

Mesa Verde High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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.

2022-23 School Contact Information

School Name	Mesa Verde High School
Street	7501 Carriage Dr.
City, State, Zip	Citrus Heights CA, 95621
Phone Number	(916) 971-5288
Principal	Jennifer Petersen
Email Address	jennifer.petersen@sanjuan.edu
School Website	www.sanjuan.edu/mesaverde
County-District-School (CDS) Code	34-67447-3430048

2022-23 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website Address	www.sanjuan.edu

2022-23 School Overview

Vision Statement:

Mesa Verde High School will be the school of choice for all Citrus Heights families.

Mission Statement:

Our community provides diverse opportunities for all students to develop skills necessary to achieve their full potential through equitable access to rigorous curriculum, strategic support, and extended learning.

Student Learning Outcome #1

Self-directed learners who...

Will use interpersonal skills to set SMART goals by creating individual academic plans

Will self-advocate for academic and social emotional support

Will be able to identify an appropriate support provider on campus

Will cultivate a growth mindset

Will demonstrate leadership skills in diverse settings: in the classroom, on campus, and within the community

Will exhibit digital literacy by producing, interacting and publishing online to reach a global audience

Student Learning Outcome #2

Community contributors who...

Will participate in the pre-registration voting process

Will participate in on-campus club, athletic, academic, or extracurricular activities

Will improve behavior outcomes

Will improve well being and health by participating in mindfulness and wellness programs and making improved food choices

Will create intellectual, artistic, practical, and physical products

Will increase personal responsibility by earning and purchasing items through work opportunities and participation in campus activities

Student Learning Outcome #3

Critical Thinkers and Problem Solvers who...

Will thoroughly comprehend and effectively write to adequately address literary and expository writing prompts

2022-23 School Overview

Will demonstrate critical thinking and problem solving skills during both process-oriented and solution-focused activities
Will work both individually and collaboratively on both specific problems and open ended problems
Will demonstrate tenacity through the ability to sustain focused work on a single or multi-dimensional academic or social emotional problem

Mesa Verde High School is located in Citrus Heights, a suburb of the city of Sacramento, California. Within our student population, we serve general education students as well as multiple programs to support students with disabilities. Our goal is to mainstream the majority of our students with disabilities to create an inclusive school that promotes learning for all. The socio/economic status of the Mesa Verde community indicates that the city of Citrus Heights is primarily a working-class community. The free or reduced lunch program has remained consistent over the past and regularly exceeds 60% of our population. Mesa Verde prides themselves in offering course work that meets the unique needs and demands of our student population. With a robust Advancement Via Individual Determination (AVID) program, three CTE programs (Business Academy, Drama, and Public Safety), and Advanced Placement (AP) and Honors coursework, our students have a tremendous opportunity to accomplish their college and career goals. Within our small school community, we continue to foster and prepare our students for their future success.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	263
Grade 10	237
Grade 11	206
Grade 12	168
Total Enrollment	874

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	54.1
American Indian or Alaska Native	0.5
Asian	2.6
Black or African American	5.5
Filipino	1.3
Hispanic or Latino	37.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.8
White	45.7
English Learners	6.6
Foster Youth	0.3
Homeless	7.4
Migrant	0.1
Socioeconomically Disadvantaged	57.1
Students with Disabilities	19.7

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)	23.30	60.93	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	1.30	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.72	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	297.30	12.72	12115.80	4.41
Unknown	13.80	36.01	291.30	12.46	18854.30	6.86
Total Teaching Positions	38.30	100.00	2338.40	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)	40.60	90.93	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	5.87	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	243.50	9.78	11953.10	4.28
Unknown	1.40	3.20	199.10	8.00	15831.90	5.67
Total Teaching Positions	44.60	100.00	2491.10	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.60	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	2.60

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

2021-22 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)	2.50	1.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <https://www.sanjuan.edu/Page/23518>. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2015: Oxford University Press - English A: Literature (IB Diploma Programme) 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing	Yes	0.0
Mathematics	2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL 2016: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam 2016: Cengage – Precalculus	Yes	0.0
Science	2022 STEMScopes: The Living Earth 2019 Savvas: AP Biology-Campbell in Focus 2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course 2022 Savvas: Experience Chemistry 2018 Cengage: Chemistry (AP Edition), 10th edition 2008 Pearson: Conceptual Integrated Science 2009 Pearson: Conceptual Physics 2002 Pearson: Earth Science 2020 Savvas: College Physics-Explore and Apply, 2nd edition 2002 Glencoe/McGraw-Hill: Earth Science-Geology, the Environment, and the Universe 2022 Cengage: Environmental Science-Sustaining Your World 2021 Cengage: Exploring Environmental Science (updated) 2016 Pearson: Human Anatomy and Physiology	Yes	0.0
History-Social Science	2019 McGraw-Hill: California Impact-United States History and Geography, Continuity and Change 2019 McGraw-Hill: California Impact-World History, Culture and Geography, The Modern World 2016 Oxford University Press: History of the Americas-1880-1981 (IB Diploma Programme) 2011 Oxford University Press: The Twentieth-Century World and Beyond-An International History Since 1900, 6th ed. 2018 Bedford, Freeman, and Worth: Ways of the World-A Global History with Sources, for the AP course	Yes	0.0

	<p>2018 Pearson: Government in America-People, Politics, and Policy, AP edition</p> <p>2018 McGraw-Hill: Principles of American Democracy</p> <p>2015 Back Bay Books: A Different Mirror-A History of Multicultural America</p> <p>2015 Harper Collins: A People's History of the United States, 1492-present</p> <p>2020 Oxford University Press: Oxford IB Diploma Programme-IB Economics Course Book</p> <p>2019 Bedford, Freeman, and Worth: Krugman's Economics for the AP course</p> <p>2018 Norton: Essentials of Cultural Anthropology-A Toolkit for a Global Age</p> <p>2016 Bedford, Freeman, and Worth: Explorations in Economics</p> <p>2017 National Geographic: National Geographic-World Cultures and Geography</p> <p>2019 Perfection Learning Corp: AMSCO AP Human Geography</p> <p>2020 Bedford, Freeman, and Worth: A History of Western Society</p> <p>2018 Norton: Principles of Macroeconomics</p> <p>2017 McGraw-Hill: Sociology and You</p> <p>2001 Glencoe/McGraw-Hill: Street Law-A Course in Practical Law</p> <p>2016 Bedford, Freeman, and Worth: Myers' Psychology for AP</p> <p>2016 Bedford, Freeman and Worth: Thinking about Psychology</p>		
Foreign Language	<p>2017: Wayside- Apprenons</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 1</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 2</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 3</p> <p>2017: Vista Higher Learning – Imaginez</p> <p>2018: Cheng and Tsui- Adventures in Japanese 1</p> <p>2018: Cheng and Tsui- Adventures in Japanese 2</p> <p>2018: Cheng and Tsui- Adventures in Japanese 3</p> <p>2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course</p> <p>2022 Carnegie Learning: Que Chevere 1-4</p> <p>2017: Vista Higher Learning- Temas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p> <p>2018: Sign Media Inc. – Master ASL! – Level One</p> <p>2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide</p>	Yes	0.0%
Health	<p>2006: Houghton Mifflin Harcourt - Lifetime Health</p>	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	<p>The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.</p>	Yes	0.00%

School Facility Conditions and Planned Improvements

Mesa Verde High School, constructed in 1974, was recently modernized. There are enough classrooms to house the student population, with a few classrooms being used for office space and testing locations. Each classroom has a fire and intrusion monitoring and alarm system, telephone, and internet connections. Site custodial staff keep the buildings clean as well as a part-time site maintenance custodian who keep the various systems of the school operational. The district provides gardening and landscape maintenance as well as support to keep the major systems such as plumbing, heating, and air conditioning functioning. A concern of the school is the condition the playing fields, hard court surfaces, and the track. Through bond money, Mesa Verde High School will be receiving a new all weather track and field. Currently, the tentative timeline has this project beginning in the Spring of 2021. Building A and C were both modernized 2004, 2005, and 2006, which included roofing, HVAC, flooring, restrooms and enlargement & rearrangement of classrooms. In 2009, a new 7,000 square foot gymnasium was built and in the summer of 2010 a new 8,000 square foot Library/Media Center classrooms were added to the campus. During the summer of 2018 the Large Gym floor was refinished and resealed as well as entirely painted. In the fall of 2015, the PAC building project was completed. This project included a new sound and lighting room with a high powered projector, control center, new light bulbs, and a remote system for controlling all components. Another addition included a new drop down screen above the stage. To date, all exterior and interior lighting has been converted to LED lighting. Additionally, Mesa Verde student restrooms have all been remodeled with ADA compliance and new fixtures, flooring, and tile throughout.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2020 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

Year and month of the most recent FIT report

09/15/2022

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			
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			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	8	N/A	29	N/A	33

2021-22 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	195	182	93.33	6.67	34.07
Female	89	84	94.38	5.62	42.86
Male	105	97	92.38	7.62	26.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	70	93.33	6.67	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	89	84	94.38	5.62	35.71
English Learners	12	10	83.33	16.67	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	11	91.67	8.33	36.36
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	119	111	93.28	6.72	32.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	38	88.37	11.63	13.16

2021-22 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	195	182	93.33	6.67	7.69
Female	89	85	95.51	4.49	8.24
Male	105	96	91.43	8.57	7.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	71	94.67	5.33	1.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	89	83	93.26	6.74	9.64
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	119	110	92.44	7.56	4.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	43	37	86.05	13.95	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.03	--	30.55	28.5	29.47

2021-22 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	143	137	95.8	4.2	8.03
Female	66	62	93.94	6.06	11.29
Male	74	72	97.3	2.7	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	54	94.74	5.26	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	63	98.44	1.56	11.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	13	11	84.62	15.38	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	70	95.89	4.11	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	25	96.15	3.85	4

2021-22 Career Technical Education Programs

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The Career Technical Education (CTE) department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element, and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

2021-22 Career Technical Education Programs

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering/product innovation, and patient care. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

At Mesa Verde we are proud to have the Business Academy which is a 3-year Academy for students interested in a variety of Finance and Entrepreneurship disciplines. Coursework includes business technology, economics, and small business. The advanced courses offer up units of college credit at the community college level. Students work on interdisciplinary projects designed to bring all facets of their education together in collaborative work meeting the goals of providing a 21st Century education. This integrated approach helps to support student achievement as all Academy teachers work closely together planning curriculum and assessing the learning of their Academy students while providing for hands-on experiences that enrich their education.

Mesa Verde offers the following CTE pathways and courses:

Business Academy:

- Business Technology I
- Virtual Enterprise
- Small Business (capstone completion course)

Performing Arts: Theatre Pathway

- Beginning Drama CTE
- Professional Theatre
- Writing the Stage
- Stage Directing & Production (capstone completion course)

Public Safety

- Introduction to Public Safety
- Public Safety
- Advanced Public Safety (capstone completion course)

CTE capstone courses held at various high schools within San Juan Unified open to Mesa Verde students:

- Automotive
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Dental Careers
- Dental Radiation and Safety (taken with Dental Careers)
- Fire Technology
- Medical Assistant

Our Drama and Dance CTE programs encourage students to perform. Through performing, students gain confidence, communication skills, and learn teamwork. In both programs, students are asked to create their own work while also performing that of others. Students develop academically through public speaking, writing (drama and choreography), as well as critical thinking skills as they are often asked to critique each other as well as themselves. Students are also exposed to the career-side of the CTE program through field trips to productions as well as exposure to experts in the field.

Within the Public Safety courses students are taught basic public safety course work that allows them to investigate the various opportunities with the public safety sector. The Public Safety program has a strong emphasis on Law Enforcement and the class operates like a police academy. Within the class students are exposed to search and seizure procedures, a shooting simulator, driving simulator, and are regularly addressed by guest speakers that work in the field.

2021-22 Career Technical Education Programs

Through our CTE programs, students are exposed to the rigors of real world experience through the lens of small business owners, dance, theater, and law enforcement. Through their connections to the community and the ability to have students exposed to the business, arts, and legal system, students learn valuable skills that prepare them for life after high school.

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, along with completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	276
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	39.53

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 9	98.3	96.2	96.2	93.6	95.8

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.

2022-23 Opportunities for Parental Involvement

At Mesa Verde High School, our Site Council team meets monthly to help develop and monitor the School Plan for Student Achievement (SPSA). In addition to the Site Council, we also provide opportunities for English learner parents to participate in our English Learner Advisory Committee (ELAC) committee as well as the District English Learner Advisory Committee (DELAC) committee. Parent attendance at athletic events, school activities, and back-to-school night is highly encouraged, and we regularly send reminders to parents through our social media accounts (Instagram and Facebook) as well as our personalized school app. Mesa Verde High School is proud to have a Welcome Center where parents have access to school information and computers which they can use to monitor attendance and print out any necessary documents. Information on how parents/guardians can become involved in our many organizations can also be found on our school website at www.sanjuan.edu/mesaverde or by contacting the school at 916-971-5299 and connecting with the Principal's Secretary.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		7.4	7.9		9.6	11.7		8.9	7.8
Graduation Rate		86.2	89.7		78.5	81.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	165	148	89.7
Female	78	73	93.6
Male	84	72	85.7
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	11	11	100.0
Filipino	--	--	--
Hispanic or Latino	60	58	96.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	80	66	82.5
English Learners	14	14	100.0
Foster Youth	--	--	--
Homeless	17	15	88.2
Socioeconomically Disadvantaged	121	113	93.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	37	28	75.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	966	921	416	45.2
Female	434	409	182	44.5
Male	522	502	229	45.6
American Indian or Alaska Native	5	4	2	50.0
Asian	24	24	10	41.7
Black or African American	57	50	30	60.0
Filipino	14	13	4	30.8
Hispanic or Latino	355	346	140	40.5
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	67	61	33	54.1
White	439	418	195	46.7
English Learners	73	70	23	32.9
Foster Youth	10	6	5	83.3
Homeless	88	77	42	54.5
Socioeconomically Disadvantaged	576	543	259	47.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	188	178	100	56.2

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.75	3.11	2.45
Expulsions	0.11	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.43	14.70	0.10	4.48	0.20	3.17
Expulsions	0.00	0.31	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.70	0.31
Female	11.29	0.23
Male	17.82	0.38
American Indian or Alaska Native	0.00	0.00
Asian	4.17	0.00
Black or African American	22.81	0.00
Filipino	14.29	0.00
Hispanic or Latino	13.52	0.85
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	20.90	0.00
White	14.35	0.00
English Learners	5.48	0.00
Foster Youth	0.00	0.00
Homeless	15.91	0.00
Socioeconomically Disadvantaged	17.19	0.52
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.81	0.00

2022-23 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	10	8	7
Mathematics	26	4	9	4
Science	28	3	5	5
Social Science	26	5	6	6

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	12	7	5
Mathematics	26	5	6	5
Science	26	5	4	5
Social Science	26	4	5	7

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	8	4
Mathematics	30	1	11	6
Science	28	2	6	5
Social Science	26	6	9	4

2021-22 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	291.33

2021-22 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)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	12022	4276	7746	\$81,230.22
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	11.1	3.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	16.1	-5.0

2021-22 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,561	\$51,081
Mid-Range Teacher Salary	\$69,093	\$77,514
Highest Teacher Salary	\$94,014	\$105,764
Average Principal Salary (Elementary)	\$117,870	\$133,421
Average Principal Salary (Middle)	\$126,658	\$138,594
Average Principal Salary (High)	\$142,797	\$153,392
Superintendent Salary	\$303,841	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	7.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	3