

School Accountability Report Card

Issued Spring 2017 for Academic Year 2015–16

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandiegounified.org/sarc

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

Mira Mesa High School

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School Description and Mission Statement

Mira Mesa High School (MMHS) is a comprehensive high school with students who reflect the diverse blend of ethnicities, cultures, languages, and socioeconomic backgrounds of the Mira Mesa community. MMHS offers college preparatory academic and elective courses that prepare students for postsecondary education and careers. All courses are assessment-driven, standards-based, and academically rigorous. Diploma courses fulfill University of California's subject-area admission criteria (the UC a–g requirements). Letter courses prepare students to be employed and live independently according to each student's abilities. MMHS offers advanced, honors, and Advanced Placement (AP) courses that span core subjects and electives, including options in career, technical, visual arts, and performing arts. MMHS athletes compete in three seasons of sports. MMHS students form friendships as they contribute to school and community through their class council, ASB, or over 100 clubs that meet regularly on campus. In spring 2016 MMHS's accreditation was renewed for the maximum six years by the Western Association of Schools and Colleges (WASC).

The campus, which opened in 1976, now includes an administrative building, media center, three classroom buildings, a gymnasium with wrestling and dance/cheer rooms, two weight training facilities, 43 air-conditioned bungalows, new state-of-the-art video production, theatre, and graphic arts areas. At almost one square mile, the campus includes grass playing fields, and a stadium with new turf field ringed by a rubberized track. Surrounding lawns and trees set the campus within an urban park.

The mission of Mira Mesa High School is to engage students through learning experiences to prepare for college, career, and their lives as responsible and productive members of the community. The faculty and staff at Mira Mesa High School encourage students to excel.

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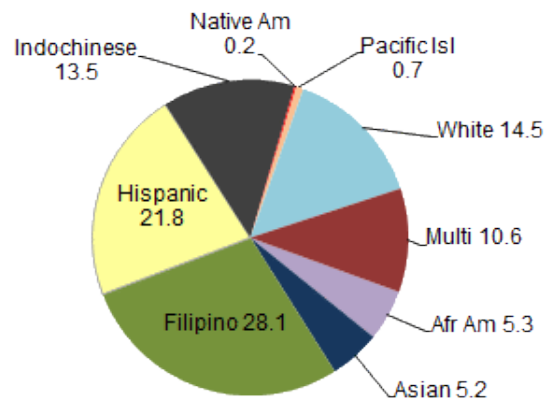


About This School

At a Glance: 2015–16

School type:	Senior High
Schedule:	Traditional
Grade levels:	9–12
Total enrollment:	2,426
Total teachers:	99
Per-pupil expenditure (fiscal year 14–15):	\$6,318

Enrollment Breakdown



Student Enrollment by Grade Level

Grade Level	Enrollment on October 7, 2015
9	713
10	582
11	558
12	573
Total	2,426

Student Enrollment by Group (2015–16)

Student Group	Number of Students	Percentage of Enrollment
African American	115	4.7
Asian	130	5.4
Filipino	664	27.4
Hispanic	544	22.4
Indochinese	329	13.6
Native American	5	0.2
Pacific Islander	16	0.7
White (Not Hispanic)	336	13.8
Two or More Races	287	11.8
Socioeconomically Disadvantaged	1,129	46.5
English Learners	189	7.8
Students with Disabilities	228	9.4
Foster Youth	7	0.3

Attendance

Year	Attendance for Year (%)
11–12	97.05
12–13	96.89
13–14	93.68
14–15	96.82
15–16	96.81

Business and Community Partners

MMHS Foundation • MMHS PTO • Miramar Community College
 • MCAS Miramar • Mira Mesa Schools Cluster • Mira Mesa Town Council • Mira Mesa Living • Harmonium • Douglas Young • Hanson Aggregates • Vulcan Materials • Instant Imprints • Union of PanAsian Communities • Chick-fil-A • UCSD Family Physicians Group • Mira Mesa Library • Panda Express • Mira Mesa Self Storage • Chipotle • Wings-n-Things • Yogurtland • Rita's • Smart & Final

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Data and Access

Most of the data in this SARC are from the 2015–16 school year or the two preceding years (2013–14 and 2014–15). Graduation, dropout, and fiscal data are from 2014–15. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2016–17 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

DataQuest

DataQuest is an on-line data tool (dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- **Teacher Credentials:** the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- **Instruction Materials:** whether students have access to standards-aligned instructional materials.
- **Facility Conditions:** whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers	School			District
	2014–15	2015–16	2016–17	2016–17
With full credential and teaching in subject area	106	105	86	4,243
With full credential but teaching outside area of competence	0	1	11	349
Without full credential	9	0	2	30
Total	115	106	99	4,622

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2015–16, the most current data are reported.

Indicator	2014–15	2015–16	2016–17
Misassignments of teachers of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2015–16)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be “highly qualified.” In general, ESEA requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	99.5	0.6
All schools in district	96.1	3.9
High-poverty schools in district	95.9	4.1
Low-poverty schools in district	97.3	2.7

Quality, Currency, and Availability of Textbooks and Instructional Materials (2016–17)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2016.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	n/a	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2016–17)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district’s courses, including current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available on-line at www.sandiegounified.org/course-study

School Facility Conditions and Planned Improvements

Our community and students take great pride in keeping the campus clean and maintaining an inviting school environment that pleases the eye and supports learning. Classrooms are equipped with Promethean interactive whiteboards with i21 Interactive technology using net-books or iPads. Classroom and production spaces for graphic arts, video production, and theater have been extensively remodeled and updated with the very latest equipment and technology. The culinary arts area, the stadium, and upper fields are in line for extensive renovation. The 43 bungalow classrooms now have solar reflecting glass and air conditioning. Upgrades to internet, phone, surveillance cameras, and intercom systems continue in all buildings and bungalows. Two new electronic marquees—one in the center of campus and another at the perimeter on Mira Mesa Blvd—assist in keeping students, parents, and the community informed about school events. Many areas of campus, including the gym, have been newly painted and enhanced with student-designed murals, including one sponsored by the class of 2010 covering the outside north wall of the gymnasium.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status.

Date of most recent inspection: 2/25/16

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, HVAC, sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pests/vermin		✓			
Electrical: Interior/exterior				✓	lights out, missing diffusers - replaced
Restrooms/fountains: sinks, plumbing				✓	loose toilets and faucets - repaired
Safety: Fire safety, hazardous materials		✓			
Structural: Damage, roofs		✓			
External: School grounds, playground, windows, gates, fences		✓			
Overall Rating: 91.1%		✓			

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the Science California Standards Tests.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP was piloted in 2013–14 and first administered statewide in 2014–15. The CAASPP consists of the Smarter Balanced Summative Assessments for students in the general education population.

For eligible students, the CAASPP also consists the California Alternate Assessments (CAAs) in ELA and math, which replaced the California Alternate Performance Assessment (CAPA) in 2015 and are aligned with alternate achievement standards linked to the Common Core State Standards for students with significant cognitive disabilities.

CAASPP scores are ranked according to four “performance levels”: Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

CAASPP: All Students

The following table shows the percentage of all students tested in the last two years whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

Subject Area	Percentage of Students Meeting or Exceeding State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (Grades 3–8, 11)	79	83	49	54	44	48
Mathematics (Grades 3–8, 11)	47	52	39	42	34	36

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

The following tables show the 2015–16 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2015–16, ELA, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	588	571	97.11	82.98
Male	317	307	96.85	78.83
Female	271	264	97.42	87.83
African American	29	27	93.10	81.48
Asian	120	114	95.00	87.72
Filipino	181	180	99.45	86.11
Hispanic	126	123	97.62	77.05
Native American	—	—	—	—
Pacific Islander	—	—	—	—
White (not Hispanic)	76	73	96.05	78.08
Two or More Races	48	46	95.83	86.96
Socioeconomically Disadvantaged	260	250	96.15	76.80
English Learners	39	32	82.05	40.63
Students with Disabilities	67	65	97.01	46.15
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	588	576	97.96	51.83
Male	317	310	97.79	49.03
Female	271	266	98.15	55.09
African American	29	27	93.10	51.85
Asian	120	117	97.50	73.50
Filipino	181	180	99.45	51.11
Hispanic	126	125	99.21	29.60
Native American	—	—	—	—
Pacific Islander	—	—	—	—
White (not Hispanic)	76	73	96.05	55.56
Two or More Races	48	46	95.83	56.52
Socioeconomically Disadvantaged	260	256	98.46	43.14
English Learners	39	37	94.87	29.73
Students with Disabilities	67	65	97.01	7.81
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent three-year period. Science assessments include California Standards Tests (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

Grades	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
5, 8, 10	74	73	65	68	65	59	60	56	54

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

CAASPP: Science—By Student Group, 2015–16

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Total Enrollment	Number of Valid Test Scores	Percentage of Valid Test Scores	Percentage of Proficient or Advanced Scores
All students at this school	582	567	97.42	65.43
Male	317	307	96.85	66.45
Female	265	260	98.11	64.23
African American	22	21	95.45	57.14
Asian	130	126	96.92	76.98
Filipino	156	156	100.00	70.51
Hispanic	151	148	98.01	47.97
Native American	0	0	0	0
Pacific Islander	—	—	—	—
White (not Hispanic)	75	68	90.67	79.41
Two or More Races	41	41	100.00	58.54
Socioeconomically Disadvantaged	281	271	96.44	59.41
English Learners	57	52	91.23	15.38
Students with Disabilities	61	55	90.16	40.00
Receiving Migrant Education Services	0	0	0	0
Foster Youth	—	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Career Technical Education Programs (2015–16)

Career Technical Education (CTE) in San Diego Unified School District is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by (a) taking and passing three or more CTE courses in a single, defined field of study, (b) completing the pre- and co-requisite CTE and core curriculum courses, and (c) passing at least one CTE advanced-level course. Student internship opportunities are often available within the advanced-level CTE course curriculum. CTE programs of study often fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Mira Mesa High School offers CTE courses in the following industry sectors: Arts, Media and Entertainment, Engineering and Architecture, Hospitality, Tourism and Recreation, Manufacturing and Product Development and Transportation.

Career Technical Education Participation (2015–16)

Data reported in the following table are intended to measure the performance of the school’s career technical education (CTE) programs.

“Number of pupils” is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

“Pupils earning a high school diploma who also completed a CTE program” is the number of students who earned a high school diploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

“CTE courses sequenced between the school and postsecondary institutions” is the number of CTE courses the school offers that are sequence or linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure of CTE Program Participation	Participation
Students participating in CTE (number)	964
Students earning a high school diploma who also completed a CTE program (%)	0.7
CTE courses sequenced between the school and postsecondary institutions (%)	n/a

Courses for University of California and/or California State University Admission

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the University of California website at admission.universityofcalifornia.edu/

California State University

Admission requirements for the California State University (CSU) include three factors to determine eligibility: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at www.calstate.edu/admission/admission.shtml.

This table displays, for the most recent year for which data are available, two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE website at dq.cde.ca.gov/dataquest/.

Measure	Percentage
2015–16 students enrolled in courses required for UC/CSU admission	98.6
2014–15 graduates who completed all courses required for UC/CSU admission	60.8

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in physical education. The California Physical Fitness Test provides the outcomes in physical education.

California Physical Fitness Test Results (2015–16)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.2	21.8	57.3

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Engagement

State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Parents and community members have numerous opportunities to join with staff to become involved at MMHS. There are opportunities to be a part of the MMHS Foundation, School Site Council, Parent Teacher Organization, and Site Governance Team. Parents are essential members of various focus groups that provide parents' points of view on matters related to WASC, community-based reform, and specific grant applications. Parents, community members, and the faculty attend and represent the interests of MMHS at the Mira Mesa Cluster Schools Council. In addition, parents support MMHS by participating in parent booster clubs for academic, athletic, and extracurricular programs; and the Gifted and Talented Education (GATE) program committee. MMHS welcomes parents with time to volunteer assisting in the office, with athletics, at performing arts events, and many other areas of campus life.

If you want to get involved, please contact Sharon Rubalcava, vice principal, at 566-2262 or srubalcava@sandi.net.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

Dropout Rate and Graduation Rate

This table displays the school’s four-year “cohort” dropout rates and graduation rates for the most recent three-year period for which data are available. (A *cohort* is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A *graduate* is a cohort member who earns a regular high school diploma by the end of the cohort’s fourth year.) For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* website at dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate (cohort)	1.4	1.4	1.8	5.2	4.5	3.5	11.4	11.5	10.7
Graduation Rate (cohort)	95.5	95.6	94.1	87.9	89.7	89.4	80.4	81.0	82.3

Completion of High School Graduation Requirements

This table displays, by student group, the percentage of students who began the 2014–15 school year in grade 12 and who met all state and local graduation requirements for grade 12 completion. Percentages may be greater than 100 due to changes in enrollment between the beginning of school and the date of graduation.

Group	Graduating Class of 2015		
	School	District	State
All Students	92.66	84.3	85.7
African American	90.91	76.2	76.9
Asian	96.18	93.9	92.8
Filipino	100+	90.6	96.8
Hispanic	78.13	80.8	84.5
Native American	66.67	85.7	74.9
Pacific Islander	83.33	79.1	84.9
White (not Hispanic)	93.94	89.8	87.2
Two or More Races	87.93	94.9	91.4
Socioeconomically Disadvantaged	90.94	83.4	76.6
English Learners	51.43	47.4	50.9
Students with Disabilities	74.07	51.1	68.4
Foster Youth	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school’s enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school’s enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures do not include charter schools.

Type of Action	2013–14			2014–15			2015–16		
	School	District	State	School	District	State	School	District	State
Suspensions	1.96	3.45	4.36	1.30	2.46	3.80	1.30	2.36	3.65
Expulsions	0.08	0.10	0.10	<0.05	0.06	0.09	<0.05	0.06	0.09

School Safety Plan (2016–17)

Last Review/Update: September 2016

Last Discussed with Staff: September 2016

Campus safety is the district’s top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school’s website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing

time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Mira Mesa High School administrators consider a safe learning environment for students and staff members a top priority. Administrators, in concert with students, parents, teachers, and counselors, implement a strong code of discipline based on respect, which promotes a positive climate for learning. This code is communicated to parents and students and is consistently reviewed by teachers, counselors, and administrators. The MMHS student-parent handbook, available on-line at the school website, describes behavioral expectations for all students. In addition, respectful behavior is reinforced by counseling, ROTC, and other groups that promote respect rather than bullying and healthy choices rather than drugs. To keep students focused on learning, MMHS has implemented schoolwide safety support measures: common clipboard restroom pass, after-school detention, in-school suspension, and a half-day Saturday school, which ensure that students are held accountable for their attendance and behavior. Saturday school includes periodic opportunities to receive tutoring. Counselors offer workshops and group sessions on stress reduction, dealing with grief, insight into addictive behaviors, and anger management. A district counselor also offers intervention groups addressing addictive behaviors. The school has a full-time school police officer on site and several campus security assistants. Campus activities, both curricular and extracurricular, are supervised by administrators, faculty members, and/or campus security. Tardy and truancy policies are enforced. Tutoring is provided daily before school, at lunch, and after school.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Federal Intervention Program (2016–17)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification and status can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012–13	2009–10
Year in PI*	3	3+
Number of Schools Currently in Program Improvement [†]		145
Percentage of Schools Currently in Program Improvement [†]		75.1

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

[†] Includes charter schools.

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2013–14				2014–15				2015–16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	29	14	37	43	28	14	48	30	29	9	37	40
Mathematics	30	9	32	45	29	10	42	32	31	6	27	43
Science	31	6	23	44	29	8	39	24	30	6	25	37
History–Social Science	33	1	26	42	32	1	29	35	32	2	23	38

Academic Counselors and Other Support Staff Members (2015–16)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. 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. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	404.33
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	1.8	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	1.2	
Resource Specialist (Non-Teaching)	0.0	
Mental Health Clinician	0.8	
Media Technician	1.0	
Other (Specify)	0.0	

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2014–15)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,318	\$1,015	\$5,303	\$74,138
District (excludes charter schools)			\$5,671	\$73,582
Difference: School Site and District (%)			-6.5	0.8
State			\$5,677	\$75,837
Difference: School Site and State (%)			-6.6	-2.2

Types of Services Funded (Fiscal Year 2015–16)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

MMHS's Counseling Department sponsors parent workshops throughout the year. These workshops address a wide array of topics of interest and concern to parents. Recent workshops addressed preparing for college, scholarships, and diploma requirements.

Tutoring sessions in all core subjects and world language are available with teachers who volunteer their time before school, at lunch, and after school. SAT prep classes are offered on Saturdays during the school year.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$42,632	\$45,092
Mid-Range Teacher Salary	\$64,780	\$71,627
Highest Teacher Salary	\$88,049	\$93,288
Average Principal Salary (Elementary School Level)	\$122,585	\$115,631
Average Principal Salary (Middle School Level)	\$125,249	\$120,915
Average Principal Salary (High School Level)	\$136,833	\$132,029
Superintendent Salary	\$261,667	\$249,537
Percentage of Budget for Teachers' Salaries	37%	37%
Percentage of Budget for Administrative Salaries	5%	5%

Advanced Placement Courses (2015–16)

This table displays for the most recent year the number of Advanced Placement (AP) courses offered by the school, by subject, in which at least one student was enrolled, and the percentage of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE website at dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	0	
English	7	
History–Social Science	23	
Mathematics	4	
Science	5	
Visual and Performing Arts	3	
World Languages	1	
Total	43	

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build teachers' leadership capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development based on student needs and also to determine areas of individual growth and development. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and engage in shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Schoolwide, professional development addresses these key areas: literacy, technology, intervention and support for struggling students. Each department also plans yearly professional development activities around these schoolwide goals and implements instructional strategies to support student mastery of Common Core State Standards, Mathematical Practice Standards, Next Generation Science Standards, and Career and Technical Education Standards.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Core and elective courses prepare MMHS students for postsecondary education and careers. All are assessment-driven, standards-based, and academically rigorous. Diploma courses fulfill University of California's admission criteria (the UC a–g requirements). Letter courses prepare students to be employed and live independently in light of each student's abilities. MMHS offers advanced, honors, and Advanced Placement (AP) courses that span core subjects and electives, including options in career, technical, and visual and performing arts.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
High School Level					
ELA	9	English 1,2	<i>Literature for California</i> , Grade 9, McDougal Littell	2009	2008–09
ELA	10	English 3,4	<i>Literature for California</i> , Grade 10, McDougal Littell	2009	2008–09
ELA	10	English 3,4 Advanced	<i>Prentice Hall Literature: World Masterpieces</i> , Pearson Prentice Hall	2009	2008–09
ELA	11	American Literature 1,2	<i>Language of Literature, American Literature</i> , McDougal Littell	2006	2003–04
ELA	11	American Literature 1,2 Honors	<i>Language of Literature, American Literature</i> , McDougal Littell	2006	2003–04
ELA	11–12	Contemporary Voices in Literature 1,2	<i>Contemporary Reader</i> , 7th ed., Prentice Hall –or– <i>Legacies</i> , 2nd ed., Thomson Learning	2004 2002	2003–04 2003–04
ELA	11–12	World Literature 1,2	<i>The Language of Literature, World Literature</i> , McDougal Littell	2003	2003–04
ELA	11	English Language & Composition AP 1,2	<i>Readings for Writers</i> , Thomson Learning <i>Norton Reader</i> , Norton	2004 2005	2004–05
ELA	12	English Literature 1,2	<i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall	2005	2004–05
ELA	11–12	English Literature & Composition AP 1,2	<i>Reading Fiction, Poetry, and Drama</i> , Glencoe/McGraw-Hill	2010	2009–10
ELA	12	Expository Reading and Writing	Teachers of this course receive instructional materials during specialized training.	—	—
ELA	11–12	Writers Workshop 1,2	<i>Steps to Writing Well, with Additional Readings</i> , Thomson Learning <i>Writers INC</i> , Great Source	2002 2001	2003–04
ELA	12	Contemporary Communications 1,2	<i>Elements of Literature Sixth Course: Literature of Britain with World Classics</i> , Holt, Rinehart & Winston	2003	2003–04
ELD	9–12	ELD 1-2	<i>Champion—Red Level</i> , Ballard & Tighe <i>Keys to Learning</i> , Pearson Longman	2008 2005	2008–09 2008–09
ELD	9–12	ELD 3-4	<i>Champion—Blue Level</i> , Ballard & Tighe <i>Quest: Introduction</i> , McGraw-Hill ESL/ELT	2007 2007	2008–09 2008–09
ELD	9–12	ELD 5-6	<i>Quest 1</i> , McGraw-Hill ESL/ELT	2007	2008–09
H-SS	10	Modern World History & Geography 1,2	<i>Modern World History: Patterns of Interaction, California Edition</i> , McDougal Littell	2006	2008–09
H-SS	10	World History 1,2 Advanced	<i>World History: Modern Times, California Edition</i> , Glencoe	2006	2005–06
H-SS	10	World History 1-2 AP	<i>The Earth and Its Peoples</i> , McDougal Littell	2008	2008–09
H-SS	10-12	European History 1,2 AP	<i>Western Civilization</i> , Thomson	2003	2004–05
H-SS	10-12	Psychology 1,2 AP	<i>Myer's Psychology for AP</i> , 2nd ed., BFW/Worth	2015	2015–16
H-SS	11	U.S. History & Geography 1,2	<i>The Americans: Reconstruction to the 21st Century, California Edition</i> , McDougal Littell	2006	2008–09
H-SS	11	U.S. History & Geography 1,2 Honors	<i>A People and a Nation</i> , McDougal Littell	2008	2008–09
H-SS	11	U.S. History 1,2 AP	<i>AP American History: Connecting with the Past</i> , McGraw-Hill	2015	2015–16
H-SS	12	Principles of Economics 1	<i>Economics: Principles In Action</i> , Prentice Hall	2003	2003–04
H-SS	12	Government 1	<i>United States Government: Democracy in Action</i> , Glencoe	2003	2003–04
H-SS	12	American Government in World Affairs	<i>World Politics in the 21st Century</i> , Prentice Hall	2004	2004–05
H-SS	12	Government & Politics: United States AP	<i>Government in America: People, Politics, and Policy, 16th AP ed.</i> , Pearson	2014	2015–16
H-SS	12	Microeconomics 1 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004–05
H-SS	12	Macroeconomics 2 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004–05
Math	9–12	Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson	2013	2014–15
Math	9	Advanced Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson	2013	2014–15
Math	9–11	Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson	2013	2014–15
Math	9–10	Advanced Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson	2013	2014–15
Math	10–12	Integrated Math III	<i>Mathematics III: Integrated CME Project, SE</i> , Pearson	2014	2014–15
Math	10–11	Advanced Integrated Math III	<i>Mathematics III: Integrated CME Project, SE</i> , Pearson	2014	2014–15
Math	9–12	Algebra 1-2	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009	2009–10
Math	9–12	Geometry 1-2	<i>Prentice Hall Mathematics: Geometry, California Edition</i> , Prentice Hall	2008	2009–10

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Math	10–12	Intermediate Algebra 1-2	<i>Algebra 2</i> , Holt	2004	2005–06
Math	10	Intermediate Algebra 1-2 Advanced	<i>Algebra 2, California Edition</i> , Glencoe	2005	2005–06
Math	11–12	Precalculus 1-2 Honors	<i>Precalculus: Graphical, Numerical, Algebraic</i> , Prentice Hall	2004	2004–05
Math	11–12	Precalculus 1-2	<i>Precalculus</i> , Prentice Hall	2004	2004–05
Math	11–12	Statistics and Data Analysis 1-2	<i>Workshop Statistics: Discovery with Data and the Graphing Calculator</i> , Key Curriculum Press	2002	2003–04
Math	11–12	Statistics 1-2 AP	<i>The Practice of Statistics for the AP Exam</i> , 5th ed., BFW/Freeman	2015	2015–16
Math	11–12	Topics in Discrete Mathematics 1,2	<i>Finite Mathematics and Calculus with Applications</i> , Prentice Hall	2002	2003–04
Math	12	Calculus AB 1,2 AP	<i>Calculus: Graphical, Numerical, Algebraic</i> , AP 5th ed., Pearson	2016	2015–16
Science	9–12	Earth Science 1,2	<i>Holt Earth Science, California Edition</i> , Holt Rinehart Winston	2007	2007–08
Science	9–12	Physics 1,2	<i>Conceptual Physics</i> , Pearson Prentice Hall	2006	2007–08
Science	9–12	Physics 1,2 Advanced	<i>CA Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2008	2007–08
Science	11–12	AP Physics 1 A,B	Wilson and Buffa, <i>Physics</i> , Prentice Hall	2003	2005–06
Science	11–12	Physics C 1,2 AP	<i>Physics for Scientists and Engineers</i> , Cengage	2008	2008–09
Science	9–12	Chemistry 1,2	<i>Chemistry, California Edition</i> , Prentice Hall	2007	2009–10
Science	9–12	Chemistry 1,2 Honors	<i>Principles of General Chemistry</i> , Glencoe McGraw-Hill	2010	2009–10
Science	11–12	Chemistry 1,2 AP	<i>Chemistry: The Central Science</i> , Prentice Hall	2009	2009–10
Science	9–12	Biology 1,2	<i>BSCS Biology: A Human Approach, 2nd ed.</i> , Kendall Hunt	2003	2004–05
Science	9–12	Biology 1,2 Advanced	<i>Biology: Concepts and Connections</i> , Pearson Prentice Hall	2003	2005–06
Science	11–12	Biology 1,2 AP	<i>Campbell Biology</i> , 10th ed., Pearson	2014	2015–16
Science	11–12	Marine Science ,2	<i>Oceanography: An Invitation to Marine Science</i> , Thomson	2007	2007–08
Science	11–12	Physiology 1,2	<i>Principles of Anatomy and Physiology</i> , Wiley	2006	2005–06
Science	11–12	Environmental Science 1,2 AP	<i>Environment: The Science Behind the Stories</i> , AP 5th ed., Pearson	2014	2015–16

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History–Social Studies.