

Mentone Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

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

2025-26 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

2025-26 School Description and Mission Statement

At Mentone Elementary, educators, staff, parents, and community members work together to ensure each student has the support and opportunity to reach their greatest academic, social, and emotional potential. We EMPOWER students to communicate clearly, think critically, and creatively, solve problems, and build respect for themselves and others, preparing them to thrive as engaged and responsible members of our community and the world.

Mentone Elementary School is one of 16 elementary schools in the Redlands Unified School District and serves almost 400 students on a traditional school schedule. The school was built in 1949. The cafeteria was added in 1957. The facility has 24 classrooms, an administration building, an innovation lab, a multi-purpose room, counselor room, Colt Closet, library, and

2025-26 School Description and Mission Statement

covered eating area. In April of 2025, our campus introduced brand-new, state-of-the-art playground structures that provide students with a safe, engaging, and inclusive space for active play. Designed with accessibility in mind, the playgrounds feature equipment and pathways that welcome students of all abilities. The upgraded play areas include sensory and imaginative play components, shaded structures, and spaces that encourage movement, creativity, and teamwork. In September of 2025, the District completed a full replacement of all campus roofing, and renovated our northeast entrance to include a fully accessible ramp, ensuring that all individuals, regardless of mobility needs, can access our campus safely and independently.

The surrounding neighborhood consists of small and medium-sized single-family homes, mobile homes, and two large apartment complexes. Housing and cultural patterns reflect a wide range of socioeconomic conditions; some single-family residences house multiple families. Currently, there are approximately 30 identified English Language Learners enrolled at Mentone School.

Staffing is as follows: 15 regular classroom teachers, 1 full time and one half time Special Education teacher (SAI), 9 paraprofessionals with 2 specifically for our Transitional Kindergarteners, an expanded learning program specialist, 4 expanded learning teachers, 5 After School Education and Safety (ASES) staff of which 1 is a site lead, 8 campus monitors with 3 specifically for our expanded learning program, an office manager, an office clerk, an extended learning office clerk, 2 health technicians under the direction of a District Nurse, a physical education teacher, Visual and Performing Arts teachers instructing art the 1st semester and theater the second semester, a band, orchestra, and choir teacher for our fourth and fifth graders, two cafeteria workers, three custodians, a counselor, a principal and assistant principal. The District also provides a school psychologist, speech pathologist, and occupational therapist. There are two after school programs, expanded learning and After School Education and Safety, where approximately 200 students are in attendance.

Students with special needs are serviced through Gifted and Talented Education (GATE) with teachers using quality GATE strategies. Intervention Programs such as: Daily Multi-Tiered System of Supports (MTSS), small group and/or 1:1 reteaching, differentiated instruction, Positive Behavioral Interventions and Supports (PBIS) expectations and teaching routines, Advancement Via Individual Determination (AVID) teaching strategies [On minimum-day Mondays, teachers collaborate to monitor student progress and adjust MTSS, AVID, and PBIS groupings, supports, and classroom strategies]. Mentone also has a special education program (inclusion model) with SAI teachers, Speech and Language Pathologist, and an Occupational Therapist available to further support students with Individualized Education Programs (IEPs). The after school programs provide curriculum based activities for free for students.

Mentone is a school-wide Title I school. The student population is comprised of approximately 70% Hispanic, 20 % White, 3% African-American, 7% Other. 795 of our students qualify for free or reduced lunch, however, Mentone offers 100% free lunch for all students.

Academic and Programmatic Distinctions from 2006- Present: Mentone Elementary School was designated a California Distinguished School in May 2014. Mentone Earned Title I Achieving Schools Awards in 2006, 2007, and 2013. During the years 2011 - 2013, the school improved its API growth. Mentone has received an Honor Roll award by the California Business for Educational Excellence multiple times over this period. 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. Continued focus on Multi-Tiered Systems of Support, PBIS, academic needs, and AVID strategies create a college and career culture. English Language Arts Scores/Data: The latest California Dashboard Data shows Mentone increasing schoolwide AND in every student group AND every English Learner group. Math Scores/Data: The latest California Dashboard Data shows Mentone increasing schoolwide AND in every student group AND every English Learner group for math as well. Mentone will continue to focus on engaging our families through coffee with the principal monthly meetings, ELAC, SSC, Safety Committee, PTA events, monthly Flag/Awards ceremonies.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	50
Grade 2	57
Grade 3	65
Grade 4	63
Grade 5	62
Total Enrollment	378

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
Black or African American	2.9
Filipino	0.8
Hispanic or Latino	69.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5
White	19.8
English Learners	7.9
Homeless	3.7
Socioeconomically Disadvantaged	79.6
Students with Disabilities	19

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.

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)	19.1	99.32	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.62	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	0	0	57.1	5.89	15831.9	5.67
Total Teaching Positions	19.2	100	970.2	100	279044.8	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.

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)	18.1	89.48	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.59	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	2	9.88	53.7	5.5	14303.8	5.15
Total Teaching Positions	20.2	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.7	92.21	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	7.79	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	0	0	70.8	7.28	13705.8	4.91
Total Teaching Positions	19.2	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.10	0.1	0
Total Out-of-Field Teachers	0.10	0.1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	5.8
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	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>.

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	0%
Science	Inspire Science by McGraw-Hill (2021)	0%
History-Social Science	Social Studies Alive! TCI (2019)	0%
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: The school's facilities are in good repair, and 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. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleanliness: The governing board has adopted cleaning standards for all schools in RUSD. Mentone's administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A litter/graffiti-free environment is emphasized by students and staff.

Adequacy: Mentone School was built in 1949. The facility consists of fifteen permanent classrooms and 15 relocatable classrooms. It includes an office complex, a multipurpose building that serves as a cafeteria, kitchen, and teachers' lounge, and a baseball field maintained by the District and community little league. The school is equipped with modern technology, including student Chromebook carts (TK-5), Newline interactive flat panels, and laptops for teachers.

Description of any planned or recently completed facility improvements:

In April of 2025, our campus introduced brand-new, state-of-the-art playground structures that provide students with a safe, engaging, and inclusive space for active play. Designed with accessibility in mind, the playgrounds feature equipment and pathways that welcome students of all abilities. The upgraded play areas include sensory and imaginative play components, shaded structures, and spaces that encourage movement, creativity, and teamwork. In September of 2025, the District completed a full replacement of all campus roofing, and renovated our northeast entrance to include a fully accessible ramp, ensuring that all individuals, regardless of mobility needs, can access our campus safely and independently. A full modernization of Mentone was last completed in 2005 with the installation of air conditioning and new lighting, refurbished restrooms, new windows and carpeting.

Year and month of the most recent FIT report

July 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	44	50	50	47	48
Mathematics (grades 3-8 and 11)	27	33	37	37	35	37

2024-25 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	190	188	98.95	1.05	43.62
Female	104	102	98.08	1.92	46.08
Male	86	86	100.00	0.00	40.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22	0.78	40.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	61.54
White	37	36	97.30	2.70	52.78
English Learners	18	18	100.00	0.00	27.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	160	98.77	1.23	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	18.92

2024-25 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	190	188	98.95	1.05	32.98
Female	104	102	98.08	1.92	31.37
Male	86	86	100.00	0.00	34.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22	0.78	29.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	37	36	97.30	2.70	50.00
English Learners	18	18	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	160	98.77	1.23	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	18.92

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25	20	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	60	98.36	1.64	20.00
Female	38	37	97.37	2.63	21.62
Male	23	23	100.00	0.00	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	41	100.00	0.00	17.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	52	98.11	1.89	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	16.67

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.

2024-25 California Physical Fitness Test Participation Rates

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	86%	86%	86%	85%	86%

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.

2025-26 Opportunities for Parental Involvement

Mentone Elementary School has an active Parent-Teacher Association (PTA). The PTA organizes and/or works in conjunction with the Mentone Team/community on family events and activities throughout the school year. These include Academic Family Nights, Movie Nights, Game Nights, Book Fairs, Back to School Night, AVID Open House, and the Culture Fair. The PTA also leads fundraisers that benefit students and parents. RUSD Board approved parents are encouraged to participate in classrooms as volunteers when teachers identify opportunities to support and/or to chaperone field trips. The staff and PTA also work in conjunction to offer family nights and conferences to involve parents. Our web page (<http://redlandsusd.net/mentone>), ParentSquare, and Facebook, Instagram, and X social media pages keep parents informed and up to date with opportunities and events. We also have Coffee with the Principal, School Site Council, PTA, Safety Committee, and ELAC committees that involve our parents with our school.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	397	63	15.9
Female	198	195	33	16.9
Male	208	202	30	14.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	14	4	28.6
Filipino	--	--	--	--
Hispanic or Latino	281	276	39	14.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	19	5	26.3
White	76	75	12	16.0
English Learners	40	38	2	5.3
Foster Youth	--	--	--	--
Homeless	17	16	5	31.3
Socioeconomically Disadvantaged	332	327	58	17.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	94	17	18.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.65	0.44	0.49	4.39	3.21	3.02	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.51	0.00
Male	0.48	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	1.32	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.05	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.

2025-26 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 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 October of 2025. 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 plan was reviewed with SSC in November of 2025. The School Safety Plan has been submitted to the Redlands Board of Education for approval in early 2026.

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.

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	0
1	22	0	3	0
2	21	0	3	0
3	20	3	0	0
4	32	0	3	0
5	33	0	1	1
6	0	0	0	0
Other	0	0	0	0

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	0	2	0
1	20	2	1	0
2	21	1	2	0
3	22	0	3	0
4	31	0	2	0
5	31	0	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		2	
2	29		2	
3	22		3	
4	32		2	
5	31		2	

2024-25 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	214.5

2024-25 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,633.78	\$4,943.30	\$9,690.48	\$83,637.56
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-7.1	-23.3
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-14.0	-21.5

Fiscal Year 2024-25 Types of Services Funded

Mentone Elementary School received a total of \$88,660 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 with teachers using quality GATE strategies during their instruction.

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. 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 2024-25 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 Thinking Maps. From the 2018-19 school year until present, Mentone Elementary School participated in AVID professional development with a focus on high-impact instructional strategies, designated ELD, and opportunities for after school curriculum/activities outside of the school day. We will continue to focus on MTSS for PBIS, academic learning (phonics, rigor, and standards), and create a college and career culture. All of these professional development opportunities/strategies enhance the learning of students. Further, we will engage our families through coffee with the principal monthly meetings, PTA events, SSC, Safety Committee, and ELAC parent meetings.

Our PTA plays an active role in the planning of activities. Parents also serve on the School Site Council, Safety Committee, and the English Learners Advisory Committee. PTA coordinates assemblies, family nights, and other special events to draw other parents and the community to the school.

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

Critical Needs

State Standards-Identified Needs

The following critical needs were identified through schoolwide and state standard review:

- Increase student writing proficiency through targeted writing instruction
- Strengthen family and community engagement
- Identify Essential Standards and guide all students towards mastery across all grade levels
- Use achievement and progress-monitoring data to drive instruction raise academic outcomes
- Identify and support student instructional groups using STAR math and ELA data
- Enhance and expand Designated ELD
- Provide ongoing staff training in technology use, effective strategies, planning, and writing instruction
- Increase access to instructional resources, materials, and technology for students
- Implement high-impact AVID Instructional Strategies

Three Year Student Objectives

Over the next three years, Mentone will:

- Implement schoolwide strategies with an emphasis on writing and early literacy
- Provide ongoing professional development focused on rigor and California state standards
- Use continuous data analysis to drive planning and instruction
- Expand family and community engagement to strengthen the educational program
- Shift from a teaching focus to a learning-centered instructional focus
- Develop and maintain strong Professional Learning Communities
- Increase the percentage of students meeting or exceeding grade-level standards in ELA and Math
- Strengthen the English Language Development Program
- Continue implementation of state standards through adopted curriculum and technology
- Increase the use of instructional technology that supports student learning
- Promote college and career awareness across all grade levels

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	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 (but a minimum of twice per month), 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, administration 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: California Standards for the Teaching Profession (CSTPs) Standard One: Engaging & Supporting All Students in Learning, Standard Two: Creating & Maintaining Effective Environments for Student Learning, Standard Three: Understanding & Organizing Subject Matter for Student Learning, Standard Four: Planning Instruction & Designing Learning Experiences for all Students, Standard Five: Assessing Student Learning and Standard Six: Developing as a Professional Educator.

Minimum Days are set aside throughout the school year for the staff and grade levels to meet as a PLCs (Professional Learning Communities) 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 has been trained on Thinking Maps, writing strategies, designated ELD, Rigor, standards, PBIS, and AVID. 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 (weekly minimum days). Teachers also attend AVID, and participate in Rigor/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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	32