

Mendota Junior High School

1258 East Belmont Ave. • Mendota, CA 93640-2049 • (559) 655-4301 • Grades 7-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Mendota Unified School District

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School Description

Mendota Junior High School is in its seventh year of existence. Previously known as McCabe Junior High, Mendota Junior High will continue the tradition of hard work, high expectations, and rigor.

City of Mendota Mendota

Mendota Junior High is located in the city of Mendota, which is located about 42 miles west of Fresno. Mendota is a rural community with a population of roughly 10,000. The city of Mendota is approximately 90% Hispanic with a great majority of those people working in the farmland that surrounds Mendota. Mendota has seen an unemployment rate of as high as 50% which in turn makes many of our students socioeconomically disadvantaged. The majority of our parents are Spanish speaking which equates to roughly 70% of our students English Learners from year to year.

Enrollment and Services

Mendota Junior High has an enrollment of 435 students of which 96.7% are Hispanic and 41.1% of them are English Learners. We have a total of 20 teachers, one+ Counselor, one G.I.S., one Academic Coach and 5 instructional aides. We are a school wide Title I school and also count on State and Federal Title III Funds. We provide after school services through our FRESH after school program that is funded through the Fresno County Office of Education. This program provides a recreational, nutritional, and academic component. Some of the after school programs include cooking classes, gamers, and a mountain biking club. Our after school programs services about 250 students per day. Title III services are provided through a part-time teacher with students being registered a Title III class during the day to help support their Math and English classes. The Title III teachers uses System 44 and Read 180 language acquisition computer programs to support language development. In 2014 the school received a \$150,000 three year grant to further implement the Read 180 program. After school academic tutoring is also provided through our Title III program. The Title III tutoring program is aimed at helping our newcomer students to transition into their core classes. Additionally, there are after school tutorial services provided by our teachers in all subjects.

During the school day students participate in seven classes; five core classes and two electives. Some students who are identified as students of need based on the previous years standardized tests are provided intervention classes for both Math and English in lieu of elective classes. These intervention classes supplement the core Math and English classroom and serve as pre-teaching and/or re-teaching services to students in need. The math intervention classes are structured back to back with their regular core math class. This enables teachers to provide more one on one time with individual students during the guided practice portion of the lessons. All EL students are also scheduled with an ELD classes. These ELD classes are scheduled depending on the student's CELDT level. Currently we have classes at levels 1,2, and 3. The ELD teacher coordinates with the core ELA teachers to develop lessons which reinforce skills learned in students core ELA class. As stated above, Title III classes are also scheduled for students who demonstrated a need in the area of Math and English.

Students are also serviced by a full time counselor that works with our students in their academics, social, and personal life. The focus of our counselor is to act as a guide and mentor to assist students meet the demands of a secondary school. The counselor is available to all the students and routinely makes home visits. They are charged with tracking the academic success of all our students as well as being a safe supportive adult for our students.

Goals:

The goal of Mendota Junior High is to create successful, lifelong learners, who will realize their full potential. We will implement classes with a focus on rigor, and higher level student tasks. We strive to teach and leading with enthusiasm, transmitting our passion for the subject we teach to our students. We will create a school environment which fosters positive academic achievement. We will provide opportunities for students to succeed academically, adapt socially, and mature. We will rejoice in their successes and teach them to learn from their failures, building confidence over time. Our teachers are fully committed to the vision of our school and the responsibility that we carry. We will hold each other to the highest standards and accept no excuses as we strive to meet these goals.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (559) 655-4301.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	224
Gr. 8	204
Total	428

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	99.1
Native Hawaiian/Pacific Islander	0.0
White	0.9
Two or More Races	0.0
Socioeconomically Disadvantaged	99.5
English Learners	46.0
Students with Disabilities	3.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Junior High School	12-13	13-14	14-15
Fully Credentialed	18	18	19.5
Without Full Credential	1	2	.5
Teaching Outside Subject Area of Competence	2	2	0
Mendota Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	131
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mendota Junior High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.96	7.04
Districtwide		
All Schools	96.80	3.20
High-Poverty Schools	96.80	3.20
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

No insufficiency exists. Mendota Junior High School received a passing score when audited in 2014 by the Williams Act Text Book auditors.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Holt Language Arts - 2008
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Houghton Mifflin Go Math - 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Holt Life Science- 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Oxford University Press - -2009

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on our most recent William Facilities Audit the facilities are in exceptional condition. Our school is in its seventh year of existence. Currently there are plans to make structural upgrades to room 104 to convert it to a science laboratory. New this year room 208 has been converted to a computer laboratory to increase access to computers for all students. Future plans include a construction of a shade structure in the quad.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 8/30/2014

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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	51	57	58	39	36	43	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	33	32	39	39	34	35	54	56	55
Math	35	34	35	48	44	40	49	50	50
HSS	36	28	35	40	34	39	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	2	3
Similar Schools	10	2	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.4	27.6	14.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	43	
All Student at the School	58	
Male	56	
Female	60	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	58	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	58	
English Learners	33	
Students with Disabilities		
Students Receiving Migrant Education Services	44	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	38	-39	43
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	34	-36	45
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	38	-40	44
English Learners	42	-113	79
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 Based Activities

We have a variety of activities that involve parents in the education of their children. Some of these activities include School Site Council Meetings, English Learners Advisory Committee Meetings, Parent Nights, Dinner Dance Committee meetings, Back to School Nights, Title I Meetings, MESA nights, and District English Learners Advisory Committee. Parents are also encouraged to volunteer during school hours in the office or in the classroom. In addition, parent-teacher conferences are schedule after the 1st and 2nd quarter and parents are highly encouraged to attend. Conferences last all week from 1:40 to 4:40 each day. New this year we are implementing parent nights to highlight each subject. Math, Science, History, ELA, and Electives will each host a parent night. Parents and will be invited to view student work specific to each subject and meet the instructor. We are also planning on holding a Winter and Spring concert. All parents will be invited and we expect over 400 people to attend. Many of these activities will be announced through flyers sent home, Blackboard contacts, and personal phone calls.

Home Based Activities

Parents are expected to be involved with their children's education by providing a proper environment in which students can complete their homework. This environment along with the encouragement to complete work and act in a responsible manner allows for the students to experience a greater level of success in school. Parent nights which focus on suggestions to create a beneficial educational setting at home take place throughout the year during many of the previously mentioned parent nights. We are also working on a special social media/ internet parent night. Its intention is to educate parents about the possible activities their children are engaged in online, how to monitor the use of the internet, and the dangers which can be present.

Contact Information

Online grading information is provided though our student information system's online portal. Parents are able to view their child's grades and keep track of their assignments. Parents are given the URL a password and username that will allow them to access this portal at back to school night, during parent conferences, and at every opportunity. The portal is also available on the district website. Being able to monitor their child's grades in real time is a huge asset which can increase student achievement drastically.

A parent communication system (Blackboard Connect) is also in place at Mendota Junior High. This program allows us to make automated phone calls home to keep parents informed of school activities or to keep them informed of information concerning their child. Messages are sent both in Spanish and in English depending of the students language information. This system is not a substitute for personal phone calls, but it works well when general messages must get out quickly. Teachers have access to the Blackboard system as well. They often use it to contact parents for procedural or informational purposes. Teachers are required to make personal contacts with each parent for each student who may earn a failing grade each quarter.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The school safety plan is an all involving plan designed to help us get through an emergency situation. It involves teams of administrators, teachers, janitors, and instructional aides that are designed to communicate, locate, assist, and properly evacuate students in the event of an emergency. The main objective of this plan is to efficiently coordinate actions, structure a chain of command, and minimize possible risks in the event of an emergency. A detailed copy of our emergency plan is available upon request at our office. Currently, (2014-2015) this plan is in the process of being updated and evaluated on a district level. Our current plan has been reviewed with teachers during the first week of school in August, and a test is conducted each semester. Please contact our office if you have any further questions.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	6.9	8.4	8.6
Expulsions Rate	1.3	1.3	0.23
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.5	5.9
Expulsions Rate	0.6	5.5	0.24
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	5.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	435

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	22	21	22	11	12	10	11	17	20	0		
Math	28.4	27	29	3	3	1	8	12	13	5	2	3
Science	36.2	26	27	0	3	2	1	13	13	5		1
SS	35.2	26	27	0	6	2	1	11	15	11	1	2

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,036	\$38,920
Mid-Range Teacher Salary	\$59,875	\$59,803
Highest Teacher Salary	\$69,014	\$78,096
Average Principal Salary (ES)	\$84,940	\$95,836
Average Principal Salary (MS)	\$82,971	\$99,849
Average Principal Salary (HS)	\$93,506	\$107,599
Superintendent Salary	\$170,000	\$151,912
Percent of District Budget		
Teacher Salaries	32	37
Administrative Salaries	5	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,904.96	\$2,499.96	\$5,405	\$56,294.88
District	♦	♦	\$8,476	\$57,700
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-36.2	-2.4
Percent Difference: School Site/ State			15.2	-10.7

Types of Services Funded at Mendota Junior High School

Mendota Junior High provides students with multiple services to meet their academic and social needs. Academic needs are met with programs such as our FRESH after school program, after school tutoring, Title III intervention programs, MESA classes, a learning director that organizes tutorial and intervention services, and an academic counselor. As for their social needs our sports programs allow students the opportunity to play a variety of sports for both girls and boys. An academic counselor also serves to help students with their social and personal needs. An effective incentive program that celebrates academic accomplishments is also an important part of our school.

Professional Development provided for Teachers at Mendota Junior High School

The main areas of focus for Mendota Junior High staff professional development are based on the four District Initiatives; Professional Learning committees, Best Practices, Instructional Rounds, and Response to Intervention 2. All professional development is conducted with the new Common Core State Standards in mind. There is also a EL component to all professional development workshops for Junior High teachers. Student assessment data, such as district benchmark exams, past C.S.T scores, Read 180/system 44 assessments, as well as student English language proficiency scores on the CELT test determines the areas of focus when selecting professional development for Junior High teachers and the administrative team.

Professional development workshops are delivered in various ways. A district focus this year is District Level Professional Development is T4 Lesson Design. Five sessions of lesson planning and implementation have been scheduled. During these workshops teachers by subject matter from Mendota High School and Mendota Junior High School meet and design a lesson. Following design they watch as the T4 coach delivers the lesson. Finally they meet to discuss the finer points of the lesson. They are expected to implement these strategies in their own classes throughout the year. Site level professional development takes place during regularly scheduled minimum days. Generally this professional development is lead by the administrative team, however teachers do take active leadership roles in instruction. Supplemental and non-restricted monies have been set aside for teachers to attend conferences of their choice with the understanding that these conferences must follow the districts initiatives.

Implementation of techniques learned during professional development workshops is monitored by various ways. First, the district has implemented Instructional Rounds. At Mendota Junior High we have undergone this process and implemented it on a smaller scale at our site. The principal and G.I.S. are also responsible to monitor implementation of professional development instructional techniques. This is accomplished through formal and informal observations throughout the school day. Teachers are provided immediate and specific feedback from these observations in the form of written coaching forms. In addition all first and second year teachers are involved in a teaching/coaching cohort lead by the Director of Common Core Implementation and his support staff. Junior High core teachers are also provided PLC days the first three Wednesdays of each month. During these days core teachers focus on implementation of district initiatives in their classroom from questioning techniques to higher level student tasks. These days are teacher lead, specifically focusing on collaboration, reflection, and planning.