



# Mendota Junior High School

1258 East Belmont Ave. • Mendota, CA 93640-2049 • (559) 655-4301 • Grades 7-8 • CDS: 10-75127-6006977

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## 2011-12 School Accountability Report Card Published During the 2012-13 School Year

### **Mendota Unified School District**

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#### **District Governing Board**

Jose Zavala  
Araceli Perez  
Lupe Flores  
Jesus Zavala  
Ismael Herrera  
Diana Toscano  
Isabel Maldonado

#### **District Administration**

Michael Crass  
**Superintendent**

Paul Lopez  
**Director  
Instructional Services**

Jose Alcaide  
**Chief Financial Officer**

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

Glen Wall  
**Coordinator  
Human Resources**

### **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. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (559) 655-4301.

### **School Description**

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

### **City of Mendota**

Mendota Junior High is located in the city of Mendota, which is located about 30 miles west of Fresno. Mendota is a farm working 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. Many of our parents are Spanish speaking making about 70% of our students English Learners.

### **Enrollment and Services**

Mendota Junior High has an enrollment of 420 students of which 86.6% are Hispanic and 83.8% of them are English Learners. We have a total of 20 teachers, 1 Counselor, 1 Learning Director and 5 instructional aides. We are a school wide Title I school and also count on EIA and 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 Educational component. Our after school programs services about 115 students per day. Title III services are provided through a full time teacher with students being registered a Title III class during the day to help support their Math and English classes. 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 the core subjects of Math, English, Science, and History.

During the school day, students are provided intervention classes for both Math and English. These intervention classes supplement the core Math and English classroom and serve as pre-teaching and/or re-teaching services to students in need. EL students are also scheduled with an ELD class. These ELD classes are scheduled depending on the student's CELDT level. Currently we have classes at levels 1,2, and 3. 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 counselor is available to all the students.

## Goals:

The goal of Mendota Junior High is to create successful, lifelong learners who will realize their full potential. We hope to create this by providing classes with a high level of rigor, by teaching and leading with enthusiasm, by creating a safe school environment, by fostering positive academic achievement, providing opportunities for student success, and building confidence in our students. Our teachers are fully committed to the vision of our school and the responsibility that we carry.

## 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 Night, Dinner Dance Committee meetings, Back to School Nights, Title I Meetings 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.

## 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 be responsible allows for the students to experience a greater level of success in school. In addition, online grading information is provided through 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 a password and username that will allow them to access this portal.

## TeleParent Services

A parent communication system is also in place at Mendota Junior High. This program allows us to make 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	206
Gr. 8	213
<b>Total</b>	<b>419</b>

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	84.5
Native Hawaiian/Pacific Islander	0
Two or More Races	0
Socioeconomically Disadvantaged	81.9
English Learners	64.2
Students with Disabilities	3.6

## School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 keep our students calm and safe. A copy of our emergency plan is available upon request at our office. This plan is updated as needed with the involvement of all included parties. Please contact our office if you have any further questions.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
English		26.2	22	1	7	11	13	16	11	1	5	0
Math		26.6	28.4	0	6	3	16	7	8	1	6	5
Science		35	36.2	0	0	0	0	0	1	12	12	5
SS		34.8	35.2	0	0	0	0	1	1	12	11	11

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	10.51	25.71	16.82
Expulsions Rate	0.49	1.9	.97
District	09-10	10-11	11-12
Suspensions Rate	13.55	15.01	13.04
Expulsions Rate	0.08	0.76	0.734

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

#### Year and month in which data were collected:

The facilities are in good condition. Our school is in its third year of existence. There are a few minor improvements planned such as replacing outside lighting, landscaping, and some HVAC issues that need to be addressed in 2 classrooms.

### School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**School Facility Good Repair Status**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Replacement of heating/air conditioning parts.
<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>	[ ]	[X]	[ ]	[ ]	

**Teacher Credentials**

School	09-10	10-11	11-12
<b>Fully Credentialed</b>	18	18	18
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area</b>	2	2	2
<b>Districtwide</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
<b>Fully Credentialed</b>	◆	◆	126
<b>Without Full Credential</b>	◆	◆	0

**Teacher Misassignments and Vacant Teacher Positions at this School**

School	10-11	11-12	12-13
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

## Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The main areas of focus for Mendota Junior High are Explicit Direct Instruction, technology, English Learner strategies, and Response to Intervention. In addition efforts to begin preparation for the Common Core standards are being discussed. Professional development for these goals is delivered both district wide and by site. Training sessions are scheduled on weekends, after school, and during school through off campus seminars and conferences. Administrators are expected to attend trainings in order to provide support for teachers and to better implement the areas of focus on the respective campuses

## Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

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
<b>This School</b>	100	0
Districtwide		
<b>All Schools</b>	100	0
<b>High-Poverty Schools</b>	100	0
<b>Low-Poverty Schools</b>	100	0

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	410

\* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
<b>School Site</b>	\$4,881.00			\$60,795.95
<b>District</b>	♦	♦	\$6,722	\$58,540
<b>State</b>	♦	♦	\$5,455	\$62,892
<b>Percent Difference: School Site/District</b>			-100.0	3.9
<b>Percent Difference: School Site/ State</b>			-100.0	-3.3

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$38,036	\$38,725
<b>Mid-Range Teacher Salary</b>	\$59,875	\$59,717
<b>Highest Teacher Salary</b>	\$69,014	\$77,957
<b>Average Principal Salary (ES)</b>	\$87,670	\$95,363
<b>Average Principal Salary (MS)</b>	\$78,521	\$98,545
<b>Average Principal Salary (HS)</b>	\$86,682	\$107,031
<b>Superintendent Salary</b>	\$147,150	\$149,398
Percent of District Budget		
<b>Teacher Salaries</b>	33%	37%
<b>Administrative Salaries</b>	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/).

**Types of Services Funded (Fiscal Year 2011-12)**

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Mendota Junior High proved 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 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2008

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Holt - 2008
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McDougal Littell - 2008
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Holt
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Oxford University Press - Hakim

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	28	33	32	36	39	34	52	54	56
Math	31	35	34	40	48	44	48	50	51
Science	49	51	51	38	45	39	54	57	60
H-SS	23	36	28	29	40	34	44	48	49

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	34	44	39	34
All Student at the School	32	34	51	28
Male	28	34	56	29
Female	37	33	46	27
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	32	33	51	28
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	32	34	50	28
English Learners	15	20	37	14
Students with Disabilities	22	15		
Students Receiving Migrant Education Services	24	29	42	33

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.9	21.9	12.9

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	34	38	-39
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	34	-36
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	38	-40
English Learners	31	42	-114
Students with Disabilities			

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	2	2	3
Similar Schools	7	8	10

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

### API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	391	1,947	4,664,264
	API-G	693	731	788
Black or African American	Students	1	3	313,201
	API-G			710
American Indian or Alaska Native	Students	0	0	31,606
	API-G			742
Asian	Students	0	1	404,670
	API-G			905
Filipino	Students	0	0	124,824
	API-G			869
Hispanic or Latino	Students	381	1,919	2,425,230
	API-G	693	732	740
Native Hawaiian/Pacific Islander	Students	0	0	26,563
	API-G			775
White	Students	5	20	1,221,860
	API-G		656	853
Two or More Races	Students	0	0	88,428
	API-G			849
Socioeconomically Disadvantaged	Students	386	1,924	2,779,680
	API-G	692	730	737
English Learners	Students	246	1,541	1,530,297
	API-G	621	720	716
Students with Disabilities	Students	19	104	530,935
	API-G	462	558	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	No