



Mendota Continuation High School

211 Smoot Ave. • Mendota, CA 93640 • (559) 655-4412 • Grades 9-12

Rebecca M. Gamez, Principal
rgamez@mendotaschools.com
www.musdaztecs.com

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Mendota Unified School District

115 McCabe Avenue
Mendota, CA 93640-2000
(559) 655-4942
www.musdaztecs.com

District Governing Board

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School Description

Our mission is to provide an environment that encourages and motivates students to excel academically while working towards completing the requirements for a high school diploma. Our vision is to work to create an environment that inspires all learners to reach their full potential for a brighter future.

At the current time, Mendota Continuation High and Mendota Community Day School have three (3) full time teachers and approximately thirty (30) students combined. Both programs have a common principal and location. All core subject areas are offered to students in a small classroom setting. Students at both Mendota Continuation and Mendota Community Day School begin classes a short time later than the traditional high school. The school site is located in the Westside of Mendota. Students are given the opportunity to earn credits towards their high school or adult education diploma.

The facilities at Mendota Continuation High School include a school office and three classrooms. A student lunchroom is also provided. Smartboard Systems are provided in every classroom and MCHS also has Chromebooks for individual student use. This technology ensures that MCHS students have access to the technology available to all students in the Mendota Unified School District.

Class sizes are small at Mendota Continuation High School. Only three teachers currently teach at CHS, with one four and a half hour instructional aide, one office secretary and a principal.

Students are given instruction in all subject areas with three different teachers. The school day is unique in that students are only given instruction from three different teachers; however, in an effort to create a traditional high school type setting, students switch classrooms for six periods a day. This allows students the opportunity to move about throughout the day and to also receive instruction from different teachers and be exposed to different teaching styles.

Throughout the day, students are given assistance from an instructional assistant where they have the opportunity to make up credits using the Grad Point web based credit recovery program. This program gives students additional credits in all subject areas. Students work at their own pace to earn credits in areas that they are deficient. They are allowed to work on this program once all of their classwork is completed. Students also have the opportunity to work on Grad Point in their homes. Progress is tracked online by the students and staff and recorded towards the students' graduation requirements.

MCHS and MCDS students can also attend after school tutoring that is offered four days a week with an instructor that can provide class instruction as well as allow students to work on Grad Point. Students that are behind and attempting to recover credits are encouraged to take advantage of this weekly opportunity.

Parent contacts are made and appointments are made where valuable information can be shared with parents and students in the presence of the teachers and school principal as needed throughout the semester. This gives parents an opportunity to gain an understanding of the school programs as well as to see the academic plan of each student at Mendota Continuation High School and Mendota Community Day School.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	2
Grade 11	5
Grade 12	11
Total Enrollment	18

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	100
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	55.6
Students with Disabilities	5.6
Foster Youth	5.6

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			
Mendota Continuation High School	15-16	16-17	17-18
With Full Credential	2	2	2
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Mendota Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	137
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mendota Continuation High	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

All MCHS classroom instructional material is state adopted and available to all students. In addition, instructional assistance is available via an instructional assistant for those in need of additional help. Student access to the curriculum is grade level based and given through direct instruction and via the web-based credit recovery program - Grad Point.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts Literature California Reading and Language - Pearson Language Central ELD - Pearson Grad Point - Web-based Credit Recovery Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Integrated Mathematics - 2010 Houghton-Mifflin Harcourt Grad Point - Web-based Credit Recovery Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science/Life Science - Glencoe Physical Science California - Holt An Introduction to Life, Earth and Physical Science - Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History/Social Science The American Vision of Modern Times - Glencoe A History of US - Oxford University Press World History Modern Times The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Grad Point - Web-based Credit Recovery Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Grad Point - Web-based Credit Recovery Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Grad Point - Web-based Credit Recovery Program The textbooks listed are from most recent adoption: Yes 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)

The general look of the school site has improved since the upgrade of facilities including the grounds on the campus.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8-1-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA		--	33	35	48	48
Math		--	20	20	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	22	26	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Mendota Continuation High School is a small campus in size and in enrollment. The school operates with an "open door" policy. Parents are welcomed at all times to visit and observe classrooms when the opportunity or need arises. Each teacher has a preparation period each day that can be used to make parent contacts regarding student progress, attendance and behavior. Due to the small number of students per class this setting provides staff with the opportunity to make parent contacts more frequently whether by phone, personal contact or mail. The school secretary, a teacher aide and the principal are also accessible to parents for student information throughout the day when school is in session and after school.

Parent/Teacher Conferences are held at the beginning of the school year and on an "as needed" basis throughout the school year. Parents at these conferences are encouraged to "check in" periodically to assess the progress of their child. Specific goals and dates of completion are set with all parties. MCHS has a School Site Council that meets a minimum of 5 (five) times throughout the year providing parents a voice in developing educational opportunities for students.

Each of the following staff members can be contacted by telephone, email or office visit.

Mr. Ralph Espinoza - Social Sciences/Science 655-4412 respi@mendotaschools.org

Ms. Alicia Ortega - English/ELD 655-4412 aortega@mendotaschools.org

Ms. Irene Barajas, Secretary 655-4412. ibarajas@mendotaschools.org

Mrs. Rebecca M. Gamez, Administrator655-4412 rgamez@mendotaschools.org

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

Mendota Continuation High School's emergency organization plan is reviewed and revised annually as needed. The purpose of revision may include the addition or replacement of staff as well as facility changes. The emergency plan is reviewed in August of every school year. The official plan is approved and distributed to all staff and is displayed in all classrooms as well as offices. Monthly emergency drills are conducted to make sure that students and staff are informed and prepared in case of an emergency. The development and implementation of the plan is to provide duties and structure to any emergency situation.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	10.71	10.34	11.11
Expulsions Rate	0	6.9	0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.03	4.47	5.14
Expulsions Rate	0.15	0.24	0.11
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.17
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	0.17
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	5	5	5	4	3	4						
Mathematics	8	8	8	2	3	2						
Science	3	3	5	4	3	3						
Social Science	3	3	5	5	3	3						

* 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

Currently the district has collaborated with all sites in order to reach a district wide curriculum focus. Professional development in the MUSD focuses on the implementation in the following areas: PLC's (Professional Learning Communities, RTI (Response to Intervention), Best Teaching Practices to include ELPD (English Language Professional Development) and Technology and Instructional Rounds. Due to the large population of English Learners in our district, all of these areas focus heavily on helping and engaging our english learners and the teaching strategies that can be most beneficial in the classrooms.

Minimum days are scheduled on each Wednesday of the 2017-2018 school year. These days are dedicated to developing PLC's and addressing and implementing the district mandates as they pertain to our student population.

Teachers at MCHS attend inservices and training as needed to address our curriculum needs. On minimum days additional time is allowed for teacher collaboration and lesson development as it pertains to the training. Teachers at MCHS are mandated to meet to ensure that the students at MCHS are offered the same curriculum as the high school and with the same instructional rigor. The site administrator works with the teaching staff to provide additional time or materials when necessary to implement the training in an effort to address our district wide curriculum focus.

For the 2017-2018 school year, professional development continues with Google Schools to ensure the MCHS staff is up to date and has the same instructional training and rigor as those of Mendota High School.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,719	\$44,144
Mid-Range Teacher Salary	\$67,246	\$69,119
Highest Teacher Salary	\$76,741	\$86,005
Average Principal Salary (ES)	\$87,205	\$106,785
Average Principal Salary (MS)	\$87,205	\$111,569
Average Principal Salary (HS)	\$102,087	\$121,395
Superintendent Salary	\$175,000	\$178,104
Percent of District Budget		
Teacher Salaries	32%	34%
Administrative Salaries	5%	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

MCCHS (Mendota Continuation High School) receives a small budget for the fiscal school year due to the small number of students or ADA. Funds that are available include State and Local revenues, special state and federal funds for School Improvement Program, Migrant Education and Special Education.

MCCHS has access to additional services through the After School program and tutorial services during the school day with an instructional aide.

The use and distribution of these funds are discussed with the SSC (School Site Council) and must be approved. The SSC is composed of students, parents, teachers and the principal. The SSC meets no less than five times a year to ensure adherence to the site plan and/or make modifications throughout the year as the needs of students dictates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mendota Continuation High School	2013-14	2014-15	2015-16
Dropout Rate	44.4	57.1	20
Graduation Rate	44.44	14.29	60
Mendota Unified School District	2013-14	2014-15	2015-16
Dropout Rate	16.2	10.7	11.6
Graduation Rate	82.04	85.03	87.3
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	88.89
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Career Technical Education Programs

N/A

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9437.67	\$1910.80	\$7526.87	\$72991
District	♦	♦	\$9977	\$62,132
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-24.6	20.1
Percent Difference: School Site/ State			32.6	8.4

* Cells with ♦ do not require data.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	62.5	82.84	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	71.43	83.58	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	0	0	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	0	71.43	63.9
English Learners	60	70.8	55.44
Students with Disabilities	50	82	85.45
Foster Youth	0	0	68.19

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.