

Mendoza School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mendoza School
Street	2050 Coronado Ave.
City, State, Zip	San Diego, CA 92154
Phone Number	(619) 424-0100
Principal	Garrett Corduan
Email Address	gcorduan@sbusd.org
Website	www.sbusd.org
County-District-School (CDS) Code	37-68395-6116008

Entity	Contact Information
District Name	South Bay Union
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

School Description and Mission Statement (School Year 2019-20)

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 740 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 2018-19)

Grade Level	Number of Students
Kindergarten	130
Grade 1	80
Grade 2	111
Grade 3	103
Grade 4	111
Grade 5	123
Grade 6	133
Total Enrollment	791

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
Asian	0.3
Filipino	2.9
Hispanic or Latino	86.9
Native Hawaiian or Pacific Islander	0.6
White	4.2
Two or More Races	1.9
Socioeconomically Disadvantaged	80.3
English Learners	53.7
Students with Disabilities	12
Foster Youth	0.5
Homeless	8.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	37	32	22
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2019

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 September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	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
Science	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08	Yes	0
History-Social Science	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 October 30, 2019, the average ranking for Mendoza Elementary was 96.84%, giving the school a rating of "Good." 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).

Please note that all needed repairs or deficiencies identified in the October FIT report have been completed and/or resolved.

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

Year and month of the most recent FIT report: 10/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	K1-Tiles above pj. K2-Tile middle of room. K4-Tile broken near front register. CR3-Tile front. CR5-Tile stain. CR6-tile by pj front of room. CR7-Tiles front and middle. CR9-Tile by PJ. CR10-Diffuser stain. CR11-Light tile stain. CR12-Tiles stained. CR14-Tile middle of room. CR17-Tiles w side. CR19-Tile on side of room. CR27- Painted tile and cleaned diffuser. CR29-Painted tiles. CR30-Diffuser broken, replaced tile,painted tile. CR31- Painted tiles. CR33-Painted tiles and replaced 1. CR34-Painted tiles. CR37-Painted tiles. CR38-Replaced 1, painted 2. CR40- Painted tiles. B/RR by CR40-Exhaust fan not running, G/RR by CR40-Wall damage needs patch. CR41 Stain over sink. Unisex/RR by CR41-Stain tile over sink. Library-Tiles over computers, stain diffuser by MDF. Auditorium-Wall damage by custodian, tiles S side ,storage room,SPS room ceiling. Kitchen-Paint patched wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR5-Bugs in diffuser.
Electrical: Electrical	Good	CR14-Panel blocked. CR20-Light out. CR21- Lots of tiles x6. CR22-Tile stains diffuser stain. CR23- Diffuser stained. CR35-Panels blocked(have teachers move posters). B/RR by CR40-Fans are on ivo. G/RR by CR40- Exhaust fans not running, fans are onivo. Auditorium-Diffuser by stage stained.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K3-Sink counter is chipped and taking water. B/RR by CR16-Exhaust fans not running. G/RR by CR16-Exhaust fans not running. Unisex RR by CR41-
Safety: Fire Safety, Hazardous Materials	Good	B/RR by CR40-Some peeling paint.
Structural: Structural Damage, Roofs	Good	Kinder Play Area-Shed rotting on bottom
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder Play Area-Hole in rubber surface.
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	29	36	36	50	50
Mathematics (grades 3-8 and 11)	20	20	29	30	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	457	439	96.06	3.94	28.70
Male	227	214	94.27	5.73	22.90
Female	230	225	97.83	2.17	34.22
Black or African American	14	14	100.00	0.00	57.14
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	13	13	100.00	0.00	30.77
Hispanic or Latino	397	380	95.72	4.28	27.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	41.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	381	368	96.59	3.41	26.36
English Learners	294	276	93.88	6.12	26.45
Students with Disabilities	57	52	91.23	8.77	11.54
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	18.42

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	458	456	99.56	0.44	19.52
Male	228	226	99.12	0.88	19.47
Female	230	230	100.00	0.00	19.57
Black or African American	14	14	100.00	0.00	35.71
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	397	395	99.50	0.50	17.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	27.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	382	380	99.48	0.52	17.63
English Learners	294	292	99.32	0.68	17.81
Students with Disabilities	57	55	96.49	3.51	5.45
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	13.16

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.7	17.6	15.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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. 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	2.0	0.5	0.9	0.9	0.7	3.6	3.5	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 2019-20)

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 October 9, 2019. Safety plan reviewed with student council representatives on October 8, 2019. 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.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		5		25		4		22	1	5	
1	23		4		25		4		25		3	
2	22		5		20	1	5		23		4	
3	18	2	5		25		4		23		5	
4	24		5		30		4		29		3	
5	25	1	4		29		4		25	1	4	
6	27	1	5		28		5		30		5	
Other**					9	1			9	2		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5
Other	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8863.91	1252.73	7611.18	87408.90
District	N/A	N/A	9860.58	\$85,055.00
Percent Difference - School Site and District	N/A	N/A	-25.7	0.7
State	N/A	N/A	\$7,506.64	\$82,663.00
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 2018-19)

- 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,372	\$45,741
Mid-Range Teacher Salary	\$74,374	\$81,840
Highest Teacher Salary	\$100,072	\$102,065
Average Principal Salary (Elementary)	\$133,527	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$267,719	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	30	31	30

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. 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.