



# Mendota Elementary School

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

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



### Mendota Unified School District

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#### District Governing Board

Jose Zavala  
Adrain Perez  
Lupe Flores  
Alma Durazo  
Raul S. Varela  
Diana Toscano  
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**  
Rod Smith  
**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 2017-2018 school year totaled 763 students comprised of students in TK through sixth grade. The student population is made up of approximately 97% Hispanic students and 3% other. Poverty is apparent in the agricultural-based community, where approximately 95% of the students qualify for the Free or Reduced Lunch Program. The English learner population makes up 60% 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, SBAC data, CELDT/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. This year MES has partnered with Coalinga-Huron School District to bring the onset of Sobrato Early Academic Language (SEAL) for TK-1st. We are also, working with Dr. Olga Grimalt in preparation of a Dual Immersion class for the 2018/19 school year.

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 <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
Kindergarten	146
Grade 1	141
Grade 2	101
Grade 3	107
Grade 4	110
Grade 5	100
Grade 6	92
<b>Total Enrollment</b>	<b>797</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	96.6
Native Hawaiian or Pacific Islander	0
White	2.6
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	75.3
Students with Disabilities	5.4
Foster Youth	0.6

## 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 Elementary School	15-16	16-17	17-18
With Full Credential	31	30	29
Without Full Credential	3	5	7
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 Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	3	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)

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6th Grade: McGraw Hill "Study Sync" /2015-2016 K - 5th Grade: McGraw Hill "Reading Wonders /2015-2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K - 6th Grades: Houghton Mifflin Harcourt Go Math! / 2014-2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K- 5th Grade: Scott Foresman/ 2007-2008 6th Grade:Harcourt /2007-2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K- 5th Grade: Pearson/Scott Foresman /2006-2007 6th Grade: Holt /2006-2007  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)

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.

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
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	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	37	40	33	35	48	48
Math	32	28	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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	99	97	98.0	17.5
Male	45	43	95.6	23.3
Female	54	54	100.0	13.0
Hispanic or Latino	95	93	97.9	18.3
Socioeconomically Disadvantaged	94	93	98.9	16.1
English Learners	63	61	96.8	9.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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	20	18	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.4	21.1	28.4

\* 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.

**School Year 2016-17 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	409	390	95.35	40.26
Male	204	190	93.14	34.21
Female	205	200	97.56	46
Black or African American	--	--	--	--
Hispanic or Latino	394	378	95.94	39.42
White	13	10	76.92	70
Socioeconomically Disadvantaged	409	390	95.35	40.26
English Learners	336	320	95.24	38.44
Students with Disabilities	30	29	96.67	20.69
Students Receiving Migrant Education Services	32	28	87.5	32.14
Foster Youth	--	--	--	--

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 2016-17 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	409	402	98.29	28.11
Male	204	199	97.55	26.13
Female	205	203	99.02	30.05
Black or African American	--	--	--	--
Hispanic or Latino	394	389	98.73	27.25
White	13	11	84.62	54.55
Socioeconomically Disadvantaged	409	402	98.29	28.11
English Learners	336	329	97.92	27.05
Students with Disabilities	30	29	96.67	6.9
Students Receiving Migrant Education Services	32	31	96.88	32.26
Foster Youth	--	--	--	--

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 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 Carnival and football game 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 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 2015 and Board approved on October 2015. It will be reviewed annually in the Spring by our School Site Council and staff/students are exposed to 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.13	1.91	0.12
Expulsions Rate	0.25	0.12	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)	1
Psychologist	0.17
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	0.17
Resource Specialist	1
Other	1
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	25	32	27				5	5	6			
1	25	22	21				5	5	5			
2	25	24	23				5	5	5			
3	22	23	23	1			4	4	5			
4	31	27	26				3	4	4			
5	29	34	32				3	1	1		2	2
6	20	29	22	1		1	3	3	3			
Other			10			1						

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

### Professional Development provided for Teachers

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, Guided Reading, Google Classroom, Science, DBQ, DOK Levels, Best Teaching Practices, Kagan Engagement Strategies, PBIS).

\*SEAL Sabrato trainings, 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)

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9449.49	\$1913.20	\$7536.29	\$63557
District	♦	♦	\$9977	\$62,132
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-24.5	4.6
Percent Difference: School Site/ State			32.8	-5.6

\* Cells with ♦ do not require data.

### 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, an on-site counselor (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.

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, aside from intervention for 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 <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.