SARC 2024-25 School Accountability Report Card
Published in 2025-26

Mendocino K-8 Schools

44261 Little Lake Road Mendocino, CA 95460 ▪ www.mendocinousd.org/MES
Kim Humrichouse, Principal ▪ khumrichouse@mendocinousd.org ▪ (707) 937-0515
Grades K-8 ▪ CDS Code 23-65581-6025167



Mendocino Unified School District

44141 Little Lake Road Mendocino, CA 95460 ▪ www.mendocinousd.org
Jason Morse, Superintendent ▪ jmorse@mcn.org ▪ (707) 937-5868

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.

We continue to implement our newly purchased Foss science curriculum in grades TK-8. Community service standards and service hours have been developed and implemented for each grade level in the 2024-25 school year.

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.

Parental Involvement

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

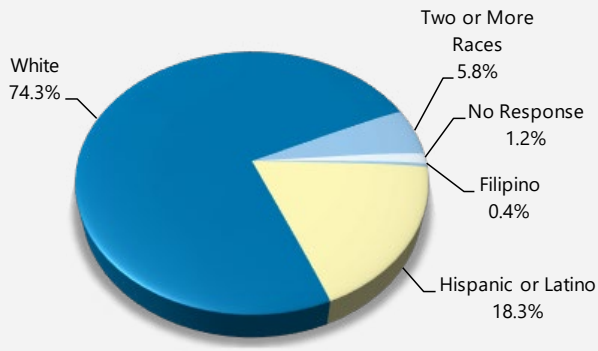
We have an active Parent Teacher Organization that supports the school through book fairs, teacher-appreciation luncheons and student activities. Annual events such as back-to-school night, open house, parent-teacher conferences, along with flexible and ongoing opportunities from Title I and the SSC 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@mendocinousd.org.

Enrollment by Student Group

The total enrollment at the school was 241 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



School Accountability Report Card

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

District Mission and Vision Statement

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

Learn. Explore. Create.

Board Priorities

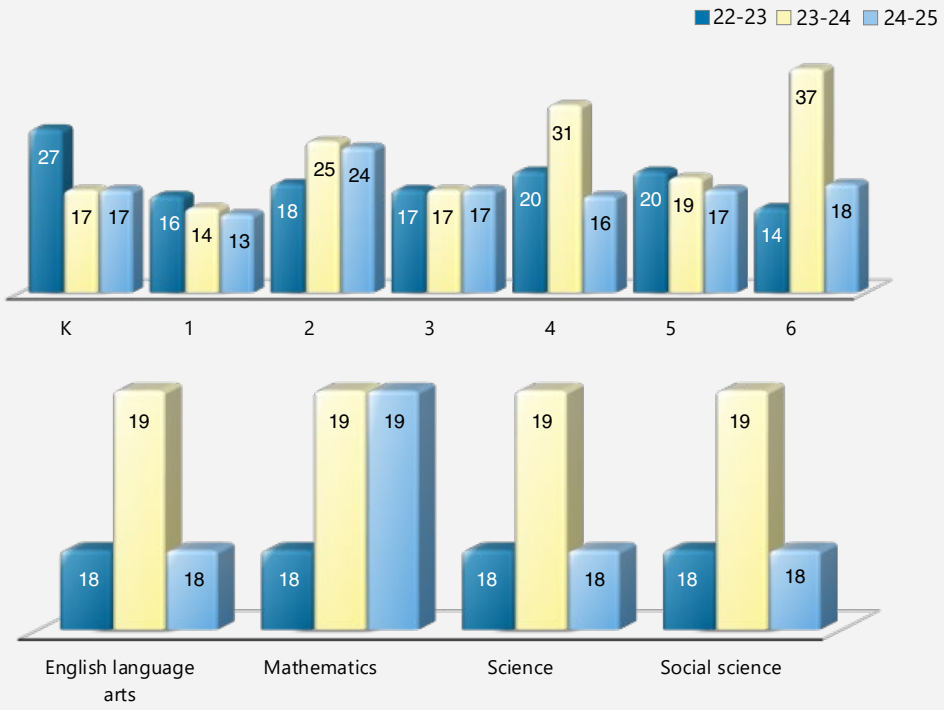
- Develop and expand community partnerships and communication
- Increase learning and achievement for all students, families and staff
- Plan wisely for the future while maintaining fiscal integrity
- Maintain and improve the physical plant



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 each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	**Number of Students**								
	1-20	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
K		1		1			1		
1	1			1			1		
2	1				1			1	
3	1			2				1	
4	1.5			2				1	
5	1.5			1			1		
6	2			2			2		
Subject	**Number of Students**								
	1-22	**23-32**	**33+**	**1-22**	**23-32**	**33+**	**1-22**	**21-32**	**33+**
English language arts	4			4			4		
Mathematics	4			4			4		
Science	4			4			4		
Social science	4			4			4		

Enrollment by Student Group

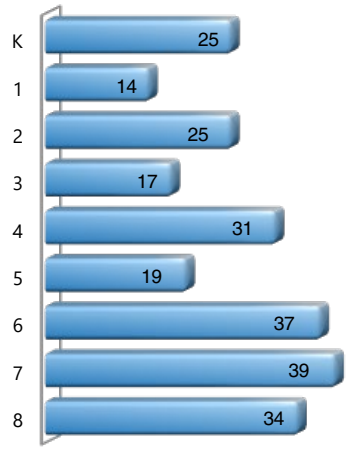
Demographics	
2024-25 School Year	
Female	44.80%
Male	54.80%
Non-Binary	0.40%
English Learners	5.40%
Foster Youth	0.00%
Homeless	6.20%
Migrant	1.20%
Socioeconomically Disadvantaged	68.50%
Students with Disabilities	17.00%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

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

Suspension and Expulsion Rates (Three-Year Data)

	Mendocino K-8			Mendocino USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	4.20%	1.20%	2.90%	3.70%	1.10%	2.50%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.90%	0.00%
Female	3.70%	0.00%
Male	2.20%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	7.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.20%	0.00%
English Learners	15.40%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.60%	0.00%
Socioeconomically Disadvantaged	3.40%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.10%	0.00%

Professional Development

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2023-24	4.5
2024-25	4.5
2025-26	4.5

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



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	83.00%	95.00%	95.00%	95.00%	95.00%
7	90.00%	100.00%	100.00%	100.00%	100.00%

Chronic Absenteeism by Student Group

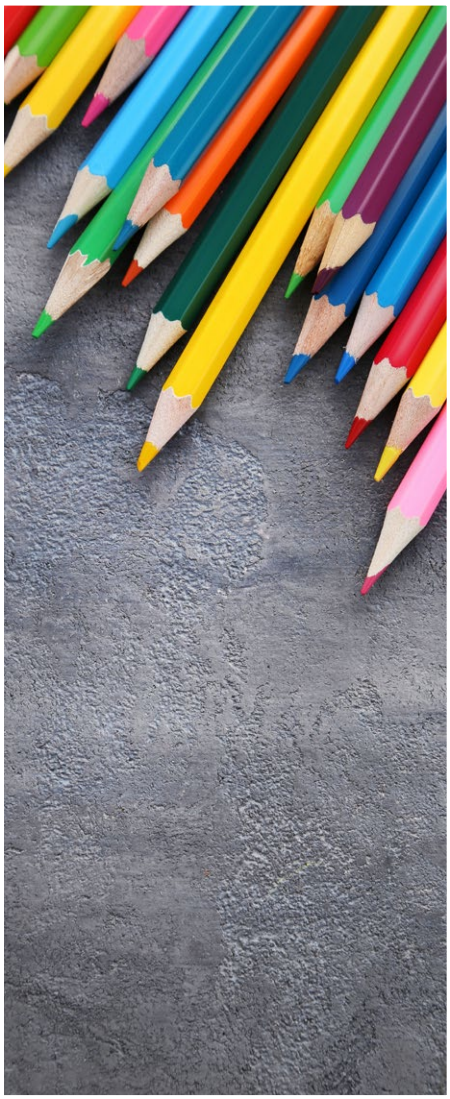
Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	246	243	66	27.20%
Female	109	108	25	23.10%
Male	136	134	41	30.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43	43	5	11.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	14	14	3	21.40%
White	184	181	56	30.90%
English Learners	13	13	2	15.40%
Foster Youth	❖	❖	❖	❖
Homeless	18	18	4	22.20%
Socioeconomically Disadvantaged	178	175	56	32.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	49	46	13	28.30%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

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



California School Dashboard

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

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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



CAASPP Test Results in Science for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Mendocino K-8		Mendocino USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	32.39%	42.00%	34.00%	51.61%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Mendocino K-8		Mendocino USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	54%	55%	58%	59%	46%	48%
Mathematics	37%	42%	37%	43%	34%	37%

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	52	51	98.08%	1.92%	42.00%
Female	27	27	100.00%	0.00%	33.33%
Male	25	24	96.00%	4.00%	50.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	41	40	97.56%	2.44%	47.50%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	35	34	97.14%	2.86%	41.18%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.







CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	174	168	96.55%	3.45%	55.36%
Female	73	70	95.89%	4.11%	61.43%
Male	100	97	97.00%	3.00%	50.52%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	32	30	93.75%	6.25%	30.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	12	12	100.00%	0.00%	58.33%
White	130	126	96.92%	3.08%	61.11%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	120	116	96.67%	3.33%	53.45%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	34	29	85.29%	14.71%	24.14%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.







CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	174	168	96.55%	3.45%	42.26%
Female	73	70	95.89%	4.11%	38.57%
Male	100	97	97.00%	3.00%	44.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	32	30	93.75%	6.25%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	12	12	100.00%	0.00%	33.33%
White	130	126	96.92%	3.08%	48.41%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	120	116	96.67%	3.33%	36.21%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	34	29	85.29%	14.71%	10.34%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

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

Textbooks and Instructional Materials List (2025-26 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	FOSS, Delta Education (TK-5)	2022
Science	FOSS, Delta Education (6-8)	2023
History/social science	Embedded in SuperKids (TK-2)	2016
History/social science	History Alive! (3-5)	2022
History/social science	McGraw-Hill (6-8)	2006

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

✧ Not applicable.

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

2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
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

2025-26 School Year	
Data collection date	9/11/2025



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 (2025-26 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	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	9/2025

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 (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Structural	Solar tube panels are rusting and need cleaning; playground surface to be replaced; metal posts are rusting. Repairs planned for 2026.

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, routine drills and practice procedures for safety. The staff receives regular and ongoing training in sexual harassment, behavioral emergencies, threat assessment and pandemic awareness. Staff receive professional development and protocol training for safety/behavioral issues for teachers and support staff. We have reporting forms and use counselor-led restorative 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 November 2025.

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, family resource center 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. 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.



Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.0	87.9%	31.7	86.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.5%	1.1	3.1%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	6.5%	3.7	10.1%	11,953.1	4.3%
Unknown	0.0	0.0%	0.2	0.7%	15,831.9	5.7%
Total Teaching Positions	18.2	100.0%	36.9	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.1	70.4%	31.1	78.6%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	10.7%	2.6	6.7%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	4.8%	2.8	7.1%	11,746.9	4.2%
Unknown	2.8	14.2%	3.0	7.6%	14,303.8	5.2%
Total Teaching Positions	20.1	100.0%	39.6	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.4	69.1%	28.0	80.6%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	5.6%	1.0	2.9%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.6	14.8%	3.7	10.8%	12,112.8	4.3%
Unknown	1.8	10.5%	2.0	5.8%	13,705.8	4.9%
Total Teaching Positions	17.9	100.0%	34.8	100.0%	278,927.1	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.7	0.0
Misassignments	1.0	1.3	1.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	2.1	1.0



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.1	0.9	2.6
Total Out-of-Field Teachers	1.1	0.9	2.6

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6%	8.8%	2.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.80
Social worker	0.90
Nurse	0.00
Speech/language/hearing specialist	0.90
Resource specialist (nonteaching)	0.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data (2023-24 Fiscal Year)

	Mendocino USD	Similar Sized District
Beginning teacher salary	$43,695	$54,773
Midrange teacher salary	$69,988	$78,980
Highest teacher salary	$91,690	$117,336
Average elementary school principal salary	$117,666	$128,425
Average middle school principal salary	$117,666	$137,946
Average high school principal salary	$117,666	$138,809
Superintendent salary	$145,133	$176,162
Teacher salaries: percentage of budget	28.39%	24.71%
Administrative salaries: percentage of budget	7.42%	5.91%

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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mendocino K-8	$15,638	$73,848
Mendocino USD	$17,081	$73,873
California	$11,146	$86,335
School and district: percentage difference	-8.4%	-0.0%
School and California: percentage difference	+40.3%	-14.5%

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	
2023-24 Fiscal Year	
Total expenditures per pupil	$24,389
Expenditures per pupil from restricted sources	$8,751
Expenditures per pupil from unrestricted sources	$15,638
Annual average teacher salary	$73,848



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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.