



Mendota High School

1282 East Belmont Ave. • Mendota, CA 93640 • (559) 655-1993 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Mendota Unified School District

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School Description

Mendota High Schools student distribution enrollment for the 2019-2020 scholastic year is 873 students. Students who attend Mendota High School come from households where 97% qualify for the Free or Reduced Lunch Program. The majority of household incomes come from agricultural based jobs. Many of the students at Mendota High School are classified as English Learners.

Mendota High School operates on modified block schedule. All students enrolled attend periods 2, 4, 6 on Wednesday, and period 1, 3, 5, 7 on Thursday. Monday, Tuesday, and Friday are a traditional 7 period schedule. Each period is fifty-two minutes long during regular schedule days. Block schedule day offers 95 minute periods. To fulfill graduation requirements, students at Mendota High School must earn 250 out of a possible 280 credits. The major emphasis at Mendota High School is for all students to meet entrance requirements for four-year universities (A-G completion), and also to create life-long learners. In addition, Mendota High School provides programs for students to develop vocational skills to enter the vocational trades. Pathways are being developed in Medical Sciences, Agricultural Mechanics, Agricultural Science, Automotive Technology, Business and Marketing, Educational Professionals, and Welding.

The school staff is comprised of 41 highly qualified classroom teachers, four being Valley Regional Opportunity Program teachers, three Special Education teachers, three office staff members, two Guidance Instructional Advisers (counselors), one district school psychologist, two vice-principals, one Guidance Instructional Specialist, one principal, and various other support staff including gardeners, custodians, and cafeteria staff. The staff and administration have developed a positive rapport with students, which in turn has resulted in a safe environment conducive for learning.

The high school's curricular emphasis is structured around the Common Core State Standards with focus on the various learning styles and needs represented by all students. Student outcomes are a driving force in curricular development and teaching methodology.

The Student Outcomes are intended to challenge students to be academically proficient learners who:

- Expand and integrate knowledge
- Demonstrate communication skills
- Utilize thinking and reasoning skills
- Utilize technology for research and preparation

The Student Outcomes also challenge students to be socially responsible individuals who:

- Exercise interpersonal skills
- Demonstrate personal responsibility
- Understand the rights and responsibilities of belonging to a community and society

Mendota High School provides students with opportunities to excel in areas of special interest. In addition to course offerings that meet the A-G University of California and California State University graduation requirements, the school offers specialized course offerings. Examples include ROP courses, local community college courses, English Language Development classes, tutoring programs, and music/art. Technology is integrated in all courses. All core classes has access to their own Chromebook cart. Technology plays a key role in every academic setting by enhancing student learning.

Student Enrollment by individual grades for the 2019-2020 school year:

- 267 in Ninth Grade

- 235 in Tenth Grade
- 191 in Eleventh Grade
- 180 in Twelfth Grade
- Total:873

The ethnic make-up of the student population falls in the following categories:

- Hispanic–98%
- Caucasians-0.1%
- Unclassified-0%

The Mendota High School staff includes:

- Fortyone classroom teachers
- Two Valley Regional Opportunity Program teachers
- One Certificated Director of Athletics & Activities
- Two Special Education Teachers
- One District School Psychologist
- One Registrar/Associated Student Body Secretary
- One School Secretary
- One Attendance Secretary
- Two Guidance Instructional Advisers
- One Principal
- Two Vice-Principals
- One Guidance Instructional Specialist
- One Classified Library Tech
- Three 21st Century Staff Members
- One instructional aide
- Various other support staff including Gardeners, Custodial and Cafeteria Staff
- One part-time Health Aide

The School Facilities include the following:

Facilities:

- Five science classrooms, Six math classrooms, five English classrooms, two computer labs, three English language development classrooms, one art classroom, four ROP classrooms, two Spanish classrooms, five social science classrooms, one Title III classroom, two special education classrooms, a band room, two locker rooms, one gymnasium with weight room/wrestling room. The School has a library which has two office spaces.
- The Administrative office spaces include seven offices, a nurse station, a teacher workroom and a staff lounge.

Technology:

- Technology in the classroom includes a minimum of one teacher computer in every classroom. Each core class has a fully equipped Chromebook cart. In addition, every classroom is equipped with a SmartBoard™ or Promethean Board. An additional SmartBoard™ may be found on campus in the library. Lastly, there are two mobile netbook labs, two Ipad carts, and three computer carts that may be checked out by teachers for student usage.
- MHS continues to use local and district assessments. Illuminate is used as a tool to analyze data and drive instruction. Every teacher receives ongoing training and has access to the Illuminate database. Work-stations for illuminate may be found in four classrooms, the teachers' lounge, and in the GIS's office.
- Mendota High School uses PowerSchool and PowerTeacher to input student data: demographics, grades, attendance, and more.

Mission Statement

The mission of Mendota High School is to educate and create life-long learners. Our dedicated staff uses a well-rounded curriculum that provides the necessary skills to develop productive critical thinking and motivated young adults. We provide our students with the opportunity to build academic, vocational, social and athletic skills to their maximum potential.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	236
Grade 10	218
Grade 11	187
Grade 12	223
Total Enrollment	864

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
Asian	0.1
Hispanic or Latino	97.3
White	1.7
Socioeconomically Disadvantaged	97.8
English Learners	46.1
Students with Disabilities	4.3
Homeless	4.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Mendota High School	17-18	18-19	19-20
With Full Credential	37	39.5	39.5
Without Full Credential	3	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mendota Unified	17-18	18-19	19-20
With Full Credential	♦	♦	151
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mendota High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks used at Mendota High School were chosen from a publisher list that were approved California State Board of Education. Committees of teachers and administrators were formed to review and selected the textbooks that best suites the needs of our students. All selected textbook are based on the California State Standards and were approved the Mendota Unified Board of Trustees.

Textbooks and Instructional Materials

Year and month in which data were collected: August, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 9 uses: Literature California- Reading and Language published by Pearson Writing and Grammar published by Prentice Hall Reality Central published by Pearson English 10 uses: Literature California Reading and Language published by Pearson English 11 uses: Literature California -The American Experience published by Pearson Prentice Hall Pearson Literature California -Reading and Language by Pearson Prentice Hall English 12 uses: Literature California -English Literature by Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Burger, Edward B., Dixon, Juli K., Kanold, Timothy D., Larson, Matthew R., & Leinwand, Steven J (2015). California Integrated Mathematics 3. Houghton Mifflin Harcourt. ISBN 978-0-544-44152-1 Burger, Edward B., Dixon, Juli K., Kanold, Timothy D., Larson, Matthew R., & Leinwand, Steven J (2015). California Integrated Mathematics 2. Houghton Mifflin Harcourt. ISBN 978-0-544-44151-4 Burger, Edward B., Dixon, Juli K., Kanold, Timothy D., Larson, Matthew R., & Leinwand, Steven J (2015). California Integrated Mathematics 1. Houghton Mifflin Harcourt. ISBN 978-0-544-44150-7 Trigonometry published by Hostetler Finney, Ross, Franklin D. Demana, (2012). Boston.Calculus Ap Edition. Prentice Hall. ISBN 978-0-13-317857-9 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Ag Earth Science: Pearson Prentice Hall Ag Biology: Pearson Prentice Hall Ag Honors Biology: Campbell Biology 9th Edition. Reece, Urry, Cain, Wasserman, Minorsky, Jackson. Chemistry: Prentice Hall AP Chemistry: Zumdahl 2011 Plant and Animal Science: Modern Livestock and Poultry Production 9th Edition. Flanders, Gillespie. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History: Modern World History: Patterns of Interaction by McDougal Littell US History: The Americans, Reconstruction to the 21st Century by McDougal Littell Government: American Government by Holt Economics: Economics Principles in Action by Prentice Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish 1 Tu Mundo Curso Para Hispanohablantes by McDougal Littel Senda Literarias 1by Prentice Hall Spanish 2: Tu Mundo Curso Para Hispanohablantes by McDougal Littel Senda Literarias 2 by Prentice Hall EL Espanol Para nosotros by McGraw Hill Spanish Nivel 2 First Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	1.Microscopes- 43 2.PASCO Probes- 20 3.Scales -25 4.Incubators -3 5. Lab Oven - 1 Percent of students lacking their own assigned textbook: N/a

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mendota High School promotes a positive and respectful learning environment by ensuring that our campus is safe, clean and well maintained. Our custodial staff performs basic cleaning operations daily in every classroom and restroom. Flags and banners serve as visual reminders throughout campus to promote school spirit and serve as reminders of positive character traits. Planned improvements for the 2019-2020 school year include: Addition of three more portable classrooms, reconditioning of the students lockers, improvements to the restrooms, restoration of the varsity softball and baseball fields, upgraded technology in the classrooms with the installation of Promethean boards.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: **Sept. 8, 2019**

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	69	37	41	50	50
Math	12	29	24	29	38	39

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

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	159	88.83	69.18
Male	69	61	88.41	59.02
Female	110	98	89.09	75.51
Hispanic or Latino	173	155	89.60	69.68
White	--	--	--	--
Socioeconomically Disadvantaged	173	155	89.60	70.32
English Learners	83	64	77.11	43.75
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	20.3	16.0	13.1

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

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	173	96.65	29.48
Male	69	67	97.10	37.31
Female	110	106	96.36	24.53
Hispanic or Latino	173	167	96.53	29.94
White	--	--	--	--
Socioeconomically Disadvantaged	173	167	96.53	30.54
English Learners	83	78	93.98	10.26
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Mendota High School Staff and Administration have a deep respect and appreciation for community input and participation. Every parent is encouraged to join in and be a part of our school's culture. Parents are encouraged to visit with school administration and school staff to address any concerns regarding their child's education. A strong bond between parents and school helps to ensure a student's academic success. Various opportunities are presented throughout the school year to engage parents and keep them informed of high school expectations. Parents are invited to our annual Back to School Night, Counselor led Parent informational Nights, Title 1 meetings, Athletic events, Academic and Athletic Awards banquets, and Winter and Spring Band Concerts and PIQUE parent workshops. Parent's also have ongoing access to their student's grades and homework assignments through Power School, our student information system. Continuing for the 2019-2020 school year a parent institute (PIQE) was offered to the parents of MHS students. PIQE is a comprehensive program that meets 7 nights and covers various topics related to supporting students in their education. MHS is offering one additional round for 2019-2020 bringing the number of cohorts up to three.

Through contact and communication, parents and community members will understand the standard rules of Mendota High School. Parents are asked to work with the school to reinforce values and support student academics. Through parent involvement, we will improve and extend communication between parents, students, teachers and the community. Mendota High School encourages all parents to participate in the education of their child through the advisory committees, and parent contacts developed by the district. In addition, every teacher is required to make phone calls in an effort to keep parents informed about student progress. Parents are encouraged to contact school administration at 559-655-1993 to seek the various opportunities to become involved in school committees such as School Site Council and the English Learner Advisory Council. In addition parents receive messages from the teleparent system, the remind text message system, and the principals MHS Instagram page to keep them informed with school information and events.

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.

School Safety Plan

Safe schools are increasingly difficult to achieve as crime and violence grow in the communities of California. Concerns about school safety are real. At the end of 1997 legislative session, the California Legislature enacted Senate Bill 187. The intent in enacting SB 187 is to unite all existing statutes that relate to school safety and including the requirements of school safety provisions in each school's comprehensive school safety plan. The Mendota Unified School District is committed to providing a safe and secure environment for students and employees. The Safe School Plan is designed to assist each student and staff member in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The site principal is responsible for making the critical decision to the enact the plan should it be needed. It is then carried out by all responsible participants with office personnel and classroom teachers playing major roles. The Safe School Plan is to be reviewed and updated annually by district, staff, and individual school site councils. Most recently the school safety plan was reviewed with all staff on 10/23/2019. Mendota High School will be conducting six lock down drills throughout the school year. There are three different levels of lockdowns ranging from least severe to greatest based on the threat. These different lock down levels have all be discussed and a drilled during the previous school year. In addition the school resource officer has conducted a training for school employees in the event of an active shooter situation. For a copy of the safety plan see school administration.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.4	7.4	5.2
Expulsions Rate	0.1	0.3	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.1	4.9	3.7
Expulsions Rate	0.1	0.2	0.4

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	432.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	15	24	7	24	20	20	11	23	18	30	4
Mathematics	25	12	12	5	24	12	14	6	22	19	17	1
Science	26	7	19	5	27	7	14	9	23	15	16	3
Social Science	30	3	6	13	26	8	12	5	26	10	11	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Annually at the start of every school year, the district provides at a minimum three (3) full days of professional development for teachers. The first day being dedicated to district-human-resources topics such as sexual harassment and mandated reporting obligations. The other two days are dedicated address site specific matters and student needs.

The professional development provided is selected with our students in mind. Considering our school's demographics and the use of data from various assessments, school and district administration select the professional development in an effort to increase overall student achievement. The teachers' implementation and delivery of the professional development is monitored and supported by school administration through classroom observations. Immediate feedback is given to teachers through the use of informal coaching and observation forms. With Common Core State Standards being the emphasis in upcoming state tests, our teachers have taken the initiative to prepare themselves by attending designated Common Core workshops provided by various outside providers. Most recently, the district has contracted with Teach To One learning to provide professional development on instructional math practices. Additionally, Professional Learning Community (PLC) meetings are conducted the first three Wednesdays of each month, allowing for teachers to dis-aggregate data, and strategically plan lessons. Continuing for 2019-2020 Edgenuity EDI principles and professional development has been made available for the Math Department. This professional development is geared around the latest techniques of effective math instruction and it takes place six days a school year. In addition, the English Department is receiving professional development on ERWC curriculum. This is curriculum developed by the state colleges and it is intended to address the needs of students entering the university system. The ERWC professional development series is a five day workshop which takes place over the summer.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,872	\$46,208
Mid-Range Teacher Salary	\$72,209	\$72,218
Highest Teacher Salary	\$92,407	\$92,742
Average Principal Salary (ES)	\$96,915	\$134,864
Average Principal Salary (MS)	\$106,398	\$118,220
Average Principal Salary (HS)	\$118,215	\$127,356
Superintendent Salary	\$175,000	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Mendota High School offers various types of services and programs to support and assist students both socially and academically. District/School personnel available to serve all students includes: a district psychologist, two academic counselors to assist students with maintaining academic progress towards graduation, a library technician, and one nurse to help maintain students' overall health. A staff of 41 teachers is also available to assist students with after school tutorial as needed. Embedded programs within the regular schedule include: English Language Development, College Support, Music, ROP, and Advanced Placement.

The English Language Development program is designed to assist Limited English Proficient students build English fluency. The ELD instructor uses rigorous state approved curriculum within leveled classes to build the foundational English skills necessary to be successful in core classes. Students new to the country are required to take two sections of ELD to gain English fluency at a faster rate. New for 2019 is an intervention class for Math geared to our lowest achieving students called Teach To One. This program specifically targets gaps in student knowledge and attempts to build up these areas. College support is an elective class with rigorous curriculum to help prepare students for higher education. The program targets students who may need additional study skills to make them successful college students. The music program consists of 60 band members led by one full time Band Director. ROP (Regional Occupation Program) is focused on building vocational skills necessary for students who want to enter the workforce immediately after high school. AP (Advanced Placement) provides the most rigorous courses available. These courses are designed for students who are college bound students in an effort to fully prepare them for college. Mendota High School has been named to the Advanced Placement College Board Honor roll for the second year in a row for increasing AP test scores, number of AP classes, and number of students taking AP classes.

At Mendota High School we offer a variety of programs targeted to assist our students. The outreach programs include: Promesa Behavioral Health, Wonderful Ag, Talent Search, Upward Bound, Cal-Soap, and Educational Leadership Foundation. Promesa Behavioral Health provides a behavioral health counselor to assist students various social issues. Students may receive assistance with drug and alcohol addiction, anger management, and depression. Talent Search assists students who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to complete their post-secondary education. Upward Bound Program is a federally funded program offered to high school freshmen, sophomores and juniors. The program is designed to generate the skills and motivation necessary for a successful educational experience beyond high school. They offer a summer residential program during which the students will reside at West Hills College, Coalinga dorms to take and gain college/high school credits. Cal-SOAP's mission is to educate, empower and encourage students and their families to access all opportunities to higher education. Their vision encompasses a very strong collaborative effort with our partners to ensure students' success through services such as: academic tutoring, advisement, college and test preparation, financial aid, scholarships, transferring, loan workshops, and college campus field trips. Educational Leadership Foundation (ELF) provides services to seniors and helps with college, financial aid and scholarship applications. They also focus on helping seniors who are undocumented.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,949	\$2,587	\$10,362	\$60,884
District	N/A	N/A	\$10,213	\$68,749
State	N/A	N/A	\$12,068	\$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.4	-12.1
School Site/ State	-15.2	-28.0

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Mendota High School	2015-16	2016-17	2017-18
Dropout Rate	11.4	17.6	18.1
Graduation Rate	88	76.1	74.4

Rate for Mendota Unified School	2015-16	2016-17	2017-18
Dropout Rate	11.6	17.9	18.4
Graduation Rate	87.3	72.2	72.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	59
% of pupils completing a CTE program and earning a high school diploma	14%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Career Technical Education Programs

Career Technical Education courses at Mendota High School are embedded into the master schedule and available to all students interested in gaining hands on 21st century skills needed to begin entry level jobs. These courses help create the well rounded curriculum offered to all Mendota High School students regardless of gender, experience or special needs. These courses are especially valuable to students who will enter the work force immediately following their high school education. Classes are evaluated by school site administrators for implementation effectiveness through formal and informal observations. They are also monitored by Fresno ROP to ensure classes are meeting strict program competencies.

ROP courses offered at Mendota High School include:

Welding and Metal Fabrication - This course emphasizes welding skills in the advanced phase of electric arc welding and MIG and TIG welding. The primary emphasis is using equipment in out-of-position welding with the application of welding skills learned through equipment fabrication.

Art & History of Floral Design- This course provides students with a basic knowledge of artistic perception, creative expression, and application of the visual arts through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers.

Automotive Technology- This class offers students the training necessary to gain entry-level employment in the automotive service industry. Students develop skills in automotive mechanics and servicing, cooling systems, engines, electrical performance and troubleshooting, brakes, air conditioning and suspensions.

Ag Construction and Maintenance - Students in this course will develop knowledge and skills in the area of welding, carpentry and metalworking. They will be able to make minor repairs on farm machinery and construct small tools and appliances frequently needed on farms and ranches. Students may participate in FFA leadership activities and statewide competitions.

Business and Marketing- Students in this course gain practical experience running a business. In addition to classwork, the students are responsible for running a school store.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.83
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	44.12

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science		N/A
Social Science	2	N/A
All courses	11	12.9

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

*Where there are student course enrollments of at least one student.