SARC

2022-23

School Accountability
Report Card
Published in 2023-24

Mendocino High School

Grades 9-12
CDS Code 23-65581-2333185

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MENDOCINO
HIGH SCHOOL

Be EPIC!

Principal's Message

The original Mendocino High School was dedicated in 1894 overlooking the village of Mendocino and the Pacific Ocean. This year, we are in the second phase of a modernization project that has seen the rebuilding of the main campus and is currently focused on the modernization of our Career Technical Education program facilities. The project will create an updated and improved learning environment that takes advantage of the natural surroundings and promotes student and staff interaction and collaboration. The Mendocino High School and Mendocino Community High School together serve about 155 students from Mendocino Unified School District and neighboring districts. Mendocino High School offers a traditional college preparatory program, while Mendocino Community High School is a smaller "school within a school" that offers students a close-knit, family-like learning community.

For a small school, Mendocino High School offers a rich diversity of classes, including a fully developed Career Technical Education program with six pathways of study and a week in the spring when students break from their regularly scheduled classes to participate in unique educational experiences and adventures on and off campus. We also have a fully developed dual enrollment program with Mendocino College and were recently recognized as a California Exemplary Dual Enrollment School.

Many of the programs we have developed over the years, from a standards-based grading philosophy to a multi-tiered system of supports for academic, behavioral and social-emotional needs, have served our students well during these challenging times. Having recently received a six-year accreditation through WASC, we continue to build on and improve our systems as well as supporting the many varied needs of our students. Together, we strive for Excellence, Perseverance, Investment and Citizenship. Be EPIC!

School Mission Statement

The Mendocino High Schools honor the district motto of "Learn, Explore, Create," by providing a variety of rigorous and relevant programs that empower each student to strive for excellence through perseverance, personal investment, and productive citizenship.

School Vision Statement

Located in a small town of great natural beauty, the Mendocino High Schools are based on a foundation of strong personal relationships and respect for the whole child. We foster an individualized approach to education that inspires students to find their passions and develop strengths that will prepare them for college, career and lifelong learning. Through relevant and engaging learning experiences, all students are encouraged to strive for excellence, to persevere with creativity and resilience, to invest and engage in their education, and to be positive, productive and informed citizens of local and global communities.

Parental Involvement

Parents have the opportunity to participate in a variety of activities such as the School Site Council, Mendocino Unified Schools Enrichment (fundraising and program enrichment), Club Cardinal (athletic boosters) and parent forums with the Principal. Parent volunteers are also invited to help with special events, presentations, field trips, and to support a variety of school programs such as athletics and class activities. Parents are invited to attend annual adviser conferences, a range of college and career guidance events, and awards ceremonies. For more information on how to become involved, contact Principal Tobin Hahn at (707) 937-5871 or thahn@mendocinousd.org.

School Safety

The school safety plan emphasizes the important relationship of student safety and security to student learning. The school safety plan includes the following:

- Child abuse reporting procedures
- Disaster response procedures
- Suspension and expulsion policies
- Discrimination and harassment policy
- A schoolwide body positive dress code
- Yearly goals for a safe social and physical environment

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2023.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission and Vision Statement

Our vision is to provide an integrated learning community that fosters creativity, compassion and civic responsibility in a way that maximizes personal development.
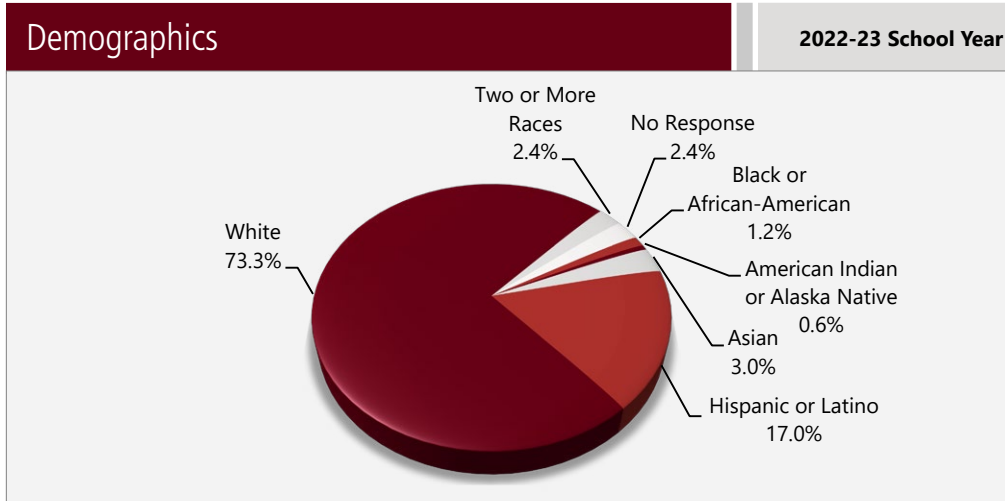
Learn. Explore. Create.

Board Priorities

- Develop and expand community partnerships and communication
- Increase learning and achievement for all students, families and staff
- Plan wisely for the future while maintaining fiscal integrity
- Maintain and improve the physical plant

Enrollment by Student Group

The total enrollment at the school was 165 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.
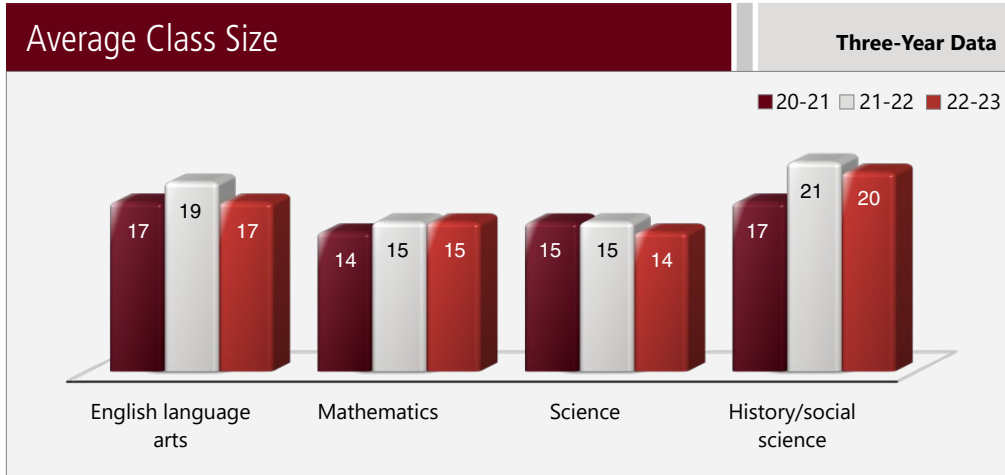
Demographics	2022-23 School Year

Two or More Races 2.4%
No Response 2.4%
Black or African-American 1.2%
White 73.3%
American Indian or Alaska Native 0.6%
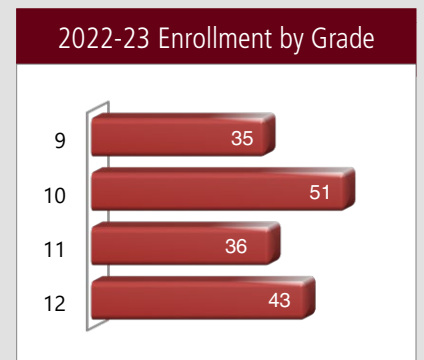Asian 3.0%
Hispanic or Latino 17.0%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size	Three-Year Data

20-21 / 21-22 / 22-23

English language arts: 17, 19, 17
Mathematics: 14, 15, 15
Science: 15, 15, 14
History/social science: 17, 21, 20

Number of Classrooms by Size

Number of Classrooms by Size								Three-Year Data

	2020-21			2021-22			2022-23		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	7	2		7	2		7	2	
Mathematics	8	1		9			7	1	
Science	9			9	1		8	1	
History/social science	5	2		4	2		5	1	

Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	47.90%
Male	51.50%
Non-Binary	0.60%
English learners	3.60%
Foster youth	0.00%
Homeless	3.60%
Migrant	0.00%
Socioeconomically Disadvantaged	64.20%
Students with Disabilities	10.90%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

9: 35
10: 51
11: 36
12: 43

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions								Three-Year Data	
	Mendocino HS			Mendocino USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	5.30%	4.10%	0.00%	4.30%	3.70%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	4.10%	0.00%
Female	5.00%	0.00%
Male	2.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	6.90%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	16.70%	0.00%
Socioeconomically Disadvantaged	5.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Types of Services Funded

There are a variety of services funded by categorical funds and other funds such as grants. These services include career and college exploration, personal and group counseling, tutorial classes, intervention services, school gardens and art instruction.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| Percentage of Students Participating in each of the Five Fitness Components	
2022-23 School Year	
Grade 9	
Component:	**%**
1. **Aerobic Capacity**	97%
2. **Abdominal Strength and Endurance**	97%
3. **Trunk Extensor and Strength and Flexibility**	97%
4. **Upper Body Strength and Endurance**	97%
5. **Flexibility**	97%

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).
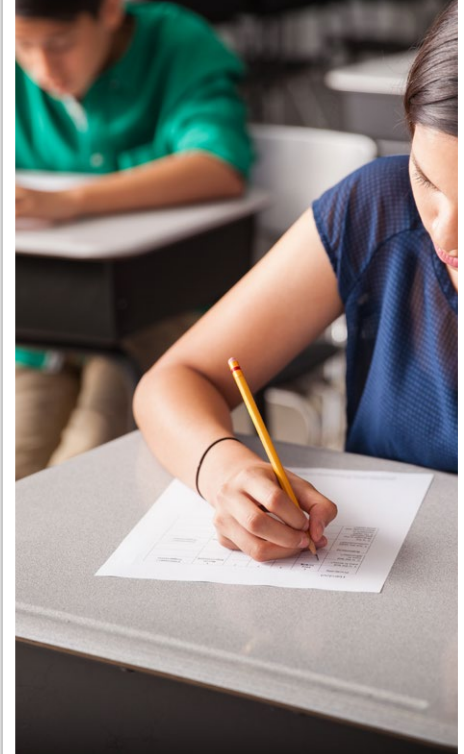
CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Mendocino HS		Mendocino USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	40.00%	32.14%	32.53%	36.26%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.
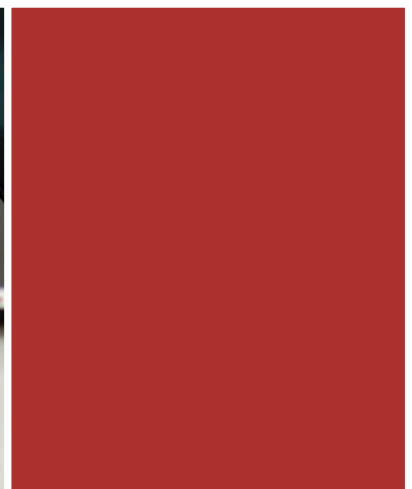
Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Mendocino HS		Mendocino USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	64%	79%	49%	52%	47%	46%
Mathematics	45%	44%	40%	34%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	42	29	69.05%	30.95%	34.48%
Female	22	16	72.73%	27.27%	43.75%
Male	20	13	65.00%	35.00%	23.08%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	34	24	70.59%	29.41%	37.50%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	24	16	66.67%	33.33%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard	2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	34	24	70.59%	29.41%	79.17%
Female	11	7	63.64%	36.36%	❖
Male	22	17	77.27%	22.73%	70.59%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	22	14	63.64%	36.36%	78.57%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	25	17	68.00%	32.00%	76.47%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard				2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	34	25	73.53%	26.47%	44.00%
Female	11	7	63.64%	36.36%	❖
Male	22	17	77.27%	22.73%	35.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	22	15	68.18%	31.82%	46.67%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	25	18	72.00%	28.00%	33.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.
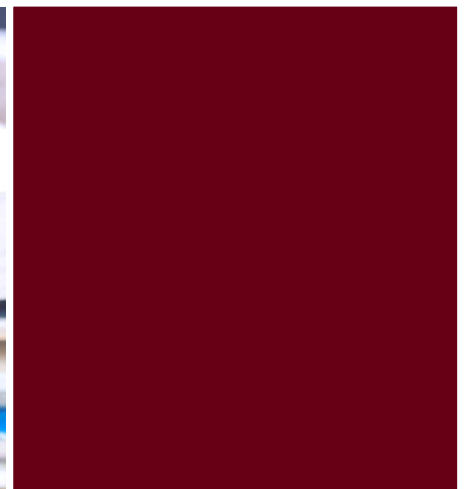
Career Technical Education Programs

Mendocino High School is a recipient of a Career Technical Education Implementation Grant and a K12 Strong Workforce Program Grant. For a small school, Mendocino High School offers students a variety of pathways:

Cabinetmaking, Millwork and Woodworking Pathway
- Woods 70A (dual enrollment)
- Woods 70B (dual enrollment)
- Advanced Woodworking

Design, Visual, and Media Arts Pathway
- 2-D Design
- 3-D Design
- Ceramics
- Photography
- AP 2-D Design

Production and Managerial Arts Pathway
- Podcast Production
- Radio Production
- Music Production
- Video Production

Engineering and Technology Pathway
- E-Lab
- Electronics

Food Service and Hospitality Pathway
- Beginning, Intermediate and Advanced Culinary

Plant and Soil Science Pathway
- Horticulture
- Botany

Many of the CTE courses offered are also A-G approved and meet rigorous academic standards. We also run a work-based learning program that places students into internships with industry partners.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Mendocino HS	
2022-23 Participation	
Number of pupils participating in a CTE program	152
Percentage of pupils who completed a CTE program and earned a high school diploma	40%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	32%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	169	168	50	29.80%
Female	80	79	24	30.40%
Male	88	88	25	28.40%
Non-Binary	1	1	1	100.00%
American Indian or Alaska Native	1	1	0	0.00%
Asian	5	5	2	40.00%
Black or African American	2	2	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	29	29	10	34.50%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	5	5	1	20.00%
White	124	123	36	29.30%
English Learners	7	7	2	28.60%
Foster Youth	0	0	0	0.00%
Homeless	12	11	5	45.50%
Socioeconomically Disadvantaged	108	107	34	31.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	21	21	10	47.60%

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates						Three-Year Data
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
Mendocino HS	97.50%	100.00%	100.00%	2.50%	0.00%	0.00%
Mendocino USD	95.50%	94.70%	98.00%	4.50%	2.60%	2.00%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2022-23 School Year
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	42	42	100.00%
Female	22	22	100.00%
Male	20	20	100.00%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	34	34	100.00%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	29	29	100.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	17.40%
Number of AP courses offered at the school	5
Number of AP Courses Offered	
Computer science	0
English	2
Fine and performing arts	0
Foreign language	0
Mathematics	1
Science	2
Social science	0

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Mendocino HS	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	63.64%

❖ 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.

Textbooks and Instructional Materials

In the Mendocino Unified School District, all students have access to their own textbooks and instructional materials that are adopted from the most recent state-approved list. Textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The district adopts textbooks during the adoption cycles recommended by the state. Common Core State Standards math textbooks were purchased in 2013, 2014 and 2015. Textbooks for K-5 English language arts curriculum were purchased in 2016 and math was purchased in 2017. 6-8 English language arts textbooks were purchased in 2017 and 2018. Science textbooks were adopted in 2022-23 for grades K-5 and in 2023-24 for grades 6-8. History textbooks were adopted in 2022-23 for grades K-5.

Textbooks and Instructional Materials List		2023-24 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Edge 2014 B*: Student Edition	2015
Reading/language arts	Literature-based curriculum	2001
Reading/language arts	*Modern World Literature*, McDougal Littell	2001
Mathematics	*Algebra 2 and Precalculus*, CPM	2013
Mathematics	*Calculus*, 2nd Edition; CPM	2015
Mathematics Common Core	*Core Connections: Geometry*, CPM	2013
Mathematics Common Core	*Core Connections: Algebra*, CPM	2013
Mathematics Common Core	*Core Connections: Algebra 2*, CPM	2014
Science	*Environmental Science for AP*, Second Edition	2015
Science	*California: The Living Earth*, Miller and Levine	2020
Science	*Experience Chemistry for California*	2020
Science	*Conceptual Physics*, Hewitt	2017
Science	*Earth Science*, McGraw-Hill	2004
History/social science	*A Young People's History of the United States*	2015
History/social science	*United States History and Government*, Prentice Hall	2003
History/social science	*World History: Traditions & Encounters*, McGraw-Hill	2008

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2023-24 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public 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.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2023-24 School Year	
Data collection date	9/14/2023

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2023-24 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	9/10/2023

School Facilities

Construction on the original Mendocino High School, one of two original schools in the county, began in 1893. That building stood for more than 50 years before being replaced in the late 1940s. Some 70 years later, the main campus building has been renovated and modernized and other facilities are being modernized, thanks to a bond that passed in March of 2020.

The main building just completed modernization and is now a beautiful facility with a new Student Union, conference room, administrative offices, library and improved classrooms, hallways and quad area. The gym and tech center area are currently being remodeled and updated to include more efficient use of space as well as a new culinary classroom and a new art room. The Community School is housed in another newer building with a great room, office, three classrooms, a kitchen and small meeting room. There is also a Performing Arts Center, band room and woodshop.

The district's maintenance department oversees safety, cleanliness and adequacy of school facilities, including any needed maintenance to ensure good repair. Custodians work throughout the day to keep the campus clean and safe. Classrooms and restrooms are cleaned daily. Both the custodial and maintenance staff clean and maintain the grounds throughout the day.

Students and staff enjoy a high level of safety and security on campus. They pride themselves on a sense of trust and mutual respect that allows students to leave their backpacks and other belongings in the hallways and around campus without a need for secured lockers. There is a low incidence of theft and fights among students. The school has an open-campus policy, which allows students to go into town during lunch breaks. All school activities during and after school are well supervised by staff.

"Together, we strive for Excellence, Perseverance, Investment and Citizenship. Be EPIC!"

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	4.5
2022-23	4.5
2023-24	4.5
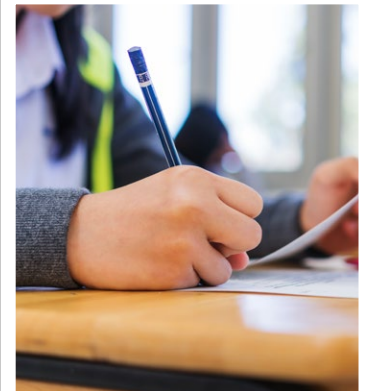
Student Learning Outcomes

We believe in ...

Excellence
- Aim for excellence in all that you do.

Perseverance
- Use available resources to meet challenges with creativity and resilience.

Investment
- Invest in your future by taking advantage of opportunities to learn and thrive.

Citizenship
- Be a positive, productive, and informed member of local and global communities.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2020-21 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.0	76.9%	28.8	73.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	15.9%	3.2	8.3%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	6.1%	5.5	14.1%	12,115.8	4.4%
Unknown	0.1	0.9%	1.7	4.5%	18,854.3	6.9%
Total Teaching Positions	14.3	100.0%	39.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement — 2021-22 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.9	84.3%	31.7	86.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	1.1%	1.1	3.1%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.9	12.9%	3.7	10.1%	11,953.1	4.3%
Unknown	0.2	1.6%	0.2	0.7%	15,831.9	5.7%
Total Teaching Positions	15.3	100.0%	36.9	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
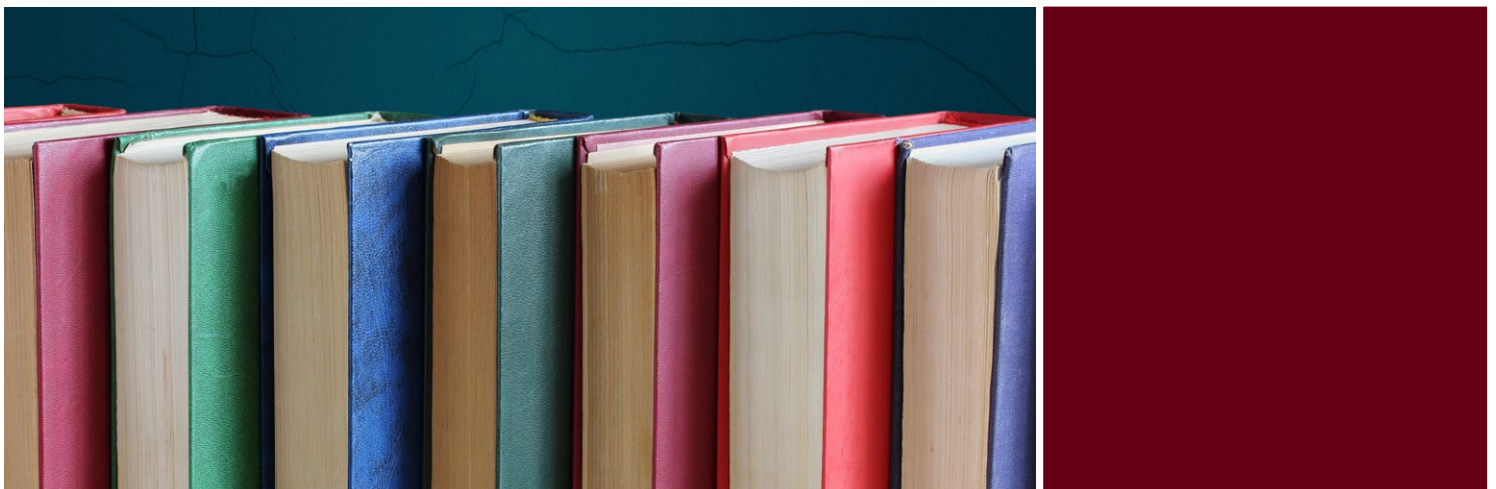
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	**2020-21**	**2021-22**
Permits and Waivers	0.3	0.0
Misassignments	1.9	0.1
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.2	0.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.8	1.9
Total Out-of-Field Teachers	0.8	1.9

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	**2020-21**	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2%	1.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	155:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.5
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.5
Nurse	0.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0

Financial Data

The financial data displayed in this SARC is from the 2021-22 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2021-22 Fiscal Year	
	Mendocino USD	**Similar Sized District**
Beginning teacher salary	$41,614	$47,615
Midrange teacher salary	$66,655	$75,580
Highest teacher salary	$87,324	$100,485
Average elementary school principal salary	$112,064	$114,066
Average middle school principal salary	$112,064	$123,621
Average high school principal salary	$112,064	$125,385
Superintendent salary	$138,222	$157,977
Teacher salaries: percentage of budget	28.44%	27.82%
Administrative salaries: percentage of budget	7.15%	5.78%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Mendocino HS	$14,800	$65,600
Mendocino USD	$13,704	$66,260
California	$7,607	$77,993
School and district: percentage difference	+8.0%	-1.0%
School and California: percentage difference	+94.6%	-15.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2021-22 Fiscal Year	
Total expenditures per pupil	$22,736
Expenditures per pupil from restricted sources	$7,936
Expenditures per pupil from unrestricted sources	$14,800
Annual average teacher salary	$65,600

Expenditures Per Pupil

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.