





AUDIT FINDING CORRECTIVE ACTION

June 30, 2017
AUDIT FINDING CORRECTIVE ACTION

DISTRICT: MENDOCINO UNIFIED SCHOOL DISTRICT

FINDING CATEGORY: 72000

FINDING: 2017-001 SCHOOL ACCOUNTABILITY REPORT CARD

PAGE: 81

Condition: During testing of a representative sample of 2015-16 SARC's posted in 2016-17, Interior was noted as "Fair" on the FIT Form but "Good" on the SARC for Mendocino High School.

Cause: Clerical error.

Describe below specific corrective action used in resolving the audit finding:

Mendocino Unified School District gathers data for the SARC and passes it to a third party for compilation. District staff has discussed the deficiency, and added an additional internal procedure to perform an additional check on the data before submission.

AUDIT CERTIFICATION

AUDIT CERTIFICATION

June 30, 2017
FINANCIAL REPORT / AUDIT

MENDOCINO UNIFIED SCHOOL DISTRICT
MENDOCINO COUNTY, CALIFORNIA

In accordance with Education Code section 41020.3, by January 31 of each year, the governing body of each local education agency shall review, at a public meeting, the annual audit of the local education agency for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or management letter issue. This review shall be placed on the agenda of the meeting pursuant to Section 35145.

As written verification of said review, the Governing Board reviewed and accepted on January 18, 2018 the Annual Financial Report as of June 30, 2017.

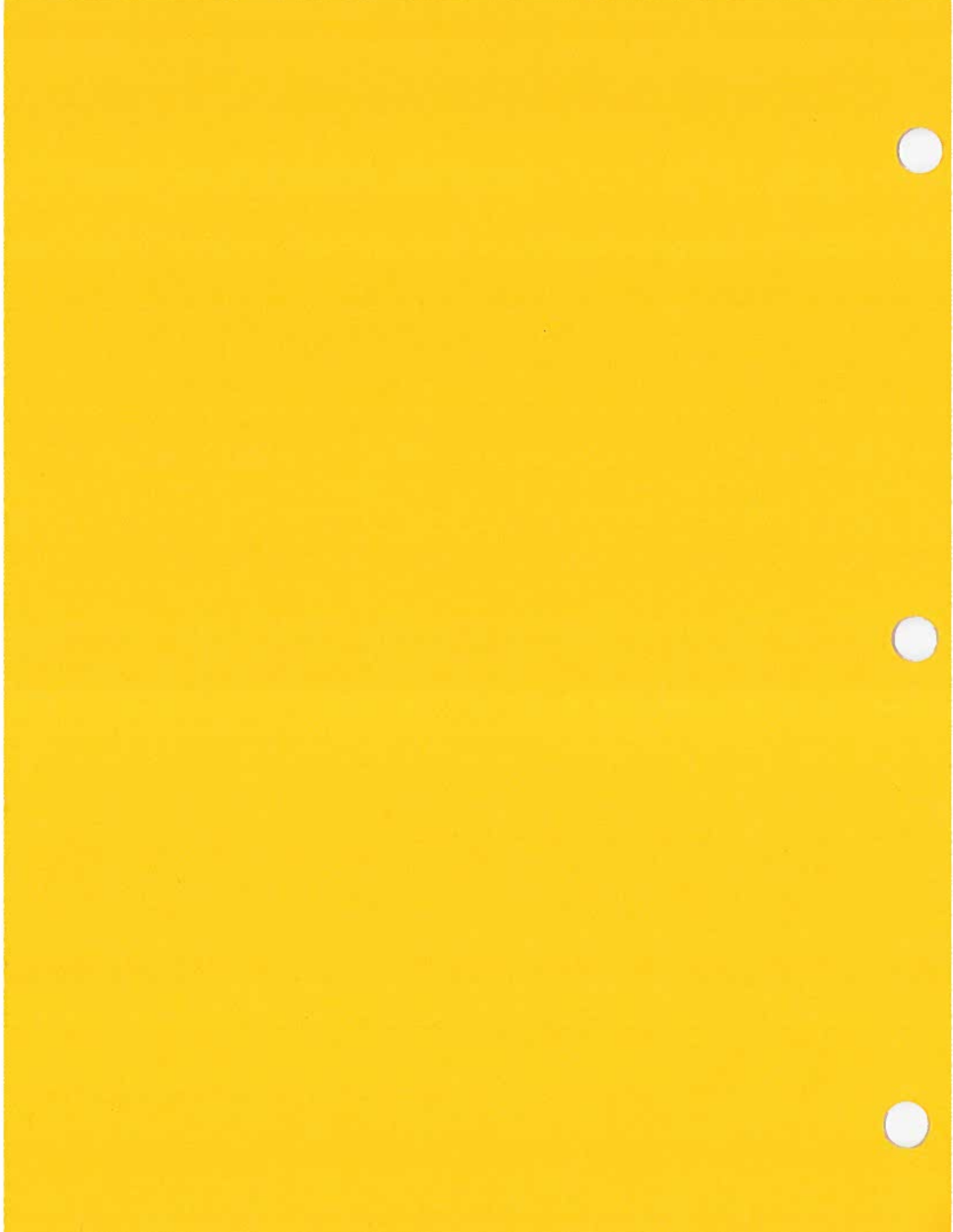
District Superintendent or Board President
Signature

Date

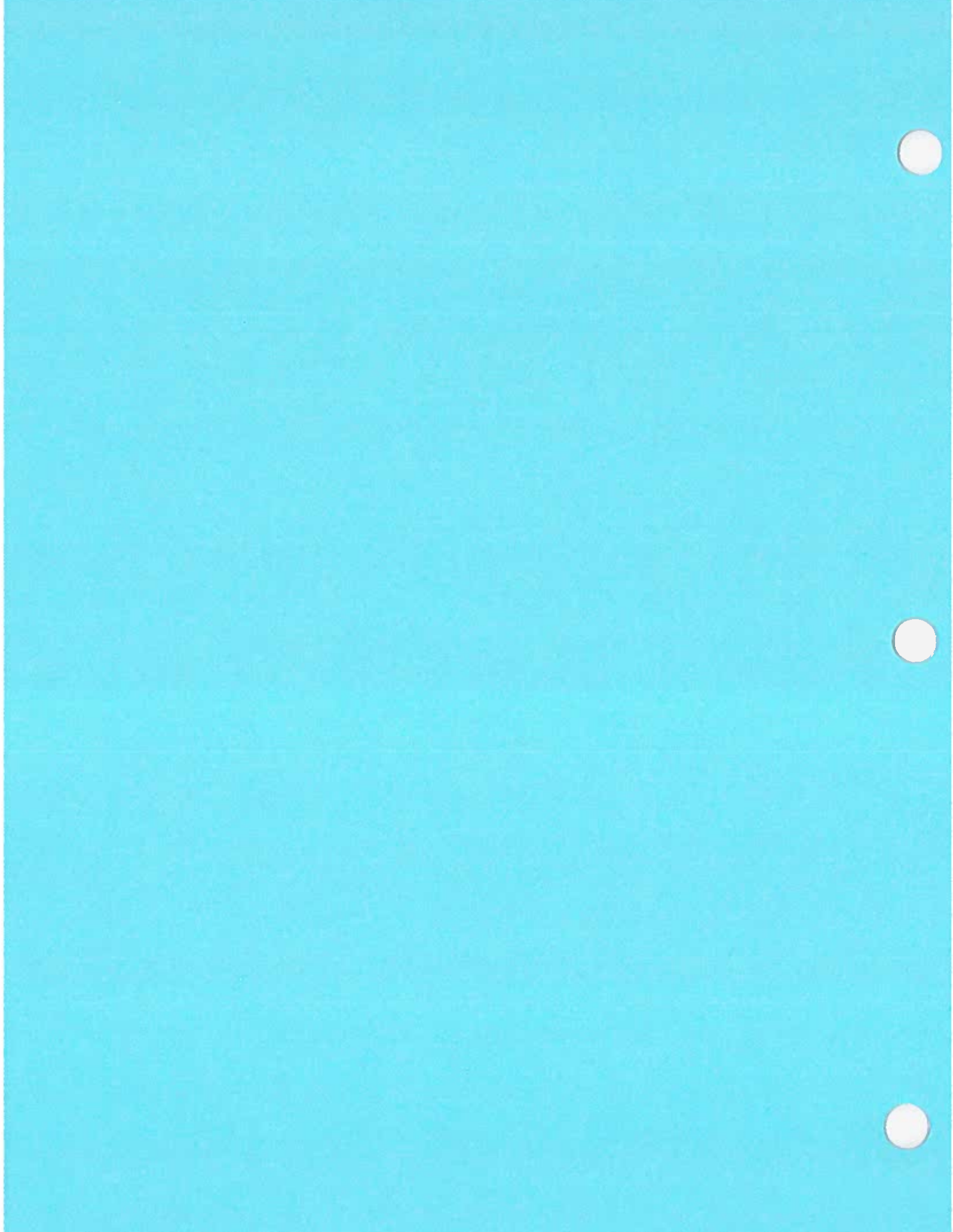
Submit the original and one copy of the Audit Certification by March 1, 2018 to:

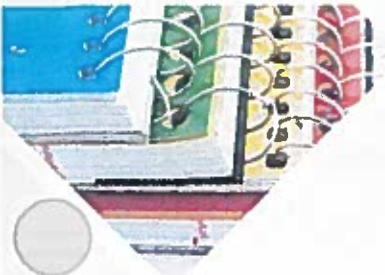
Mendocino County Office of Education
Attn: Meg Kailikole
2240 Old River Road
Ukiah, CA 95482











Mendocino K-8 Schools

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Grades K-8
CDS Code 23-65581-6025167

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Mendocino USD

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2016-17 School Accountability Report Card



"Learn. Explore. Create."

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.

Principal's Message

We are a dedicated staff committed to excellence at the Mendocino K-8 Schools. In addition to providing and supporting a rigorous academic curriculum for each child, we value social skills and instilling in our children the sense that they are a part of something greater, and that they have the ability and responsibility to contribute to our local and global community. In the 2016-17 school year, we developed a multiyear plan to focus our goals and detail how we are achieving those goals. Our goal for the 2017-18 school year includes continued implementation and review of our multiyear plan; develop a K-8 writing assessment inventory, complete with grade-level rubrics; and continue to support a positive school community.

School Mission Statement

At the Mendocino K-8 Schools, we celebrate our differences and foster respect for others. We strive to create a safe, positive school, where students are encouraged to explore, create, and challenge themselves to maximize their academic learning and personal development. Together in our school community, our students discover they have a purpose in our local, national and global communities.

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.

Parental Involvement

Parents are partners in their children's education. Parents volunteer regularly in alignment with MUSD Board policies, Title I Parent Involvement Policy and a School-Family Compact. Parents volunteer in a variety of capacities, including field trips and drama productions to curricular projects and celebrations. Parents also serve on the School Site Council (SSC) representatives and as members of the Mendocino Unified Schools Enrichment (MUSE) educational foundation.

We have an active Parent Teacher Organization that supports the school through book fairs and teacher-appreciation luncheons. Annual events such as back-to-school night, open house, parent-teacher conferences, along with flexible and ongoing opportunities from Title I and the SSC allow parents to be involved in their child's education.

For more information on how to be involved, contact Principal Kim Humrichouse at (707) 937-0515 or khumrichouse@mcn.org.

Board Priorities

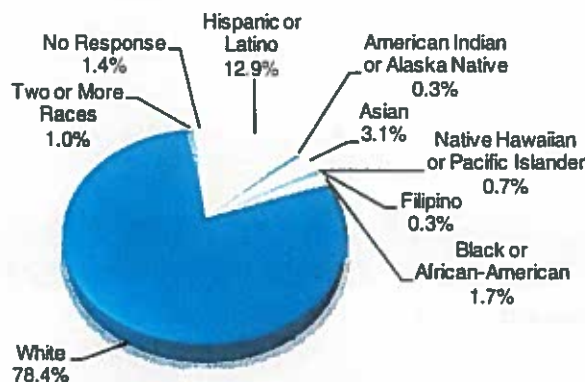
- Develop and expand community partnerships and communication
- Increase learning and achievement for all students, families and staff
- Plan wisely for the future while maintaining fiscal integrity
- Maintain and improve the physical plant

Enrollment by Student Group

The total enrollment at the school was 287 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year

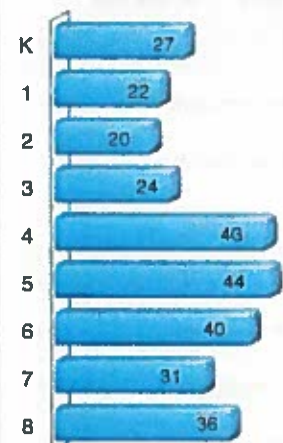


Socioeconomically disadvantaged	41.50%	English learners	4.90%	Students with disabilities	11.80%	Foster youth	0.00%
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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade



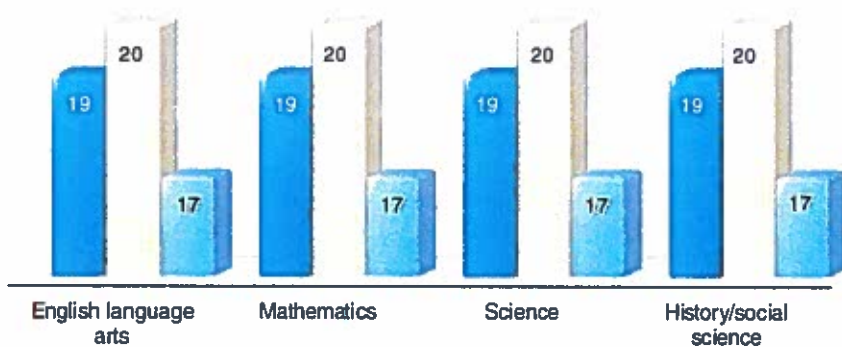
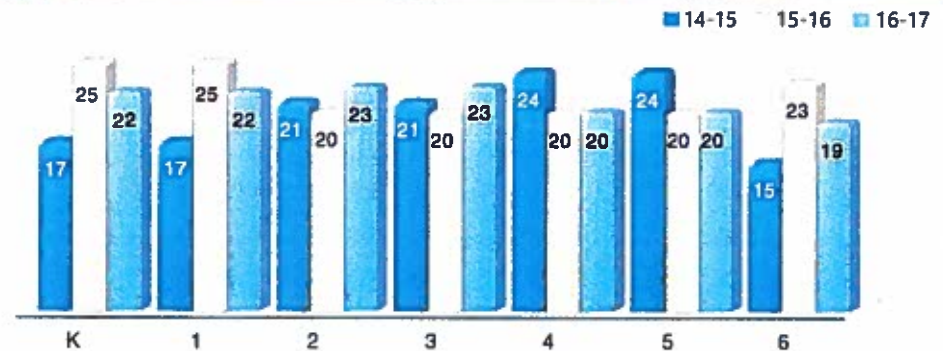


Class Size Distribution

The bar graphs display 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 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



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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" 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 Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards	25.0%
Five of six standards	27.3%
Six of six standards	27.3%

Grade 7

Four of six standards	18.2%
Five of six standards	30.3%
Six of six standards	21.2%

Number of Classrooms by Size

Three-Year Data

Grade	2014-15			2015-16			2016-17		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			2			2	
1		3			2			2	
2		3			2			2	
3		3			2			2	
4		3			4		4		
5		3			4		4		
6		2			2		2		
Subject	2014-15			2015-16			2016-17		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	4			4			4		
Mathematics	4			4			4		
Science	3	1		4			4		
History/social science	3	1		4			4		

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Mendocino K-8		Mendocino USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	67%	69%	67%	69%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Mendocino K-8		Mendocino USD		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	51%	50%	52%	57%	48%	48%
Mathematics	47%	47%	46%	49%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year	
	Mendocino K-8	Mendocino USD	
Program Improvement status	In PI	Not in PI	
First year of Program Improvement	2012-2013	✦	
Year in Program Improvement	Year 2	✦	
Number of schools currently in Program Improvement		1	
Percentage of schools currently in Program Improvement		33.30%	

✦ Not applicable. The district is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

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 Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards

2016-17 School Year

English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	222	218	98.20%	50.46%
Male	120	119	99.17%	37.82%
Female	102	99	97.06%	65.66%
Black or African-American	◆	◆	◆	◆
American Indian or Alaska Native	◆	◆	◆	◆
Asian	◆	◆	◆	◆
Filipino	◆	◆	◆	◆
Hispanic or Latino	27	26	96.30%	42.31%
Native Hawaiian or Pacific Islander	◆	◆	◆	◆
White	172	169	98.26%	50.89%
Two or more races	◆	◆	◆	◆
Socioeconomically disadvantaged	98	96	97.96%	37.50%
English learners	12	12	100.00%	16.67%
Students with disabilities	27	26	96.30%	3.85%
Students receiving Migrant Education services	◆	◆	◆	◆
Foster youth	◆	◆	◆	◆
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	222	215	96.85%	47.44%
Male	120	115	95.83%	46.96%
Female	102	100	98.04%	48.00%
Black or African-American	◆	◆	◆	◆
American Indian or Alaska Native	◆	◆	◆	◆
Asian	◆	◆	◆	◆
Filipino	◆	◆	◆	◆
Hispanic or Latino	27	27	100.00%	29.63%
Native Hawaiian or Pacific Islander	◆	◆	◆	◆
White	172	165	95.93%	49.09%
Two or more races	◆	◆	◆	◆
Socioeconomically disadvantaged	98	93	94.90%	32.26%
English learners	12	12	100.00%	41.67%
Students with disabilities	27	24	88.89%	16.67%
Students receiving Migrant Education services	◆	◆	◆	◆
Foster youth	◆	◆	◆	◆

◆ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested 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.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	SuperKids (K-2)	2016
Reading/language arts	Great Minds (3-5)	2016
Reading/language arts	Literature based curriculum (6)	2017
Reading/language arts	Great Minds (7-8)	2017
Mathematics	Bridges in Mathematics (K-5)	2015
Mathematics	College Preparatory Mathematics (CPM) (6-8)	2008
Science	Prentice, McGraw-Hill	2007
History/social science	California Edition, Houghton Mifflin	2006

Quality of Textbooks

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

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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		2017-18 School Year
Mendocino K-8	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	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		2017-18 School Year
Data collection date	9/14/2017	

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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





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.

School Facilities

In May 2008, a building and renovation project for a new K-8 campus began. Phase two was completed in August 2009, and the staff moved into the new K-4 facilities, which included new classrooms; specialized rooms for cooking, art and music; a K-8 library; and student-services building. Phase three was completed in April 2010 and included modernizing the 11 upper-grade classrooms, including two new computer labs, a new science classroom, a home-study program room and the gym. The K-8 campus also includes a large, renovated multipurpose room, which is used for the meal programs, as well as assemblies, programs and indoor physical education.

All classrooms have telephones, internet connections and computers. Play areas are cushioned with a rubberized mat. Separate play areas exist for younger and older students. A large blacktop area is available for various games and includes eight basketball standards. Adults supervise children at play, as well as before and during school hours.

Campus facilities are well maintained by the MUSD maintenance and custodial staff, which oversee the safety, cleanliness and adequacy of the facilities, including routine inspections and repairs. The school has two full-time custodians for routine cleaning and maintenance. Restrooms are cleaned two times each day, and more if necessary. The Complaint Process for any complaints about facilities is posted in every classroom, the office, the library and all places where students gather for activities.

In 2014, wireless internet was added to the entire campus. This provides wireless internet to every classroom and indoor common area.

"We are a dedicated staff committed to excellence at the Mendocino K-8 Schools."

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.

School Facility Good Repair Status		2017-18 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 school site inspection	10/5/2017	
Date of the most recent completion of the inspection form	10/5/2017	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Structural	The solar tubes are rusted, and leaks are forming. Solar tubes will be replaced.	7/1/2018	

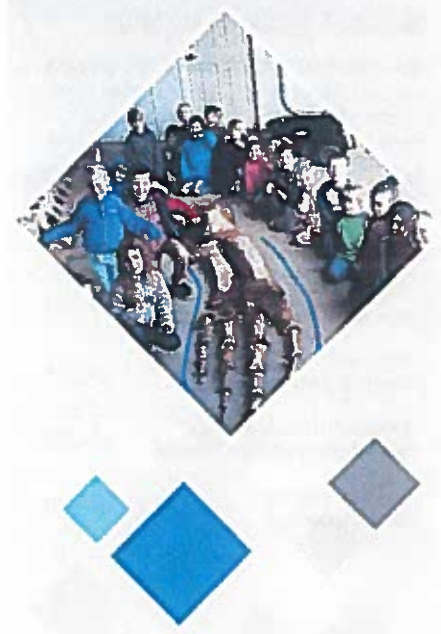
School Safety

Our school safety plan is updated and reviewed annually by staff, parents and the School Site Council and then adopted by the MUSD Board of Trustees. Our school safety plan includes empathy education, violence and bullying-prevention education, peer counseling, routine drills, and practice procedures for safety. Staff receives regular and ongoing training in sexual harassment, behavioral emergencies, threat assessment and pandemic awareness. Our behavioral specialist provides staff development and protocol training for safety/behavioral issues for teachers and support staff. We have reporting forms and use counselor-led peer groups to resolve issues. The school is part of the district's Standardized Emergency Management System (SEMS)/National Incident Management System (NIMS) emergency plan. The school safety plan was last reviewed, updated and discussed with the school faculty in September 2017.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Mendocino USD		Mendocino K-8	
	17-18	15-16	16-17	17-18
Teachers				
With a full credential	44	24	23	22
Without a full credential	0	0	1	0
Teaching outside subject area of competence (with full credential)	2	3*	2*	2*



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Mendocino K-8		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✦
Support Staff	
	FTE
Social/behavioral counselor	0.5
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.5
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

Professional Development

Each fall, Mendocino Unified School District teachers attend three days of professional-development training. The focus of the training for the last couple of years has been education in order to prepare today's students for their future. The three days of training occur at the beginning of the school year, plus three minimum days spaced throughout the year. In addition, individual teachers attend a variety of trainings pertinent to their area of instruction throughout the school year.

The Mendocino K-8 campus continued its staff training on Positive Behavioral Interventions and Supports. This is a program designed to develop a campuswide system of positive-behavior intervention. The staff also received training on Bridges in Mathematics and implementation.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Mendocino K-8	4.5 days	4.5 days	4.5 days

* Each teacher teaching outside area of competence is only teaching one subject (equal to 0.2 FTE) that is outside their credential area, however they are legal under Ed. code.

✦ Not applicable.

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$16,281
Expenditures per pupil from restricted sources	\$4,505
Expenditures per pupil from unrestricted sources	\$11,776
Annual average teacher salary	\$58,539

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Mendocino K-8			
	14-15	15-16	16-17
Suspension rates	6.4%	8.7%	11.5%
Expulsion rates	0.0%	0.3%	0.0%
Mendocino USD			
	14-15	15-16	16-17
Suspension rates	10.0%	7.0%	10.0%
Expulsion rates	0.0%	0.2%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Financial Data

The financial data displayed in this SARC is from the 2015-16 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 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.

District Salary Data	2015-16 Fiscal Year	
	Mendocino USD	Similar Sized District
Beginning teacher salary	\$44,000	\$41,164
Midrange teacher salary	\$59,000	\$61,818
Highest teacher salary	\$78,000	\$84,567
Average elementary school principal salary	\$100,528	\$96,125
Average high school principal salary	\$114,413	\$101,955
Superintendent salary	\$121,723	\$126,855
Teacher salaries: percentage of budget	33%	32%
Administrative salaries: percentage of budget	8%	6%

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.

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		2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Mendocino K-8	\$11,776	\$58,539	
Mendocino USD	\$12,469	\$60,161	
California	\$6,574	\$62,381	
School and district: percentage difference	-5.6%	-2.7%	
School and California: percentage difference	+79.1%	-6.2%	

Albion Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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](#) 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 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Mendocino Unified	School Name	Abion Elementary
Phone Number	(707) 937-5868	Street	30400 Abion Ridge Rd.
Superintendent	Jason Morse	City, State, Zip	Abion, Ca, 95410-9708
E-mail Address	jmorse@mcn.org	Phone Number	707-937-0515
Web Site	http://mendocinoused.org	Principal	Kim Humrichouse, Principal
		E-mail Address	khumrichouse@mcn.org
		Web Site	http://www.mendocinoused.org
		County-District-School (CDS) Code	23655816116149

Last updated: 1/10/2018

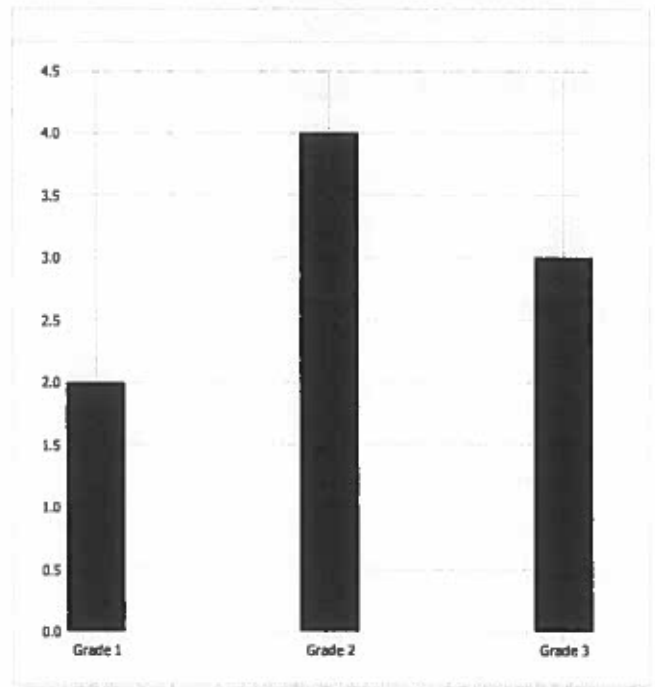
School Description and Mission Statement (School Year 2017-18)

We are a dedicated staff committed to excellence at the Abion School. In addition to providing and supporting a rigorous academic curriculum for each child, we value social skills and instilling in our children the sense that they are a part of something greater and that they have the ability and responsibility to contribute to our local and global community.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 1	2
Grade 2	4
Grade 3	3
Total Enrollment	9



Last updated: 1/10/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	11.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	77.8 %
Two or More Races	11.1 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	55.6 %
English Learners	11.1 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

Last updated: 1/10/2018

A. Conditions of Learning

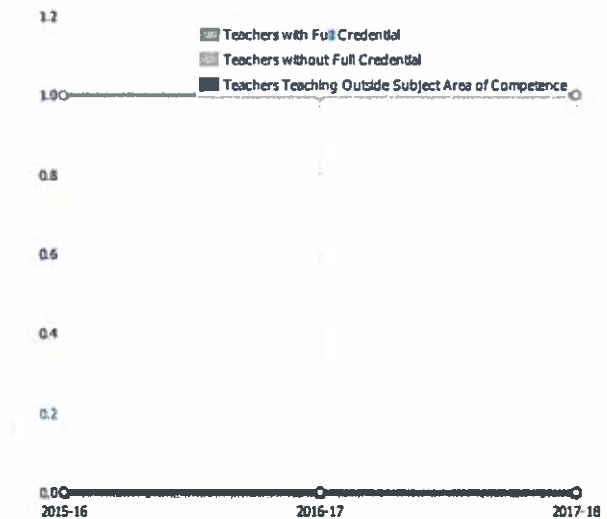
State Priority: Basic

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

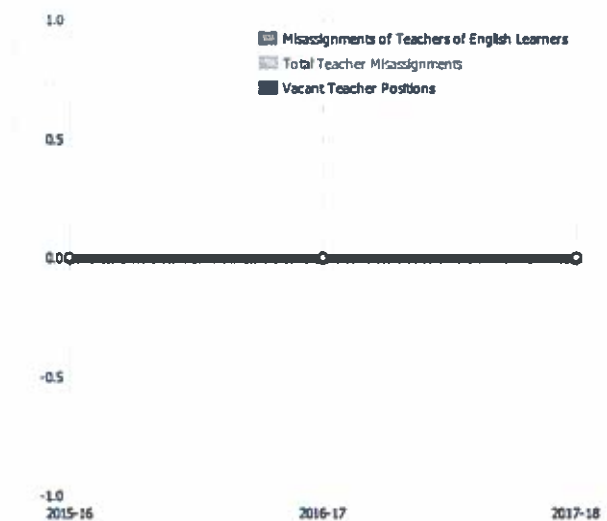
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	1	44
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/10/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Super Kids	Yes	0.0 %
Mathematics	Bridges in Mathematics	Yes	0.0 %
Science	NA		0.0 %
History-Social Science	NA		0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2018

School Facility Conditions and Planned Improvements

The Abion School receives deep cleaning several times a year as well as the ongoing cleaning. The two classrooms and the one central room are light, warm, cheerful and spacious. The library is cozy and the shelves have abundant books. Restrooms are clean, well functioning, and convenient. The kitchen is sanitary and works well for staff and students. Outside grounds are trimmed, watered, and the play structure is colorful and sturdy. Approaching the school is a pleasure as is visiting the campus. It is well designed to support primary grades and student learning.

School exterior was painted in the last 5 years.

Last updated: 1/10/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Fair	Flooring is beginning to separate. Plan to repair and replace in 2018.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	NA
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	NA

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 1/10/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)			52%	57%	48%	48%
Mathematics (grades 3-8 and 11)			46%	49%	36%	37%

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.

Last updated: 1/10/2018

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 area of physical education

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

All parents are provided with the district's Parent Involvement Policy annually. Parents are provided opportunities to participate. Parents also participate in the School Site Council for Mendocino K-8 students. Parents always participate in Individual Education Plan meetings, parent conferences, and school events. Parents volunteer regularly in alignment with MUSD Board Policies and Title I Parent Involvement policy. Parents volunteer in a variety of capacities from field trips to musical productions, feasts, and celebrations.

State Priority: Pupil Engagement

Last updated: 1/10/2018

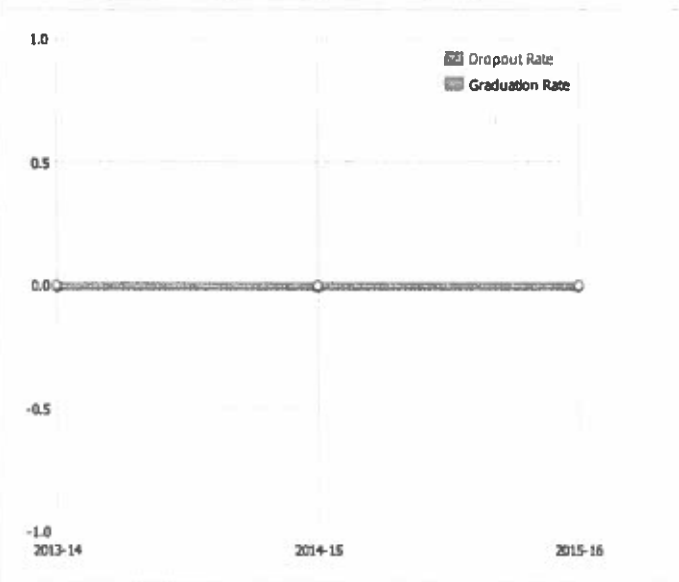
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	86.3%	83.7%	93.2%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



State Priority: School Climate

Last updated: 1/10/2018

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

School Safety Plan (School Year 2017-18)

The School Safety Plan is part of the Single Plan for Student Achievement and is updated annually and received by the MUSD Board of Trustees as well as the School Site Council. The Safety Plan includes routine safety drills and practices by children and staff according to the MUSD State Emergency Management Plan. Staff participates in annual emergency training and the supplies and emergency equipment are monitored and resupplied on an ongoing basis. The Student Safety Plan also includes student behavior, from student discipline to threat assessments, intervention plans, and positive behavior management plans.

Last updated: 1/10/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	0	0	24.0	0	1	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	2.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	4.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	3.0	1	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.1	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.

Last updated: 1/10/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14390.0	\$4841.0	\$9549.0	\$79255.0
District	N/A	N/A	\$12469.0	\$58613.0
Percent Difference – School Site and District	N/A	N/A	-26.5%	29.9%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	36.9%	23.8%

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

Last updated: 1/12/2018

Types of Services Funded (Fiscal Year 2016-17)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources. A variety of services are funded including, but not limited to teacher, secretarial, janitorial, building maintenance, instructional aides, ongoing utilities and instructional supplies, transportation, and food services.

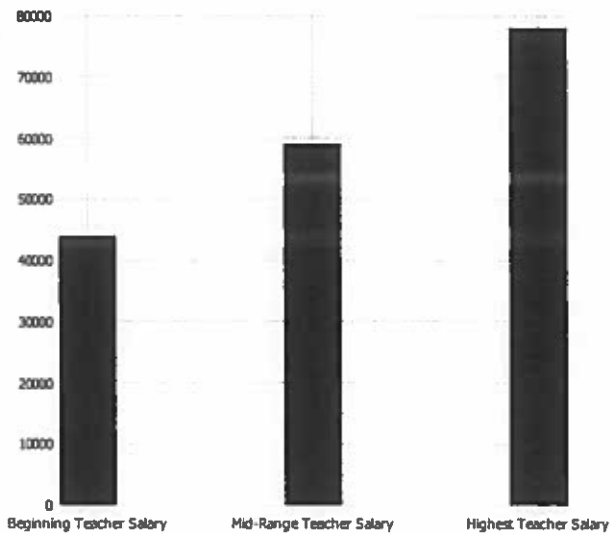
Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

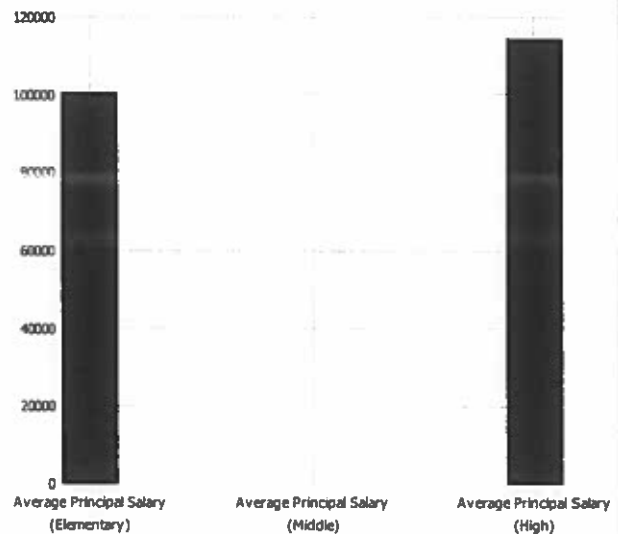
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,000	\$41,164
Mid-Range Teacher Salary	\$59,000	\$61,818
Highest Teacher Salary	\$78,000	\$84,567
Average Principal Salary (Elementary)	\$100,528	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$114,413	\$101,955
Superintendent Salary	\$121,723	\$126,855
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

Professional Development

Each fall, Mendocino Unified School District teachers attend 4.5 days of professional development training. The focus of the training for the last couple of years has been Positive Behavior Intervention and Support (PBIS) and the transition to the state Common Core Standards. In addition, individual teachers attend a variety of trainings pertinent to their area of instruction throughout the school year. Teachers are also working to implement our newly adopted ELA and math curriculum.



Comptche Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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Kim Humrichouse, Principal

Principal, Comptche Elementary

About Our School

We believe that every student can learn. We provide clear and challenging standards for student performance in alignment with current California Common Core Standards and adopted curricula. Personal responsibility for learning and participation in a vibrant educational setting are expectations for all Comptche students, the teachers, instructional assistants, and volunteers. Individual students are provided support to help them reach their full potential. The teachers, instructional assistants, students, and parent volunteers form a family-style educational environment. The particular mission of the Comptche Elementary School is to maintain ties to the community and families of young students. At the end of third grade, students matriculate to the Mendocino K-8 School in the town of Mendocino.

Contact

Comptche Elementary
31301 Comptche-Ukiah Rd.
Comptche, CA 95427-0144

Phone: 707-937-0515
E-mail: khumrichouse@mcn.org

About This School

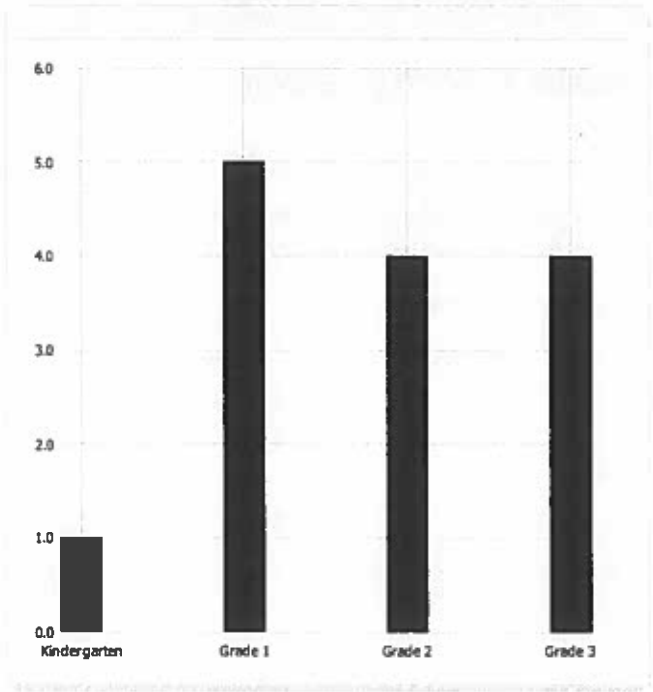
Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Mendocino Unified	School Name	Comptche Elementary
Phone Number	(707) 937-5868	Street	31301 Comptche-Ukiah Rd.
Superintendent	Jason Morse	City, State, Zip	Comptche, Ca, 95427-0144
E-mail Address	jmorse@mcn.org	Phone Number	707-937-0515
Web Site	http://www.mendocinoused.org	Principal	Kim Humrhouse, Principal
		E-mail Address	khumrhouse@mcn.org
		County-District-School (CDS) Code	23655816025142

Last updated: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	1
Grade 1	5
Grade 2	4
Grade 3	4
Total Enrollment	14



Last updated: 1/12/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	7.1 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	28.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	64.3 %
Two or More Races	0.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.1 %
English Learners	21.4 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

Last updated: 1/12/2018

A. Conditions of Learning

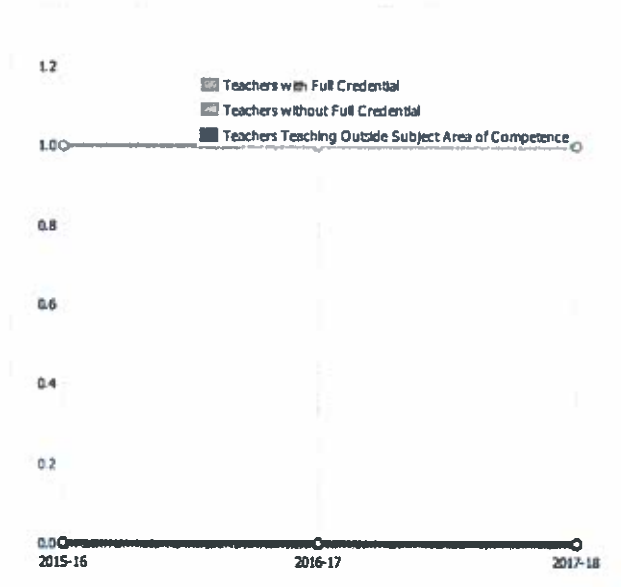
State Priority: Basic

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

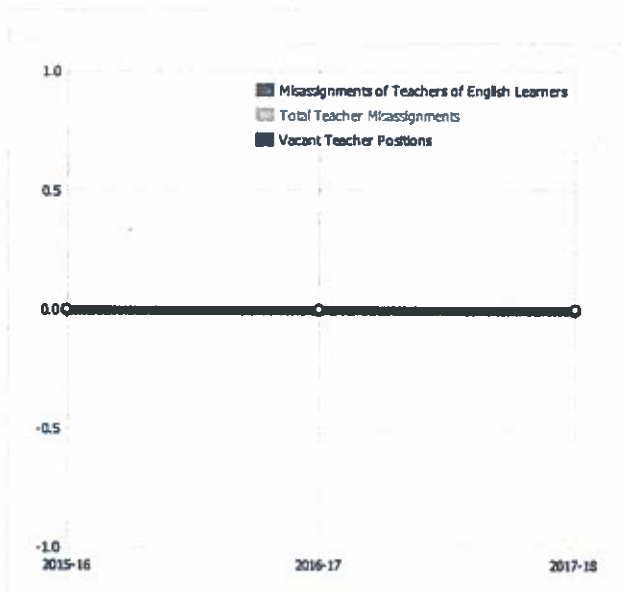
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	1	44
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/12/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/12/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Super Kids	Yes	0.0 %
Mathematics	Bridges in Mathematics	Yes	0.0 %
Science	NA		0.0 %
History-Social Science	NA		0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2018

School Facility Conditions and Planned Improvements

The school meets most or all standards of good repair. Deficiency noted, if any, are not significant and/or impact a very small area of the school. The FIT indicated a "good" status for the school.

Last updated: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermh Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating **Good**

Last updated: 1/12/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)			52%	57%	48%	48%
Mathematics (grades 3-8 and 11)			46%	49%	36%	37%

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.

Last updated: 1/12/2018

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 area of physical education

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 2017-18)

Complete parents are provided with the district's Parent Involvement Policy annually. Parents are provided opportunities to participate. Parents also participate in the School Site Council for Mendocino K-8 students. Parents always participate in Individual Education Plan meetings, parent conferences, and school events. Parents volunteer regularly in alignment with our MUSD Board Policies and Title One Parent Involvement Policy. Parents volunteer in a variety of capacities from field trips to musical productions, feasts, and celebrations. Parents have the opportunity to serve as members of the PTO.

State Priority: Pupil Engagement

Last updated: 1/12/2018

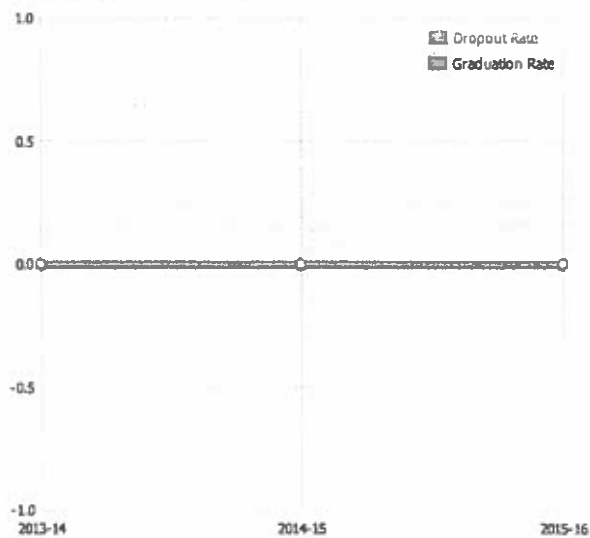
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	86.3%	83.7%	93.2%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



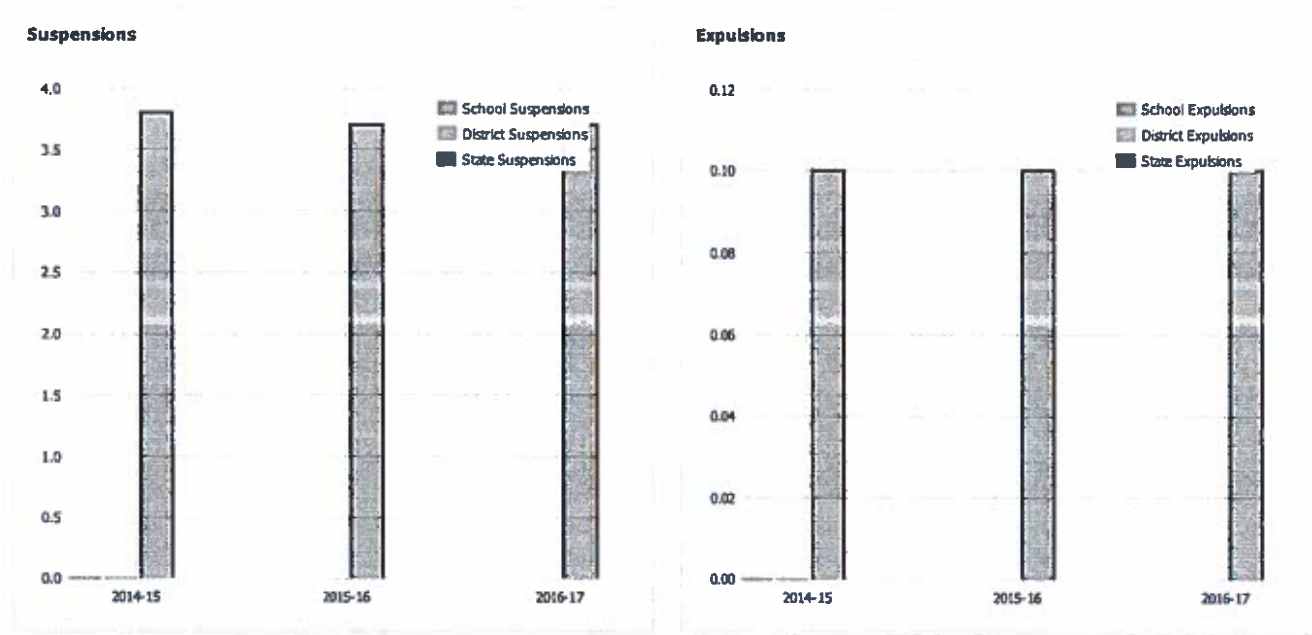
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	-	-	-	-	-	-	3.8%	3.7%	3.7%
Expulsions	-	-	-	-	-	-	0.1%	0.1%	0.1%



Last updated: 1/12/2018

School Safety Plan (School Year 2017-18)

Comptche School is part of our K-8 Schools Safety Plan. This includes empathy education, violence prevention education, and routine drills and practice procedures for safety. Comptche School is part of the district's EMS/NIMS emergency plan. Staff receives regular and ongoing training in Sexual Harassment, Behavioral Emergencies, Threat Assessment, and Pandemic Awareness. Staff follows the MUSD protocol for safety behavioral issues.

Last updated: 1/12/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.0	1	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	20.0	1	0	0	14.0	1	0	0

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

Last updated: 1/12/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other	0.1	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.

Last updated: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12202.0	\$2418.0	\$9784.0	\$59972.0
District	N/A	N/A	\$12469.0	\$58613.0
Percent Difference – School Site and District	N/A	N/A	-24.1%	2.3%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	39.3%	-3.9%

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

Last updated: 1/12/2018

Types of Services Funded (Fiscal Year 2016-17)

There are a variety of services funded including, but not limited to: teachers, secretarial, janitorial, building maintenance, ongoing utilities, instructional aides, instructional supplies, transportation, support services, and food services. In addition, other funds, such as grants and donations provide additional funds for extra curricular activities and technology.

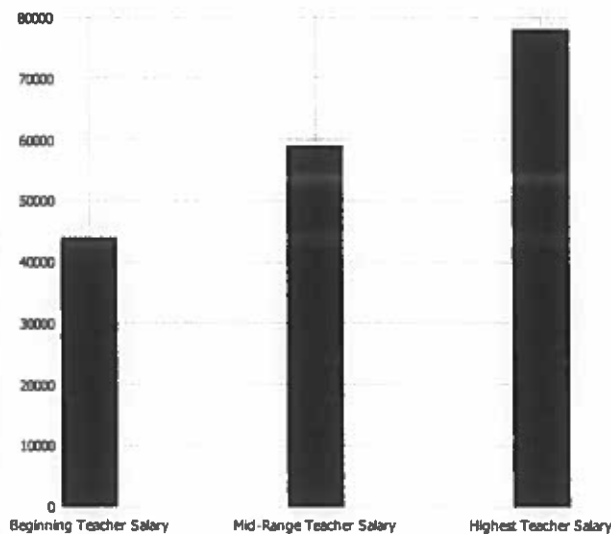
Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

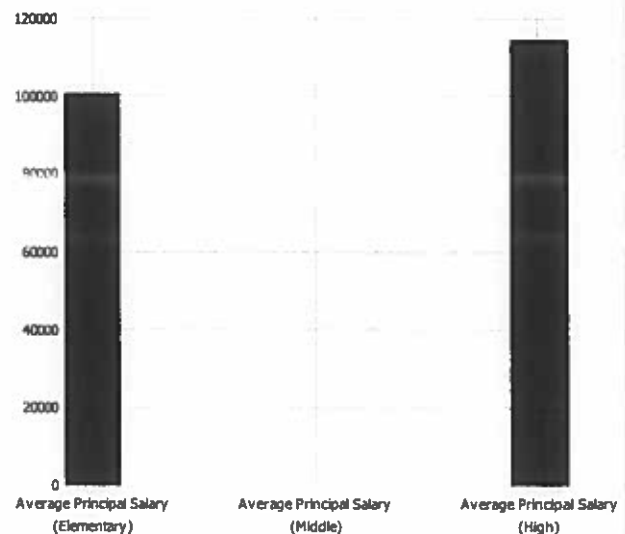
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,000	\$41,164
Mid-Range Teacher Salary	\$59,000	\$61,818
Highest Teacher Salary	\$78,000	\$84,567
Average Principal Salary (Elementary)	\$100,528	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$114,413	\$101,955
Superintendent Salary	\$121,723	\$126,855
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

Teacher Salary Chart



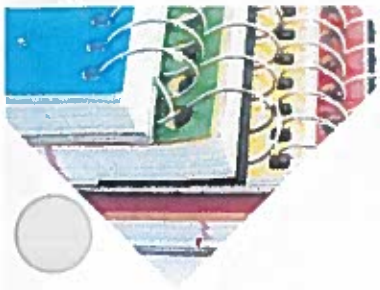
Principal Salary Chart



Last updated: 1/12/2018

Professional Development

Each fall Mendocino Unified School District teachers attend 4.5 days of professional development training. The focus of the training for the last couple of years has been Positive Behavior Intervention and Support (PBIS), and the transition to the state Common Core Standards. Teachers are also working to implement our new ELA and math curriculum. In addition, teachers attended training to help support the implementation of the new math program, Bridges in Mathematics. Individual teachers attend a variety of trainings pertinent to their area of instruction throughout the school year.



Mendocino High Schools

Tobin Hahn • Principal
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10700 Ford Street • Mendocino, CA 95460
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Grades 9-12
CDS Code 23-65581-2333185

SARC

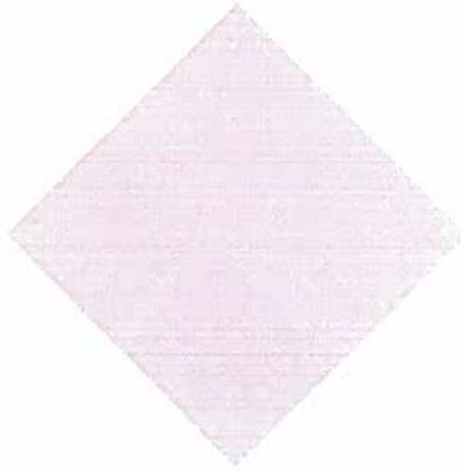
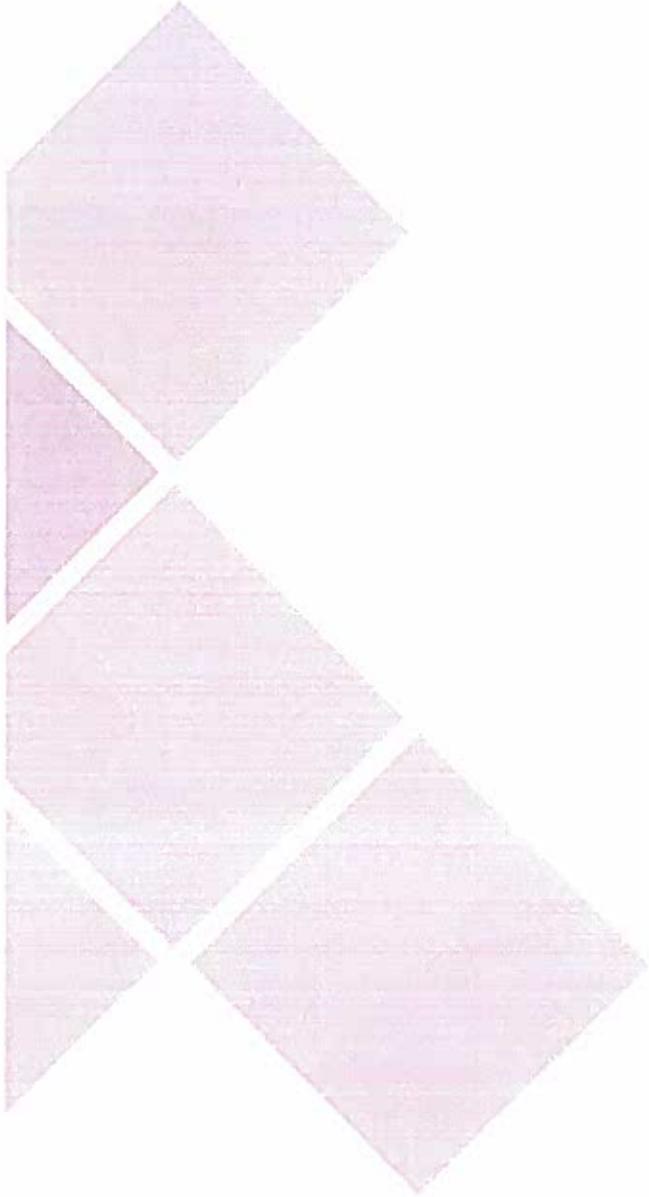
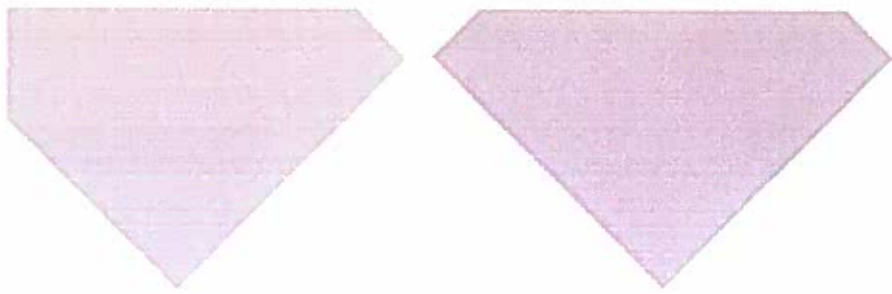
2016-17
School Accountability
Report Card
Published in 2017-18



Mendocino USD

Mendocino Unified School District • 44141 Little Lake Road Mendocino, CA 95460 • www.mendocinoused.org

Jason Morse, Superintendent • jmorse@mcn.org • (707) 937-5868



Principal's Message

The original Mendocino High School was built in 1893 overlooking the village of Mendocino and the Pacific Ocean. Today, the main hallway proudly displays 120 years of graduating classes, a visual representation of the continuity of the community. The Mendocino High School and Mendocino Community High School together serve about 200 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.

School Mission Statement

The Mendocino High Schools honor the district motto of "Learn, Explore, Create" by providing a variety of challenging educational and extracurricular programs that empower each student to strive for academic and personal excellence.

School Vision Statement

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st century.

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), Music 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@mendocinoussd.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:

- A comprehensive and Safety and Environmental Management Systems (SEMS)-compliant district emergency-preparedness plan
- Ongoing training for staff in child-abuse reporting
- Strict enforcement of harassment (including cyberbullying) and sexual-harassment policies; these policies are clearly posted and provided to all employees
- Staff training in suicide prevention and awareness
- Clear school discipline policies
- Cultural awareness and diversity training
- Education and reinforcement of behavioral expectations and safety standards required of students
- Assessment, identification, and referral of students with social or emotional needs for intervention services

The school safety plan was most recently reviewed, updated and discussed with school faculty in January 2018.

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.



Learn. Explore. Create.



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.



Board Priorities

Develop and expand community partnerships and communication

Increase learning and achievement for all students, families and staff

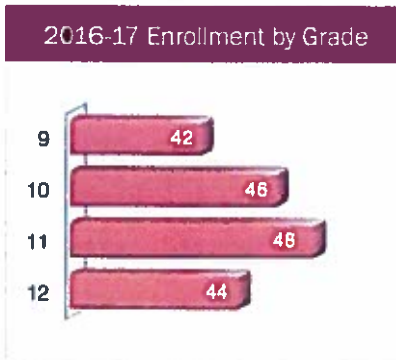
Plan wisely for the future while maintaining fiscal integrity

Maintain and improve the physical plant



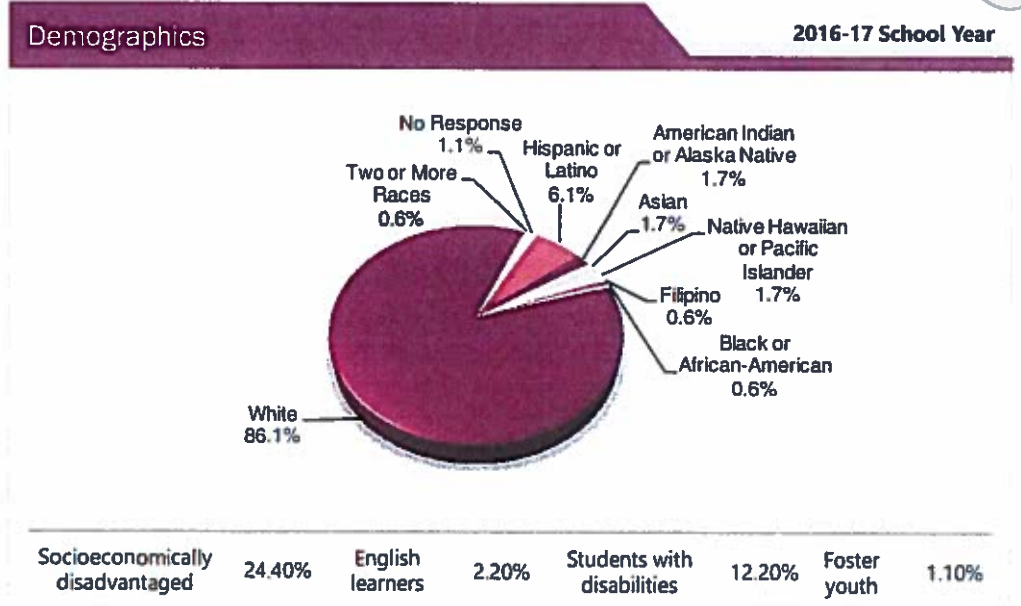
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Enrollment by Student Group

The total enrollment at the school was 180 students for the 2016-17 school year. The pie chart displays percentage of students enrolled in each group.



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. The PFT measures six key fitness areas:

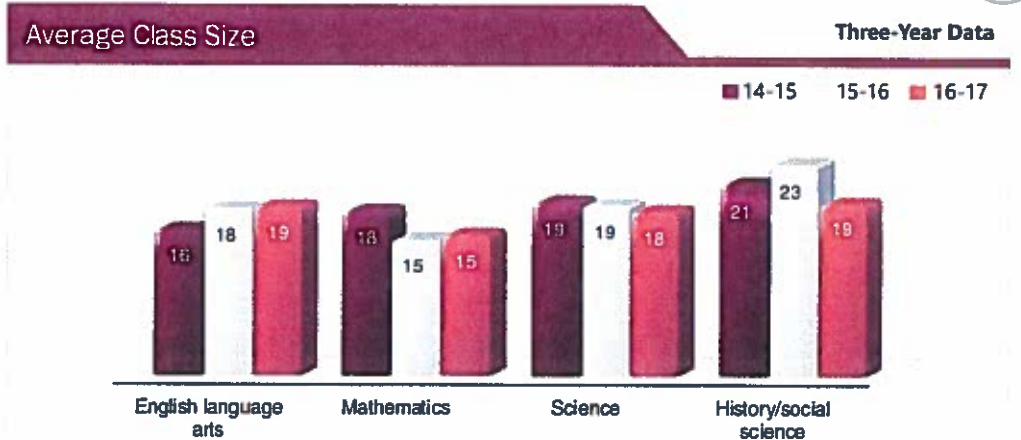
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

2016-17 School Year	
Grade 9	
Four of six standards	13.3%
Five of six standards	16.7%
Six of six standards	56.7%

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.



Subject	2014-15									2015-16									2016-17								
	Number of Students									Number of Students									Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+									
English language arts	9	4		7	3		7	3		7	3		7	3		7	3										
Mathematics	7	3		10			8	1		8	1		8	1		8	1										
Science	5	5		8	1		8	1		8	1		8	1		8	1										
History/social science	6	4		4	2		4	2		4	2		4	2		4	2										

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Mendocino HS		Mendocino USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	67%	70%	67%	69%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Mendocino HS		Mendocino USD		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	62%	87%	52%	57%	48%	48%
Mathematics	39%	54%	46%	49%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetetermine.asp.

Federal Intervention Program		2017-18 School Year	
	Mendocino HS	Mendocino USD	
Program Improvement status	Not Title I	Not in PI	
First year of Program Improvement	✦	✦	
Year in Program Improvement	✦	✦	
Number of schools currently in Program Improvement		1	
Percentage of schools currently in Program Improvement		33.30%	

✦ Not applicable. The school and district are not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

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 Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards

2016-17 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	48	45	93.75%	86.67%
Male	21	19	90.48%	73.68%
Female	27	26	96.30%	96.15%
Black or African-American	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇
Asian	◇	◇	◇	◇
Filipino	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇
White	41	39	95.12%	87.18%
Two or more races	◇	◇	◇	◇
Socioeconomically disadvantaged	15	14	93.33%	71.43%
English learners	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇
Foster youth	◇	◇	◇	◇

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	48	46	95.83%	54.35%
Male	21	19	90.48%	47.37%
Female	27	27	100.00%	59.26%
Black or African-American	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇
Asian	◇	◇	◇	◇
Filipino	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇
White	41	40	97.56%	57.50%
Two or more races	◇	◇	◇	◇
Socioeconomically disadvantaged	15	14	93.33%	28.57%
English learners	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇
Foster youth	◇	◇	◇	◇

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or 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>.

UC/CSU Admission	2015-16 and 2016-17 School Years	
	Mendocino HS	
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	98.92%	
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	53.06%	

Career Technical Education Programs

Mendocino High School is a recipient of a Career Technical Education Implementation Grant and is currently working to improve the quality of its CTE pathways. For a small school, Mendocino High School offers students a variety of pathways, some of which are integrated with core academic programs, articulated with local community colleges and connected to local industries. The following pathways and courses are offered:

- Cabinetmaking, Millwork and Woodworking Pathway
 - Woodworking I/II, Advanced Woodworking
- Design, Visual, and Media Arts Pathway
 - Desktop Publishing, 2-D Design, 3-D Design, Ceramics, Photography, AP 2D Design
- Production and Managerial Arts Pathway
 - Introduction to Multimedia, Radio Production, Music Production, Theater Tech
- Engineering and Technology Pathway
 - E-Lab, Electronics
- Food Service and Hospitality Pathway
 - Culinary
- Plant and Soil Science Pathway
 - Horticulture, Botany

The district CTE advisory committee has members representing Lawrence Berkeley National Laboratory, Mendocino Solar Service, Laser Line, BaNK Media, KOZT 95.3 FM "The Coast", Mendocino Theater Company, College of Redwoods Woodworking, Mendocino Art Center, Mendocino Theater Company, Bay Area Theatersports, Dirt Cheap Landscape Supply, and the Salmon Restoration Association.

Many of the CTE courses offer are also A-G approved and meet rigorous academic standards. CTE students work in collaboration with academic classes. For example, Media students collaborate with students in academic courses to produce content such as podcasts and art classes have worked with computer programming classes to produce artwork for video games. Students wanting to complete the Plant and Soil Science pathway must complete Biology to qualify for Botany.

In addition, many students with special needs participate in a workability program to develop transferable skills for job readiness and explore potential career path interests.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2016-17 School Year	
Percentage of total enrollment enrolled in AP courses	46.20%
Number of AP courses offered at the school	6
Number of AP Courses by Subject	
Computer science	1
English	1
Fine and performing arts	0
Foreign language	0
Mathematics	1
Science	2
Social science	1

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	
2016-17 Participation	
Number of pupils participating in a CTE program	112
Percentage of pupils who completed a CTE program and earned a high school diploma	28%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	6%



Student Learning Outcomes

Our graduates will be ...

1. **Effective communicators who ...**
 - 1.1 Utilize written, verbal and nonverbal communication to convey significant messages.
 - 1.2. Receive and comprehend the messages of others.
2. **Complex thinkers who ...**
 - 2.1. Are competent in accessing and analyzing information from a variety of sources.
 - 2.2. Employ critical thinking and problem-solving in a variety of situations.
3. **Self-directed learners who ...**
 - 3.1. Function successfully, both independently and in collaborative settings.
 - 3.2. Seek enrichment and work to build on their strengths to ensure success in a rapidly changing world.
4. **Responsible citizens who ...**
 - 4.1. Display positive behaviors and attitudes toward themselves and others.
 - 4.2. Effect positive change through social responsibility and environmental sustainability in the school community and beyond.

"The original Mendocino High School was built in 1893 overlooking the village of Mendocino and the Pacific Ocean."

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgmrin.asp or www.cde.ca.gov/ci/gc/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2016	
Group	Mendocino HS	Mendocino USD	California
All students	94.23%	100.00%	87.11%
Black or African-American	100.00%	100.00%	79.19%
American Indian or Alaska Native	100.00%	66.67%	80.17%
Asian	100.00%	100.00%	94.42%
Filipino	◆	◆	93.76%
Hispanic or Latino	100.00%	100.00%	84.58%
Native Hawaiian or Pacific Islander	◆	◆	86.57%
White	91.43%	100.00%	90.99%
Two or more races	◆	◆	90.59%
Socioeconomically disadvantaged	86.67%	100.00%	85.45%
English learners	100.00%	100.00%	55.44%
Students with disabilities	66.67%	100.00%	63.90%
Foster youth	◆	◆	68.19%

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. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	13-14	14-15	15-16	13-14	14-15	15-16
Mendocino HS	97.44%	93.02%	97.96%	2.60%	4.70%	0.00%
Mendocino USD	86.27%	83.67%	93.22%	11.80%	12.20%	5.10%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

◆ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

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.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Edge 2014 B: Student Edition</i>	2015
Reading/language arts	Literature-based curriculum	2001
Reading/language arts	Modern World Literature, McDougal Littell	2001
Mathematics	<i>The Practice of Statistics</i> , Fifth Edition (AP)	2015
Mathematics	Algebra 2 and Precalculus, College Preparatory Math (CPM)	2013
Mathematics	<i>Calculus</i> , 2nd Edition; CPM	2015
Mathematics Common Core	<i>Core Connections: Geometry</i> , CPM	2013
Mathematics Common Core	<i>Core Connections: Algebra</i> , CPM	2013
Mathematics Common Core	<i>Core Connections: Algebra 2</i> , CPM	2014
Science	<i>Environmental Science for AP</i> , Second Edition	2015
Science	<i>Biology</i> , Prentice Hall	2004-05
Science	<i>Chemistry</i> (1997)	2004-05
Science	<i>Conceptual Physics</i>	2011
Science	<i>Earth Science</i> , McGraw-Hill	2004-05
History/social science	<i>A Young People's History of the United States</i>	2015
History/social science	<i>United States History and Government</i> , Prentice Hall	2003
History/social science	<i>World History: Traditions & Encounters</i> , McGraw-Hill	2008

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	
2017-18 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	
2017-18 School Year	
Data collection date	9/14/2017

Quality of Textbooks

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

Quality of Textbooks		2017-18 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



"Each student is supported in developing a sense of responsibility to self and to the local and global community."

School Facilities

The original Mendocino High School, one of two original schools in the county, was built in 1893. That building stood for more than 50 years before being replaced in the late 1940s. A Mendocino Beacon newspaper article from 1946 said, "fifty-three years has this good old building struggling with the elements of weather and faithfully has it served as an educational sanctorum. The time has come when the repair and upkeep are too great for the value received." Some 70 years later, the main campus building is itself nearing replacement and/or modernization age and a bond measure is likely within the next four years.

The main building and oldest structure sits on the highest part of the school property and has nine classrooms, a library, computer lab, teachers' lounge and main office. A separate newer building houses the gym, locker rooms, multipurpose room and two additional classrooms. The Community School is housed in another newer building with a great room, office, three classrooms, a kitchen and small meeting room. The lower part of the campus includes another computer lab, media lab and woodshop. The newest part of the campus is the Performing Arts Center and band room.

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. The grounds are cleaned and maintained throughout the day by both the custodial and maintenance staff.

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 very low incidence of vandalism, theft or fights among students. The school has an open-campus policy, which allows students to go into town during brunch and lunch breaks. All school activities during and after school are well supervised by staff.

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.

School Facility Good Repair Status		2017-18 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)	Fair	
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	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/4/2017	
Date of the most recent completion of the inspection form	10/4/2017	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Systems	Repair partially functional air handler. Plans are made for H.S. renovation.	2020	
Interior	Walls need patching, painting, countertops need replacement. Plans are made for H.S. renovation.	2020	
Cleanliness	Overwhelming amount of items stored. Clean and remove items. Create more storage space.	2018	
Structural	Roof peeling and leaking. Repair roof.	2017	
External	Rusted or failing doors and windows. Replace doors and windows.	2022	

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.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Mendocino USD	Mendocino HS		
	17-18	15-16	16-17	17-18
Teachers				
With a full credential	44	17	20	18
Without a full credential	0	0	1	0
Teaching outside subject area of competence (with full credential)	2	3*	3*	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Mendocino HS		
	15-16	16-17	17-18
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Each fall, Mendocino Unified School District teachers attend three days of professional-development training.

The focus of the training for the last couple of years has been education in order to prepare today's students for their future. The three days of training occur at the beginning of the school year, plus three minimum days spaced throughout the year. In addition, individual teachers attend a variety of trainings pertinent to their area of instruction throughout the school year.

Professional development is focused on Social Emotional Learning (SEL) as well as the implementation of Positive Behavioral Interventions and Supports (PBIS). The staff received a one-day training on SEL techniques and a half-day training on Trauma Informed Practices, both provided by Collaborative Learning Solutions. These topics were selected to support the implementation of PBIS. Staff worked with the Mendocino County Office of Education to develop and implement PBIS. Staff learning at bimonthly staff meetings focused on calibration of expectations, correctives and consequences to support classroom teachers in implementing PBIS.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Mendocino HS	4.5 days	4.5 days	4.5 days

* Each teacher teaching outside area of competence is only teaching one subject (equal to 0.2 FTE) that is outside their credential area, however they are legal under Ed. code.



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).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	179
Support Staff	
	FTE
Social/behavioral counselor	0.5
Career development counselor	0.5
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	2.0
Other	FTE
Student activities/athletic director	0.5

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$17,639
Expenditures per pupil from restricted sources	\$3,410
Expenditures per pupil from unrestricted sources	\$14,229
Annual average teacher salary	\$61,184



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Mendocino HS			
	14-15	15-16	16-17
Suspension rates	3.8%	6.1%	8.9%
Expulsion rates	0.0%	0.0%	0.0%
Mendocino USD			
	14-15	15-16	16-17
Suspension rates	10.0%	7.0%	10.0%
Expulsion rates	0.0%	0.2%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Financial Data

The financial data displayed in this SARC is from the 2015-16 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 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.

District Salary Data		2015-16 Fiscal Year	
	Mendocino USD	Similar Sized District	
Beginning teacher salary	\$44,000	\$41,164	
Midrange teacher salary	\$59,000	\$61,818	
Highest teacher salary	\$78,000	\$84,567	
Average elementary school principal salary	\$100,528	\$96,125	
Average high school principal salary	\$114,413	\$101,955	
Superintendent salary	\$121,723	\$126,855	
Teacher salaries: percentage of budget	33%	32%	
Administrative salaries: percentage of budget	8%	6%	

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.

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		2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Mendocino HS	\$14,229	\$61,184	
Mendocino USD	\$12,469	\$60,161	
California	\$6,574	\$62,381	
School and district: percentage difference	+14.1%	+1.7%	
School and California: percentage difference	+116.4%	-1.9%	

Mendocino Alternative

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.

Tobin Hahn, Principal

Principal, Mendocino Alternative

About Our School

All Mendocino High Schools honor the district motto of "Learn, Explore, Create" by providing a variety of challenging educational and extracurricular programs that empower each student to strive for academic and personal excellence.

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st Century.

Contact

Mendocino Alternative
45220 Coveo St.
Mendocino, CA 95460-1154

Phone: 707-937-5871
E-mail: thahn@mnsdstudents.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Mendocino Unified	School Name	Mendocino Alternative
Phone Number	(707) 937-5868	Street	45220 Covebo St.
Superintendent	Jason Morse	City, State, Zip	Mendocino, Ca, 95460-1154
E-mail Address	jmorse@mcn.org	Phone Number	707-937-5871
Web Site	http://mendocinoused.org	Principal	Tobin Hahn, Principal
		E-mail Address	thahn@musdstudents.org
		Web Site	http://www.mendocinoused.org
		County-District-School (CDS) Code	23655812330306

Last updated: 12/21/2017

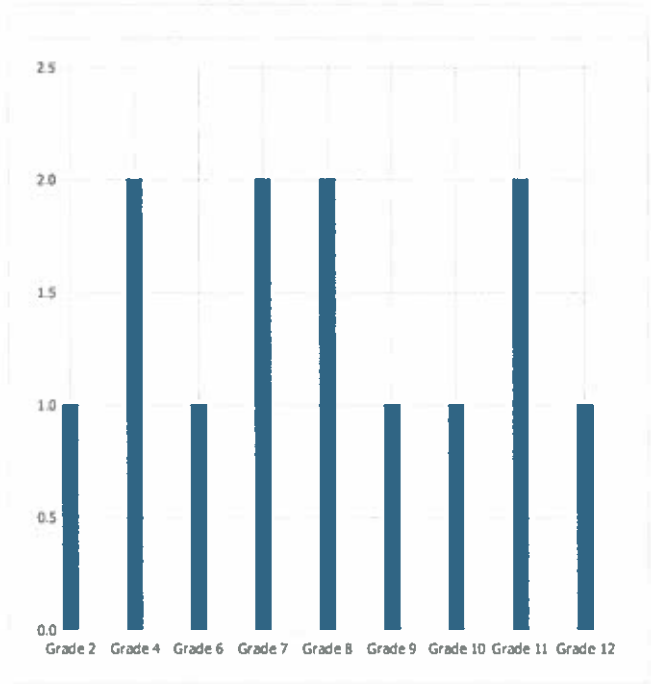
School Description and Mission Statement (School Year 2017-18)

Mendocino Alternative School (MAS) provides a home school/independent study alternative educational choice for students who desire an alternative to traditional classroom instruction. It provides for students whose learning styles are not best met by classroom instruction and for students who require short term or part time independent study courses to meet particular educational needs. MAS also provides for students whose lives make regular school attendance difficult or impossible. The program draws students from outside the district as well as students who live within the district. Mendocino Alternative School provides a caring, challenging, compassionate and creative environment that encourages students to be continuous learners. Student flourish under individual guidance, with coursework tailored to meet graduation requirements, personal interests, talents, pace, and ability. The program prepares students for success in community colleges, vocational or technical school, and/or full time employment.

Last updated: 12/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 2	1
Grade 4	2
Grade 6	1
Grade 7	2
Grade 8	2
Grade 9	1
Grade 10	1
Grade 11	2
Grade 12	1
Total Enrollment	13



Last updated: 12/21/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	76.9 %
Two or More Races	23.1 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.5 %
English Learners	0.0 %
Students with Disabilities	7.7 %
Foster Youth	0.0 %

Last updated: 12/21/2017

A. Conditions of Learning

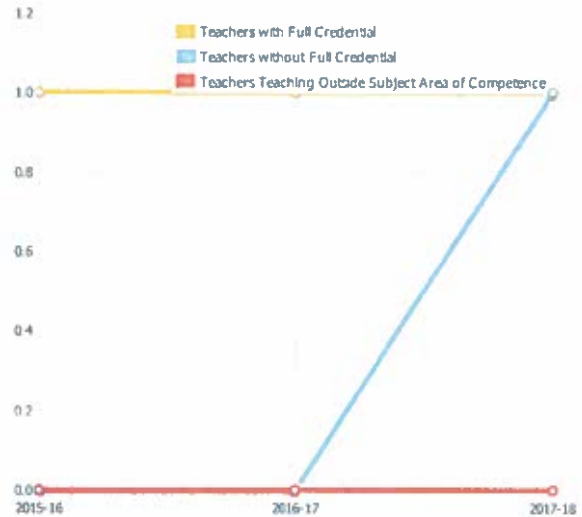
State Priority: Basic

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

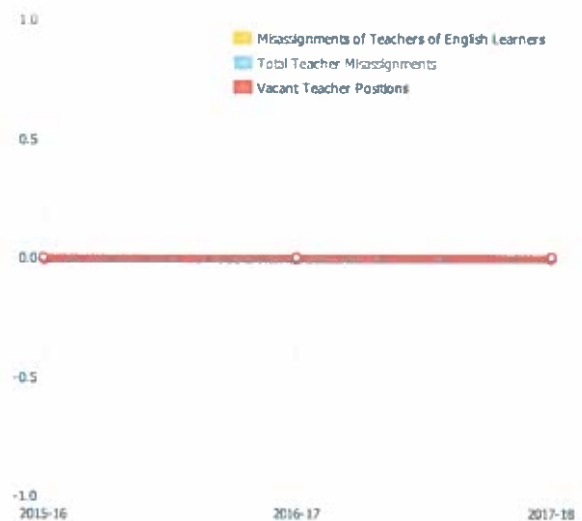
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	1	1	1
Without Full Credential	0	0	1	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/21/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 12/21/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Various depending upon grade of student. See SARC for Mendocino High School.		0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/21/2017

School Facility Conditions and Planned Improvements

Mendocino Alternative School is housed in Mendocino High School. See the Mendocino High School SARC for a report on facilities.

Last updated: 12/21/2017



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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)			52%	57%	48%	48%
Mathematics (grades 3-8 and 11)			46%	49%	36%	37%

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.

Last updated: 12/21/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Percentage of Students Meeting Fitness Standards

Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
-------------	-------------------------------	-------------------------------	------------------------------

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.

Last updated: 12/21/2017

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 2017-18)

Parent involvement is an integral part of the Mendocino Alternative School program. Parents must attend the initial registration meeting and sign the independent study contract. Parents are also encouraged to accompany their child to the weekly instructional meetings with their teacher. Given that students who are enrolled in the MAS program are eligible and encouraged to participate in all extra-curricular activities available through the traditional comprehensive grade level schools in the district. Parents are also encouraged to support these activities through involvement in the site council, booster clubs, fundraisers, field trip chaperones and instructional support.

State Priority: Pupil Engagement

Last updated: 12/21/2017

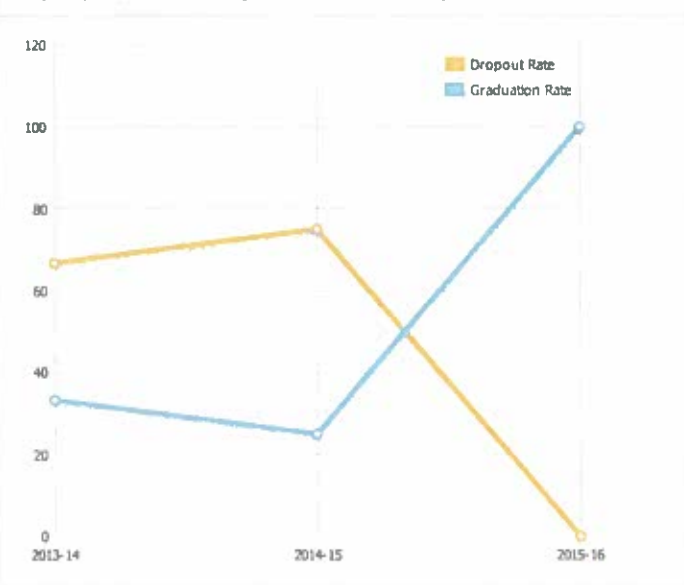
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	66.7%	75.0%	0.0%	11.8%	12.2%	5.1%	11.5%	10.7%	9.7%
Graduation Rate	33.3%	25.0%	100.0%	86.3%	83.7%	93.2%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/21/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	0.0%	100.0%	87.1%
Black or African American	0.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	66.7%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	0.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	0.0%	100.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	0.0%	100.0%	85.5%
English Learners	0.0%	100.0%	55.4%
Students with Disabilities	0.0%	100.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

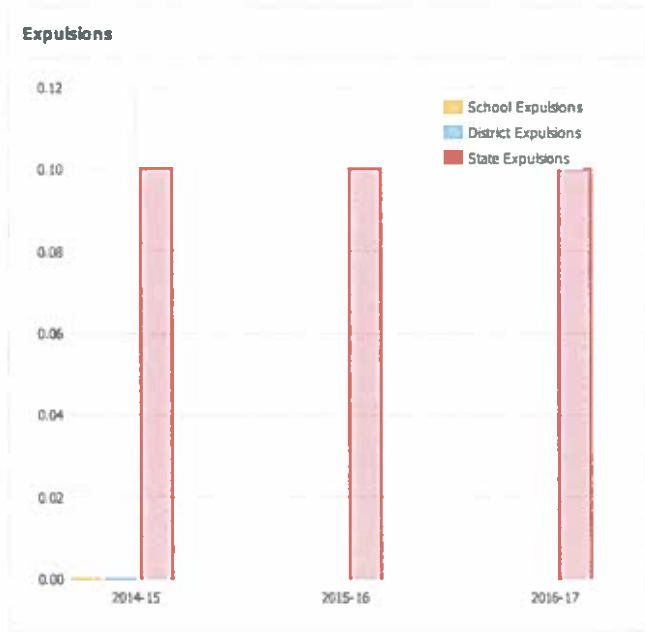
Last updated: 12/21/2017

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 12/21/2017

School Safety Plan (School Year 2017-18)

The School Safety Plan emphasizes the importance of physical, social, and emotional safety to the overall well-being and successful learning of all students. The School Safety Plan includes a comprehensive SEMS/NIMS compliant district Emergency Preparedness Plan. Ongoing training is mandatory for all staff in the areas of child abuse reporting and sexual harassment policies and procedures. The issues regarding personal health, hygiene, nutrition, physical fitness, and healthy lifestyle choices are integrated into the required MAS PE/Health courses.

Last updated: 12/21/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Last updated: 1/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12266.0	\$2068.0	\$10198.0	\$54995.0
District	N/A	N/A	\$12469.0	\$60161.0
Percent Difference – School Site and District	N/A	N/A	-20.0%	-9.0%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	43.2%	-12.6%

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

Last updated: 12/21/2017

Types of Services Funded (Fiscal Year 2016-17)

Individual tutoring is available to help support academic achievement for all Mendocino Alternative School students. In addition, they may supplement their core curriculum and meet individual interests and career technical education needs by taking elective courses available through Mendocino Community High School. Counseling support services are also available through the district and the local Youth Service organization.

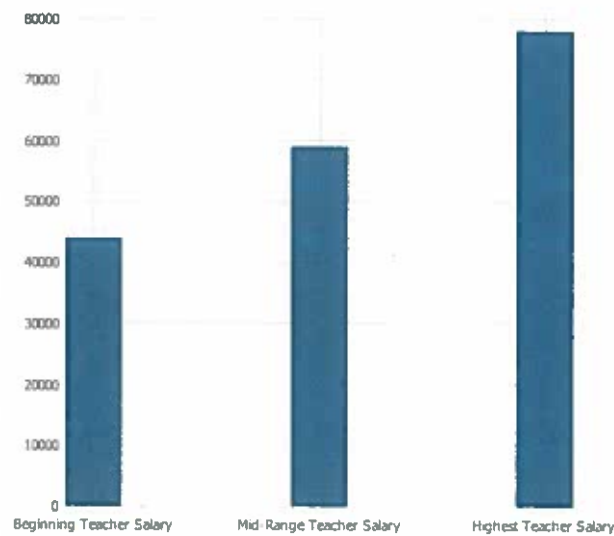
Last updated: 12/21/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

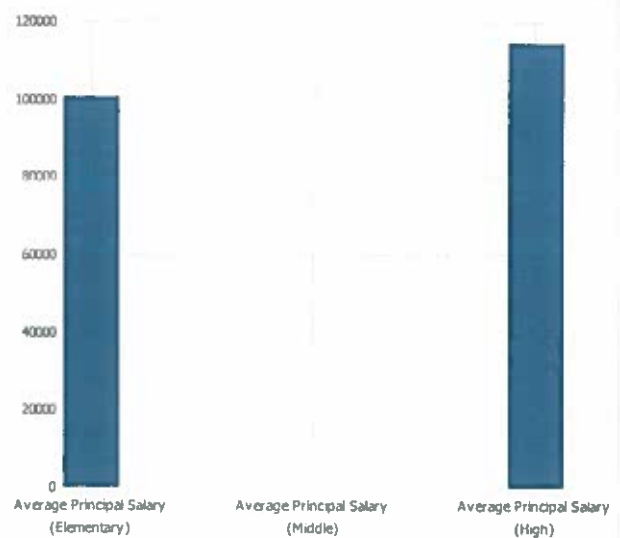
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,000	\$41,164
Mid-Range Teacher Salary	\$59,000	\$61,818
Highest Teacher Salary	\$78,000	\$84,567
Average Principal Salary (Elementary)	\$100,528	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$114,413	\$101,955
Superintendent Salary	\$121,723	\$126,855
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/21/2017

Professional Development

Each fall, Mendocino Unified School District teachers attend 4.5 days of professional development training. The focus of the training for the last couple of years has been on school climate and behavior support. Individual or specialized professional development is available throughout the school year.

Last updated: 12/21/2017



Mendocino Sunrise High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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](#) 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.

Tobin Hahn

Principal, Mendocino Sunrise High

About Our School

All Mendocino High Schools honor the district motto of "Learn, Explore, Create" by providing a variety of challenging educational and extracurricular programs that empower each student to strive for academic and personal excellence.

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st Century.

Contact

Mendocino Sunrise High
10700 Ford Street
Mendocino, CA 95460

Phone: 707-937-5871
E-mail: thahn@msusdstudents.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Mendocino Unified	School Name	Mendocino Sunrise High
Phone Number	(707) 937-5868	Street	10700 Ford Street
Superintendent	Jason Morse	City, State, Zip	Mendocino, Ca, 95460
E-mail Address	jmorse@mcn.org	Phone Number	707-937-5871
Web Site	http://mendocinoused.org	Principal	Tobin Hahn
		E-mail Address	thahn@msdstudents.org
		Web Site	http://www.mendocinoused.org
		County-District-School (CDS) Code	23655812330090

Last updated: 12/21/2017

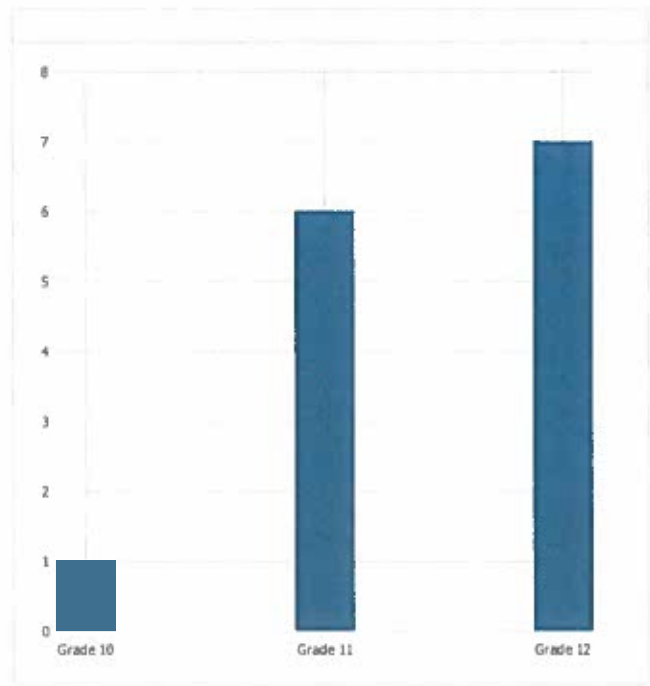
School Description and Mission Statement (School Year 2017-18)

Mendocino Sunrise High School is a small public school with a maximum of 15 students, .8 teachers, and a .2 administrative assistant. Sunrise uses a continuation education model to provide an alternative to Mendocino High School or Mendocino Alternative School. Sunrise staff works to improve attitudes of students towards education and to provide basic skills and knowledge through individualized learning plans and through collaborative learning activities. The continuation program provides an opportunity to make up credits, salvage partial credit when a semester has not been going well, work and study part-time, prepare for the California High School Proficiency Exam or just get a fresh start. Students may also attend any regular high school classes at the end of the Sunrise school day. This relationship between the schools benefits students. They can use acquired credits to complete graduation requirements for any of Mendocino's three high schools. An evaluation meeting with staff, students and parents may result in a student returning to Mendocino High School or Mendocino Alternative School. Success at Sunrise relies on a student's self-awareness and perseverance as the burden of responsibility for achievement is placed upon the student.

Last updated: 12/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	1
Grade 11	6
Grade 12	7
Total Enrollment	14



Last updated: 12/21/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	14.3 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	14.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	71.4 %
Two or More Races	0.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.9 %
English Learners	7.1 %
Students with Disabilities	21.4 %
Foster Youth	0.0 %

Last updated: 12/21/2017

A. Conditions of Learning

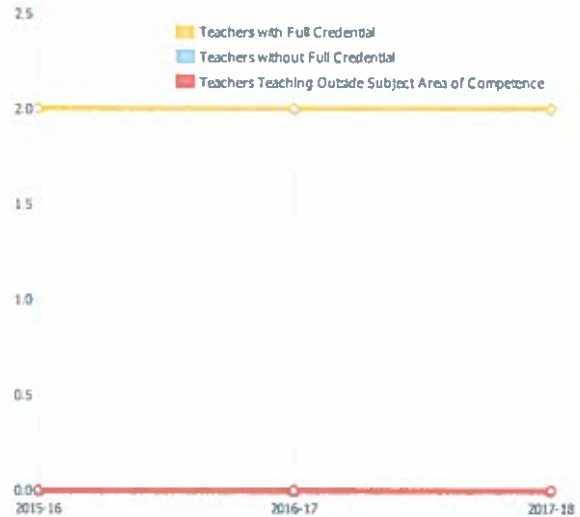
State Priority: Basic

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

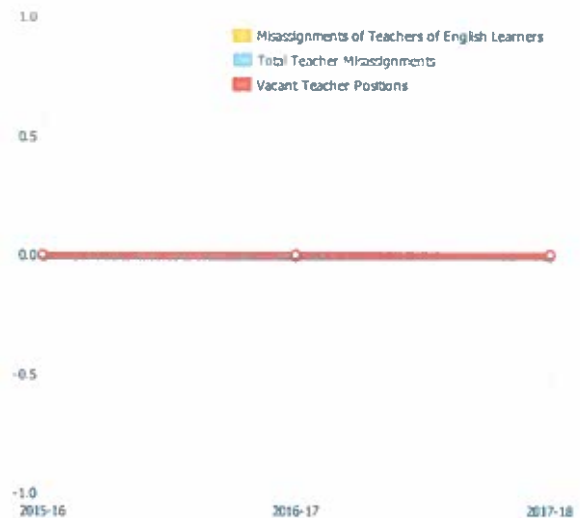
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	2	2	44
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 12/21/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 12/21/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Vocabulary for Achievement/World of Vocabulary/Be a Better Reader	Yes	0.0 %
Mathematics	Key to Algebra I	Yes	0.0 %
Science	Earth Science/Life Science (Globe Fearon)	Yes	0.0 %
History-Social Science	World History Part I/II (Globe Fearon)/America's History and American Government (Steck Vaughn)	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/21/2017

School Facility Conditions and Planned Improvements

The Sunrise School is a single classroom housed in the Mendocino High School. See the FIT results on the Mendocino High School SARC.

Last updated: 12/21/2017

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)			52%	57%	48%	48%
Mathematics (grades 3-8 and 11)			46%	49%	36%	37%

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.

Last updated: 12/21/2017

Career Technical Education Programs (School Year 2016-17)

While the Mendocino Sunrise High School does not offer CTE classes, students are encouraged to take classes from the 6 pathways offered through the comprehensive high school.

Last updated: 12/21/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	-
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	-

State Priority: Other Pupil Outcomes

Last updated: 12/21/2017

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

- Pupil outcomes in the subject area of physical education



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

State Priority: Pupil Engagement

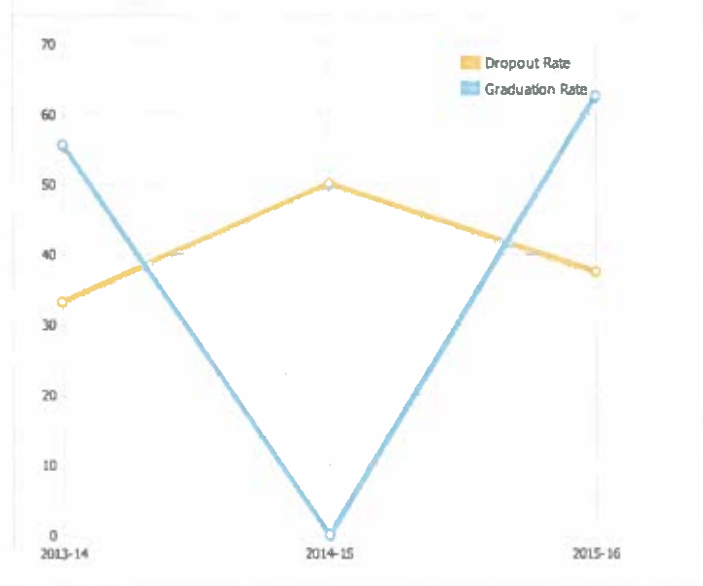
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	33.3%	50.0%	37.5%	11.8%	12.2%	5.1%	11.5%	10.7%	9.7%
Graduation Rate	55.6%	0.0%	62.5%	86.3%	83.7%	93.2%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/21/2017

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	87.1%
Black or African American	0.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	66.7%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	0.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	100.0%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	0.0%	100.0%	55.4%
Students with Disabilities	0.0%	100.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

State Priority: School Climate

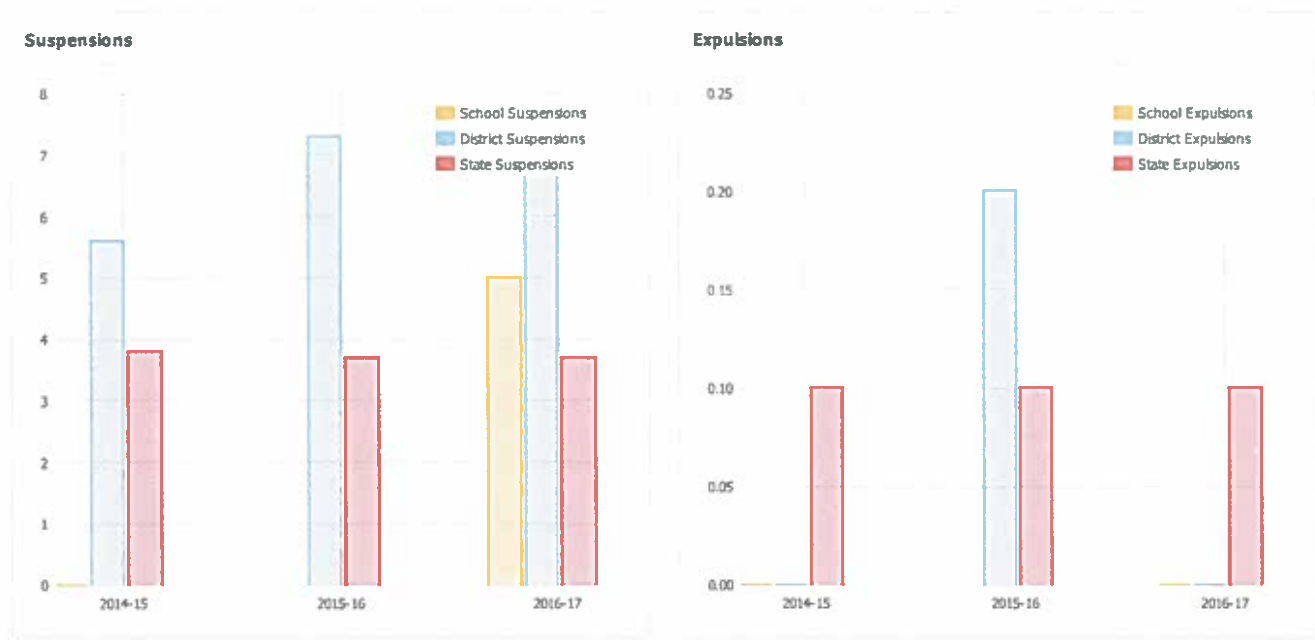
Last updated: 12/21/2017

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	5.0%	5.6%	7.3%	6.7%	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/21/2017

School Safety Plan (School Year 2017-18)

The School Safety Plan emphasizes the importance of physical, social, and emotional safety to the overall well-being and successful learning of all students. The School Safety Plan includes a comprehensive SEMS/NIMS compliant district emergency preparedness plan. Ongoing training is mandatory for all staff in the areas of child abuse reporting and sexual harassment policies and procedures. Teen issues regarding personal health, hygiene, nutrition, physical fitness, and healthy lifestyle choices are integrated into the required health and science courses. Class is also supplemented with guest speakers and career guidance counseling.

Last updated: 12/21/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Last updated: 1/12/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5.0	1	0	0	10.0	1	0	0	0.0	0	0	0
Mathematics	5.0	1	0	0	10.0	1	0	0	14.0	1	0	0
Science	5.0	1	0	0	10.0	1	0	0	14.0	1	0	0
Social Science	5.0	1	0	0	10.0	1	0	0	14.0	2	0	0

* 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.

Last updated: 12/21/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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.

Last updated: 12/21/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$2385.0	\$13442.0	\$74523.0
District	N/A	N/A	\$12468.0	\$60161.0
Percent Difference - School Site and District	N/A	N/A	7.5%	21.3%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference - School Site and State	N/A	N/A	68.6%	17.7%

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

Last updated: 12/21/2017

Types of Services Funded (Fiscal Year 2016-17)

Funding supports additional services of a mental health counselor, a High School Career Technician and instructional aides as well as district funded afternoon elective offerings. Resource teachers regularly communicate with staff and spend time helping students during the school day. Students may take career technical education courses funded through the county CTC ROP program in theatre arts, woodworking or photography.

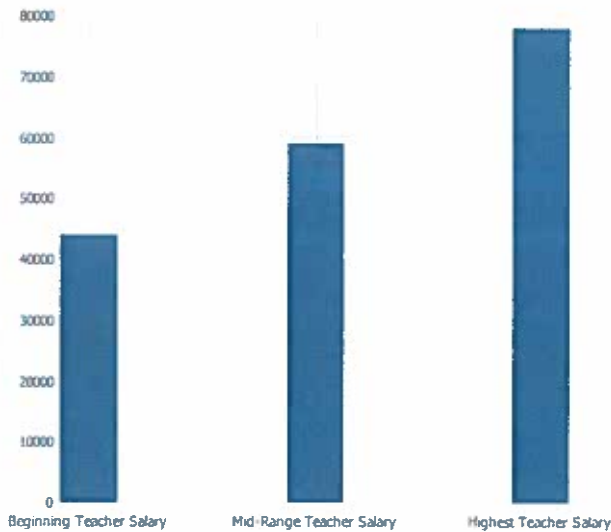
Last updated: 12/21/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

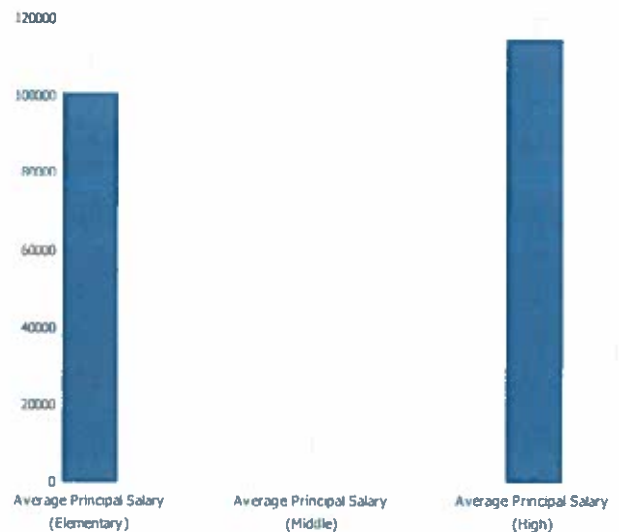
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,000	\$41,164
Mid-Range Teacher Salary	\$59,000	\$61,818
Highest Teacher Salary	\$78,000	\$84,567
Average Principal Salary (Elementary)	\$100,528	\$96,125
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Superintendent Salary	\$121,723	\$126,855
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart

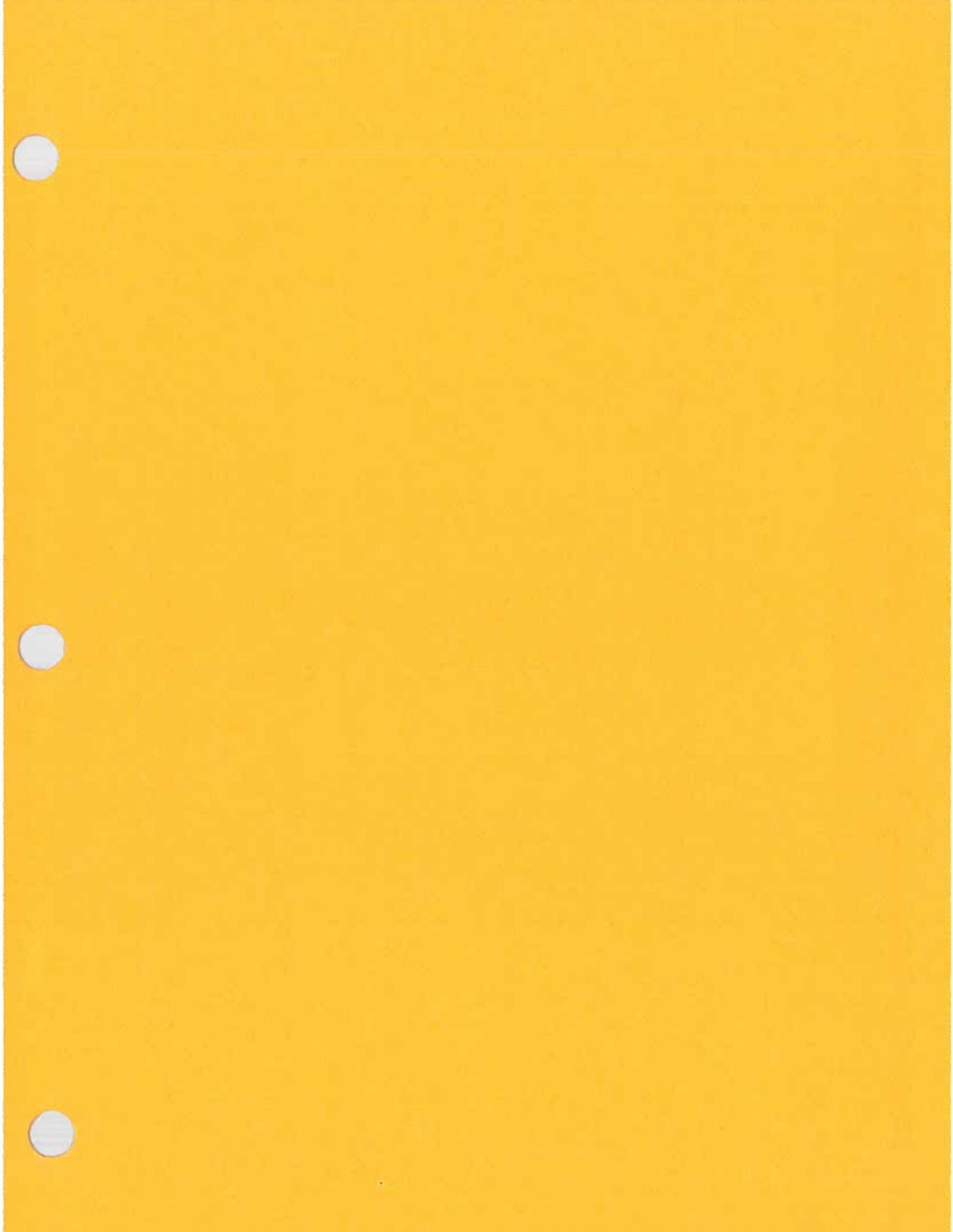


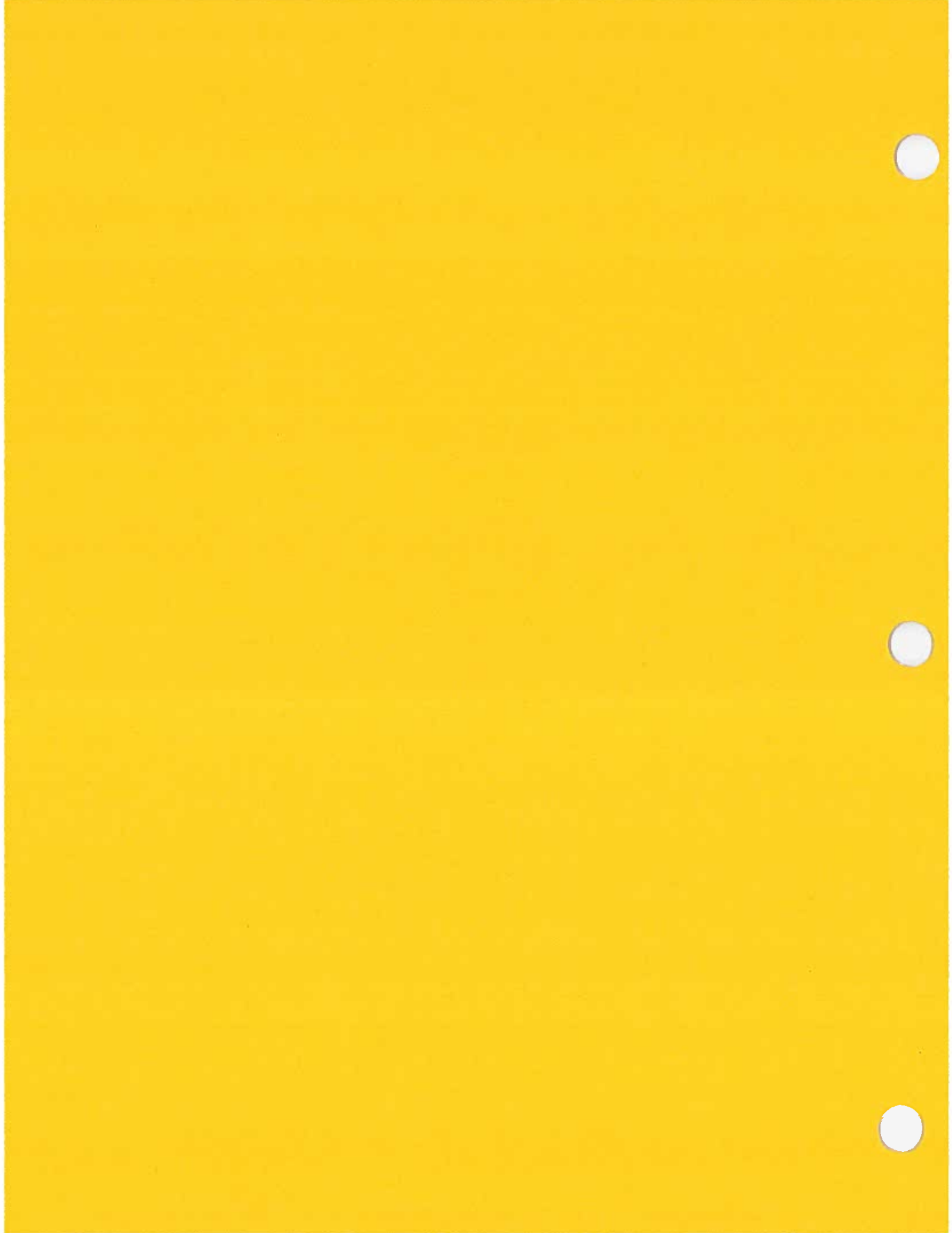
Last updated: 12/21/2017

Professional Development

Each fall, Mendocino Unified School District teachers attend 4.5 days of professional development training. The focus of the training for the last couple of years has been on school climate and behavior support. Individual or specialized professional development is encouraged throughout the school year.

Last updated: 12/21/2017





2017-18 Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186]

District: Mendocino Unified

Person completing this form: Susan Strom

Quarterly Report Submission Date: (check one)

October 2017 (July, Aug, Sept 2017) 1st Quarter
 January 2018 (Oct, Nov, Dec 2017) 2nd Quarter
 April 2018 (Jan, Feb, March 2018) 3rd Quarter
 July 2018 (April, May, June 2018) 4th Quarter

Date for information to be reported publicly at governing board meeting: 1/18/18

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

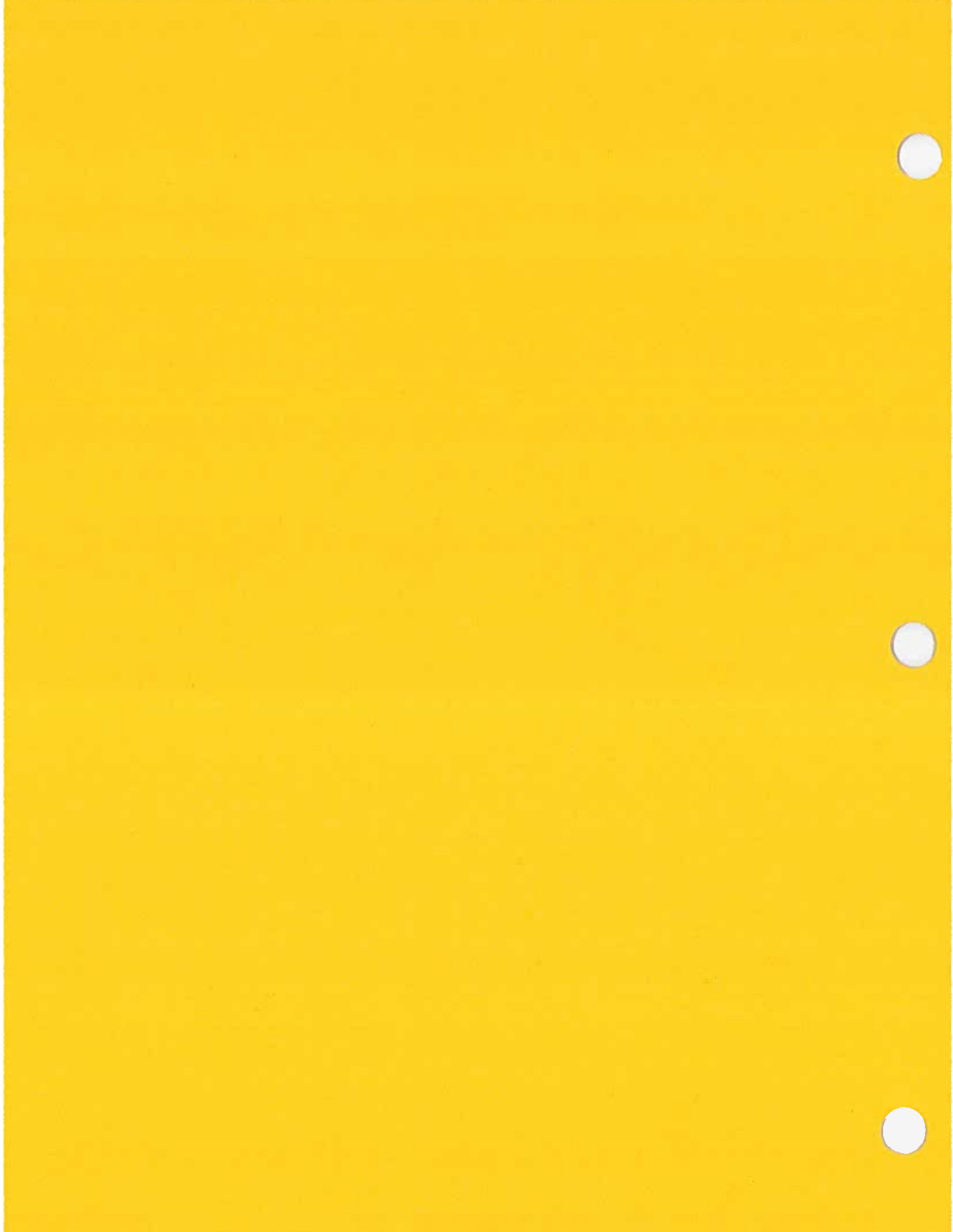
General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction & Services	0		
TOTALS	0		

Susan Strom / [Signature] 11/12/18
 Signature of Person Completing this form Date

 Signature of County Superintendent Date

Forwarded a copy of this completed report to the County Board of Education





Bylaws of the Board

Conflict of Interest

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the Board member, designated employee, or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member, designated employee, or other person in a designated position makes a governmental decision when he/she, acting within the authority of his/her office or position, authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090) than three years), then the district may enter into the contract as long as the affected Board member discloses the remote interest and abstains from the matter.***

A Board member shall not be considered to be financially interested in a contract in which he/she has only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract in which his/her interest is a "noninterest" as defined in Government

Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of his/her spouse/ registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

DESIGNATED POSITIONS AND THE DISCLOSURE CATEGORY ASSIGNED

The following are "designated positions" as defined in Section 200 of the Conflict of Interest and Disclosure Code. All persons holding these positions are designated persons and are deemed to participate in making of decisions, which may foreseeably have a material effect on a financial interest:

A. Disclosure Categories 1, 2, 3 for the following designated positions:

- Board Members
- Superintendent
- Business Manager
- Mendocino Community Network (MCN) Manager

B. Disclosure Categories 2, 3, 4 for the following designated positions:

- Principals
- Maintenance and Operations Supervisor
- Transportation Supervisor
- Project Manager

C. Disclosure Categories 1, 4

- Members of School Facilities Oversight Committee

D. Disclosure Category 5

Consultant as defined in Disclosure Categories 5 (Except a nonvoting member appointed in accordance with the provisions of Education Code 35012.)

Legal Reference: EDUCATION CODE

1006 Qualifications for holding office

35107 School district employees

35230-35240 Corrupt practices, especially:

35233 Prohibitions applicable to members of governing boards 41000-41003 Moneys received by school districts

41015 Investments FAMILY CODE

297.5 Rights, protections, and benefits of registered domestic partners GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers 1125-1129

Incompatible activities

81000-91014 Political Reform Act of 1974, especially: 82011 Code reviewing body

82019 Definition, designated employee 82028 Definition, gift

82030 Definition, income

82033 Definition, interest in real property 82034 Definition, investment

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code 87500 Statements of economic interests 89501-89503 Honoraria and gifts

89506 Ethics; travel

91000-91014 Enforcement PENAL CODE

85-88 Bribes

REVENUE AND TAXATION CODE

203 Taxable and exempt property - colleges CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially: 18700-18707 General prohibitions

18722-18740 Disclosure of interests 18750.1-18756 Conflict of interest codes COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850) Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261 Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655 Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511 ATTORNEY GENERAL OPINIONS

92 Ops.Cal.Atty.Gen. 26 (2009)

92 Ops.Cal.Atty.Gen. 19 (2009)

89 Ops.Cal.Atty.Gen. 217 (2006)

86 Ops.Cal.Atty.Gen. 138(2003)

85 Ops.Cal.Atty.Gen. 60 (2002)

82 Ops.Cal.Atty.Gen. 83 (1999)

81 Ops.Cal.Atty.Gen. 327 (1998)

80 Ops.Cal.Atty.Gen. 320 (1997)

69 Ops.Cal.Atty.Gen. 255 (1986)

68 Ops.Cal.Atty.Gen. 171 (1985)

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Food Service Operations/Cafeteria Fund

Payments for Meals

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

At the beginning of the school year, and whenever a student enrolls during the school year, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year
4. Posting the policy on the district's web site
5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance

In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

Students and their parents/guardians shall be notified whenever their account has a low or negative balance. Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be

notified in writing that full payment is due within seven school days from the date of the notice.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services. The district will use the following process:

- 1. Write a letter to the family in question inviting them to apply for free/reduced meals and keep a copy of the letter.**
- 2. If no response to the letter, an administrator can fill out an application on the family's behalf. Show zero income. Document the reasons why the district believes there is a need.**
- 3. District can then process as with any application.**

The Superintendent or designee may enter into a repayment plan with a student's parents/guardians for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

The Superintendent or designee shall make three written attempts to collect unpaid meal charges. The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the CDE using the online Child Nutrition Information and Payment System.

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 220.14)

U.S. Department of Agriculture Foods

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

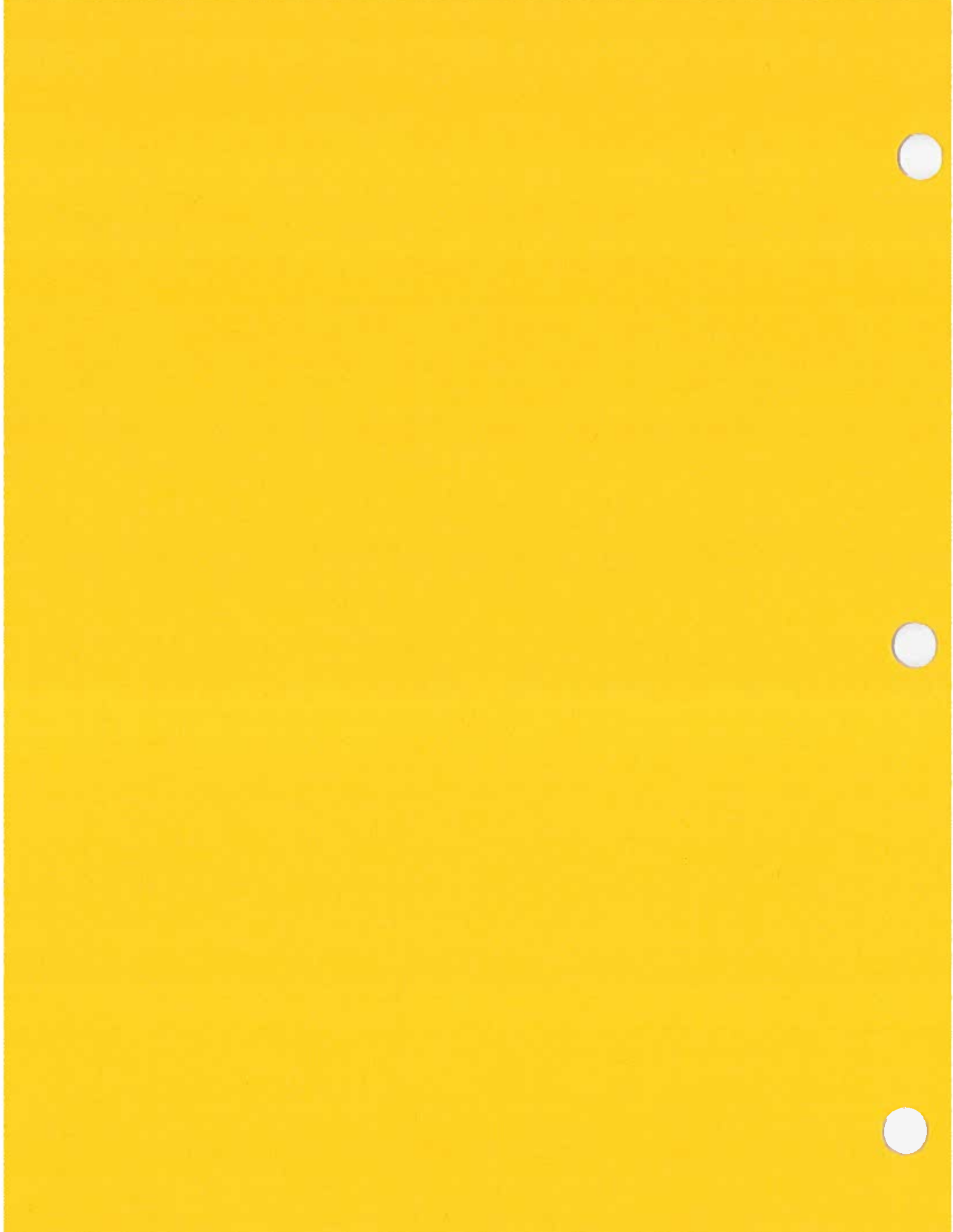
Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment

of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

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Mendocino Unified School District

Cafeteria/Wellness Report

2017-18

PE Minutes at the K-8

Grade	Minutes per Week
K	125-170
1	125-170
2	100-145
3	100-145
4	135
5	135
6	140
7	140
8	140

Free and Reduced Lunch Program

Year	% FRL
2017-18	41%
2016-17	36%
2015-16	42%
2014-15	39%
2013-14	36%
2012-13	33%

Student Meal Participation

November 2015	November 2016	November 2017
Breakfast – 88/day Lunch – 176/day	Breakfast - 52/day Lunch - 130/day	Breakfast – 67/day Lunch – 130/day

CA Physical Fitness Test – 5th Grade

Students Within Healthy Fitness Zone

	One-Mile Run	Body Mass Index	Curl-Up	Trunk Lift	Push-Up	Shoulder Stretch
2010	85%	95%	74%	86%	77%	NA
2011	88%	81%	96%	81%	94%	100%
2012	80%	74%	88%	9%	77%	66%
	Aerobic Capacity	Body Composition	Upper Body Strength	Trunk Extension Strength	Abdominal Strength	Flexibility
2013	81%	81%	71%	14%	91%	81%
2014	94%	77%	74%	26%	97%	68%
2015	57%	66%	80%	60%	86%	74%
2016	41%	49%	56%	77%	82%	53%
2017	64%	59%	86%	86%	96%	57%
2017	62%	59%	64%	85%	71%	72%

CA Physical Fitness Test – 7th Grade

Students Within Healthy Fitness Zone

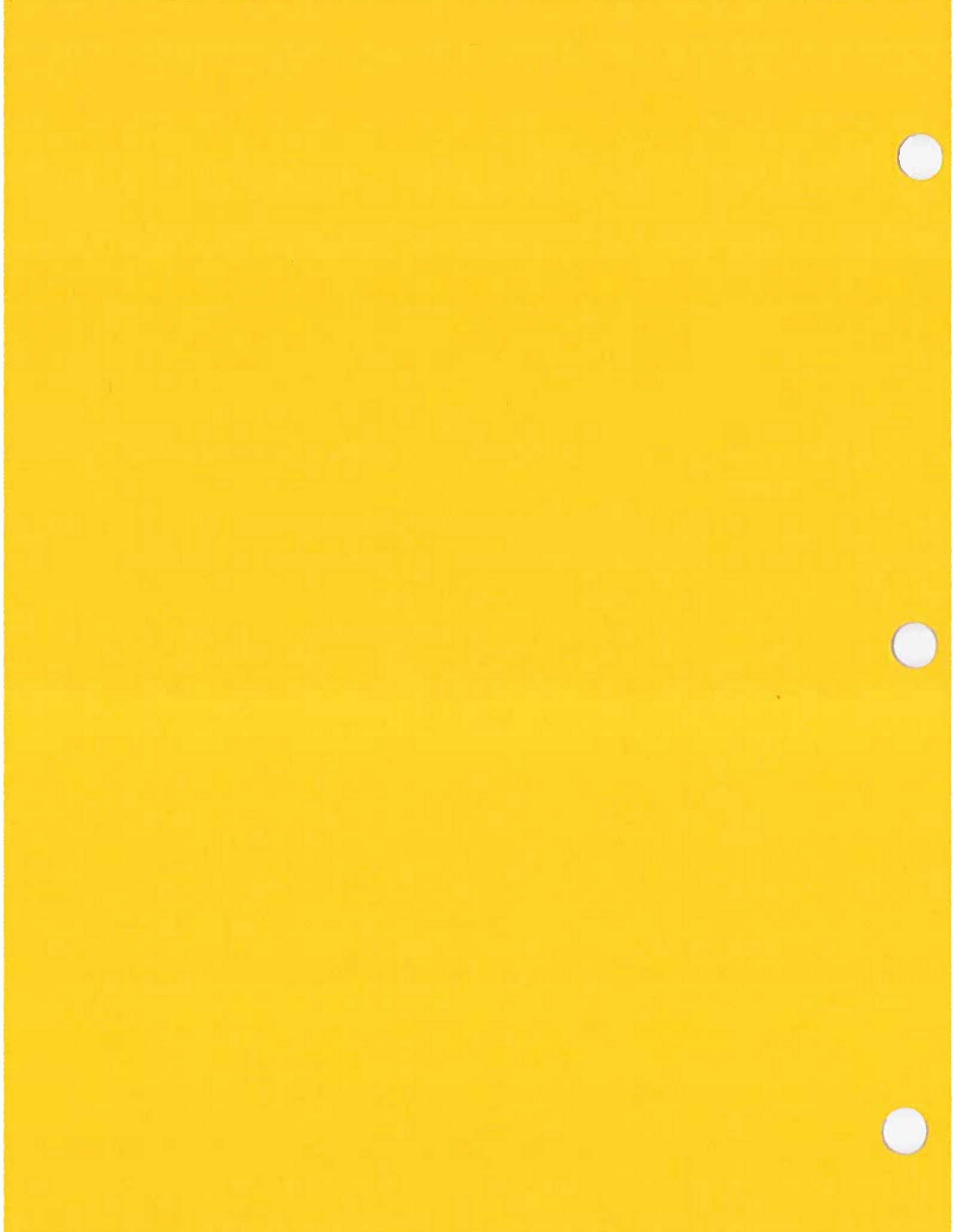
	One-Mile Run	Body Mass Index	Curl-Up	Trunk Lift	Push-Up	Shoulder Stretch
2010	62%	95%	77%	90%	82%	NA
2011	57%	69%	95%	79%	81%	95%
2012	93%	79%	89%	49%	76%	71%
	Aerobic Capacity	Body Composition	Upper Body Strength	Trunk Extension Strength	Abdominal Strength	Flexibility
2013	79%	70%	77%	64%	96%	55%
2014	80%	74%	80%	44%	89%	72%
2015	78%	75%	69%	50%	94%	72%
2016	84%	81%	72%	53%	91%	60%
2017	61%	79%	55%	64%	85%	82%
2017	65%	61%	67%	87%	80%	80%

CA Physical Fitness Test – 9th Grade

Students Within Healthy Fitness Zone

	One-Mile Run	Body Mass Index	Curl-Up	Trunk Lift	Push-Up	Sit and Reach
2010	60%	82%	86%	74%	86%	68%
2011	81%	68%	88%	83%	87%	72%
2012	75%	69%	98%	98%	87%	80%
	Aerobic Capacity	Body Composition	Upper Body Strength	Trunk Extension Strength	Abdominal Strength	Flexibility
2013	69%	76%	94%	90%	100%	57%
2014	84%	88%	78%	98%	90%	84%
2015	76%	78%	91%	96%	94%	94%
2016	83%	71%	95%	100%	98%	95%
2017	66%	71%	83%	95%	98%	93%
2017	62%	63%	71%	90%	83%	84%





Resolution 2018-01
Mendocino Unified School District
Mendocino, California
Mendocino County, California

AMEND JOINT EXERCISE OF POWERS AGREEMENT AND BYLAWS
OF
NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP (NCSIG)

WHEREAS, Mendocino Unified School District is a Member of Northern California Schools Insurance Group and the NCSIG Board of Directors reviewed and approved the proposed amendment to the Joint Powers Agreement of NCSIG on December 7, 2017; and

WHEREAS; the NCSIG Board of Directors also reviewed and approved the proposed Amendment to the Bylaws of NCSIG on December 7, 2017;

NOW THEREFORE BE IT RESOLVED THAT:

The Board of Trustees of Mendocino Unified School District hereby approves the Amendments to the NCSIG Joint Exercise of Powers Agreement and the NCSIG Bylaws Amended and Restated dated December 7, 2017.

PASSED AND ADOPTED by the Board of Directors of the Mendocino Unified School District this January 18, 2018 by the following vote:

President Michael Schaeffer _____
Clerk Jessica Grinberg _____
Trustee Mark Morton _____
Trustee Windspirit Aum _____
Trustee Jim Gay _____

STATE OF CALIFORNIA
COUNTY OF MENDOCINO

I, Jessica Grinberg, Secretary/Clerk of the Mendocino Unified Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of the resolution adopted by the Board of Trustees at a regularly called and conducted meeting held on said date.

Clerk/Secretary of Board of Trustees

SUMMARY OF NCSIG JPA AGREEMENT CHANGES
APPROVED BY THE NCSIG BOARD OF DIRECTORS ON
December 7, 2017

The NCSIG JPA Agreement is subject to review and amendment due to administration and/or environmental changes affecting the JPA.

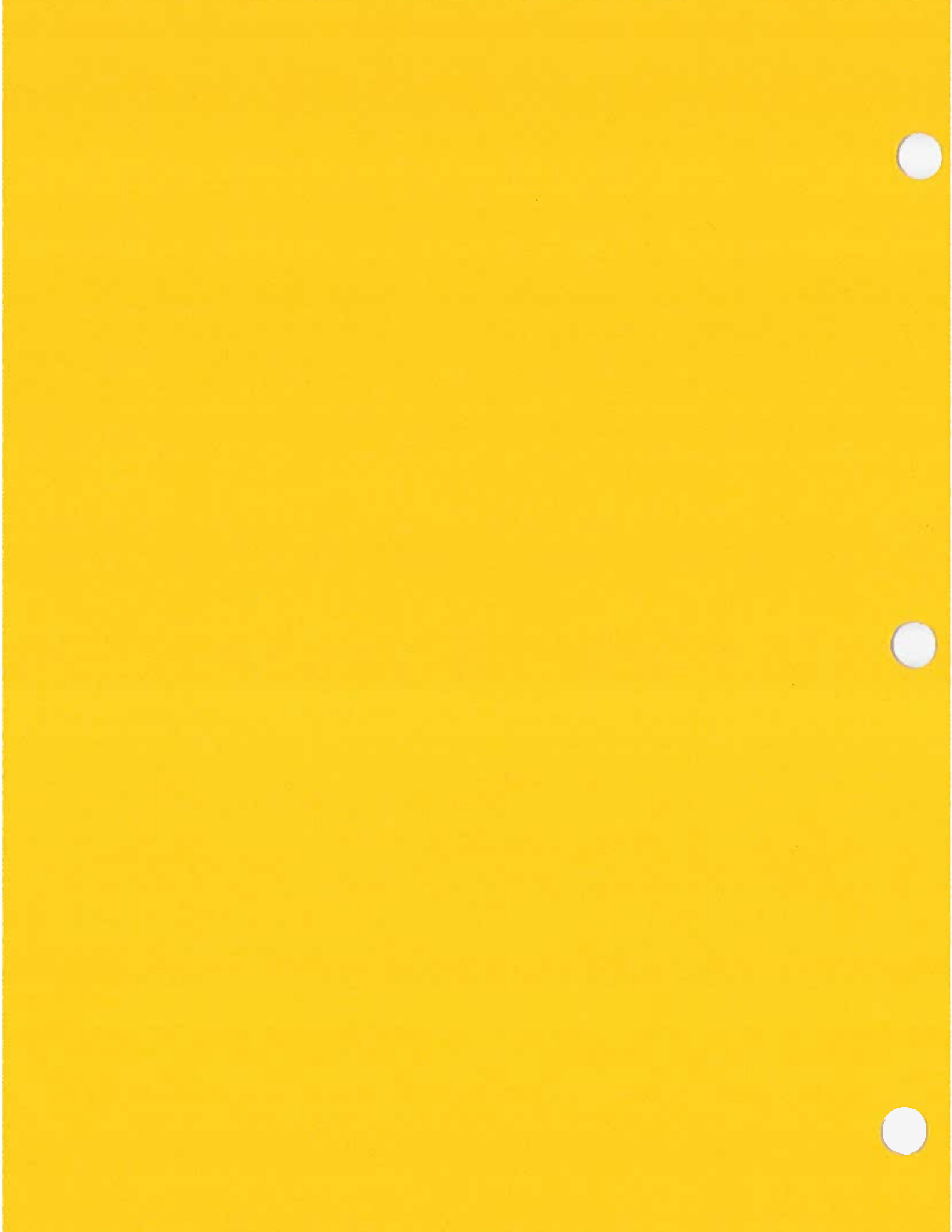
The last NCSIG JPA Agreement amendments were approved by the NCSIG Board of Directors at its November 2, 2006 meeting and subsequently approved by the necessary two-thirds of the NCSIG membership.

NCSIG administration has taken the opportunity to update the NCSIG JPA Agreement to make the content more current and amenable to CAJPA Accreditation requirements.

Change highlights include:

1. Revised Title of Agreement to read “A Joint Exercise of Powers Agreement.”
2. Changed terminology from “group purchasing or self-insuring of liability and property insurance” to read: “joint program for liability and property damage protection.”
3. Revised “Functions of NCSIG.”
4. Revised “Bylaws” section to clarify the effective date of amendments.
5. Revised “Withdrawal or Removal from Membership” requiring 3 years membership in NCSIG before a voluntary termination and clarification of involuntary termination of membership.
6. Revised “Termination of Agreement,” “Disposition of Property and Funds”, and “Liability” sections as noted.
7. Added and revised “Definitions” to coincide with those defined in Bylaws.
8. Revised JPA “Board Resolution” for execution by new members of NCSIG.





Students

Child Abuse Reporting Procedures

*****Note:** Pursuant to Education Code 44691, as amended by AB 1432 (Ch. 797, Statutes of 2014), the California Department of Education (CDE) is required to disseminate information to all school districts regarding the detection and reporting of child abuse and to provide guidance on the responsibilities of mandated reporters. See the CDE web site for information and resources.***

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

*****Note:** AB 1775 (Ch. 264, Statutes of 2014) amended Penal Code 11165.1 to revise the definition of sexual exploitation to also include knowingly downloading, streaming, or accessing through any electronic or digital media a film, photograph, videotape, video recording, negative, or slide in which a child is engaged in an act of obscene sexual conduct.***

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 (cf. 4119.21/4219.21/4319.21 Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

*****Note:** Education Code 44807 provides that physical control of a student under the conditions specified in item #3 below is not subject to criminal prosecution or penalties.***

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be

privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

*(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5144 Discipline)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity) (cf. 6145.2 - Athletic Competition)

****Note: Pursuant to Penal Code 11165.15, as added by AB 652 (Ch. 486, Statutes of 2013), the fact that a child is homeless or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect.****

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

****Note: The following definition of "mandated reporters" does not list non-school persons (e.g., physicians, clergy members) who are also mandated to report suspected child abuse or neglect and may be revised to reflect additional positions applicable to the district as specified in Penal Code 11165.7.****

****Note: Penal Code 11165.7 clarifies that volunteers whose duties require direct contact with and supervision of children are not mandated reporters. However, the law encourages volunteers to obtain training in the identification and reporting of child abuse and neglect and to report known or suspected incidents of child abuse or neglect.****

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

*****Note:** Penal Code 11166 specifies that a mandated reporter has a duty to report when acting in his/her professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, like other private citizens, he/she has the discretion whether or not to make a report. ***

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

*****Note:** Pursuant to Penal Code 152.3, it may be a misdemeanor, with specified exceptions, for a witness to not report a murder, rape, or lewd or lascivious act as defined in Penal Code 288 where the victim is under age 14. Persons who fail to report such offenses may be subject to a fine and/or imprisonment. ***

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

*****Note:** Penal Code 11166.01 provides that it may be a crime, punishable by a fine and/or imprisonment, for a supervisor or administrator to knowingly inhibit or impede a mandated reporter from making a report. ***

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the

known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance) Reporting Procedures

1. Initial Telephone Report

*****Note:** Penal Code 11165.9 specifies the agencies that are authorized to receive reports of suspected child abuse and neglect, as detailed in the following paragraph. The agency must accept a report even if it lacks subject matter or geographical jurisdiction to investigate the case; the agency is then responsible for referring the case to an agency with proper jurisdiction. ***

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

*****Note:** It is recommended that the district's administrative regulation include the name, address, and phone number of the appropriate agencies in its area. ***

(Name of appropriate agency)

(Address)

(Phone number)

*****Note:** The following paragraph is optional. ***

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

*****Note:** Pursuant to Penal Code 11168, the Department of Justice form shall be distributed by the police department, sheriff's department, county probation department, or county welfare department as appropriate and is available on the Department of Justice's web site. It may also be made available at the district office or school site. The following optional paragraph should be revised to reflect district practice. ***

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

*****Note: Penal Code 11167 requires the mandated reporter to give his/her name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only disclosed in limited circumstances provided by law.*****

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter*
- b. The child's name and address, present location, and, where applicable, school, grade, and class*
- c. The names, addresses, and telephone numbers of the child's parents/ guardians*
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child*
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information*

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

*****Note: Item #3 below is optional and may be revised to reflect district practice. Pursuant to Penal Code 11166, school districts may establish internal reporting procedures encouraging employees to notify supervisors and administrators of reports that are made. These internal procedures must not inhibit or impede immediate and direct reporting by employees to appropriate agencies. Penal Code 11166 prohibits internal procedures from requiring the employee to make a report to the district or requiring that the identity of the mandated reporter be disclosed to the district.*****

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

*****Note:** *As amended by AB 1432 (Ch. 797, Statutes of 2014), Education Code 44691 and Penal Code 11165.7 require districts to annually train their employees and any other mandated reporters working on their behalf regarding the duties of mandated reporters. Education Code 44691, as amended, also requires the CDE to develop an online training module to be provided to the California Department of Social Services for use by districts.****

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

*****Note:** *Education Code 44691 requires school districts to use the online training module provided by the California Department of Social Services. However, if the online training module is not used, the Superintendent or designee is required to report to the CDE regarding the training being used in its place.****

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

*****Note:** *Education Code 44691, as amended by AB 1432 (Ch. 797, Statutes of 2014), requires districts to develop a process by which all persons required to receive training must provide proof of receiving the training (e.g., the use of a sign-in sheet, submission of a certificate of completion). The following paragraph may be revised to reflect district practice.****

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

*****Note:** *The following optional paragraph may be revised to reflect district practice. Education Code 44691, as amended by AB 1058 (Ch. 748, Statutes of 2015), encourages districts to provide training to all school employees, at least once every three years, on the prevention of child abuse on school grounds, by school personnel, or in school-sponsored programs. As amended, Education Code 44691 also requires the CDE to establish best practices for prevention of abuse and to provide links on its web site to training resources.****

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

******Note: Penal Code 11174.3 authorizes a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect to interview a student during school hours, on school grounds, concerning a report of child abuse or neglect that occurred at home or in an out-of-home care facility. However, there is no clear guidance regarding the procedures to be followed if a social worker is accompanied by law enforcement. In Greene v. Camreta, the 9th Circuit Court of Appeals had ruled that, absent exigent circumstances, a social worker and sheriff could not question a student in school without obtaining a warrant, court order, or parent/guardian consent.***

Subsequently, that ruling was vacated by the U.S. Supreme Court on appeal (Camreta v. Greene) since the case was then moot. Districts should proceed with caution and consult with legal counsel as necessary.***

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

- 1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.*
- 2. The selected person shall not participate in the interview.*
- 3. The selected person shall not discuss the facts or circumstances of the case with the child.*
- 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.*

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement) Parent/Guardian Complaints

****Note: Education Code 48987 requires the district to disseminate guidelines, upon request, advising parents/guardians of procedures for filing child abuse complaints. As required by Education Code 33308.1, the CDE has prepared sample guidelines for this purpose, which were updated in March 2014 and are available on the CDE's web site.****

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

****Note: Parents/guardians of special education students also may file a complaint with the CDE as provided in the following paragraph. The CDE does not investigate allegations of child abuse or neglect, but may investigate conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child and which may result in denial of a free appropriate public education.****

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650. (cf. 1312.3 Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

****Note: The remainder of this section is optional and should be deleted by districts that do not provide these additional notifications.****

The Superintendent or designee also shall notify all employees that:

- 1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)*
- 2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)*
- 3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)*

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Students

Child Abuse Reporting Procedures

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear

of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

Mendocino County Department of Social Services
Phone: 1-866-236-0368

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the Department of Justice form from the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is

the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

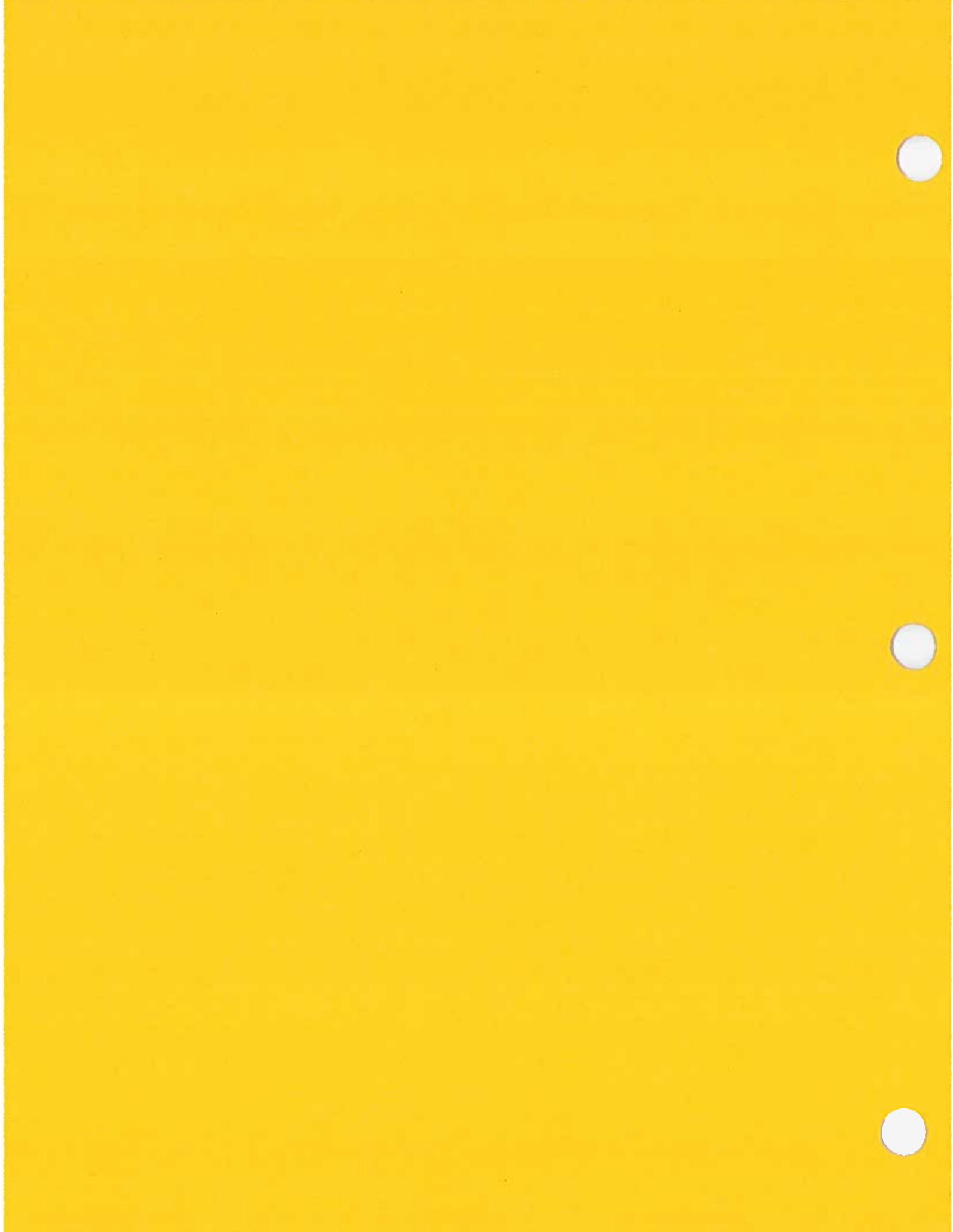
Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)





Students

Promotion/Acceleration/Retention

Acceleration from Kindergarten to First Grade A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee upon determination that the child is ready for first grade work and with consent of the parents/guardians.

Admission shall be subject to the following minimum criteria (5 CCR 200).

- 1) The student is at least five years of age.
- 2) The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
- 3) The physical development and social maturity of the student are consistent with his/her advanced mental ability.
- 4) The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

Acceleration at Other Grade Levels

A team consisting of the administrator, behaviorist (if available), psychologist, teachers, and parents meet to discuss the academic, social, and emotional needs of the student. When the team feels a student would benefit from accelerating a grade (K-8) or course (High School), the student would be asked to demonstrate mastery of the standards for the grade/course that would be skipped.

Continuation in Kindergarten:

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the District agree that the student shall continue in kindergarten for not more than one additional school year. (EC 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (EC 46300)

Retention at Other Grade Levels

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels:

1. *Between grades 2 and 3*
2. *Between grades 3 and 4*
3. *Between grades 4 and 5*
4. *Between grades 5 and 6*
5. *Between grades 8 and 9*

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (EC 48070.5)

Students shall be identified on the basis of either statewide assessment results or grades and other indicators of academic achievement, as established by Board policy.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (EC 48070.5)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion (EC 48070.5).

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parents/guardians as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student (EC 48070.5).

The teacher's decision to promote or retain a student may be appealed consistent with Board policy, administrative regulation, and law. The burden shall be on the appealing party to show why the teacher's decision should be overruled.

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher, and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Students

Promotion/Acceleration/Retention

Acceleration from Kindergarten to First Grade A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee upon determination that the child is ready for first grade work and with consent of the parents/guardians.

Admission shall be subject to the following minimum criteria (5 CCR 200).

- 1) The student is at least five years of age.
- 2) The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
- 3) The physical development and social maturity of the student are consistent with his/her advanced mental ability.
- 4) The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

Acceleration at Other Grade Levels

At the K-8 level a team of administrator, behaviorist (if available), psychologist, teachers, and parents meet to discuss the academic, social, and emotional needs of the student. When the team feels a student would benefit from accelerating a grade, the student is asked to demonstrate mastery of the California Content Standards for the grade that would be 'skipped'. A student must score 70% or better in each academic area (math; English/language arts; science; social studies) on state assessments, and local academic assessments may be used to augment the state assessments in determining mastery.

At the High School level students may be recommended by a teacher to 'skip' certain basic classes (ie Earth Science). If a student believes they are proficient in any subject, they may challenge the course through a written and/or oral test and receive full credit. Students must notify the teacher within the first two weeks of the fall semester of their intent to challenge. This test will be set up by the instructor of the course. Passing the challenge will earn units of credit but not a letter grade. Students are also provided the opportunity to take Honors and/or AP level classes or may supplement with community college or on-line classes.

Continuation in Kindergarten:

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the District agree that the student shall continue in kindergarten for not more than one additional school year. (EC 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (EC 46300)

Retention at Other Grade Levels

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels:

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between grades 8 and 9

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (EC 48070.5)

Students shall be identified on the basis of either statewide assessment results or grades and other indicators of academic achievement, as established by Board policy.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (EC 48070.5)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion (EC 48070.5).

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parents/guardians as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student (EC 48070.5).

The teacher's decision to promote or retain a student may be appealed consistent with Board policy, administrative regulation, and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled.

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher, and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Bids

The District has adopted the Uniform Public Construction Cost Accounting Act (Public Contract Code 22000) and therefore shall utilize informal bidding procedures for contracts involving an expenditure between \$45,000 to \$175,000 for a public project, and will utilize formal bidding procedures for a public project involving an expenditure of \$175,000 or more "Public project" includes construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a District owned, leased, or operated facility.

The amount by which contracts other than those for public projects shall be competitively bid shall escalate automatically based upon the annual adjustment by the Superintendent of Public Instruction.

Competitive bids shall be sought through advertisement for contracts exceeding \$ (technical revision) for the following: (PCC 20111 ~~88,300~~ \$90,200:

- 1) The purchase, rent, or lease of equipment, material, or supplies
- 2) Services excluding construction services, professional services or advice, and insurance services
- 3) Repairs, including maintenance that is not a public project

"Maintenance work" means routine, recurring, and usual work for preserving, protecting, and keeping a District facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. "Maintenance" includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (PCC 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (PCC 20111, 20112)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (PCC 20118.1)

The Board shall secure bids for any transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Ed Code 39802)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20110-20116 for contracting after competitive bidding. (PCC 20116)

Instructions and Procedures for Bids:

In order to facilitate the informal bidding process, the District shall maintain a list of qualified contractors. The list of contractors is established each November, by mailing a notice to the North Coast and Humboldt Builder's Exchange trade journals inviting all licensed contractors to submit certain information to the District for inclusion on the list. This information includes the following:

- 1) The name and address to which a notice or proposal should be mailed or emailed;
- 2) A telephone number at which they can be reached;
- 3) The type of work in which the contractor is interested and for which they are currently licensed; and
- 4) The class of license(s) they currently possess.

In addition, the District may include any contractor it desires and must include any contractor who requests to be added to the list during the year, so long as the contractor provides the required information.

In order to request bids utilizing the informal process, the Superintendent or designee shall call for bids by contacting qualified contractors engaged in the appropriate trades two weeks prior to the bid date. The bid request may also be advertised at the option of the Superintendent or designee.

In order to request bids utilizing the formal process, The Superintendent or designee shall call for bids by advertising in a local newspaper at least once a week for two weeks. The notice shall state the work to be done or materials or supplies to be furnished and the time and place where bids will be opened. The Superintendent shall also provide the North Coast and Humboldt Builder's Exchange trade journals with the Notice Inviting Formal Bids for the Large Contract at least fifteen (15) calendar days before the date of opening the bids. (PCC 22037) The informal or formal notice shall contain the time, date and location of any mandatory pre-bid conference, site visit or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (PCC 6610)

Bid instructions and specifications shall include the following requirements and information:

- 1) All bidders, including bidders for printing contracts, shall specify the minimum, if not exact, percentage of recycled product in the products offered, and both the postconsumer and secondary waste content. (PCC 12169, 12213)*
 - 2) All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (PCC 20107, 20111)*
 - a) Cash*
 - b) A cashier's check made payable to the district*
 - c) A certified check made payable to the District*
 - d) A bidder's bond executed by an admitted surety insurer and made payable to the District*
- The security of unsuccessful bidders shall be returned in a reasonable period of time, in no event any later than 60 days after the bid is awarded. (PCC 20111)*
- 3) Under no condition shall bids be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (PCC 20112)*
 - 4) When two or more identical bids are received, the Board may determine by lot which bid shall be accepted (PCC 20117)*
 - 5) If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, depending on the availability of funds, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a, below, will be used: (PCC 20103.8)*
 - a. The lowest bid shall be the lowest bid price on the base contract without consideration of the prices on the additive or deductive items.*
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.*
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items taken in order from a specifically identified list of those items, depending on available funds as identified in the solicitation.*
 - d. The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders from being revealed to the public entity before the ranking of all bidders from lowest to highest has been determined.*

- 6) Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
- 7) After being opened, all advertised bids shall be made available for review by all interested parties. (Gov Code 6252)

Bids Not Required: Upon a case-by-case determination that it is in the best interests of the District and to the extent permitted by law, the Board may authorize the purchase, lease, or contract for equipment and supplies through a public corporation or agency without advertised bids. (PCC 20118) For projects between \$1000 and \$44,999, the District will attempt to secure 3 quotes for the project and choose the quote that best fits the needs of the District. For projects under \$1000, the District may contact a trusted and proven contractor to complete the job.

Supplementary textbooks, library books, periodicals, educational films, audiovisual materials, test materials, workbooks, and instructional computer software packages may be purchased without taking estimates or advertising for bids. (PCC 20118.3)

Perishable commodities such as foodstuffs may be purchased through bid or on the open market, depending on District preference (EC 39873)

In an emergency when repairs, alterations, work, or improvement is necessary for the continuance of existing school classes or to avoid danger to life or property, the Board, by unanimous vote and with the approval of the County Superintendent of Schools, may contract for labor and materials or supplies without advertising for or inviting bids. (PCC 20113)

Bids shall also not be required for day labor under circumstances specified in law. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (PCC 20114)

Whenever the total number of hours on the job does not exceed 350 hours, day labor may be used to erect new buildings and for the following purposes: (PCC 20114)

- 1) School building repairs, alterations, additions
- 2) Painting, repainting, or decorating of school buildings
- 3) Repair or building of apparatus or equipment
- 4) Improvements on school grounds
- 5) Maintenance work as defined above

Sole Sourcing: Specifications for contracts for construction, alteration, or repair of school facilities may not limit bidding to any one product or supplier. Specifications designating a particular brand name shall list at least two brands of comparable quality and follow the description with the words "or equal." (PCC 3400)

Specifications for contracts may designate a product by brand or trade name (sole sourcing) when one or more of the following conditions apply: (PCC 3400)

- 1) The product is designated to match others in use on a particular public improvement that has been completed or is in the course of completion.
- 2) One product has a unique application required to be used in the public interest.
- 3) Only one brand name is known, or
- 4) Upon resolution of the Board, the Board makes a finding that the item sought is the subject of a field test to determine its suitability for future use.

Prequalification Procedure: For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. The information shall be verified as prescribed by law, and

bidders must be deemed prequalified by the District at least one day before the fixed bid-opening date. The questionnaires and financial statement shall not be public records and shall not be open to public inspection. (PCC 20111.5)

The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid-opening date. (PCC 20111.5) The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (PCC 20111.5)

The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (PCC 20111.5)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award was inconsistent with Board policy or the bid's specifications or was not in compliance with law.

A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to timely file a protest shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 days. The Superintendent or designee also may convene a meeting with the bidder in order to attempt to resolve the problem.

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Mendocino Unified School District

Bylaws of the Board

Board Bylaw 9100

Bylaw adopted by Board 3/18/93

Revised 10/17/02

Organization

Annual Organizational Meeting The Board shall hold an annual organizational meeting within the time limits prescribed by law. (Education Code 35143)

Election of Clerk: The Board shall each year elect one of its members to be clerk. After serving one year as clerk, the elected member may serve one year as president of the Board.

At this meeting the Board shall:

1. Elect a president and a clerk and/or vice president from its members.
2. Appoint a secretary to the Board.
3. Authorize signatures.
4. Develop a schedule of regular meetings for the year.
5. Develop a Board calendar for the year.
6. Designate Board representatives to the negotiating teams and to various committees.

Legal Reference:

Education Code

5017 Term of Office

35143 Annual organizational meeting

35145 Public meetings

Government Code

54953 Meetings to be open and public; attendance

Attorney General Opinions

68 OPS. CAL. ATTY.GEN 65 (1985)

59 OPS. CAL. ATTY.GEN 619 (1976)





