

Mission 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	Mission Elementary School
Street	10568 California St.
City, State, Zip	Redlands, CA 92373
Phone Number	909-307-2480
Principal	Denise Fee
E-mail Address	denise_fee@redlands.k12.ca.us
Web Site	http://mission.redlandsusd.net/
CDS Code	36-67843-0123851

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

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

School Vision Statement

The Parents, Teachers, Administrator and Support Staff of Mission Elementary School will collaborate and provide the best instructional practices to improve student achievement and personal excellence for our students.

School Mission Statement

The total Mission Elementary Community will provide a curriculum aligned to state standards through challenging and meaningful learning opportunities to our diverse student population, so that they achieve grade level academic standards and become lifelong learners.

Mission is one of 16 elementary schools in the Redlands Unified School District and serves over 550 students on a traditional school schedule.

Mission Elementary School was "revitalized" in 2011 after nearly two decades of being closed as an elementary school. The school initially 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 three buildings containing 20 classrooms, a library, and large multipurpose room. The larger of the two structures was built in the 1937 as a "WPA" project and was the Mission School to replace the 1904 facility. Our current second building was constructed in the early 1970s as an orthopedically handicapped facility, known as the Heisner Center. The 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 surrounding neighborhood consists of small and medium sized single-family homes, mobile homes, and apartment complexes. Many of our families are associated with the Loma Linda University and Medical Center and Veterans Hospital as employees or students. Housing and cultural patterns reflect low-middle socioeconomic conditions. Currently there are 46 identified English Language Learners enrolled at Mission School.

There are 21 regular classroom teachers, 1 Special Education teacher (SAI), 1 instructional paraprofessional (special education), 2 part time hourly intervention/English Language teachers, a part time librarian, a school attendance clerk, an office manager, three cafeteria workers, two custodians, and one full time principal. The district also provides a part time school psychologist, 3 TOAs each serving 1 time per week at the school, and a part time speech pathologist. The YMCA has before and after school day care for our students in the multipurpose room.

Students with special needs are serviced through Gifted and Talented Education (GATE), extra curricular activities and with GATE certified teachers using GATE strategies, Intervention Programs, and a special education program (SAI). University of Redlands work study students offer tutoring support.

Approximately 72% of the students qualify for and are receiving Free and Reduced Lunch.

Instruction is provided by highly qualified teachers.

TITLE 1 SCHOOL WIDE PROCESS SUMMARY FOR MISSION ELEMENTARY SCHOOL 2016-2017

For the last two years, Mission Elementary School has had more than 70% of our students participating in the Free and Reduced Lunch Program. Based on the demographics of the school population, we expect this percentage to continue. In March, 2016, Mission's principal Denise Fee met with Assistant Superintendent, Mrs. Miki Inbody, and Director of Categorical Programs, Mrs. Julie Swan, to discuss moving Mission from a Title 1 Targeted Assistance School to a Title 1 School Wide Program school for the 2016-2017 school year.

SBAC DATA: School-wide, our increase in standards met & exceeded from 2015 to 2016 is as follows:

Schoolwide: ELA increase 10%, Math increase 8%

Socio Economic: ELA increase 9%, Math increase 5%

English Learners: ELA increase 4%, Math increase 5%

Students w/Disabilities: ELA decrease 11%, Math 3%

Hispanic: ELA decrease 1%, Math increase 6%

White: ELA increase 19%, Math 6%

Asian: ELA increase 17%, Math decrease 1%

Suspension Rates:

o 2012-13 – 1.6%

o 2013-14 – .5%

o 2014-15 – .5%%

Attendance rates:

o 2013-14 -- 94.9%

o 2014-15 – 94.81%

o 2015-16 -- 94.97%

Truancy rate:

o 2012-13 – 29.89%

o 2013-14 – 36.41%

o 2014-15 – 30.49%

Behavior data, college SBAC data, ELA, Math and sub groups data reviewed is to take into consideration the eight state priorities as they refer to LCAP. These priorities include Basic Services, Implementation of State Standards, Course Access, Student Achievement, Other Student Outcomes , Student Engagement , Parent Involvement, and School Climate

We began the process of moving from a Title 1 Targeted Assistance school to a Title 1 School Wide Program in March, 2016. Conversations at the district level and with a district provided consultant led to the steps of meeting with staff and parent groups on numerous occasions to look at data and facilitate needs assessments. These groups determined that School Wide Title 1 was beneficial for the students at Mission, and input was elicited over the course of several months to collaborate about The Single Plan for Student Achievement. Please see the time line that follows.

March 2016: Met with Director of Categoricals to discuss School Wide option

Met with staff to discuss School Wide option

Needs Assessment and Data Analysis with English Language Advisory Committee (ELAC)

April 2016 Met with Consultant Yolanda Contreras and Coordinator of School Improvement and Professional Development Catherine Obregon

Met with School Site Council (SSC) to discuss School Wide option and facilitated Needs Assessment and Data Analysis

May 2016 Met with Leadership Team for Needs Assessment and Data Analysis

Met with Yolanda Contreras and Catherine Obregon to review progress

Met with SSC for Spend-a-Dot activity from compiled Needs Assessments to determine components of the school plan

June 2016 Met with Leadership Team for Spend-a-Dot activity from compiled Needs Assessments to determine components of the school plan

August 2016 Met with Yolanda Contreras and Catherine Obregon to review progress

Title 1 Parent Meeting where parents were informed of Title 1 support
 Started School Plan revisions

September 2016 Facilitated survey with parents at Coffee w/the Principal/shared Data
 Shared School Plan changes with Staff
 Met with Yolanda Contreras and Catherine Obregon to review School Plan, Summary and Timeline
 Shared School Plan changes with SSC
 Shared draft of School Plan with SSC /SSC votes on School Plan

October 2016 Plan submitted for approval to the Board of Education
 Finalized Title 1 through eval approval.

Our stakeholders will continue to prepare for the transition to a Title 1 School Wide Program by including all requirements to meet the Every Student Succeeds Act (ESSA), which reauthorized and updated the Elementary and Secondary Education Act (ESEA). Overall, the new law provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas. Most of the new provisions do not take effect until the 2017–18 school year, making the 2016–17 school year a transition year for local educational agencies (LEAs).

California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which becomes operational in the 2017–18 school year. It is anticipated that the ESSA State Plan will be presented to the California State Board of Education (SBE) by January 2017. This Transition Plan outlines how California will facilitate an orderly transition during the 2016–17 school year to fully implement ESSA in the 2017–18 school year, when the ESSA State Plan becomes operation

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

Grade Level	Number of Students
Kindergarten	118
Grade 1	79
Grade 2	98
Grade 3	96
Grade 4	88
Grade 5	82
Total Enrollment	561

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0
Asian	13.9
Filipino	7
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	0.4
White	16.8
Two or More Races	6.8
Socioeconomically Disadvantaged	73.4
English Learners	19.8
Students with Disabilities	9.1
Foster Youth	0.2

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	22	22	22	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)

Mission Elementary School recently underwent a total revitalization, which was completed in August, 2012. This includes a facility with 19 classrooms, a cafeteria/multipurpose room, a library and computer lab, and complete athletic field and playground structure. Being that the building is virtually "new", there are no needed maintenance to ensure good repair. The buildings are in pristine condition.

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	42	52	53	59	44	48
Mathematics	43	50	40	44	34	36

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	101	101	100.0	51.5
	4	89	89	100.0	53.9
	5	77	74	96.1	48.6
Male	3	48	48	100.0	56.3
	4	50	50	100.0	46.0
	5	43	42	97.7	50.0
Female	3	53	53	100.0	47.2
	4	39	39	100.0	64.1
	5	34	32	94.1	46.9
Black or African American	3	17	17	100.0	47.1
	4	12	12	100.0	25.0
Asian	3	22	22	100.0	81.8
	4	14	14	100.0	78.6
	5	14	14	100.0	78.6
Hispanic or Latino	3	40	40	100.0	30.0
	4	37	37	100.0	46.0
	5	36	34	94.4	29.4
White	3	14	14	100.0	71.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	15	15	100.0	66.7
Socioeconomically Disadvantaged	3	70	70	100.0	44.3
	4	64	64	100.0	48.4
	5	62	59	95.2	44.1
English Learners	3	22	22	100.0	45.5
	4	23	23	100.0	47.8
	5	12	12	100.0	50.0
Students with Disabilities	4	15	15	100.0	20.0

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	102	102	100.0	59.8
	4	89	89	100.0	54.5
	5	76	73	96.0	31.5
Male	3	49	49	100.0	65.3
	4	50	50	100.0	53.1
	5	42	41	97.6	43.9
Female	3	53	53	100.0	54.7
	4	39	39	100.0	56.4
	5	34	32	94.1	15.6
Black or African American	3	17	17	100.0	52.9
	4	12	12	100.0	25.0
Asian	3	22	22	100.0	90.9
	4	14	14	100.0	64.3
	5	14	14	100.0	35.7
Hispanic or Latino	3	41	41	100.0	36.6
	4	37	37	100.0	52.8
	5	36	34	94.4	17.6
White	3	14	14	100.0	78.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	15	15	100.0	66.7
Socioeconomically Disadvantaged	3	70	70	100.0	54.3
	4	64	64	100.0	50.8
	5	62	59	95.2	23.7
English Learners	3	22	22	100.0	63.6
	4	23	23	100.0	60.9
	5	12	12	100.0	16.7
Students with Disabilities	4	15	15	100.0	33.3

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)	68	57	56	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	76	73	96.1	56.2
Male	42	40	95.2	67.5
Female	34	33	97.1	42.4
Asian	14	14	100.0	64.3
Hispanic or Latino	36	34	94.4	44.1
Socioeconomically Disadvantaged	62	59	95.2	50.9
English Learners	12	12	100.0	33.3

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4	20.5	30.8

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)

Parents are their child's first and most important teachers. Therefore, strong support from both the home and the school is critical, especially for students who are performing below grade level.

The Parent Involvement Policies for Mission Elementary School were developed with this in mind. It involves all district personnel, site staff and parents in a unified effort to help each student achieve success in school.

To support parent involvement at Mission Elementary School, school staff and parents will work together to:

- 1) Conduct an annual Title I meeting to provide parents with information about Title I.
- 2) Involve parents as active participants in their child's education and help them learn to monitor their child's progress and work to improve their child's performance by means of:
 - Newsletters
 - Email communications
 - Phone system
 - Parent conferences
 - Letter from the principal
 - School website(<http://mission.redlandsusd.net>)
 - Twitter (@mission_rusd)
 - PTA
 - School Site Council
 - ELAC
- 3) Provide materials and training to parents to encourage strong parent involvement.
- 4) Train school personnel to work successfully with parents, including how to use classroom volunteers effectively.
- 5) Provide materials and training to involve parents in planning, reviewing, and improving Title I programs.
- 6) Coordinate and integrate parent involvement strategies for Title I with strategies under other programs as appropriate, such as:
 - Safe and Drug-Free Schools
 - School Plan for Student Achievement
- 7) Hold a variety of school-sponsored programs, such as Family Nights, Awards Assemblies, and Coffee with the Principal to connect families to the school.
- 8) Communicate with parents in a language they understand using translated materials or an interpreter.
- 9) Review the Parent-School Compact and Parent Involvement Policy to insure:
 - High-quality and instruction
 - Importance of effective communication
 - Parent responsibility to support learning
 - Effectiveness of the Parent Involvement Policy
- 10) Print Parent/School Compacts on NCR and distribute with beginning of school packets or upon enrollment.

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	0.5	0.5	1.2	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Mission Elementary School Safety Plan is currently being reviewed and amended by our School Safety Committee and the staff. Mission 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. Some of the key components of Mission's Safe School Plan which are being evaluated and amended currently 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. 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, staff is present at the main parking pick-up area and bus leading zone. Staff 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	20	4	2		26		4		26		4	
1	25		4		25		4		26		3	
2	24		3		23	1	3		21		3	
3	23		4		24	1	3		23		3	
4	33		1	1	31		2		35			2
5	33		1	2	28		3		35			2
Other									26		3	1

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	
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	\$5,476.97	\$805.43	\$4,671.54	\$77,246.48
District	N/A	N/A	\$4,671.54	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-4.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-17.7	1.9

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

Types of Services Funded (Fiscal Year 2015-16)

Mission Elementary has uses it Title I and SSP funding to employ two retired teachers on a part-time basis to oversee reading and math intervention programs and to support our students who qualify for Limited English Proficiency support. These are on a pull-out basis during the school day. In addition, a library para-professional is funded with these funds to enrich library and reading experiences for students. There are not currently funds for GATE programs. The GATE program continues to exist without additional GATE funding.

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 as well as release time 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 continues to receive demo lessons from our TOA's in ELA and Math. Meission staff also attends District training's for core curriculum and safety, as required by Redlands USD.