

Mentone Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



MENTONE ELEMENTARY

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

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

2024-25 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2024-25 School Description and Mission Statement

We the educators, community members, parents, and staff are committed to providing students with the best opportunity to develop their fullest academic, social, and emotional potential, by teaching them to communicate, problem-solve, think creatively, and respect themselves and others, so they can become productive, positive, contributing members to society.

Mentone Elementary School is one of 16 elementary schools in the Redlands Unified School District and serves over 400 students on a traditional school schedule. The school was built in 1949. The cafeteria was added in 1957. The facility has 29 classrooms, an administration building, an innovation lab, a multi-purpose room, and a library.

2024-25 School Description and Mission Statement

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

There are 15 regular classroom teachers, 1.5 Special Education teacher (SAI), 1 expanded learning program specialist, 6 expanded learning teachers, one, one-on-one Special Ed. Paraprofessional to support our 1:1 student, a Healthy Start clerk a school/attendance clerk, an office manager, two cafeteria workers, three custodians, two full-time counselors, a part-time assistant principal, and one full-time principal. The District also provides a school psychologist and speech pathologist one day per week. There are two after school programs, in conjunction with, where 200 students are in attendance.

Students with special needs are serviced through Gifted and Talented Education (GATE) extracurricular activities and with GATE-certified teachers using quality GATE strategies, Intervention Programs, and a special education program (SAI). The after school Exploration Experience Program provides extracurricular activities for free for students, with a focus on enrichment. Gender equity and multicultural awareness are integrated throughout the curriculum.

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

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

2023-24 Student Enrollment by Student Group

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

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.40	99.54	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.80	3.08	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.46	65.10	6.72	18854.30	6.86
Total Teaching Positions	21.50	100.00	969.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	99.32	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.62	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	57.10	5.89	15831.90	5.67
Total Teaching Positions	19.20	100.00	970.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	89.48	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.59	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.00	9.88	53.70	5.50	14303.80	5.15
Total Teaching Positions	20.20	100.00	975.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.10	0.1
Total Out-of-Field Teachers	0.00	0.10	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All Mentone Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

School Facility Conditions and Planned Improvements

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

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

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

July 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	41	50	50	46	47
Mathematics (grades 3-8 and 11)	31	27	37	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	221	99.55	0.45	40.72
Female	120	120	100.00	0.00	47.50
Male	102	101	99.02	0.98	32.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	35.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	69.23
White	49	49	100.00	0.00	51.02
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	0.56	34.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	17.07

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	221	99.55	0.45	27.15
Female	120	120	100.00	0.00	22.50
Male	102	101	99.02	0.98	32.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	25.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	49	49	100.00	0.00	32.65
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	0.56	23.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	14.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.79	25.00	31.39	32.96	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	96	98.97	1.03	25.00
Female	50	50	100.00	0.00	24.00
Male	47	46	97.87	2.13	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39	1.61	22.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	34.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	75	98.68	1.32	18.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	99%	100%	99%	99%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Mentone Elementary School has an active Parent-Teacher Association. The P.T.A. organizes and oversees family events and activities throughout the school year. These are Math Night, Movie Night, Literacy Night, Game Night, Book Fairs, and the Community Resource Fair. The P.T.A. also sponsors fundraisers, field trips, assemblies, and events that benefit students and parents. Our staff encourages parents to volunteer in classrooms and chaperone field trips. The staff also sponsors Title 1 family literacy nights and conferences to involve parents. Our web page (<http://redlandsusd.net/mentone>), Facebook Mentone Elementary Page, Instagram and Twitter (@mentoneRUSD) keeps parents informed and up to date with opportunities and events. We also have Coffee with the Principal, Counselor, School Site Council, GATE, and ELAC committees that involve our parents with our school.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	459	454	70	15.4
Female	225	223	32	14.3
Male	234	231	38	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	13	1	7.7
Filipino	--	--	--	--
Hispanic or Latino	315	313	51	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	4	20.0
White	94	92	10	10.9
English Learners	53	52	5	9.6
Foster Youth	--	--	--	--
Homeless	17	17	4	23.5
Socioeconomically Disadvantaged	378	374	65	17.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	93	15	16.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.86	0.65	0.44	3.67	4.39	3.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0.00
Female	0.44	0.00
Male	0.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.06	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

2024-25 School Safety Plan

procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. We also have a School Safe Plan Committee that involves parents and staff that meets three times per year. The School Safe Plan Committee approved our plan in September 2024. To ensure student safety before school, teachers, campus monitors, and administrators supervise the school grounds including the bus drop-off area, Parent drop-off area, cafeteria, and playground. During the school day, all entrance areas to the school are locked with the exception of the front office entrance, which is near the administration office and multipurpose room. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. After school, teachers walk their students to the bus loading and pick off and drop off area. Teachers, campus monitors, and administration supervise the areas until all students have left the campus for home. The Safe School Plan was updated with the School Safety Committee in May 2024, and September 2024. The plan was reviewed with staff and SSC in September of 2024. The School Safety Plan was approved by the Redlands Board of Education in October 2024.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	21		3	
2	20	1	2	
3	30		3	
4	22		3	
5	24		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	2	
1	22		3	
2	21		3	
3	20	3		
4	32		3	
5	33		1	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	20	2	1	
2	21	1	2	
3	22		3	
4	31		2	
5	31		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	429

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,045.71	\$3,988.83	\$9,056.88	\$78,156.89
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	6.8	-26.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-17.3	-22.3

Fiscal Year 2023-24 Types of Services Funded

Mentone Elementary School received a total of \$97,101.00 in Title I funds for supplementary education programs. Funds from Title I, Title VI, and the School Improvement Program are used to support all students with additional support as needed. Limited English Proficient program funds support children who qualify. There are no longer funds for GATE programs. The GATE program continues to exist without additional funding.

Summary of Strengths

School-wide cooperation among faculty and staff is a strength of Mentone School. The staff works collaboratively to analyze student data and communicate strengths and areas of need identified through this analysis. This allows the staff to target instruction and resources for every student. The needs of the student are often best met through a variety of actions on the part of many individuals working as one. Because of this cooperation, the staff is able to focus on high student expectations, coordinated curriculum development, homework expectations, and a positive school climate.

On-going staff development activities contribute to our staff, maintaining a high degree of expertise in various curricular areas. All staff members are involved in coordinated program in-service days to fine-tune the teaching of literacy, math, and

Fiscal Year 2023-24 Types of Services Funded

technology skills. Opportunities exist to attend workshops and conferences for the purpose of acquiring new teaching methods and techniques which are shared on-site to help support our school goals. School-wide teaching strategies in language arts, writing, and math have and are being implemented, including and Thinking Maps. During 2018-19, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024, Mentone Elementary School participated in AVID professional development with a focus on high-impact instructional strategies, designated ELD, and opportunities for extracurricular activities outside of the school day. We will continue to focus on Multi-Tiered Systems of Support for PBIS, academic learning, and create a college and career culture. Our staff is currently participating in Phonics, Rigor, and Standards PD to enhance the learning of students. Additionally, we will continue to focus on engaging our families through coffee with the principal monthly meetings, PTA events, and coffee with the counselor parent meetings.

Our P.T.A. plays an active role in the planning of activities. Parents also serve on the School Site Council, G.A.T.E., and the English Learners Advisory Committee. They work with the students in the classrooms, the library, and on the playground, and with the administration and office staff to help meet the needs of the students. They coordinate assemblies, the Resource Fair, and special events to draw other parents and the community to the school.

We have our Expanded Learning Program that serves over 200 students on campus after school. The Expanded Learning Program offers after school support, as well as Saturday session, and intersession program during school breaks, with a total of 210 student program days available.

Critical Needs

State Standards

These critical needs identified were:

- Increase student writing literacy through new writing instruction strategies
- Increase family and community engagement
- Identify Essential Standards for student success and move to mastery for all students utilizing a continuum across the grade levels
- Use achievement data to drive instruction and increase academic achievement
- Identify students support groups through the use of STAR math and ELA
- Designated ELD
- Continue staff in-servicing on use of technology, effective teaching strategies, planning and writing
- Increase materials and technology available to the students
- High Impact AVID Instructional Strategies

Three Year Student Objectives

- Implement school-wide strategies including writing and an emphasis on early literacy
- Provide professional development in high rigor and standards
- Implement continuous data analysis to drive instruction
- Increase family and community engagement to enhance the educational program
- Continue to move from a teaching focus to a learning focus
- Establish strong Professional Learning Communities
- Increase the number of met or exceed standard students in ELA and Math
- Improve English Language Development Program
- Continue to Implement the State Standards through Adopted Curriculum and Technology
- Increase the use of instructional technology
- Continue to promote college and career awareness

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,873	\$59,551
Mid-Range Teacher Salary	\$96,778	\$93,855
Highest Teacher Salary	\$127,774	\$120,219
Average Principal Salary (Elementary)	\$157,955	\$151,525
Average Principal Salary (Middle)	\$168,821	\$158,215
Average Principal Salary (High)	\$183,286	\$171,087
Superintendent Salary	\$330,064	\$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The Redlands Unified School District administration evaluates permanent teachers every other year or every 5 years, depending on the evaluation process administered. Probationary teachers are evaluated for two consecutive years and, if made permanent, every other year subsequent to their probationary period. The evaluation process provides the opportunity for administrators to assist teachers to improve or enhance their instructional skills and methods. During the evaluation process, teachers are formally observed twice, informally observed as needed, and receive a summary evaluation report every year they are evaluated.

Orientation to the evaluation process is covered in meetings with each teacher to be evaluated prior to November 1 of each school year. The formal observations follow and a written summary is presented to and reviewed with the teacher after each formal observation during the specified time period between September and March. In the formal observation summary meetings, the principal offers suggestions for improvement or recognizes appropriate teaching strategies being utilized. Following both observations, a formal meeting to discuss the final evaluation document is held prior to the March 1 deadline for probationary teachers and the May 15 deadline for permanent teachers. The teachers have the option of an Alternative Evaluation which begins with an orientation, goal setting, and a meeting to discuss the plan for the alternative evaluation. A minimum of two meetings are held with the administration to review the progress toward goals and to address needs the teachers may have. Informal observations occur throughout the year and the teacher(s) submit a written report/student work to show the results and learning of their alternative evaluation.

The system of certificated evaluation complies with the requirements of the Education Code. Areas required to be addressed by the evaluation system include, but are not limited to the following: suitable learning environment; instructional techniques and strategies, achievement of curricular objectives; and pupil progress - CSTPs.

Minimum Days are set aside throughout the school year for the staff and grade levels to meet as a PLC (Professional Learning Community) to work towards increasing student achievement through data analysis and accomplishing school-wide goals addressing the school's vision. Mentone Elementary has minimum days weekly for 29 weeks of the school year, which are set aside to support improvement in instruction. The Leadership Teamwork with the administration to plan the agendas for the PLCs. The certificated staff was trained on Thinking Maps, writing strategies, designated ELD, Rigor, standards, and AVID, and continues to receive demo lessons from our TOA in Math. Mentone staff also attend District training for core curriculum and safety, as required by Redlands USD. Professional Development for PBIS and high-impact AVID instructional strategies are provided during our weekly PDs and weekly minimum days. Teachers also attend AVID, and participate in Rigor and Standards PD, and PBIS PDs provided by the county.

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

Professional Development

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