

Mesquite Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> 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).

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.

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.

2023-24 School Contact Information

School Name	Mesquite Elementary School
Street	37622 43rd Street East
City, State, Zip	Palmdale, CA 93552
Phone Number	661.285.8376
Principal	Kathy Moshier
Email Address	kpmoshier@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4466
County-District-School (CDS) Code	19648576108625

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

Vision: Palmdale School District and Mesquite Elementary School will be recognized regionally as the finest educational organization, offering innovative, academic choices and opportunities for success in the 21st century.

Mission: Mesquite staff and students will celebrate the power of learning through academic and social excellence in school and life.

Instructional Focus (Vision): All students will read and comprehend grade-level text.

Instructional Focus (Mission): Equip and empower all students with the skills they need to effectively read, analyze, evaluate, and utilize complex grade-level sources (close and analytical reading across all content areas).

Mesquite Elementary School serves students in grades TK-5 and has a current enrollment of approximately 625 students. Mesquite is located in the high desert area of Palmdale, California. The school was built in 1992 on 10 acres of land on the east side of the Palmdale School District. Mesquite is a Title I school with approximately 99% of the students on free or reduced rate lunch.

School Demographics

Student enrollment: 625
(79%) Latino/Hispanic
(11%) African-American/Black
(27%) English Learners
(2%) Foster Youth
(1%) Homeless
(88%) Low Income/Economically Disadvantaged
(2%) Special Day Class (SPED)
(5%) Special Education (SPED) Resource
(7%) Special Education (SPED) Speech

2023-24 School Description and Mission Statement

School Staff - 66 Total

Certificated Leadership Employees

- 1 Principal
- 1 Assistant Principal

Certificated Employees - 32 (47%)

- 2 Administrators (Principal & Assistant Principal)
- 23 General Education Teachers
- 1 Literacy Coach
- 1 PE (Physical Education) Teacher
- 1 Music Teacher (2.5 Days - Share w/Manzanita Elementary School)
- 2 RSP (Resource Specialist) Teachers (1 RSP Shared w/Manzanita Elementary School)
- 1 Psychologist (3 Days - Share w/Millen Magnet Middle School)
- 1 SLP (Speech and Language Pathologist) (2 Days - Share w/Cactus): 1

Classified Employees - 36 (53%)

- 1 Secretary
- 1 Parent-Community Liaison
- 1 RN (Registered Nurse) (Share with Cactus Magnet Middle School)
- 1 Health Assistant LVN
- 1 Bilingual Typist Clerk
- 1 Cafeteria Manager
- 7 Cafeteria Workers
- 1 Day Custodian
- 2 Night Custodians
- 1 Grounds/Utility Maintenance Worker
- 7 General Education Instructional Assistants
- 1 Speech and Language Instructional Assistant
- 1 Social-Emotional Learning Specialist (2.5 Days - Share w/Cimarron Elementary School)
- 1 Student Interventionist
- 1 Library Aide
- 1 Technology Support Specialist
- 7 Noon Duties/Campus Assistants

Staff Opening

- 1 Special Education Instructional Assistant

School Staff Demographics - 68 Total

- 23 (34%) Latino/Hispanic
- 11 (16%) African-American/Black
- 30 (44%) Caucasian/White
- 0 (0%) 2 or More Races/Other
- 4 (6%) Asian
- 0 (0%) American Indian/Native Alaskan

Classroom Teacher Demographics - 23 Total

- 3 (13%) Latino/Hispanic
- 3 (13%) African-American/Black
- 16 (70%) Caucasian/White
- 0 (0%) 2 or More Races/Other
- 1 (4%) Asian
- 0 (0%) American Indian/Native Alaskan

At Mesquite Elementary, equity and access are non-negotiables. Several specialized programs are in place to serve the diverse population at Mesquite Elementary School. Mesquite operates under our SPSA (School Plan for Student Achievement). The SPSA has five goals for the following areas: Mathematics, English Language Arts (ELA), English Learners, School Environment, and Parent Engagement. SPSA assists in guiding our instructional-learning program in the areas of General Education Core Content (Mathematics, ELA, Science, Social Studies), Special Education, ELD (English Language

2023-24 School Description and Mission Statement

Development), GATE (Gifted and Talented Education), Social-Emotional Learning, Technology, Physical Education, VAPA (Visual and Performing Arts), and Student Engagement. Additionally, the SPSA provide funding of various components of our instructional learning program through the allocation of Title I and LCAP (Local Control Accountability Plan), funds. Title I funds are Federal funds based upon students who qualify for free and reduced meal program. LCAP funds are State funds based upon three factors: 1) students who qualify for free and reduced meal program, 2) students who are designated as English learners, and students who are designated as foster youth.

Social-emotional learning (SEL) is a component of our instructional-learning program. At Mesquite, we have two dedicated staff members, a SELS (social emotional learning specialist) and a student interventionist, to provide students and staff with social-emotional learning support. SEL curriculum includes Second Step and Quaver SEL. Mesquite has implemented a school-wide PBIS (Positive Behavioral Interventions and Supports) which includes Best Behavior Expectations. Capturing Kids' Hearts (CKH) components are embedded throughout our school. For example, students are greeted daily, Good Things are shared every morning, and students are launched with an inspirational message at dismissal. Additionally, the 9 CKH Leadworthy Character Traits are taught, implemented, and positively reinforced. Student incentives are used to positively reinforce student behavior, academic achievement, attendance, and the CKH Leadworthy Character Traits. Mesquite is a California bronze level PBIS school and a CKH National Showcase School!

Software programs at the school include Accelerated Reader (AR), Footsteps2Brilliance (F2B), Zearn Math, and Mystery Science. Our library book collection is continually updated to provide students with current and high-interest reading books. Additionally, students can register for eBooks that they can download and read on their technology devices. AVID (Advancement Via Individual Determination) is a school-wide program that is dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities. Our AVID program features an organization continuum that provides TK-5 students with a proven method of organization.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	101
Grade 2	105
Grade 3	113
Grade 4	102
Grade 5	110
Total Enrollment	640

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	0.8%
Asian	0.3%
Black or African American	10.2%
Filipino	0.5%
Hispanic or Latino	79.8%
Native Hawaiian or Pacific Islander	0.2%

Two or More Races	2%
White	5.9%
English Learners	27.3%
Foster Youth	1.4%
Homeless	0.6%
Migrant	0.5%
Socioeconomically Disadvantaged	90.3%
Students with Disabilities	8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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)	27.00	98.18	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	0.50	1.82	50.10	5.56	18854.30	6.86
Total Teaching Positions	27.50	100.00	902.80	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	23.60	95.94	738.10	81.83	234405.20	84.00

Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.06	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	0.00	0.00	27.30	3.03	15831.90	5.67
Total Teaching Positions	24.60	100.00	902.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.6
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements

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 is to provide a safe, secure, and clean environment for learning. A weekly check of our playground facilities is completed by the lead noon duty/campus assistants and assistant principal. Our custodial staff performs checks and 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, restrooms, and other common areas 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.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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 Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	22	29	28	47	46
Mathematics (grades 3-8 and 11)	15	19	14	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	325	321	98.77	1.23	21.81
Female	151	148	98.01	1.99	22.97
Male	174	173	99.43	0.57	20.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	37	35	94.59	5.41	11.43
Filipino	--	--	--	--	--
Hispanic or Latino	262	260	99.24	0.76	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	17.65
English Learners	91	90	98.90	1.10	13.33

Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	297	293	98.65	1.35	20.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	41	97.62	2.38	7.32

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	321	99.07	0.93	19.00
Female	151	148	98.01	1.99	12.84
Male	173	173	100.00	0.00	24.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	37	35	94.59	5.41	8.57
Filipino	--	--	--	--	--
Hispanic or Latino	261	260	99.62	0.38	20.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	11.76
English Learners	91	91	100.00	0.00	12.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	296	293	98.99	1.01	17.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	40	97.56	2.44	7.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.24	16.36	13.34	13.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	110	99.10	0.90	16.36
Female	54	53	98.15	1.85	15.09
Male	57	57	100.00	0.00	17.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	16	94.12	5.88	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	85	85	100.00	0.00	21.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	27	27	100.00	0.00	7.41
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	100	99.01	0.99	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	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
Grade 5	95	95	95	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
<p>Mesquite Elementary School encourages our parents and community members to be engaged and interested in the operation of our school. Mesquite has a PCL (parent-community liaison) who assists with getting parents and community members engaged with school activities, committees, workshops, etc. The PCL manages our Parent Center which is where our parent committees meet, workshops are held, and parent resources are maintained.</p> <p>Mesquite School has an active School Site Council (SSC), English Learners Advisory Committee (ELAC), African-American Parent Advisory Committee (AAPAC), and Gifted and Talented (GATE) Parent Advisory Committee which meet regularly. These important parent groups assist in Mesquite's effort to provide effective educational programs while encouraging the engagement and support of parents. Additional parent forums such as Title I Meetings, Grade Level Family Nights, parent workshops, and monthly Principal & Parent Breakfasts are offered throughout the school year. Parents and community members volunteer in the classrooms in various capacities: prepare learning materials at home, compile instructional materials in our workroom and/or parent center, chaperone on field trips, and instruct in many of our after school enrichment classes. The District parent communication platform, ParentSquare, helps to better facilitate communication with parents and guardians. Mesquite has re-established a PTO that meeting monthly to keep parents engaged and bring fun to the students.</p> <p>The Mesquite campus follows District, County, State, and Federal guidelines for health and safety. The RAPTOR Technology software is utilized for all campus visitors. All classrooms and office areas feature in-duct special air filtration systems and air purifiers. We continue to implement Los Angeles County Department of Public Health (LACDPH) guidelines and safety procedures. Personal Protective Equipment (PPE) and hand sanitizer are available in all classrooms and office areas. Parent committee meetings and workshops are held on campus with some meetings held in a blended (in-person and online) format.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	706	681	133	19.5
Female	344	335	66	19.7
Male	362	346	67	19.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	2	2	0	0.0
Black or African American	81	77	23	29.9
Filipino	5	4	1	25.0
Hispanic or Latino	549	533	94	17.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	19	17	5	29.4
White	42	40	9	22.5
English Learners	198	192	27	14.1
Foster Youth	15	13	2	15.4
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	633	611	118	19.3
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	77	75	11	14.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.34	3.26	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.26	0
Female	0.87	0
Male	5.52	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.41	0
Filipino	0	0
Hispanic or Latino	2.91	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.38	0
English Learners	3.54	0
Foster Youth	6.67	0
Homeless	0	0
Socioeconomically Disadvantaged	3.32	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.3	0

2023-24 School Safety Plan

Mesquite School has developed a comprehensive Safety/Disaster Plan that complies with the California Education Code and using guidelines from the Office of Emergency Management (state and federal). The plan includes disaster preparedness procedures. Emergency drills such as earthquake preparedness are routinely held and we participate in the yearly California Great Shakeout earthquake emergency drill. Fire-, lockout-, and lockdown-drills are also held routinely. Our school follows the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) guidelines for active shooters on campus and we have a yearly ALICE emergency drill. Like other schools in the District, Mesquite now uses the Crisis Go platform for emergency preparedness. The platform grants quick access to emergency response procedures and can quickly report emergencies, alert others, call for help, and maintains connectedness during a crisis. 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 are required to check in with the office. Student drop-off and pick-up areas along with crosswalks are supervised before and after school.

The Mesquite campus follows District, County, State, and Federal guidelines for health and safety. The RAPTOR Technology software is utilized for all campus visitors. All classrooms and office areas feature in-duct special air filtration systems and air purifiers. We continue to implement Los Angeles County Department of Public Health (LACDPH) guidelines and safety procedures. Personal Protective Equipment (PPE) and hand sanitizer are available in all classrooms and office areas. The assistant principal facilitates school safety meetings and is also a member of the District Safety Committee. The school safety plan was last updated on March 2022 and will be updated for the 2022-2023 school year in January 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	3	28	
1	27		28	
2	34		22	6
3	29		28	
4	31		28	
5	31		28	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	10	21	
1	25		28	
2	27		28	
3	25		28	
4	27		28	
5	30		28	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	24	0
1	25	7	21	0
2	26	7	21	0
3	28	0	28	0
4	26	0	28	0
5	28	0	28	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.1
Other	5.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,853	\$625	\$8,228	\$94,173
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	57.5	-3.6
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	7.8	5.0

Fiscal Year 2022-23 Types of Services Funded

At Mesquite Elementary School, equity and access are non-negotiables. Each year, Mesquite allocates a portion of its budget to purchase additional supplemental instructional materials and personnel. Community involvement through donations assists with supplemental instructional materials. Expenditure on supplemental learning materials provides each child with an abundance of materials which includes: math manipulatives, classroom and library literature collections, science kits, art supplies, technology software and hardware programs, etc. Additionally, Mesquite allocates funds for personnel to give our students music instruction (Music teacher), social emotional learning (student interventionist), learning support (instructional assistants), and safety (noon duties/campus assistants). Our library literature collection is continually updated to provide

Fiscal Year 2022-23 Types of Services Funded

students with current and high-interest reading books. Student incentives are used to positively reinforce student behavior, academic achievement, attendance, and the CKH Leadworthy Character Traits. Funds also are allocated for our schoolwide AVID (Advancement Via Individual Determination) and SEL (Social Emotional Learning) programs to purchase items to benefit our students.

Mesquite operates under our SPSA (School Plan for Student Achievement). The SPSA has five goals for the following areas: Mathematics, English Language Arts (ELA), English Learners, School Environment, and Parent Engagement. SPSA assists in guiding our instructional-learning program in the areas of General Education Core Content (Mathematics, ELA, Science, Social Studies), Special Education, ELD (English Language Development), GATE (Gifted and Talented Education), Social-Emotional Learning, Technology, Physical Education, VAPA (Visual and Performing Arts), and Student Engagement. Additionally, the SPSA provide funding of various components of our instructional learning program through the allocation of Title I and LCAP (Local Control Accountability Plan), funds. Title I funds are Federal funds based upon students who qualify for free and reduced meal program. LCAP funds are State funds based upon three factors: 1) students who qualify for free and reduced meal program, 2) students who are designated as English learners, and students who are designated as foster youth.

Technology is used to leverage instruction and learning here at Mesquite and our technology program is a source of pride at our school. It is one of the avenues through which teachers connect with their students, professional content, resources, and systems thereby improving their instruction while personalizing learning. A wide variety of technological resources are available to Mesquite staff and students. For example, every classroom has a Promethean which is an interactive, high definition, big-screen display/monitor, as well as a built in sound amplification system. Classrooms are also equipped with an all-in-one teacher computer workstation and black toner laser printer. Grade level lead teachers have a laser color printer that serves as a hub for their grade level. Students in grades 1-5 have 1:1 Chromebook devices while TK-K grade students have touch Chromebooks. Our library is also equipped with a Promethean and handheld devices (i.e., iPads) for student use. The administration and front offices are fully equipped as well. Software programs at the school include Accelerated Reader (AR), Footsteps2Brilliance (F2B), Zearn Math, and Mystery Science. Additionally, students can register for eBooks that they can download and read on their technology devices. Finally, we have robotic technology (Spheros and Cubelets) to assist students in learning robotics and coding. Staff and students have access to our Makerspace for hands-on learning where they can create, collaborate, problem solve, and further develop their social skills, higher order thinking, mental rigor, and talents.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065
Average Principal Salary (High)	\$122,519	\$142,189
Superintendent Salary	\$251,125	\$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

Professional learning (PL) sessions focus on teaching strategies associated with specific curriculum content that support teacher learning within teachers' classroom contexts. Student achievement data and responses from the teacher surveys taken at the end of the previous school year were used to identify reading instruction as an area of need. Aspects of school climate and culture are also focus areas for professional development. PL usually occur after school. PL formats include workshops, conference attendance, and individual mentoring and coaching. Teachers meet frequently (horizontally and vertically) in professional learning communities to analyze data, plan lessons, share best practices, as well as coordinate intervention, remediation, and enrichment activities. Support for teachers during implementation is provided through coaching and expert support, professional learning community affiliations, and built-in time for think about, receive input on and make adjustments to practice by facilitating reflection and soliciting feedback. Students and staff have social emotional needs and their are support systems available at the site and District level. Additionally, professional learning has been provided in the areas of positive and proactive relationship building, trauma-informed practices, social emotional support, and equity.

Mesquite is collaborating with Collaborative Educational Practice, an educational consulting company, to improve our instruction-learning program. Possible conferences for staff and parents include the following: Mini-CABE, CABE, CAAASA, PLC+, CUE, CAG, and AVID.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3