

Mesquite Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 (Most Recent Year)

| School Contact Information | |
|-----------------------------------|----------------------------|
| School Name | Mesquite Elementary School |
| Street | 37622 43rd Street East |
| City, State, Zip | Palmdale, CA 93550 |
| Phone Number | (661) 285-8376 |
| Principal | Ken Young |
| E-mail Address | kfyoung@palmdalesd.org |
| Web Site | |
| Grades Served | K-6 |
| CDS Code | 19648576108625 |

| District Contact Information | |
|-------------------------------------|------------------------|
| District Name | Palmdale Elementary |
| Phone Number | (661) 947-7191 |
| Superintendent | Raul Maldonado |
| E-mail Address | DJNardi@palmdalesd.org |
| Web Site | www.palmdalesd.org |

School Description and Mission Statement (Most Recent Year)

Mesquite Elementary School serves students in grades K-6 and has a current enrollment of 893. Mesquite is located in the high desert area of Palmdale, California. The school was established in 189, built in 1992 and is situated on 10 acres of land on the east side of the Palmdale School District. Mesquite is a Title I school with approximately 88% of the students on free or reduced lunch rate. The ethnic diversity of the student population is 73% Hispanic (of which approximately 28% are identified as English Language Learners), 16% African American, 7% American Indian or Alaskan Native, 7% White (Non-Hispanic), 1% Asian, 2% undefined, and .1% two or more ethnicities.

Mesquite staff and students will celebrate the power of learning through academic and social excellence in school and life. The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

This will be accomplished through clearly defined educational goals which will develop self-esteem, social responsibility and give the confidence to take risks in achieving high academic standards as set forth by district, state, and federal guidelines. Mesquite will work to establish an environment that maximizes student access and engagement through maintaining a respect for our rich diverse population and academic abilities. We at Mesquite School commit to a comprehensive system of support to assure these outcomes.

The vision of Mesquite Elementary School is to create a sense of respect, responsibility and involvement for students, teachers and parents. We hope to create life-long learners by providing instruction which includes a balance of language arts, math, and all other academia with the use of higher level thinking and problem solving skills while also integrating technology.

Mesquite's School Plan offers the on-going opportunity to implement the concepts of Professional Learning Communities which ensure a focus on learning; building a collaborative culture; and establishing a results orientation. The school's goals, objectives and activities have been identified and written based on needs expressed through teacher, student and parent surveys. Analysis of common formative assessments, benchmark tests, CAASPP, and CST data guide instruction. State API and federal AYP scores reflect progress toward, meeting grade level, district and state standards on a yearly basis. These goals, objectives and activities are established to improve instruction at Mesquite in order to provide students an opportunity to meet and exceed grade level, district, and state standards.

The Principal, Assistant Principal and Learning Support Teacher (LST), in collaboration with the Leadership Team, School Site Council, and school staff developed the plan and will continue to work towards the ongoing implementation, evaluation and revision of this plan.

Mesquite Elementary strives to build quality school programs that are based on shared decision making by all staff members in meeting school, district and state guidelines.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 123 |
| Grade 1 | 114 |
| Grade 2 | 118 |
| Grade 3 | 142 |
| Grade 4 | 131 |
| Grade 5 | 149 |
| Grade 6 | 107 |
| Total Enrollment | 884 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 16.1 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.9 |
| Filipino | 0.6 |
| Hispanic or Latino | 74.1 |
| White | 7 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 86.5 |
| English Learners | 29.5 |
| Students with Disabilities | 10.9 |
| Foster Youth | 3.6 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 39 | 38 | 36 | 664 |
| Without Full Credential | 0 | 0 | 0 | 22 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100 | 0 |
| All Schools in District | 76.4 | 23.6 |
| High-Poverty Schools in District | 76.4 | 23.6 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|---|
| Reading/Language Arts | K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010 | Yes | 0 |
| Mathematics | Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 | Yes | 0 |
| Science | K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007 | Yes | 0 |
| History-Social Science | K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006 | Yes | 0 |
| Foreign Language | 7-8: Pearson Learning 2011 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

We have an extensive playground and grass area with a shade structure for student use during recess, lunch and P.E. A priority at Mesquite School is to provide a safe, secure, and clean environment for learning. Our custodial staff performs basic cleaning operations in classrooms, bathrooms and other school facilities each day. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: March 2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: March 2015 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|--------------------------------|---|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 32 | 30 | 44 |
| Mathematics | 19 | 19 | 33 |

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 145 | 142 | 97.9 | 36 | 30 | 25 | 8 |
| | 4 | 140 | 135 | 96.4 | 50 | 24 | 17 | 10 |
| | 5 | 155 | 150 | 96.8 | 45 | 26 | 22 | 7 |
| | 6 | 112 | 111 | 99.1 | 26 | 35 | 32 | 6 |
| Male | 3 | | 71 | 49.0 | 38 | 24 | 28 | 10 |
| | 4 | | 71 | 50.7 | 58 | 20 | 15 | 7 |
| | 5 | | 73 | 47.1 | 58 | 21 | 19 | 1 |
| | 6 | | 66 | 58.9 | 24 | 39 | 30 | 6 |
| Female | 3 | | 71 | 49.0 | 34 | 37 | 23 | 7 |
| | 4 | | 64 | 45.7 | 41 | 28 | 19 | 13 |
| | 5 | | 77 | 49.7 | 32 | 31 | 25 | 12 |
| | 6 | | 45 | 40.2 | 29 | 29 | 36 | 7 |
| Black or African American | 3 | | 23 | 15.9 | 57 | 30 | 13 | 0 |
| | 4 | | 24 | 17.1 | 63 | 21 | 13 | 4 |
| | 5 | | 22 | 14.2 | 59 | 18 | 23 | 0 |
| | 6 | | 17 | 15.2 | 35 | 47 | 18 | 0 |
| American Indian or Alaska Native | 3 | | 1 | 0.7 | -- | -- | -- | -- |
| | 4 | | 1 | 0.7 | -- | -- | -- | -- |
| | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 1 | 0.9 | -- | -- | -- | -- |
| Asian | 3 | | 2 | 1.4 | -- | -- | -- | -- |
| | 4 | | 2 | 1.4 | -- | -- | -- | -- |
| Filipino | 4 | | 2 | 1.4 | -- | -- | -- | -- |
| | 5 | | 1 | 0.6 | -- | -- | -- | -- |
| | 6 | | 2 | 1.8 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 106 | 73.1 | 35 | 30 | 25 | 9 |
| | 4 | | 100 | 71.4 | 46 | 23 | 19 | 12 |
| | 5 | | 117 | 75.5 | 43 | 27 | 23 | 6 |
| | 6 | | 76 | 67.9 | 26 | 34 | 30 | 9 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Native Hawaiian or Pacific Islander | 5 | | 1 | 0.6 | -- | -- | -- | -- |
| White | 3 | | 10 | 6.9 | -- | -- | -- | -- |
| | 4 | | 5 | 3.6 | -- | -- | -- | -- |
| | 5 | | 8 | 5.2 | -- | -- | -- | -- |
| | 6 | | 15 | 13.4 | 13 | 27 | 60 | 0 |
| Two or More Races | 3 | | 0 | 0.0 | -- | -- | -- | -- |
| | 4 | | 1 | 0.7 | -- | -- | -- | -- |
| | 5 | | 1 | 0.6 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 124 | 85.5 | 40 | 29 | 26 | 6 |
| | 4 | | 125 | 89.3 | 50 | 23 | 17 | 10 |
| | 5 | | 130 | 83.9 | 48 | 26 | 22 | 4 |
| | 6 | | 94 | 83.9 | 28 | 38 | 28 | 6 |
| English Learners | 3 | | 45 | 31.0 | 38 | 27 | 31 | 4 |
| | 4 | | 33 | 23.6 | 73 | 15 | 12 | 0 |
| | 5 | | 40 | 25.8 | 75 | 20 | 5 | 0 |
| | 6 | | 21 | 18.8 | 48 | 48 | 5 | 0 |
| Students with Disabilities | 3 | | 6 | 4.1 | -- | -- | -- | -- |
| | 4 | | 23 | 16.4 | 83 | 9 | 9 | 0 |
| | 5 | | 24 | 15.5 | 83 | 8 | 8 | 0 |
| | 6 | | 11 | 9.8 | 73 | 27 | 0 | 0 |
| Students Receiving Migrant Education Services | 4 | | 1 | 0.7 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 145 | 142 | 97.9 | 42 | 32 | 21 | 5 |
| | 4 | 140 | 134 | 95.7 | 55 | 31 | 13 | 1 |
| | 5 | 155 | 152 | 98.1 | 61 | 24 | 11 | 4 |
| | 6 | 112 | 112 | 100.0 | 39 | 36 | 20 | 5 |
| Male | 3 | | 71 | 49.0 | 35 | 34 | 25 | 6 |
| | 4 | | 70 | 50.0 | 60 | 24 | 14 | 1 |
| | 5 | | 74 | 47.7 | 62 | 28 | 8 | 1 |
| | 6 | | 66 | 58.9 | 33 | 38 | 21 | 8 |
| Female | 3 | | 71 | 49.0 | 48 | 31 | 17 | 4 |
| | 4 | | 64 | 45.7 | 50 | 39 | 11 | 0 |
| | 5 | | 78 | 50.3 | 60 | 21 | 13 | 6 |
| | 6 | | 46 | 41.1 | 48 | 33 | 17 | 2 |
| Black or African American | 3 | | 23 | 15.9 | 61 | 39 | 0 | 0 |
| | 4 | | 24 | 17.1 | 71 | 29 | 0 | 0 |
| | 5 | | 22 | 14.2 | 73 | 18 | 5 | 5 |
| | 6 | | 18 | 16.1 | 72 | 28 | 0 | 0 |
| American Indian or Alaska Native | 3 | | 1 | 0.7 | -- | -- | -- | -- |
| | 4 | | 1 | 0.7 | -- | -- | -- | -- |
| | 5 | | 1 | 0.6 | -- | -- | -- | -- |
| | 6 | | 1 | 0.9 | -- | -- | -- | -- |
| Asian | 3 | | 2 | 1.4 | -- | -- | -- | -- |
| | 4 | | 2 | 1.4 | -- | -- | -- | -- |
| Filipino | 4 | | 2 | 1.4 | -- | -- | -- | -- |
| | 5 | | 1 | 0.6 | -- | -- | -- | -- |
| | 6 | | 2 | 1.8 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 106 | 73.1 | 40 | 34 | 21 | 6 |
| | 4 | | 99 | 70.7 | 53 | 31 | 15 | 1 |
| | 5 | | 118 | 76.1 | 59 | 26 | 12 | 3 |
| | 6 | | 76 | 67.9 | 34 | 33 | 25 | 8 |
| Native Hawaiian or Pacific Islander | 5 | | 1 | 0.6 | -- | -- | -- | -- |
| White | 3 | | 10 | 6.9 | -- | -- | -- | -- |
| | 4 | | 5 | 3.6 | -- | -- | -- | -- |
| | 5 | | 8 | 5.2 | -- | -- | -- | -- |
| | 6 | | 15 | 13.4 | 20 | 60 | 20 | 0 |
| Two or More Races | 3 | | 0 | 0.0 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 4 | | 1 | 0.7 | -- | -- | -- | -- |
| | 5 | | 1 | 0.6 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 124 | 85.5 | 44 | 31 | 20 | 4 |
| | 4 | | 124 | 88.6 | 56 | 31 | 11 | 1 |
| | 5 | | 132 | 85.2 | 62 | 26 | 10 | 2 |
| | 6 | | 95 | 84.8 | 42 | 36 | 18 | 4 |
| English Learners | 3 | | 45 | 31.0 | 53 | 24 | 20 | 2 |
| | 4 | | 32 | 22.9 | 72 | 28 | 0 | 0 |
| | 5 | | 42 | 27.1 | 86 | 10 | 5 | 0 |
| | 6 | | 21 | 18.8 | 67 | 29 | 5 | 0 |
| Students with Disabilities | 3 | | 6 | 4.1 | -- | -- | -- | -- |
| | 4 | | 23 | 16.4 | 87 | 9 | 4 | 0 |
| | 5 | | 24 | 15.5 | 92 | 4 | 4 | 0 |
| | 6 | | 11 | 9.8 | 82 | 18 | 0 | 0 |
| Students Receiving Migrant Education Services | 4 | | 1 | 0.7 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 35 | 44 | 38 | 48 | 48 | 49 | 59 | 60 | 56 |

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|----------------------------------|---|
| All Students in the LEA | 49 |
| All Students at the School | 38 |
| Male | 39 |
| Female | 36 |
| Black or African American | 29 |
| American Indian or Alaska Native | -- |
| Filipino | -- |
| Hispanic or Latino | 37 |
| White | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | 10 |
| Students with Disabilities | 35 |
| Foster Youth | -- |

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

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 25.20 | 23.10 | 21.10 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

The parents of Mesquite School students are involved and interested in the operation of their school. Mesquite School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Learners Advisory Council (ELAC), which meet on a monthly basis. These three very important parent groups assist in Mesquite’s effort to provide effective educational programs and encourage the involvement, participation and support of parents. Additional Parent Forums such as Title I Meetings, Grade Level Family Nights, and Parent Academies are offered throughout the school year in various capacities. Mesquite will be partnering with Parenting Partners to offer parents additional parenting classes.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 7.01 | 2.60 | 1.95 | 7.14 | 6.41 | 5.58 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.09 | 0.00 | 0.00 | 0.05 | 0.05 | 0.04 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

Mesquite School has developed a comprehensive Safety/Disaster Plan that is in compliance with California Education Code and using guidelines from the Office of Emergency Management (state and federal). The plan includes disaster preparedness and lock down procedures. Emergency drills such as Earthquake Preparedness are routinely held. Fire Drills are held monthly. All entrances to the school, with the exception of the front office, remain locked during school hours. Supervisory staff is clearly identified and all visitors must check in with the office. Bus drop-off/loading areas and crosswalks are supervised before and after school. The Assistant Principal facilitates school safety meetings and also is a member of the District Safety Committee.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate: English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | N/A | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2006-2007 | 2004-2005 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 24 |
| Percent of Schools Currently in Program Improvement | N/A | 88.9 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 29 | | 5 | | 28 | | 5 | | 25 | | 5 | |
| 1 | 30 | | 4 | | 26 | | 4 | | 29 | | 4 | |
| 2 | 29 | | 4 | | 29 | | 5 | | 24 | 2 | 4 | |
| 3 | 30 | | 4 | | 31 | | 4 | | 28 | | 5 | |
| 4 | 27 | 1 | 4 | | 28 | 1 | 3 | 1 | 26 | 1 | 4 | |
| 5 | 26 | 1 | 5 | | 26 | 1 | 4 | | 27 | 1 | 3.5 | |
| 6 | 29 | | 5 | | 29 | | 5 | | 30 | | 4.5 | |

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

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | NA |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.5 | N/A |
| Psychologist | .5 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .25 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | 2 | N/A |
| Other | 0 | N/A |

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$269.34 | \$195.57 | \$73.78 | \$59,531.42 |
| District | N/A | N/A | \$85.08 | \$67,409 |
| Percent Difference: School Site and District | N/A | N/A | -13.3 | -10.3 |
| State | N/A | N/A | \$5,348 | \$72,993 |
| Percent Difference: School Site and State | N/A | N/A | -98.4 | -15.9 |

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

Types of Services Funded (Fiscal Year 2014-15)

Each year Mesquite School allocates a portion of its budget to purchase additional instructional materials. In addition, community involvement through rebates and/or donations assists in this effort. This provides each child with an abundance of materials, including math manipulatives, literature enrichment, science kits, library resources, Accelerated Reading and Math programs, computer software, and other media resources which support and supplement the curriculum. While we have two dedicated computer labs with access to the Internet, each classroom has at least five computers with Internet access providing additional learning opportunities for students. Mesquite offers extra learning opportunities for all children. Before and after school enrichment and remediation programs are paid for through the school site budget.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$35,620 | \$43,091 |
| Mid-Range Teacher Salary | \$64,831 | \$70,247 |
| Highest Teacher Salary | \$77,482 | \$89,152 |
| Average Principal Salary (Elementary) | \$106,769 | \$112,492 |
| Average Principal Salary (Middle) | \$104,400 | \$116,021 |
| Average Principal Salary (High) | | \$117,511 |
| Superintendent Salary | \$195,000 | \$192,072 |
| Percent of Budget for Teacher Salaries | 36% | 41% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Professional Development (Most Recent Three Years)

Teachers meet frequently within and across grade levels to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides professional development and in-service selection decisions. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, Biliteracy, Student Assessment and Accountability, Personnel, and Professional Development departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are offered around California Standards and implementation in language arts and math. Teachers continued to be trained in Professional Learning Communities, Common Formative Assessments, ELD Standards and RTI. Administrative training focuses on Professional Learning Communities, California Standards, and best educational practices.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.