



# Mendota Elementary School

605 Bass Ave. • Mendota CA 93640 • 559-655-2014 • Grades K-6

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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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#### District Governing Board

Jose Zavala

Adrain Perez

Lupe Flores

Alma Durazo

Sergio Valdez

Angelic Salinas

Isabel Maldonado

#### District Administration

Paul Lopez  
**Superintendent**

Jose Alcaide  
**Chief Financial Officer**

Jose M. Ochoa  
**Director of State and Federal Programs**

Glen Wall  
**Director of Human Resources**

Manuel Bautista  
**Director of Curriculum and Instruction**

Jose Reyes  
**Director of Special Education Services**

### School Description

Mendota Elementary is one of six schools in the Mendota Unified School District, a rural area located 40 miles west of Fresno. Student enrollment for the 2019-2020 school year totaled 807 students comprised of students in TK through sixth grade. The student population is made up of approximately 96% Hispanic students and 4% other. Poverty is apparent in the agricultural-based community, where approximately 99.75% of the students qualify for the Free or Reduced Lunch Program. The English learner population makes up 61.55% of the total student population. Migrant students make up 11% of the total student population. Mendota Elementary operates as a school wide Title 1 school.

The staff at Mendota Elementary is dedicated to providing the best educational experience possible. Academic skills and Positive Behavior and Supports are taught and emphasized. Every classroom is equipped with wireless internet access, one to one Chromebooks for students, SMART Wall Technology, which includes a SMART interactive board, a document camera, an infrared sound system and microphone. Students at Mendota Elementary have access to a library that is stocked with a variety of Accelerated Reader coded texts ranging from beginning to advanced readers and dual-language readers. Our goal is for all students to increase the quantity and quality of reading as well as oral and written communication skills across all content areas toward California Standards.

The district and site administration is dedicated in providing the necessary forum, time, and structure to allow for Professional Development, Professional Learning Communities, curriculum planning and Common Core State Standards implementation. The majority of our student data is recorded using the Illuminate Data Systems and ESGI which serves as an ongoing evaluation tool for progress monitoring. Multiple measures such as: Common Formative Assessments, quarterly benchmark assessments, IAB data, SBAC data, ELPAC, and Fountas and Pinnell literacy assessments are used throughout the school year to drive instruction. The staff uses multiple measures to track the academic progress of each student. Parents are informed of their child's progress in a timely manner via quarterly progress reports and parent teacher conferences. MES is now in its second year of offering a Dual Immersion classroom. We started with 25 students in kindergarten utilizing the 90/10 model and we have now added a first grade classroom with 25 students which provide instruction using 80/20 language distribution. We have been preparing for the last two years with the help of Dr. Olga Grimalt.

Our Mission is to be a culturally diverse community of students, parents and staff dedicated to developing higher order thinking skills, individual acceptance, and leadership abilities needed for academic, personal and social achievement.

## 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 |
|-------------------------|--------------------|
| Kindergarten            | 143                |
| Grade 1                 | 108                |
| Grade 2                 | 110                |
| Grade 3                 | 131                |
| Grade 4                 | 87                 |
| Grade 5                 | 103                |
| Grade 6                 | 106                |
| <b>Total Enrollment</b> | <b>788</b>         |

### 2018-19 Student Enrollment by Group

| Group                           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Hispanic or Latino              | 96.1                        |
| White                           | 2.2                         |
| Socioeconomically Disadvantaged | 98.4                        |
| English Learners                | 68                          |
| Students with Disabilities      | 6.7                         |
| Foster Youth                    | 0.4                         |
| Homeless                        | 6                           |

## 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 Elementary         | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| <b>With Full Credential</b>                        | 29    | 33.5  | 34.5  |
| <b>Without Full Credential</b>                     | 7     | 3     | 1     |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     | 0     |

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

### Teacher Misassignments and Vacant Teacher Positions at Mendota Elementary School

| Indicator                            | 17-18 | 18-19 | 19-20 |
|--------------------------------------|-------|-------|-------|
| <b>Teachers of English Learners</b>  | 0     | 0     | 0     |
| <b>Total Teacher Misassignments*</b> | 0     | 0     | 0     |
| <b>Vacant Teacher Positions</b>      | 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)**

Mendota Elementary maintains current and standards-aligned instructional materials in good repair, for all students. Materials were selected from the most recent list of state adoptions and have been approved by the local governing board. Every student, including English Learners, Special Education, and other special populations have their own textbook.

**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  | 6th Grade: McGraw Hill "Study Sync" /2015-2016<br>K - 5th Grade: McGraw Hill "Reading Wonders /2015-2016<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Mathematics            | K - 6th Grades: Houghton Mifflin Harcourt Go Math! / 2014-2015<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |
| Science                | K- 5th Grade: Scott Foresman/ 2007-2008<br>6th Grade:Harcourt /2007-2008<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                                 |
| History-Social Science | K- 5th Grade: Pearson/Scott Foresman /2006-2007<br>6th Grade: Holt /2006-2007<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                            |

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

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

Mendota Unified is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The principal works daily with the custodial staff to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, MUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of students, staff, day custodians, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner.

Mendota Elementary is the newest elementary site for the city of Mendota. Starting in 2012, a planning committee comprised of grade level teachers, administrators and community members, played an active role in designing a 21st century campus. In August of 2014, Mendota Elementary opened its doors to 760 students in grades kindergarten through sixth grade. Due to the newly built state of the art school campus, there are no repairs or facility improvements needed at this time other than occasional maintenance. Administration meets with Director of Maintenance to go over any minor and everyday wear and tear items that need to be addressed and whether our MOT orders are being completed every December.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: N/A (School opened in 14/15)

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          |   |
| <b>Electrical:</b><br>Electrical                                     | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | Good          |   |

| System Inspected   | Repair Status    | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 40           | 42           | 37             | 41             | 50          | 50          |
| Math    | 31           | 35           | 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.

### 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 |
|-------------|--------|--------|--------|
| 5           | 12.5   | 14.4   | 3.8    |

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.

**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                                  | 415              | 400           | 96.39          | 42.25                   |
| Male  | 210              | 203           | 96.67          | 39.41                   |
| Female  | 205              | 197           | 96.10          | 45.18                   |
| Hispanic or Latino                            | 407              | 394           | 96.81          | 42.39                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 408              | 393           | 96.32          | 41.73                   |
| English Learners                              | 345              | 334           | 96.81          | 41.62                   |
| Students with Disabilities                    | 26               | 26            | 100.00         | 3.85                    |
| Students Receiving Migrant Education Services | 28               | 26            | 92.86          | 23.08                   |
| Foster Youth                                  | --               | --            | --             | --                      |
| Homeless                                      | 11               | 10            | 90.91          | 9.09                    |

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

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

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

**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                                  | 415              | 409           | 98.55          | 34.96                   |
| Male  | 210              | 208           | 99.05          | 39.90                   |
| Female  | 205              | 201           | 98.05          | 29.85                   |
| Hispanic or Latino                            | 407              | 401           | 98.53          | 34.91                   |
| White   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 408              | 402           | 98.53          | 34.58                   |
| English Learners                              | 345              | 342           | 99.13          | 35.38                   |
| Students with Disabilities                    | 26               | 26            | 100.00         | 11.54                   |
| Students Receiving Migrant Education Services | 28               | 28            | 100.00         | 21.43                   |
| Foster Youth                                  | --               | --            | --             | --                      |
| Homeless                                      | 11               | 11            | 100.00         | 0.00                    |

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)

Multiple opportunities are provided throughout the school year to acquire parental involvement. Activities such as Back to School Night, Parent Night, School Site Council Meetings, Conferences, awards assemblies, coffee chats, and parenting classes, such as PIQE are utilized to communicate academic and behavior expectations and progress for students. These opportunities also are used to inform parents how they can help support their child to be successful in school. Other activities and events such as Mother-Son Dance, Father-Daughter Dance, Guest Readers, Winter Performance, Talent Show, Fall/Spring Carnival and Cross Country attendance are additional opportunities showcased to foster positive home school relationships. The outstanding support of Mendota Elementary parents has contributed to the school's many accomplishments. Students have enjoyed the benefits of a supportive school community.

Continuous information is shared with parents via flyers, posters, our monthly school calendars, the school marquee, our school website, regular phone calls and Blackboard connect. Our parent Involvement Policy is updated yearly and our Home School Compact is provided to parents annually to be signed by all participants. Each student is equipped with a Power-School log-in that is used to keep parents informed of their students' academic progress and attendance via the Power School Information System.

### 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

The Mendota Elementary School Emergency Response Plan was prepared in compliance with Mendota Unified School District's Governing Board Policy and California Education Section 560 which requires all public schools, kindergarten through community college to have written emergency response plans which will be reviewed at least annually by the local governing board. This emergency Organization Plan outlines duties for all staff members in the event of an emergency and/or disaster. The following teams are formed: Emergency Operation Center Team, First Aid Team, Sweep and Rescue Team, Security Team, Students Accounting Team and our Parent Communication Team. All indicated personnel have specific responsibilities delegated in the event that a practice or real drill is exercised. Specific areas are designated for parent/ student reunification, first aid administering and lock down situations.

Our Site Safety Plan was initially updated on September 2019 and last Board approved on October 2019. It is reviewed annually in the Spring by our School Site Council and staff/students are exposed to earthquake drills, several lock-down drills and protocol per year as well as monthly fire drills. A lock-down notice and communication is sent to parents prior to any drill.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 0.1     | 2.9     | 2.3     |
| Expulsions Rate                           | 0.0     | 0.1     | 0.2     |

| 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* | .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) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 1.0                                  |

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

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2016-17            | 2016-17                 | 2016-17                  | 2016-17                | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K           | 24                 |                         | 6                        |                        | 22                 | 1                       | 5                        |                        | 24                 | 1                       | 5                        |                        |
| 1           | 23                 |                         | 6                        |                        | 23                 |                         | 5                        |                        | 21                 |                         | 5                        |                        |
| 2           | 20                 | 5                       |                          |                        | 21                 |                         | 6                        |                        | 21                 | 1                       | 4                        |                        |
| 3           | 21                 |                         | 5                        |                        | 22                 | 1                       | 3                        |                        | 26                 |                         | 5                        |                        |
| 4           | 28                 |                         | 4                        |                        | 26                 |                         | 4                        |                        | 28                 |                         | 2                        |                        |
| 5           | 32                 |                         | 2                        | 1                      | 25                 |                         | 4                        |                        | 25                 |                         | 4                        |                        |
| 6           | 20                 | 2                       | 3                        |                        | 24                 | 1                       | 3                        |                        | 26                 |                         | 4                        |                        |
| Other**     |                    |                         |                          |                        | 7                  | 1                       |                          |                        | 15                 | 2                       | 1                        |                        |

\*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+ |
| Mathematics    |                    |                         |                          |                        |                    |                         |                          |                        |                    |                         |                          |                        |
| Social Science |                    |                         |                          |                        |                    |                         |                          |                        |                    |                         |                          |                        |

\* 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       | 3       |

Professional Development is being provided in the following formats:

\*District-wide grade level collaborative meetings

\*Site based staff development sessions

\*Coaching support for planning, modeling, co-teaching and observation with feedback

\*Conference/data chats with site principal

\*County and District trainings for specific topics (ELPD/ELPAC, RIRA/Complex Text, Guided Reading, Google Classroom, Science PLCs, DBQ, DOK Levels, Best Teaching Practices, Kagan Engagement Strategies, PBIS, Dual Immersion & Swun Math).

\*Swun Math Lesson Design, Wonders, Go Math, T4 Lesson Design, Bi-literacy,

Professional Development for the 2015-2016 school year include:

- 4 full day trainings have been provided to trainings in T4 Lesson Design and Delivery (approximately 24 hours).
- 30 minimum days have been scheduled for District and Site PLC's (approximately 45 hours).
- 6 minimum days for site based development sessions (approximately 7 hours).

Professional Development for the 2016-2017 school year include:

- 4 full day trainings have been provided to trainings in T4 Lesson Design and Delivery for new teachers (approximately 24 hours).
- 3 full day Google Instructional Technology Service trainings in Google Classroom and technology (approximately 18 hours, plus 18 additional hours for new teachers)
- 30 minimum days have been scheduled for District and Site PLC's (approximately 45 hours).
- 6 minimum days for site based development sessions (approximately 7 hours).

Professional Development for the 2017-2018 school year include:

- 7 full day trainings have been provided to trainings in T4 Lesson Design and Delivery for new teachers (approximately 42 hours).
- 3 full day Google Instructional Technology Service trainings in Google Classroom and technology SAMR (approximately 18 hours, plus 18 additional hours for new teachers)
- 30 minimum days have been scheduled for District and Site PLC's (approximately 45 hours).
- 6 minimum days for site based development sessions (approximately 7 hours + 3 optional hours).
- 12 full day trainings have been provided for guided reading (approximately 72 hours)
- 17 full day trainings have been provided for Sabrato Early Academic Language (SEAL) (approximately 102 hours)
- 5 full day trainings have been provided for Bi-literacy/Dual-Immersion (approximately 30 hours)

Professional Development for the 2018-19 school year include:

- 3 full days of training at the start of the school year covering: District Mandates, Social Emotional, Safety, Procedures and Protocols, and Swun Math
- 1 full day of training in T4 Lesson Design and Delivery for new teachers (approximately 7 hours).
- 3 full day Google Instructional Technology Service trainings in Google Classroom and technology SAMR (approximately 18 hours, plus 8 additional hours for new teachers)
- 18 minimum days have been scheduled for District and Site PLC's (approximately 12 hours).
- 18 minimum days for site based development sessions (approximately 12 hours).
- 15 full day trainings have been provided for guided reading (approximately 90 hours)
- 12 full day trainings have been provided for Swun (approximately 72 hours)
- 4 full day trainings have been provided for Bi-literacy/Dual-Immersion (approximately 30 hours)

Professional Development for the 2019-20 school year include:

- 3 full days of training at the start of the school year covering: District Mandates, Social Emotional, Safety, Procedures and Protocols, and Swun Math
- 1 full day of training in T4 Lesson Design and Delivery for new teachers (approximately 7 hours).
- 3 full day Google Instructional Technology Service trainings in Google Classroom and technology (approximately 18 hours, plus 8 additional hours for new teachers)
- 18 minimum days have been scheduled for District and Site PLC's (approximately 12 hours).
- 18 minimum days for site based development sessions (approximately 12 hours).
- 15 full day trainings have been provided for guided reading/RIRA/Complex Text (approximately 90 hours)
- 12 full day trainings have been provided for Swun (approximately 72 hours)
- 2 full day trainings have been provided for Bi-literacy/Dual-Immersion (approximately 15 hours)



**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/](http://www.cde.ca.gov/ds/fd/cs/).

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

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$12,696 | \$2,536    | \$10,160     | \$64,589               |
| 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 | -0.5         | -6.2                   |
| School Site/ State   | -17.2        | -22.2                  |

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

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

**Types of Services Funded**

Mendota Elementary offers various types of services and programs to support and assist students both socially and academically. District/school personnel is available to serve all students, which includes a district psychologist, behaviorist (as needed) to assist students with any social emotional concerns, a library technician, a district nurse, and a health aide. Teachers offer after school tutorial to students as needed. Embedded programs within the regular school day includes, leveled classroom intervention provided by credentialed teachers (RTI) and additional intervention is also provided by qualified instructional paraprofessionals and contracted Teaching Fellows.

English Language Learners are provided services by district staff that focuses on language development and grade level proficiency. ELD strategies are used by teachers to ensure ELA/ ELD standards proficiency. Teachers are required to teach designated ELD for 30 minutes daily and they receive integrated ELD throughout the day, aside from intervention for our EL students. Students new to the country are assigned extra tutorial with instructional aides focusing on acquiring the English language and acclimation to the California Education system.

Parent training programs designated for Parent Outreach are provided for parents consistently throughout the year. The focus is for parents to be equal partners in education. Parent Nights are another parent involvement opportunity focusing on teachers teaching parents "take home activities".

The FRESH after school program is conducted daily. The program provides an academic component, an enrichment component, and a nutrition component. The academic component consists of reading comprehension by way of Accelerated Reader.

**DataQuest**

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

**Internet Access**

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