

# Mission 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
<b>School Name</b>	Mission Elementary School
<b>Street</b>	10568 California St.
<b>City, State, Zip</b>	Redlands, CA 92373
<b>Phone Number</b>	Redlands, CA 92373
<b>Principal</b>	Denise Fee
<b>Email Address</b>	denise_fee@redlands.k12.ca.us
<b>Website</b>	<a href="http://mission.redlandsusd.net/">http://mission.redlandsusd.net/</a>
<b>County-District-School (CDS) Code</b>	36-67843-0123851

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)

### School Vision Statement

The Parents, Teachers, Administrator and Support Staff of Mission Elementary School support the vision for Redlands 2025 and will focus on the five key areas:

- E - Enhanced Learning Through Innovation
- X - Excellence in Academics
- C - Collaborative Community and Parent Partnerships
- E - Equality through Equity
- L - Learning Environments are Safe and Secure

### School Mission Statement

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

Mission is one of 16 elementary schools in the Redlands Unified School District and serves just under 600 students on a traditional school schedule and went school-wide Title 1 in the 2016-2017 school year. A description of this process may be referenced in the 2016-2017 SPSA.

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. A third building contains two classrooms and sit parallel to the outdoor jogging track. Eventually the two facilities were merged to become Mission Elementary School. More recently, two modular classrooms have been added.

Mission elementary has recently been awarded California Distinguished School with the belief that all students deserve the opportunity to be educated in a way that prepares them for college and we believe this preparation begins in kindergarten. It is this belief that has fueled our college preparation focus here on campus where we are committed to creating a school that knows no limits to the academic success and future readiness of each student. We teach every child with equitable practices to ensure they all have a chance to reach higher education if they select to do so. We recognize the challenges our students may have, however, we never make excuses for their success.

Building Better Futures...No Excuses is not only our motto, but how we live each day at Mission. You will find that this is a vibrant, engaging community of teachers and learners, a place high expectations are set for all students where every student without exception and without excuse will be proficient in reading, language arts and math. Our energies have been spent on building this belief by nurturing a culture of universal achievement of students by collaborating regularly as a school community to strengthen our alignment of standards, assessment of the standards being taught, and managing the data from the assessments. This systematic approach allows us the necessary information needed to offer meaningful interventions to our students, both remediation and acceleration interventions.

Approximately 84% of the students qualify for and are receiving Free and Reduced Lunch.

Instruction is provided by highly qualified teachers.

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

Grade Level	Number of Students
Kindergarten	120
Grade 1	94
Grade 2	81
Grade 3	102
Grade 4	78
Grade 5	104
<b>Total Enrollment</b>	<b>579</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.2
Asian	10
Filipino	6
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.7
White	17.3
Two or More Races	4.5
Socioeconomically Disadvantaged	73.6
English Learners	12.3
Students with Disabilities	7.6
Foster Youth	0.5
Homeless	14.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	26	4
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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Mission Elementary School underwent a total revitalization, which was completed in August, 2012. This includes a facility with 20 classrooms, a cafeteria/multipurpose room, a library, and complete athletic field and playground structure. Being that the building is virtually "new", there are no needed major maintenance to ensure good repair. The buildings remain in good condition although interior/exterior paint will need some refreshing in the future. Summer, 2018 two new modular classrooms were added due to our increased student enrollment. Play structures are starting to experience wear and tear and are beginning to require repairs/replacements. This includes the rubber mat. Paint on outer buildings, curbs, and ground is wearing and needs freshened. Asphalt in parking lot and on basketball courts needs re-surfacing due to large cracks and pot holes. 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](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	58	58	59	57	50	50
Mathematics (grades 3-8 and 11)	47	42	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	288	284	98.61	1.39	58.10
Male	150	147	98.00	2.00	55.78
Female	138	137	99.28	0.72	60.58
Black or African American	33	32	96.97	3.03	62.50
American Indian or Alaska Native					
Asian	29	28	96.55	3.45	75.00
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	137	136	99.27	0.73	50.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	60.71

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	228	226	99.12	0.88	53.10
English Learners	53	51	96.23	3.77	49.02
Students with Disabilities	41	40	97.56	2.44	20.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	48	48	100.00	0.00	45.83

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	288	286	99.31	0.69	41.96
Male	150	148	98.67	1.33	43.24
Female	138	138	100.00	0.00	40.58
Black or African American	33	32	96.97	3.03	40.63
American Indian or Alaska Native					
Asian	29	29	100.00	0.00	68.97
Filipino	15	15	100.00	0.00	73.33
Hispanic or Latino	137	136	99.27	0.73	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	57	100.00	0.00	50.88
Two or More Races	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	228	228	100.00	0.00	35.96
English Learners	53	53	100.00	0.00	35.85
Students with Disabilities	41	40	97.56	2.44	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	48	48	100.00	0.00	37.50

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	32.0	20.4	16.5

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)

Mission has active involvement and support of our parent community. Parent volunteers support Mission students, families, and staff through PTA, School Site Council, ELAC, Safety Committee classroom volunteers, chaperoning field trips, and organizing family and student events such as Family Literacy Night, Family Math Night, a Talent Show, and our annual Fall Festival. Parents are invited to participate in a school-wide open house as well as parent conferences. Teachers stay in frequent contact with parents through emails, phone calls, and electronic applications such as Class Dojo, Remind, and Google Classroom. Parents stay updated with school and community events and opportunities through our school website, twitter, and our automated call-out phone system which includes emails and textxs. Parents are invited to regular Coffee with the Principal sessions as well as parent education classes hosted by our school counselor.

### 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
<b>Suspensions</b>	1.3	0.9	2.6	2.6	2.9	3.6	3.6	3.5	3.5
<b>Expulsions</b>	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)

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. New this year is the Raptor system where visitors must always scan their ID before being given permission to remain on campus. Our campus is a secured campus where only one gate is open for students to enter and exit before and after school. This gate is supervised by an adult to ensure that non-students and non-school employees are not able to penetrate the entrance. In addition to the monthly fire drills, Mission is now holding monthly Lock Down Drills to include Safe and Secure, Lock Down, and High Alert Lock Downs. Safety and disaster supplies have been purchased and updated with the help of our PTA and community donations.

## 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		5		17	5	1		24		5	
1	25		3		23		4		24		4	
2	22		3		24		4		20	2	2	
3	22		4		27		3		26		4	
4	31		1	2	33		1	2	26		3	
5	34			3	31		3		37			4
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	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.7
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	\$6,374.85	\$708.99	\$5,665.86	\$87,006.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-2.6	2.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-27.9	5.9

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)

Mission Elementary uses its Title I funding to employ two part-time intervention teachers to oversee reading 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. A full-time math intervention teacher is funded through district LCAP funds as a push in math intervention to serve students who need extra math remediation/support. A computer Lab para-professional is funded through T1 to extend student learning experiences through innovation in our new MakerSpace Lab. 6 hours per day are funded through T1 to employ para-professionals to support students in need of behavior/academic modifications and accommodations. In addition, a library para-professional is funded with SSP funds to enrich library and reading experiences for students. Additionally, extra campus monitor support is provided using SSP funds to ensure the safety of students during recesses and lunches, as well as extra clerical hours to support student attendance, parent volunteers, etc.

Special Education Services-A wide range of special education services are available to students based on their areas of need and qualifying eligibility area. These services are provided based on IEP Team decisions and by staff with credentials, certificates, and/or degrees in specific areas.

### 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

Category	District Amount	State Average For Districts In Same Category
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	18	22	22

(\*The above noted NUMBER OF SCHOOL DAYS DEDICATED TO STAFF DEVELOPMENT AND CONTINUOUS IMPROVEMENT ARE THE APPROXIMATE TOTALS INCLUDING HOURS FROM PARTIAL PROFESSIONAL DEVELOPMENT DAYS SUCH AS 1 AND 2 HOUR SESSIONS AND 1/2 DAYS.)

Mission teachers regularly engage in professional development sessions at the school site and district level. These include English Language, Writing Academies, Google Workshops, Classroom Management Workshops, co-planning and lesson study sessions, and more. Occasionally, teachers will attend other professional development workshops provided by outside entities. For example, staff members continue to participate in the No Excuses University, PBIS and Daily 5 conferences. Additional in-service days have been used to analyze student data from the district-wide "Benchmarks" and grade-level "Common Assessments," conduct grade level staff meetings, support professional learning communities, score student writing samples and provide instruction in using the Internet and implement technology into curricular areas. Our calendar includes monthly 1-hour grade level meetings, three 1-hour monthly staff collaboration days where teachers participate in professional development, and eight minimum days through out the school that are dedicated to professional development. In addition, one full day a year is a non-student day where teachers participate in professional development. Newly hired teachers also participate in a week long teacher orientation at the district and receive support through the District Induction program.

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.

Recently added was the Progress Adviser tool where administrators can log observations in order to better support student and teacher needs in the classroom.