

Mentone Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Mentone Elementary School
Street	1320 Crafton Avenue
City, State, Zip	Mentone, CA 92359
Phone Number	(909) 794-8610
Principal	Sonya Balingit
E-mail Address	sonya_balingit@redlands.k12.ca.us
Web Site	http://mentone.redlandsusd.net/
CDS Code	36-67843-6036560

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

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

We the educators, community members, parents and staff are committed to ensuring that all our students develop to their fullest academic and physical potential by teaching them to think, so they will make effective choices; communicate, so they will be understood; relate, so others will respect them; build a healthy body, so they can enjoy living; respect themselves and others, so they can live confidently.

Mentone Elementary School, built in 1949, has been one of the sparkling gems of this small, rural and stable community. The unincorporated town of Mentone is located just east of Redlands on State Highway 38 which runs parallel to the Santa Ana River and Mill Creek. The area is rich in Native American history, pioneer exploration and settlement, and since the turn of the 20th century, and a thriving citrus agriculture industry. A few small businesses line the main street which doubles as a gateway to the San Bernardino National Forest, Big Bear and other mountain resorts. Business owners and employees know most customers by their first names and there's almost a Mayberry type atmosphere at the gathering spots such as the school, post office, and coffee shop. The snowcapped peaks of the San Bernardino Mountains and surrounding chaparral covered foothills combine with clean air and the seasonal sweet scent of orange blossoms in making the area desirable to its residents and developers.

Within the Mentone learning community, observers recognize the strong character of nurturing and kinship. Although our mobility rate has increased over the past several years, many former students get to relive our school's creative learning traditions and activities through their first and second generations of offspring. We even have students who attended Mentone Elementary who are now teachers at the school. Furthermore, parents who relocate within the general area but outside our attendance boundary often do what they need to do to keep their children in our school.

School Summary

Mentone School was built in 1949 and is one of 16 elementary schools in the Redlands Unified School District. The Mentone students and staff have worked hard to earn recognition from the California Department of Education earning several awards. In 2006 and 2014, our school was designated a California Distinguished School. In 2007 and 2013 our school received the Title 1 Academic Achievement School Award. Also, in 2013 and 2014, our school earned the Honor Roll Award from the California Business for Educational Excellence. In 2005, M.E.S. underwent modernization which provided of central air conditioning in all classrooms, updated classrooms and restrooms, and a refurbished multipurpose room. Approximately 500 pre-K through 5th grade students attend school on an August to June traditional school calendar. Our demographics reveal 75% of the student population are comprised of socio-economically disadvantaged students (SEDS). The staff and support collaboratives work tirelessly to ensure that students achieve within a caring and nurturing environment. In addition to an exemplary regular education program, our school offers programs to meet the needs of every child, including G.A.T.E., English Language Development, interventions for at-risk students, hobby clubs (e.g. chess, journalism, gardening, crochet, music, going green, K-Kids and study skills). A preschool program serving forty-eight 3-5 year olds with an early childhood development curriculum and is housed next door to our transitions/kindergarten classrooms. Our Family Resource Center and P.T.O. involves our families with workshops, family activities, and health support. The Boys and Girls Club and YMCA run a before and after school program to support academics and enrich the learning environment of the regular school day. As a team, our entire learning community works to provide a caring and supportive environment where children will excel in the academic areas as well as grow and mature socially and emotionally. As a result children enjoy their school and are very proud to be a "Mentone Colt!" In 2016 Mentone School joined the No Excuses University network to help promote a culture of universal achievement and college readiness.

Staffing includes 18 general education classroom teachers, one full time Specialized Academic Instruction teacher (SAI), a special day class (BI) teacher, a part time intervention teacher, a part time ELD teacher and a principal. A school psychologist, three teacher's on assignment and speech pathologist are members of the staff on a part-time basis. Mentone students are also supported by the district enrichment teachers in art, music and physical education. In addition to the teaching staff, there is a library media clerk, one school office manager, an attendance clerk-typist, a preschool/Healthy Start clerk, two custodians, and two cafeteria staff members.

The educational community of Mentone School is dedicated to providing a safe and nurturing environment in which all children may realize their full academic potential, and develop a positive self concept. We believe that parents play a crucial part in the education of their children. Every effort is made to foster a productive home/school partnership for maximum support for our students. Our areas of focus for continuous improvement include:

- Raising student achievement in English Language Arts and Mathematics through the implementation of the Common Core State Standards
- Data Driven instruction based on District Common Assessments and State CAASPP testing results.
- Staff development in effective instructional strategies
- Improve computer networking and use of instructional technologies
- School-wide writing program
- Implement ways to foster a higher level of parent involvement
- Implement effective programs of academic and behavioral intervention for those students in need
- Provide parent training opportunities
- No Excuses philosophy

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	80
Grade 2	82
Grade 3	84
Grade 4	70
Grade 5	79
Total Enrollment	491

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1
Asian	1
Filipino	0
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0.6
White	27.1
Two or More Races	3.7
Socioeconomically Disadvantaged	82.3
English Learners	11.8
Students with Disabilities	11
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	20	20	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level textbooks and 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.

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 appearance of our school has been enhanced by exterior painting, 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	32	47	53	59	44	48
Mathematics	30	40	40	44	34	36

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	81	98.8	44.4
	4	72	69	95.8	44.9
	5	85	85	100.0	51.8
Male	3	41	40	97.6	37.5
	4	38	35	92.1	31.4
	5	42	42	100.0	42.9
Female	3	41	41	100.0	51.2
	4	34	34	100.0	58.8
	5	43	43	100.0	60.5
Hispanic or Latino	3	52	51	98.1	39.2
	4	41	39	95.1	35.9
	5	47	47	100.0	51.1
White	3	23	23	100.0	56.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	23	22	95.7	63.6
	5	28	28	100.0	57.1
Socioeconomically Disadvantaged	3	59	58	98.3	37.9
	4	60	57	95.0	38.6
	5	73	73	100.0	52.0
English Learners	3	12	12	100.0	16.7
Students with Disabilities	4	18	17	94.4	5.9
	5	17	17	100.0	11.8

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	81	98.8	43.2
	4	72	69	95.8	34.8
	5	85	85	100.0	41.2
Male	3	41	40	97.6	50.0
	4	38	35	92.1	37.1
	5	42	42	100.0	40.5
Female	3	41	41	100.0	36.6
	4	34	34	100.0	32.4
	5	43	43	100.0	41.9
Hispanic or Latino	3	52	51	98.1	37.3
	4	41	39	95.1	25.6
	5	47	47	100.0	38.3
White	3	23	23	100.0	56.5
	4	23	22	95.7	50.0
	5	28	28	100.0	50.0
Socioeconomically Disadvantaged	3	59	58	98.3	29.3
	4	60	57	95.0	29.8
	5	73	73	100.0	38.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	12	12	100.0	8.3
Students with Disabilities	4	18	17	94.4	11.8
	5	17	17	100.0	5.9

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	73	66	72	71	68	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	85	83	97.7	66.3
Male	42	41	97.6	73.2
Female	43	42	97.7	59.5
Hispanic or Latino	47	47	100.0	66.0
White	28	26	92.9	65.4
Socioeconomically Disadvantaged	73	71	97.3	66.2
Students with Disabilities	17	15	88.2	46.7

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7	27.8	26.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Mentone Elementary School has an active Parent-Teacher Organization. The P.T.O. organizes and oversees family events and activities throughout the school year such as Movie Night, Literacy Night, Book Fairs, Astronomy Night, and the Community Resource Fair. The P.T.O. 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://mentone.redlandsusd.net>) and Twitter (@mentoneRUSD) keeps parents informed and up to date with opportunities and events. Our Family Resource Center (Building a Generation) offers parenting classes, English Language Development, counseling, Family Nights, Parenting classes, Parent Thursdays (8:00 am continental breakfast and conversation) and social work support. We also have Coffee with the Principal, School Site Council, GATE, and ELAC committees that involve our parents with our school.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.7	1.4	1.7	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The Safe School Plan was updated and reviewed with staff in October of 2016. School Safety - 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 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 area. Teachers, campus monitors and administration supervise the areas until all students have left the campus for home.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	6			27		4		27		4	
1	22	1	2		26		3		26		3	
2	22		4		27		3		27		3	
3	27		2		25		3		25		3	
4	30		2	1	23		2		23		2	
5	22	1	2		28	1	1	2	28	1	1	2

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

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

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

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,726.27	\$1,793.99	\$4,932.28	\$79,352.35
District	N/A	N/A	\$4,932.28	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-1.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-13.1	4.6

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

Types of Services Funded (Fiscal Year 2015-16)

Mentone Elementary School received a total of \$194,885 in categorical 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 computer 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.

Our P.T.O. 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 also have a low cost child care program (Boys and Girls Club) that serves 100 students on campus before and after school. The YMCA also has a child care program that serves around thirty of our students with early morning and late afternoon care on campus. We have a Family Resource Center run by Building a Generation that helps our families with many needs including - but not limited to: housing, counseling, parenting, child safety, medical needs, outreach and more. A library/computer lab is open to all students and is networked and connected to the world wide web.

Critical Needs

State Standards

These critical needs identified were:

- Increase student literacy through new writing instruction strategies
- Increase family and community involvement
- 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
- Continue staff in-servicing on use of technology, effective teaching strategies, planning and writing
- Increase materials and technology available to the students

Three Year Student Objectives

- Implement school wide strategies including writing and spelling
- Increase family and community involvement 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 proficient students by not less than 5% per year in math and 10% per year in ELA
- Improve English Language Development Program
- Continue to Implement the Common Core State Standards through Adopted Curriculum and Technology
- Continue to promote college awareness

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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

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

Professional Development (Most Recent Three Years)

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 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 meeting to discuss the plan for the alternative evaluation. A minimum of two meetings are held with 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. The Teacher on Assignment and Leadership Team work with administration to plan the agendas for the PLCs. The certificated staff was trained on Thinking Maps and continues to receive demo lessons from our TOA's in ELA and Math. Mentone staff also attend District training's for core curriculum and safety, as required by Redlands USD.