



Mesquite Continuation High School

140 West Drummond • Ridgecrest CA, 93555 • (760) 499-1810 • Grades 9-12

Jo Anne McClelland, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Sierra Sands Unified School District

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Principal's Message

Mesquite provides unique educational opportunities that help students successfully complete graduation requirements. Our enrollment is approximately 100 students, or about 17 students per teacher. Beyond core and several elective courses, Mesquite students have the opportunity to enroll in work experience, community college coursework, Adult School, summer school, elementary teaching assistants, ROP, and community service work to earn credits toward high school diploma completion.

Mesquite High School is involved, engaged, and supported by the community, the board of education, and the district. Western Association of Schools and Colleges (WASC) visited Mesquite in November 2011 and renewed Mesquite's accreditation term through June 2015. CDE's Model School Visitation team also reviewed Mesquite and awarded our school a Model Continuation High School distinction in 2008 and again in 2011.

It is Mesquite's goal to ensure that every student is college-and/or career ready upon graduation from high school. More than fifty percent of Mesquite 2014 graduates posted college credit on their high school transcripts. Mesquite staff works diligently to prepare students for the challenges they face as college students and/or as employees. We constantly evaluate curriculum and programs and revise them for relevance so that students are well prepared and competitive upon entry to the adult world.

Jo Anne McClelland, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (760) 499-1810.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 10	8
Gr. 11	37
Gr. 12	63
Total	108

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	1.9
Asian	0.9
Filipino	0.9
Hispanic or Latino	23.1
Native Hawaiian/Pacific Islander	2.8
White	60.2
Two or More Races	4.6
Socioeconomically Disadvantaged	68.5
English Learners	2.8
Students with Disabilities	0.9

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			
Mesquite Continuation High School	12-13	13-14	14-15
Fully Credentialed	6	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	202
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesquite Continuation High	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.68	11.32
Districtwide		
All Schools	90.54	9.46
High-Poverty Schools	91.24	8.76
Low-Poverty Schools	89.58	10.42

* 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 2014-15)

We choose our textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School district holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Holt Literature and Language Arts (2003) Adopted in 2003</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Pre-Algebra and Introductory Algebra (2007) Adopted in 2008</p> <p>Algebra Concepts and Applications, CA Edition (2005) Adopted in 2008</p> <p>Algebra 1, CA Edition (2007) Adopted in 2008</p> <p>Discovering Geometry, An Investigative Approach (2008) Adopted in 2008</p> <p>Geometry, CA Edition (2007) Adopted in 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Biology (2008) Adopted in 2007</p> <p>Holt Earth Science (2007) Adopted in 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>American Anthem: Modern American History (2007) Adopted in 2006</p> <p>American Government (2006) Adopted in 2006</p> <p>Holt Economics (2003) Adopted in 2006</p> <p>World History: The Modern World (2007) Adopted in 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

Mesquite High School was built in 1979 and is a two-building facility. These two buildings house classrooms, a media center, a kitchen, and an administrative office. The school landscape consists of beautiful lawns, trees, and a gazebo. A dirt athletic area is on the north side of campus, with basketball courts and a parking lot to the south. Benches and tables have been installed around the campus for students to enjoy the area around the quad. A local artist designed and constructed a metal sculpture of the school mascot, a dragon, and it resides in the front of the school. It is a beautiful addition to the campus.

During the 2009–2010 school year, a new basketball court was installed at the front of the school. At the conclusion of the 2009–2010 school year, the kitchen was professionally cleaned and modernized, and ten new computers were installed in the computer lab. In the 2010–2011 school year, our focus was technology. We purchased new computers for the computer lab and moved the current computers into the math classroom. This added an additional computer lab to our campus and enabled implementation of a Web-based math curriculum, ALEKS. In 2011-12, all computers in this math lab were updated. Additionally, all teachers now have projectors and screens in their classrooms. Staff attends workshops to enhance their technology skills. The district has provided Mesquite with a cart and 36 Chromebooks. With this addition, our current student-to-computer ratio is 1:1.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Although Mesquite High School has no general library, each classroom has its own book collection. Teachers continually encourage students to bring in a wide variety of reading materials. Mesquite uses the Accelerated Reader program, which encourages and motivates students to read. Mesquite has its own Accelerated Reader library materials for this program as well as several sets of board-approved novels.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11-13-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No apparent problems.	
Interior: Interior Surfaces	[X]	[]	[]	No apparent problems.	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No apparent problems.	
Electrical: Electrical	[]	[]	[X]	Mesquite is included in the district's Facilities Master Plan for specific maintenance and repair and is scheduled for modernization.	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No apparent problems.	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No apparent problems.	
Structural: Structural Damage, Roofs	[]	[X]	[]	Five classrooms and the kitchen experience leaks during rains. Work orders are submitted for repair. Mesquite is included in the district's Facilities Master Plan for specific maintenance and repair and is scheduled for modernization .	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No apparent problems.	
Overall Rating	Exemplary []	Good []	Fair [X]	Poor []	Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science		5	7	69	68	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	7	20	14	54	59	59	54	56	55
Math				52	53	54	49	50	50
HSS	14	11	21	48	54	56	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	66	
All Student at the School	7	
Male		
Female		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-17	-23	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

Parents volunteer for such special activities as our Back-to-School Night and prom. Mesquite has a parent representative who attends the Superintendent's Council with the principal once a month and a parent representative on the site council. Mesquite has a web page to keep parents, students, and the community apprised of school activities and events. In addition, Mesquite continues to promote a parent portal to provide access to their student's information such as attendance, grades, schedule, and contact information. The contact person for parent involvement is our principal, Jo Anne McClelland. She can be reached at (760) 499-1810.

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.

School Safety Plan

Our small size creates a family-style atmosphere where students know each other and feel safe. Our staff members monitor the campus before, during, and after dismissal of school. We have a closed campus and require all visitors to register in the office before entering the campus. The principal conducts classroom walkthroughs several times each day and the campus supervisor monitors the grounds. A surveillance system was installed so that all areas of the campus can be viewed from the principal's office and by front office staff. A School Resource Officer is available when needed. We discuss school safety at our weekly staff meetings and review our site safety plan regularly. Lock down drills and evacuation drills are conducted annually; fire drills occur once each semester. The staff has also been trained on how to keep students as safe as possible in the case of an intruder on campus. The principal's designee teacher attends the district safety committee meetings that are held quarterly. All staff members have been educated about the safety plan through an annual review.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	24.5	30.3	18.6
Expulsions Rate	0.5	1.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	N/A	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	100

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	16.4	17	11	8	5	11	1	3		0		
Math	16.6	6	5	5	15	18	0			0		
Science	18.7	17	16	3	3	3	0		1	0		
SS	17.6	15	11	7	9	13	1	1		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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7850	7283	567	60991
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-87.6	2.2
Percent Difference: School Site/ State			-89.8	-3.4

Types of Services Funded at Mesquite Continuation High School

Student and staff needs are identified through the process of program analysis. Both state and federal resources are available to address these identified needs. Many classroom materials, supplies, and tutoring programs are provided using pupil retention and school and library block grants. We use Economic Impact Aid, Gifted and Talented Education (GATE), and supplemental counseling funding to provide targeted services for at-risk students.

Professional Development provided for Teachers at Mesquite Continuation High School

The Sierra Sands Unified School District provides staff development throughout each school year. Staff development focuses on the full implementation of adopted programs. Teachers are offered a variety of training opportunities in technology, instructional strategies, curriculum development, and classroom organization and management. The district and sites also offer a variety of ongoing training throughout the year for staff as outlined in the Single Plan for Student Achievement.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	28	29	43	35	22
All Students at the School	81	19		89	11	
Male	82	18		91	9	
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Mesquite Continuation High School	2011-12	2012-13	2013-14
English-Language Arts	19	22	19
Mathematics	18	17	11
Sierra Sands Unified School District	2011-12	2012-13	2013-14
English-Language Arts	60	58	58
Mathematics	54	58	57
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	60.34	87.88	84.56
Black or African American	200.00	88.24	75.90
American Indian or Alaska Native	0.00	100.00	77.82
Asian	0.00	100.00	92.94
Filipino	0.00	100.00	92.20
Hispanic or Latino	50.00	78.05	80.83
Native Hawaiian/Pacific Islander	0.00	80.00	84.06
White	61.76	89.74	90.15
Two or More Races	100.00	125.00	89.03
Socioeconomically Disadvantaged	57.89	79.51	82.58
English Learners	66.67	58.82	53.68
Students with Disabilities	0.00	78.05	60.31

Dropout Rate and Graduation Rate			
Mesquite Continuation High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.5	4.7	2.8
Graduation Rate	92.35	89.97	92.66
Sierra Sands Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	4.5	4.7	2.8
Graduation Rate	92.35	89.97	92.66
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	11.20
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs

We provide students with information about career and postsecondary options in an advisory class. Students develop a plan to help them reach their goals to attend trade or technical schools, military careers, enter the workforce, or attend college. The Armed Services Vocational Aptitude Battery and college placement exam for the local community college is administered on campus. Representatives from businesses and organizations are invited to help students explore a variety of career options. Many of our students are already working part time in the community. Annual surveys and input from ROP advisory committee meetings are used to determine the success of our ROP courses. All coursework satisfies graduation requirements and entrance into community college. Each year students have the opportunity to attend the College Career Day where they can explore a variety of career paths, talk directly to employers, and get information about their areas of interest. All students were invited to apply for our partnership with Marshall's Department Store which resulted in nine of our students being placed as interns. Most, if not all, will be hired as seasonal workers for the upcoming holidays.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled three students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.