

Mesa Verde High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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
Grade Span	
County-District-School (CDS) Code	34-67447-3430048

2025-26 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	www.sanjuan.edu

2025-26 School Description and Mission Statement

Vision Statement:

Mesa Verde High School will be the school of choice for 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...

2025-26 School Description and Mission Statement

Will thoroughly comprehend and effectively write to adequately address literary and expository writing prompts
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. In the 2023-2024 school year Mesa Verde was designated as a Title I school as 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, Theater, and Public Safety), Dual enrollment with ARC, 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	219
Grade 10	220
Grade 11	230
Grade 12	225
Total Enrollment	894

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	52.9
Non-Binary	0.7
American Indian or Alaska Native	0.7
Asian	4.5
Black or African American	5
Filipino	1.6
Hispanic or Latino	39.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	5.9
White	42.3
English Learners	14.4
Homeless	5.6
Migrant	0.1
Socioeconomically Disadvantaged	59.4
Students with Disabilities	19.5

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.

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)	40.6	90.93	1946.1	78.12	234405.2	84
Intern Credential Holders Properly Assigned	0	0	21.6	0.87	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	5.87	80.7	3.24	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	243.5	9.78	11953.1	4.28
Unknown/Incomplete/NA	1.4	3.2	199.1	8	15831.9	5.67
Total Teaching Positions	44.6	100	2491.1	100	279044.8	100

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.

2022-23 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)	35.4	82.51	1925.6	80.09	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	23.5	0.98	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.2	7.54	84.5	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	253.4	10.54	11746.9	4.23
Unknown/Incomplete/NA	4.2	9.93	117	4.87	14303.8	5.15
Total Teaching Positions	42.9	100	2404.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	37.4	81.33	1867.3	76.49	230039.4	100
Intern Credential Holders Properly Assigned	0.6	1.43	36	1.48	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	6.52	94.3	3.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.61	276.2	11.32	12112.8	4.34
Unknown/Incomplete/NA	4.6	10.04	167.1	6.85	13705.8	4.91
Total Teaching Positions	46	100	2441.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	1.60	3.2	3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.60	3.2	3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.2
Total Out-of-Field Teachers	0.00	0	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	6.1	8.1
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	5.2	2.4

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 23, 2025 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 2025 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/academics/curriculum>. 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: <https://www.sanjuan.edu/academics/curriculum>.

Year and month in which the data were collected September, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2023: CollegeBoard - Springboard, Grades 9-12 2023: Bedford, Freeman, and Worth - The Language of Composition 2023: Bedford, Freeman, and Worth - Literature and Composition 2023: California State University - ERWC	0.0
Mathematics	2021: Cengage - Calculus for AP 2019: Pearson - Elementary Statistics: Picturing the World 2019: Cengage - Big Ideas Integrated Mathematics 1,2,3 2025: Math Medic - Mathematical Modeling 2025: Next Gen Personal Finance - Financial Algebra 2020: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam 2022: Pearson – Precalculus	0.0
Science	2022: Accelerate Learning - STEMScopes - The Living Earth 2021: Savvas - AP Biology-Campbell in Focus 2013: Bio-Rad Laboratories - Biotechnology-A Laboratory Skills Course 2022: Savvas - Experience Chemistry	0.0

	<p>2021: Cengage - Chemistry (AP Edition), 10th edition 2022: Wiley - Foundations of College Chemistry, 16th edition 2023: Pearson - Pasco Essential Physics 2021: Savvas - College Physics-Explore and Apply, 2nd edition 2022: Cengage - Environmental Science-Sustaining Your World 2021: Cengage - Exploring Environmental Science for AP (updated) 2023: Savvas - Human Anatomy and Physiology 2023: Cengage - Forensic Science, Fundamentals and Investigations 2023: Cengage - Essentials of Physical Anthropology 2024: Savvas - Physics for Scientists and Engineers, A Strategic Approach with Modern Physics 5e, AP Edition</p>	
History-Social Science	<p>2025: McGraw-Hill - American History: Connecting with the Past, 16th edition 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 2025: Perfection Learning - AMSCO AP Edition World History: Modern 1200-Present 2025: Bedford, Freeman, and Worth - American Government: Stories of a Nation, 2nd edition for AP 2025: Bedford, Freeman, and Worth - Foundational Documents and Court Cases Reader for AP 2025: McGraw-Hill - Principles of American Democracy - Impact CA Social Studies 2023: Triangle Square - A Different Mirror for Young People (Ethnic Studies) 2023: Kendall Hunt - Our Stories in Our Voices (Ethnic Studies) 2019: Bedford, Freeman, and Worth - Krugman's Economics for the AP course 2025: Norton - Essentials of Cultural Anthropology-A Toolkit for a Global Age, 4th edition 2025: Norton - Essentials of Cultural Anthropology-A Toolkit for a Global Age - Field Work Journal 2023: McGraw-Hill - Impact CA - Principles of Economics 2017: National Geographic - National Geographic-World Cultures and Geography 2019: Perfection Learning Corp - AMSCO AP Human Geography 2020: Bedford, Freeman, and Worth - A History of Western Society 2025: Bedford, Freeman, and Worth - Krugman's Economics for the AP course, 4th edition 2024: Norton - The Real World, 9th High School Edition 2025: McGraw-Hill - Street Law - A Course in Practical Law, 11th edition 2016: Bedford, Freeman, and Worth - Myers' Psychology for AP 2024: Norton - Psychology in Your Life, 4th High School Edition</p>	0.0
Foreign Language	<p>2022: Carnegie Learning - Que Chevere 1-4 2017: Vista Higher Learning- Temas, 3rd edition 2020: Wayside - Aluzejo AP Spanish Literature 2019: Cengage Learning – El Mundo Hispano 21-español para el siglo 21-Curso Intermedio</p>	0.0%
Health	<p>2022: Goodheart Wilcox - Essential Health Skills (2023)</p>	0.0%

Visual and Performing Arts	2023: The Art of Education (digital), Grades 9-12	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	0.00%

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

School Facility Conditions and Planned Improvements

General

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. District maintenance staff ensure 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. This school contains 49 classrooms, and 14 other student or administrative spaces.

Age of School Buildings

51 years--Built in 1974 but with modernizations and additions completed in subsequent years.

Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days

Cleaning Process and Schedule

The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

Deferred Maintenance Budget

The LEA participates in the State School Deferred maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures 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. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)

Large gym re-coat

Modernization Projects (if applicable)

New office remodel and all new classroom furniture

New School Construction Projects (if applicable)

New campus stadium

Year and month of the most recent FIT report

09/15/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

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			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	31	40	41	47	48
Mathematics (grades 3-8 and 11)	8	10	29	29	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	218	208	95.41	4.59	30.77
Female	106	102	96.23	3.77	39.22
Male	112	106	94.64	5.36	22.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	85	82	96.47	3.53	26.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	98	92	93.88	6.12	34.78
English Learners	37	36	97.30	2.70	0.00
Foster Youth	0	0	0	0	0
Homeless	13	10	76.92	23.08	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	138	131	94.93	5.07	25.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	34	79.07	20.93	2.94

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	218	209	95.87	4.13	10.05
Female	106	102	96.23	3.77	8.82
Male	112	107	95.54	4.46	11.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	85	83	97.65	2.35	8.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	98	92	93.88	6.12	9.78
English Learners	37	37	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	13	10	76.92	23.08	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	138	132	95.65	4.35	9.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	35	81.40	18.60	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.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.46	16.89	29.38	28.9	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	453	443	97.79	2.21	16.70
Female	191	187	97.91	2.09	16.04
Male	257	251	97.67	2.33	17.13
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	23.81
Black or African American	27	27	100.00	0.00	7.41
Filipino	--	--	--	--	--
Hispanic or Latino	181	179	98.90	1.10	10.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	24	96.00	4.00	41.67
White	189	182	96.30	3.70	19.23
English Learners	66	65	98.48	1.52	0.00
Foster Youth	0	0	0	0	0
Homeless	28	25	89.29	10.71	4.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	283	276	97.53	2.47	11.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	73	89.02	10.98	2.74

2024-25 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.

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 four California Partnership Academies in the areas of: business-finance/entrepreneurship, construction, pre-engineering/product innovation, and patient care. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

2024-25 Career Technical Education Programs

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)

Professional Theatre Pathway

- Introduction to Professional Theatre
- 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 pathways held at various high schools within San Juan Unified open to Mesa Verde students:

- Automotive
- Bakery Academy
- Construction Technology
- Culinary Arts
- Dental Careers
- Digital Media
- Emergency Response
- Medical Assistant

How does this class support student achievement?

Our Professional Theatre CTE program 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.

Through our CTE programs, students are exposed to the rigors of real world experience through the lens of small business owners, 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.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to "hands on" activities and participate in solving real life problems. The school counselor work with each enrolled student to create a 4-year plan designed to prepare them for their future college and career aspirations.

2024-25 Career Technical Education Programs

How are the courses evaluated for effectiveness?

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.

How are CTE industry sectors represented at the high schools?

The Director of College and Career Readiness, Brett Wolfe holds an annual advisory committee meeting representing every industry sector in Career Technical Education. The programs represented are Agriculture, Broadcast and Video Production; Building and Construction Trades; Business and Finance; Computer Science; Emergency Response; Engineering Design; Entrepreneurship; Health Science; Hospitality and Tourism; Information Technology; Public Safety; Performing Arts; Manufacturing; Networking, and Transportation. The advisory committee is composed of a variety of stakeholders including industry and labor, secondary and postsecondary leaders, faculty, parents, and students.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	198
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	95.77
Graduates Who Completed All Courses Required for UC/CSU Admission	39.11

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	91.1%	90.7%	93.8%	93.3%	94.2%

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.

2025-26 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. In 2025 we also formed a Mesa Verde Booster organization to fund raise for the many extra curricular programs that Mesa Verde offers. Parent attendance at athletic events, school activities, and back-to-school nights is highly encouraged. We regularly send reminders to parents through our social media accounts (Instagram-Mesa Connect) as well as our personalized school app and school website. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.1	6.9	7.3	12.7	12.2	9.8	8.2	8.9	8
Graduation Rate	84.9	85.3	89	77.2	78	81.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	219	195	89.0
Female	81	72	88.9
Male	133	119	89.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	14	13	92.9
Filipino	--	--	--
Hispanic or Latino	81	72	88.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	15	14	93.3
White	94	81	86.2
English Learners	40	31	77.5
Foster Youth	0	0	0.00
Homeless	22	17	77.3
Socioeconomically Disadvantaged	168	150	89.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	42	32	76.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	971	942	319	33.9
Female	453	439	144	32.8
Male	511	496	172	34.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	7	17.1
Black or African American	57	54	22	40.7
Filipino	16	16	1	6.3
Hispanic or Latino	380	371	146	39.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	55	20	36.4
White	407	393	119	30.3
English Learners	148	142	51	35.9
Foster Youth	--	--	--	--
Homeless	71	69	42	60.9
Socioeconomically Disadvantaged	652	633	232	36.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	185	183	75	41.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
15.79	12.86	13.59	4.53	4.89	3.8	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	0.2	0.1	0.06	0.05	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.59	0.10
Female	9.49	0.22
Male	17.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	9.76	0.00
Black or African American	24.56	1.75
Filipino	0.00	0.00
Hispanic or Latino	13.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	19.30	0.00
White	12.04	0.00
English Learners	7.43	0.00
Foster Youth	0.00	0.00
Homeless	18.31	0.00
Socioeconomically Disadvantaged	14.72	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 Sheriff's Department & Citrus Heights Police Department. As needed, San Juan Unified utilizes 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.

The Site has monthly meetings with our Safety team to discuss and collaborate around issues that arise on campus.

The safety plan is reviewed in January with the staff and Site Council annually. After is is approved at the Site level it is submitted to the School board for approval.

2022-23 Secondary 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 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	24	10	4	9
Mathematics	28	3	10	4
Science	31	1	4	7
Social Science	28	3	8	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	9	3	9
Mathematics	26	6	10	3
Science	31	1	5	6
Social Science	29	3	5	8

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	8	8	6
Mathematics	27	4	8	6
Science	31	1	4	6
Social Science	25	8	4	7

2024-25 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	293.67

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,682	\$5,892	\$9,791	\$90,592
District	N/A	N/A	\$8,625	\$90,853
Percent Difference - School Site and District	N/A	N/A	11.9	1.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-9.5	-4.4

Fiscal Year 2024-25 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. Base/unrestricted expenditures, except for general guidelines, are 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>.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$52,217	\$60,863
Mid-Range Teacher Salary	\$77,770	\$93,575
Highest Teacher Salary	\$111,100	\$125,548
Average Principal Salary (Elementary)	\$147,623	\$157,645
Average Principal Salary (Middle)	\$156,383	\$165,341
Average Principal Salary (High)	\$176,064	\$182,580
Superintendent Salary	\$324,066	\$357,064
Percent of Budget for Teacher Salaries	31.36%	30.36%
Percent of Budget for Administrative Salaries	5.58%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.9
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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	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

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. Eighteen hours per year are dedicated to staff collaboration and professional learning planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Meetings and Principal Networks.

Professional Development

The District provides professional development opportunities for teachers and administrators that support the implementation of grade level standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, TK-2 Reading, and the California Mathematics Framework. 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 grade level 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. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3