

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: February 11, 2016

To: Secondary School Administrators, Head Counselors, and School Counselors

Subject: **Mathematics, Engineering, Science Achievement (MESA) Program**

Department and/or Persons Concerned: All Secondary Site Administrators, Head Counselors, and School Counselors

Reference: SDUSD-SDU Agreement No. PS-16-0346-19, effective 9-8-15 through 6-30-17

Action Requested: Review program specifications; interested secondary sites may contact SDSU regarding participation; priority will be given to schools within a cluster that have a participating middle school feeding into a participating high school.

BRIEF EXPLANATION:

The Mathematics, Engineering, Science Achievement (“MESA”) Program assists educationally disadvantaged students to successfully complete college-preparatory math- and science-courses in order to be competitively eligible for admittance into four-year colleges and universities in math- or science-based fields of study. The program is offered to SDUSD school sites through the SDSU “MESA” program.

The “MESA” Model includes project-based learning, hands-on math and science enrichment, Academic Excellence Workshops, SAT preparation, Individual Academic Plans, study skills training, career and college exploration, incentive awards, parent leadership training, and extracurricular incentives for students in Grades 6-12.

All district secondary schools are eligible to participate in the program. The “MESA” program may be offered during a designated period during the instructional day, after school and/or Saturday sessions.

STUDENT ELIGIBILITY

The official “MESA” Student Eligibility Form provides a checklist of identifying indicators associated with being educationally disadvantaged (Attachment 1). The checklist is designed to help UC/CSU “MESA” Program directors determine student eligibility for program participation.

Some key indicators include students who are economically disadvantaged, participate in Upward Bound or Talent Search, have participated in “MESA” in previous years, score below average on standardized achievement tests, are eligible for free/reduced fee lunches, whose parents have no post-secondary education, have limited resources at home, receive AFDC, and do not speak English.

Students are required to complete the paper or online “MESA” registration process, submit completed and signed “MESA” Parent Authorization and Parent Involvement forms, and submit a signed “MESA” Student Conduct Agreement. Individual school sites may require additional eligibility criteria such as good attendance, GPA, or other site-based criteria for program participation.

SCHOOL SITE ELIGIBILITY:

Sites that would like to establish a new “MESA” program on campus should contact the SDSU “MESA” office. Priority will be given to schools within a cluster that have a participating middle school feeding into a participating high school.

RESPONSIBILITIES:

Participating Sites:

1. Provide appropriate resources for program implementation, extracurricular and site-based “MESA” activities.
2. Encourage participation of eligible students.
3. Provide the opportunity for a credentialed mathematics or science teacher to serve as the school’s “MESA” Advisor, after regular contract hours at a ratio of not more than 25 students per “MESA” Advisor, with site-funded compensation as per the district’s collective bargaining contract (SDEA Contract, Appendix A, Section 7). Selection of site’s “MESA” Advisor is open to all certificated mathematics and science staff members. “MESA” Advisors will be paid pro rata when teaching and planning “MESA” lessons beyond the regular school day. They will be paid the Workshop rate when attending “MESA” workshop or training beyond the regular school day.
4. Provide site-funded release time and substitutes as needed for the “MESA” Advisor to attend one to two special meetings, trainings, or educational field trips during the instructional day, during the course of the school year.
5. Provide site facilities for “MESA” Program activities including trainings, parent meetings, orientations, and other special events.
6. Arrange transportation in accordance with the district’s collective bargaining agreements for participating students to attend various off site activities and two events held at SDSU (Preliminary “MESA” Day Competitions and Engineering Your Future Day).
7. Communicate regularly with the “MESA” Director and staff regarding site activities including provide copies of related handbooks, flyers, newsletters, and other program documentation.

SDSU “MESA” Program

1. Assist sites in selection of “MESA” Advisor and student participants.
2. Provide site “MESA” Advisor with training and professional development.
3. Maintain official “MESA” Program enrollment records.
4. Work closely and cooperatively with each site “MESA” Advisor in program implementation.
5. Conduct orientation and recruitment sessions for prospective “MESA” student participants and their parents.
6. Assist with academic and enrichment activity coordination, curriculum resources, materials and supplies, educational field trips, and local program oversight.
7. Subject to district collective bargaining agreements, coordinate with the SDUSD Transportation Department, transportation to events such as Regional Junior “MESA” Day at UC Riverside; Regional Senior “MESA” Day in Imperial Valley; state and national

8. competitions at Weber State University in Ogden UT, and additional field trips to colleges, universities, STEM companies, and other locations.
9. If available, assign a "MESA" Undergraduate Student Assistant to assist the site "MESA" Advisor.
10. Provide educational, outreach and leadership activities for parents of "MESA" participants.
11. Host special "MESA" activities on the SDSU campus

School Site-Based "MESA" Advisors

1. Participate in "MESA" Program Advisor Training, adhere to policies and procedures.
2. Participate in "MESA" Advisor quarterly after-school meetings, trainings and other special extracurricular activities (usually limited to two per year during the instructional day).
3. Serve as "MESA" Program lead at the school site, work with the "MESA" Director and staff to ensure the site's program aligns to the "MESA" Program philosophy, objectives, and program model.
4. Coordinate identification and recruitment of eligible students; complete and return an Educational Disadvantaged Indicators form for each student; ensure that student participants complete the paper or online "MESA" registration process; submit completed and signed "MESA" Parent Authorization and Parent Involvement forms; and submit a signed "MESA" Student Conduct Agreement by established deadlines.
5. Respond promptly to all "MESA" Program communication; adhere to all submission deadlines; notify the "MESA" Director of extenuating circumstances that may affect program operation.
6. Maintain and submit, when requested, regular, accurate, clear, detailed student participation records for all activities related to the "MESA" Program.
7. Meet with participating students and conduct hands-on mathematics/science enrichment activities during after school and/or Saturday sessions.
8. Implement activities determined by the "MESA" Program, including, when available, additional STEM resources such as projects designated for "Engineering Your Future Day."
9. Provide the "MESA" Director and staff with constructive feedback on how to improve the program's operation, success, efficiency, and curricular resources.

PROGRAM CONTACTS

- Luis Topete Director (ltopete@mail.sdsu.edu), "MESA" Schools Program, SDSU,
- Michael Goodbody (mgoodbody@sandi.net), Office of Secondary Schools, SDUSD

Questions regarding this circular should be addressed to Michael Goodbody, Resource Teacher, Office of Secondary Schools, at (619) 725-7333.

APPROVED:



Cheryl Hibbeln
Executive Director, Office of Secondary Schools

Attachment

MESA Schools Program

MESA (Mathematics Engineering Science Achievement)
 San Jose State University Site
 College of Science, DH-241
 One Washington Square
 San Jose, CA 95192-0099
 Office: 408-924-3798, Fax: 408-924-4026

**STUDENT ELIGIBILITY FORM
 EDUCATIONALLY DISADVANTAGE INDICATOR**

MESA TARGET STUDENT POPULATION: MESA serves educationally disadvantaged students and, to the extent possible by law, emphasizes participation by students from groups with low rates of eligibility for four-year colleges.

The checklist is an effort to specify and record identifying indicators associated with being educationally disadvantaged. It is provided to MESA advisors/staff as an informal mechanism for collecting information to identify students eligible to participate in MESA programs on the basis of disadvantagedness. While it is not an exhaustive list, it is illustrative and does include areas of special interest to MESA Directors. We suggest that advisors/staff complete the checklist for each MESA applicant and maintain it as part of the student's file. The checklist is meant to make it easier to explain in the future the selection of individual students for the current program year. Checkmarks are meant only to reflect one's direct knowledge of the student's background as it pertains to a particular item. No other documentation will be required, though program personnel can exercise their option to request it.

Date: _____

Student Name: _____

SSN or Student ID #: _____

School Attending: _____

Grade: _____

Please Check (√) at least one indicator that applies.

ECONOMIC INDICATORS

- Income below 150% of federal poverty level (less than 20k for family of 4)
- Income below median for families with children (approx. 38k)
- Student know to come from a low-income household, but income level unspecified

PAST PARTICIPATION INDICATORS

- Student of family participates in Aid of Families with Dependent Children (AFDC)
- Student participates in free or reduced cost lunch program
- Student participates in Upward Bound or Talent Search (Federal TRIO)
- Student has participated in MESA program(s) in previous years

EDUCATION ENVIRONMENT INDICATORS

- Student attends school with documented accreditation problem (e.g. probationary status, unaccredited)
- Student attends school with average class size above 40 in math or science
- Student attends school with inadequate or no science labs
- Student attends school with average standardized test scores in fourth or fifth quintile

FAMILY/HOME ENVIRONMENT INDICATORS

- Home lacks education resources or environment (e.g., no encyclopedia, no quiet study space, no daily newspaper, no computer, etc)
- Student will be the first in family to receive Bachelor's Degree
- Student will be first in family to receive Bachelor's degree in math-based field
- Primary language spoken in the home is not English
- Student comes from single-parent or non-traditional home (e.g. lives with grandparent or other relatives, is a ward of the court, lives in a foster home)
- Parents lack familiarity with the educational system of the U.S.

PERFORMANCE INDICATORS

- Student's performance on standardized achievements test below school average

OTHER INDICATOR KNOWN TO YOU

- Please Specify: _____

 Name of Person preparing checklist (please print clearly)