Mentone Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mentone Elementary School
Street	1320 Crafton Avenue
City, State, Zip	Mentone, CA 92359
Phone Number	(909) 794-8610
Principal	Dr. Ingrid Lin
Email Address	ingrid_lin@redlands.k12.ca.us
Website	http://redlandsusd.net/mentone
County-District-School (CDS) Code	36-67843-6036560

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

We the educators, community members, parents and staff are committed to provide 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.

Mentone Elementary School is one of 16 elementary schools in the Redlands Unified School District and serves over 500 students (including preschool) 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, innovation lab, mulit-purpose room and library.

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 18 regular classroom teachers, 1 Special Education teacher (SAI), 1 SDC teacher, 1 part-time hourly intervention teacher, one EL Paraprofessional to support ELs, a Healthy Start clerk and a school/attendance clerk, an office manager, three cafeteria workers, two custodians, and one full time principal and assistant principal. The District also provides a part time school psychologist, a Math Intervention TOA five days a week and a part time speech pathologist. There is a before and after school program, in conjunction with, where 100 students are in attendance with others on a waiting list. The YMCA has before and after school day care for our students in one of the portable buildings on campus. Building a Generation runs the Family Resource Center on the north side of our campus, servicing our students and their families.

Students with special needs are serviced through Gifted and Talented Education (GATE) extra curricular activities and with GATE certified teachers using quality GATE strategies, Intervention Programs, and a special education program (SAI). University of Redlands Work Study students offer tutoring support. Gender equity and multicultural awareness is integrated throughout the curriculum.

The student population in comprised of approximately 25% White, 65% Hispanic, 4% African-American, 7% 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 their API growth. In the years 2013 and 2014 our school received an Honor Roll award by the California Business for Educational Excellence. Our 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 will participate 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 and create a college and career culture. 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.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	97
Grade 1	66
Grade 2	78
Grade 3	87
Grade 4	80
Grade 5	95
Total Enrollment	503

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1
Asian	1.4
Filipino	0.4
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	0.6
White	25.4
Two or More Races	6.6
Socioeconomically Disadvantaged	82.5
English Learners	11.1
Students with Disabilities	12.1
Foster Youth	0.8
Homeless	19.9

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	21	22	19
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	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

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 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%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2016)	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 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	46	59	57	50	50
Mathematics (grades 3-8 and 11)	41	32	45	44	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	263	98.13	1.87	46.39
Male	153	149	97.39	2.61	42.28
Female	115	114	99.13	0.87	51.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	160	96.97	3.03	46.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	71	71	100.00	0.00	42.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	53.33
Socioeconomically Disadvantaged	242	237	97.93	2.07	46.41
English Learners	34	34	100.00	0.00	41.18
Students with Disabilities	39	37	94.87	5.13	24.32
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	59	59	100.00	0.00	44.07

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	268	262	97.76	2.24	31.54
Male	153	148	96.73	3.27	33.78
Female	115	114	99.13	0.87	28.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	165	159	96.36	3.64	30.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	71	71	100.00	0.00	37.68
Two or More Races	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	242	236	97.52	2.48	30.34
English Learners	34	34	100.00	0.00	23.53
Students with Disabilities	39	36	92.31	7.69	19.44
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	59	59	100.00	0.00	24.14

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.7	30.7	1.1

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Mentone Elementary School has an active Parent-Teacher Association. The P.T.A. organizes and oversees family events and activities throughout the school year such as Math Night, Movie Night, Literacy Night, Book Fairs, Astronomy Night, 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) 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, and social work support. We also have Coffee with the Principal, Counselor, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	1.7	2.5	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019. We also have a School Safe Plan Committee that involves parents and staff that meets three times per year. 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 and pick off and drop off 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	3		23		4		24	1	3	
1	27		3		23		3		22		3	
2	21		3		23		4		23		3	
3	24		4		24		3		24		4	
4	34			2	29		2	1	33		1	1
5	25	1	3		27	1	1	2	28	1	1	3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,277.38	$1,646.81	$5,630.57	$88,518.00
District	N/A	N/A	5,815.78	$85,061.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-3.2	4.0
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-28.6	7.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Mentone Elementary School received a total of $243,876 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 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 the 2018-19 Mentone Elementary School will participate 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 and create a college and career culture. 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 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
- High Impact AVID Instructional Strategies

Three Year Student Objectives
- Implement school wide strategies including writing and spelling
- Provide professional development in high rigor and standards.
- 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 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
- Continue to promote college and career awareness

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,120	$51,374
Mid-Range Teacher Salary	$81,554	$80,151
Highest Teacher Salary	$102,814	$100,143
Average Principal Salary (Elementary)	$124,240	$126,896
Average Principal Salary (Middle)	$133,386	$133,668
Average Principal Salary (High)	$141,684	$143,746
Superintendent Salary	$220,000	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			12

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 , writing strategies, designated ELD, and continues to receive demo lessons from our TOA in Math. Mentone staff also attend District training's 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 PD's and monthly minimum days. Teachers also attend AVID, participate in Rigor and Standards PD, and PBIS PDs provided by the county.