



Mesquite Continuation High School

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

Jo Anne McClelland, Principal

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<http://mesquite.ssusd.org/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Sierra Sands Unified School District

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Ridgecrest CA, 93555
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District Governing Board

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Michelle Savko
**Assistant Superintendent,
Curriculum and Instruction**

Bryan Auld
**Assistant Superintendent, Human
Resources**

Paul Delbick
Executive Director of SELPA

Donnie Morrison
Chief Technology Officer

School Description

Principal's Message

School Mission: Mesquite High School is a community in which adults lead students through learning the skills they need to form relationships, self-advocate, be responsible for actions and choices, and develop personal growth in order to graduate and be successful in life as adults.

Mesquite provides unique educational opportunities that help students successfully complete graduation requirements. Our enrollment is just over 80 students at any given time, but we average roughly 120 student enrollments each year. Our teacher/student ratio is 20/1. Beyond core and several elective courses, Mesquite students have the opportunity to enroll in work experience, community college coursework, credit recovery courses, summer school, elementary teaching assistant positions, vocational courses, 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. The Western Association of Schools and Colleges (WASC) visited Mesquite in March 2018. The visiting committee recommended and the WASC board approved our accreditation for 6 years. CDE's Model School Visitation team also reviewed Mesquite and awarded our school a Model Continuation High School distinction in 2008, in 2011, and again in 2015.

It is Mesquite's goal to ensure that every student is college and/or career ready upon graduation from high school. 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. Most recently we have added a Character Trait and Leadership program. We are also focused on providing career exploration and guidance for our students.

Our school motto is "Freedom Through Responsibility". We are very dedicated to helping our students become productive citizens as they mature into adulthood.

Jo Anne McClelland, Principal

About the SARC

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 webpage at <https://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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	14
Grade 10	23
Grade 11	21
Grade 12	19
Total Enrollment	77

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	1.3
Filipino	1.3
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	1.3
White	61
Socioeconomically Disadvantaged	81.8
English Learners	7.8
Students with Disabilities	7.8
Homeless	2.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Mesquite Continuation	18-19	19-20	20-21
With Full Credential	5	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	18-19	19-20	20-21
With Full Credential	♦	♦	213
Without Full Credential	♦	♦	34
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Mesquite Continuation High School

Indicator	18-19	19-20	20-21
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The district chooses 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 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	My Perspectives Pearson Education 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra I/Geometry/Algebra II California AGA-Houghton Mifflin-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology (CP): Biology, The Living Earth (Pearson) Adopted in 2020 Earth Science: HMH Science Dimensions Earth and Space Science (Houghton Mifflin Harcourt) Adopted in 2020 Academy of Science Distance Learning Classes The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	American Government: Impact CA Social Studies. Principles of American Democracy (McGraw Hill) Adopted in 2019 Economics: Impact Principles of Economics (McGraw Hill) Adopted in 2019 Modern World History: World History and the Modern World (Pearson) Adopted in 2019 United States History: US History 20th Century CA Edition (Cengage) Supplemental: Voices Volume 2 Adopted in 2019 World Geography: Geography the Human and Physical World (McGraw Hill) Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Academy of Science Distance Learning Classes Adopted in 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Academy of Science Distance Learning Classes Adopted in 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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.

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.

Recently our HVAC system was replaced and upgraded in both wings.

Library

We have established a quiet room in lieu of a library for students to use when making up work or doing IS and where all students have access to chrome books. This room is monitored by an adult at all times.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Poor	Classroom MC 1: Carpet seam coming apart. Classroom MC 2: Carpet seam coming apart. Classroom MC 3: Ripped carpet, carpet coming up in SE corner, holes in west wall. Classroom 4: VCT cracking, cove base came off south wall. Classroom 11: Carpet came up and cove base came off in NW corner. Classroom 15: VCT cracking. Media Center: Cove base coming off west wall, carpet seams coming apart. Office: Transition strip in lounge is coming up, crack in north side wall entry way.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Grounds (Front Campus) Parking lot has lots if big cracks.
Overall Rating	Good	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored an average of 90.99% on the 8 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	29	N/A	51	N/A	50	N/A
Math	0	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	0	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents volunteer for such special activities as our Back-to-School Night and Prom. Mesquite has a position for a parent representative who attends the Superintendent's Council with the principal bi-monthly and a parent representative on the school 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 Parent Square app is used extensively to keep parents updated on student and school events. We also conduct a parent survey each year for feedback on what they like and want for our students. 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 State priority: School Climate (Priority 6):

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

School Safety Plan (School Year 2020-2021)

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 with 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 and is on campus several times per week. We discuss school safety at our bi-weekly staff meetings and review our site safety plan regularly. Lockdown drills, earthquake 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. We have an AED installed on campus and have 4 staff members trained to use it along with general first aid. Our school safety plan is updated and reviewed by staff at the beginning of each school year and approved by the School Site Council during the 1st semester of each year.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	11.7	18.1	6.6	7.1	3.5	3.5
Expulsions	0.7	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.7	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	77

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	14	6			8	9			15	4	2	
Mathematics	3	16			2	18			4	12		
Science	11	3	1		9	3			9	2	1	
Social Science	10	12			6	15			8	13		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,945	\$47,145
Mid-Range Teacher Salary	\$70,019	\$74,952
Highest Teacher Salary	\$98,284	\$96,092
Average Principal Salary (ES)	\$108,083	\$116,716
Average Principal Salary (MS)	\$120,179	\$120,813
Average Principal Salary (HS)	\$131,577	\$131,905
Superintendent Salary	\$176,000	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	31.0
Administrative Salaries	5.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	18462.89	783.10	17679.79	106257.26
District	N/A	N/A	5982.82	\$68,495
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	98.9	43.2
School Site/ State	78.1	33.6

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

Types of Services Funded

Student and staff needs are identified through the process of program analysis. Both state and federal resources are available to address these identified needs. In 2018-19, Mesquite was a targeted Title I school and the allocation was used to provide supplemental intervention through instructional and evidence-based programs in math and English which continued through the 2019-20 school year.

State Priority: Pupil Engagement

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

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

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

Rate for Mesquite Continuation High	2016-17	2017-18	2018-19
Dropout Rate	16	25.8	24.5
Graduation Rate	46	45.2	57.1

Rate for Sierra Sands Unified School	2016-17	2017-18	2018-19
Dropout Rate	3	6.2	5.6
Graduation Rate	89.9	85.7	89.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	89.61
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	1.3

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

We provide students with information about career and postsecondary options that are embedded in our classes. Students develop a plan to help them reach their goals to attend a trade or technical school, seek 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. 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. We require each graduating senior to complete a resume and on-line career programs along with immediate and long-range goal planning.

Our traditional 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 our students. Currently, those include Restaurant Careers, Criminal Justice, Industrial Arts, and Health Careers.

You can find information about our district'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.

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.