we continued our attention of Professional Development in alignment with the district Equity initiatives "By Name By Need" as well as the new requirements of Title IX across the district. We also meet multiple times a semester to go through data analysis of monthly school and district assessments to identify our strengths and weaknesses continually and create actions plans to work towards filling in our student gaps.

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	6	3	3