

# MENDOZA SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	MENDOZA SCHOOL
<b>Street</b>	2050 Coronado Ave.
<b>City, State, Zip</b>	San Diego, CA 92154
<b>Phone Number</b>	(619) 424-0100
<b>Principal</b>	Jil Palmer
<b>E-mail Address</b>	jpalmer@sbusd.org
<b>Web Site</b>	www.sbusd.org
<b>CDS Code</b>	37-68395-6116008

<b>District Contact Information</b>	
<b>District Name</b>	South Bay Union
<b>Phone Number</b>	(619) 628-1600
<b>Superintendent</b>	Dr. Katie McNamara
<b>E-mail Address</b>	kmcnamara@sbusd.org
<b>Web Site</b>	www.sbusd.org

### School Description and Mission Statement (School Year 2018-19)

#### MISSION STATEMENT

Mendoza Elementary School believes all students, regardless of race, class, language or ability are entitled to a well-rounded education leading them to become independent thinkers, who are successful in all academic endeavors. We are dedicated in our pursuit to stay current and innovative as we address individual learning styles. Our goals are to develop individuals possessing an appreciation and respect for the diverse population of our community while developing their individual powers of mind, body and spirit as they challenge the future.

#### SCHOOL OVERVIEW

Mendoza (Teofilo) Elementary School is one of 11 schools in the South Bay Union School District serving approximately 780 students in grades transitional kindergarten through six. Mendoza has 75,000-sq. ft. of permanent classrooms and supports student services for, but not limited to: speech; resource specialist; psychologist; nurse; library; multipurpose room; and band room. Mendoza School is home to the District Visual and Performing Arts program and the District Band program. These two programs offer students a unique opportunity to develop skills in the Arts. Students at Mendoza have access to 32 computers in the technology lab, and every student in grades third through sixth have access to 1:1 ChromeBook devices that they are able to take home. Students also receive one hour of VAPA/STEM instruction by a certificated VAPA/STEM teacher weekly which supports our belief in developing the whole child. Additionally, there are 41 Promethean interactive whiteboard systems. These systems are a world-class tool for learning, which engages all students, allowing them the opportunity to learn and grow as individuals.

Mendoza Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 83%. Other ethnicities include 5.3% white, 3.5% African American and other ethnicities totaling 7.4%. 51% of our students speak a primary language other than English and approximately 97% of these students' primary language is Spanish. 83% of our students represent our unduplicated count.

#### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	98
<b>Grade 1</b>	112
<b>Grade 2</b>	105
<b>Grade 3</b>	102
<b>Grade 4</b>	122
<b>Grade 5</b>	129
<b>Grade 6</b>	129
<b>Total Enrollment</b>	797

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	2.1
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.8
White	3.9
Socioeconomically Disadvantaged	79.4
English Learners	49.6
Students with Disabilities	9.3
Foster Youth	0.0

**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**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	39.2	32	37	325
Without Full Credential	1	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** August 2018

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13  K-8: Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0
<b>Mathematics</b>	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15  6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0
<b>Science</b>	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08	Yes	0
<b>History-Social Science</b>	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08  Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08	Yes	0

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

Mendoza's enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

**SCHOOL FACILITIES GOOD REPAIR STATUS**

Mendoza Elementary was built in 1999. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

**OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS**

At the time of the above inspection on December 3, 2018, the average ranking for Mendoza Elementary was 99.74%, giving the school a rating of "Exemplary." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 12/3/2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	CR21: Stained ceiling tiles replaced. Auditorium: Replaced broken diffuser. Stains on tile floor cleaned. Foyer needs to be painted on break. Parent center too many power strips. They were removed. Band building: Replaced stained ceiling tiles.
<b>Electrical:</b> Electrical	Good	CR40: Refrigerator plugged into power strip. Refrigerator relocated and plugged into outlet. Stained ceiling tiles removed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Boy's restroom by CR16: Latch on stall door broken, replaced by maintenance. Girl's restroom by CR16: Soap dispenser broken, replaced by maintenance. Men's restroom in office: Sink not working properly, maintenance repaired it. Women's restroom in office: Sink not working properly, maintenance repaired it. Broken latch on stall, replaced by maintenance. Loose toilet seat tightened. Soap dispenser replaced.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	K1: Replaced burned out light. Replaced stained ceiling tile. We will paint over break. K2: Replaced burned out light. Piggy back extension cords, cords removed from classroom. Cleaning supplies left out, removed and secured. K3: Stained ceiling tile replaced. Cleaning supplies left out, removed and secured. Chipped formica needs to be placed. CR25: Cleaning supplies left out, removed and secured. Blocked Fire escape cleared. Blocked exit sign cleared. CR26: Cleaning supplies left out, removed and secured. Library: Blocked fire escape cleared. Kitchen: Plastic against water heater removed. Band Building: Blocked exit doors cleared.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/3/2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	32.0	33.0	35.0	36.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	20.0	29.0	29.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	477	457	95.81	33.48
Male	232	220	94.83	26.03
Female	245	237	96.73	40.43
Black or African American	16	16	100.00	43.75
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	409	390	95.35	32.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	52.63
Two or More Races	16	16	100.00	37.50
Socioeconomically Disadvantaged	362	350	96.69	33.43
English Learners	306	286	93.46	28.52
Students with Disabilities	47	46	97.87	4.35

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	477	473	99.16	19.75
Male	232	229	98.71	22.03
Female	245	244	99.59	17.62
Black or African American	16	16	100	31.25
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	409	405	99.02	18.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100	30
Two or More Races	16	16	100	12.5
Socioeconomically Disadvantaged	362	359	99.17	20.45
English Learners	306	302	98.69	18.67
Students with Disabilities	47	46	97.87	6.52

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	11.9	13.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Mendoza Elementary welcomes participation and support from parents and community members. We know that parent and community involvement is a key component for positive school culture and student success. Our goal is to always be working to create opportunities for this. We offer parent education classes in both English and Spanish and we invite parents to visit our Parent Center if they are interested in becoming a volunteer. This year we are will be hosting events like Family Literacy Night to strengthen our connection with families and support our endeavors around literacy. For information on opportunities for school involvement, please contact the school office at (619) 424-0100.

### 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.9	1.3	2.0	0.8	0.9	0.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. School staff reviewed plan July 20, 2018. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office each December.

### SUSPENSIONS AND EXPULSIONS

This table displays the rate of suspensions and expulsions (total number of incidents divided by total enrollment) for both Mendoza and district.

## 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.

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

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		5		25		5		25		4	
1	26		4		23		4		25		4	
2	23	1	4		22		5		20	1	5	
3	24		5		18	2	5		25		4	
4	31		4		24		5		30		4	
5	29		5		25	1	4		29		4	
6	27	1	5		27	1	5		28		5	
Other	9	2							9	1		

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,338.56	\$1,451.54	\$5,887.02	\$82,356.14
District	N/A	N/A	\$9,314.64	\$81,755
Percent Difference: School Site and District	N/A	N/A	-45.1	0.7
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-19.0	1.8

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

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

### Types of Services Funded (Fiscal Year 2017-18)

Title I, Part A (School-wide/Educationally Disadvantaged Students)  
 Title III, Part A (English Language Learners)  
 ASES (After School Education and Safety Programs)  
 LCFF (Base)  
 Lottery (6300 - Restricted)

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,372	\$50,084
Mid-Range Teacher Salary	\$73,210	\$80,256
Highest Teacher Salary	\$95,490	\$100,154
Average Principal Salary (Elementary)	\$128,637	\$125,899
Average Principal Salary (Middle)	\$0	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$249,706	\$222,447
Percent of Budget for Teacher Salaries	35.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

The South Bay Union School District academic calendar includes 36 minimum days (early release Wednesdays) and 21 of these are dedicated to professional development. The minimum days occur throughout the year. Our current site plan also provides funds for 6 hours of additional release time or out of contract pay for professional development for every teacher. We are also an affiliate school with Teachers College Reading and Writing Project and are provided with 5 days of professional development with a staff developer from Teachers College. Our staff development is focused on ensuring a deeper implementation of effective instructional strategies in literacy that is driven by multiple forms of student achievement data.