

SCHOOL ACCOUNTABILITY REPORT CARD

MIRA MESA HIGH SCHOOL

Rachel Flanagan
Principal

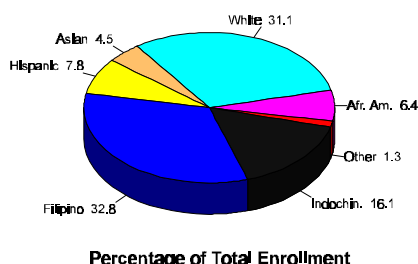
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MARCH 1999
San Diego City Schools

SCHOOL PROFILE

Mira Mesa High School (MMHS), grades 9–12, is located in the center of the Mira Mesa community. Because it is isolated from the City of San Diego by Miramar Marine Corps Air Station, it is a very close-knit community, yet economically and socially diverse.

**Student Racial/Ethnic Composition
1998-99**



The school's current student population is 2,092 with an anticipated enrollment in excess of 2,300 expected in 1999-2000. The ethnic diversity of the school's students is one of its strengths. In general, Mira Mesa students are highly motivated and successful.

MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

The mission of San Diego City Schools is to improve student

achievement by supporting teaching and learning in the classroom.

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has established literacy as a focus and will branch out into other curricular areas as instructional improvement becomes systemic. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully.

Our most important job at Mira Mesa is to offer our students the opportunity to prepare themselves to be intelligent, well-adjusted, responsible, and productive members of the community.

We believe that the faculty and staff at Mira Mesa have a unique opportunity to enhance the quality of education by encouraging the students to be aware of, and sensitive to, diverse ethnic groups.

Therefore, we strive for:

- A clean, safe, and orderly environment for teaching and learning
- Recognition of students' academic and extracurricular successes

REPORT CARD MEETING, INFORMATION

Date: June 5, 1999

Time: 5:30 p.m.

Place: Faculty Lounge

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Mira Mesa High's policies, programs, and progress. At a meeting on June 5 at 5:30 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Mira Mesa High School. We invite parents to come to Mira Mesa High to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Parent and community involvement in the students' education
- Increased learning through better attendance
- High citizenship standards and social understanding
- High content and performance standards for learning
- A variety of extracurricular activities
- Strong leadership to promote teaching and learning.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Student achievement at Mira Mesa High School is measured in several different ways. Standardized tests are one indicator that both the Board of Education and the general public seem to feel are valid indicators of success.

San Diego City Schools students in grades 2–11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school

for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas. Last year, the Spanish language Aprenda 2 test was administered to Spanish-speaking English learners.

The faculty attempts to build a foundation for future learning and academic growth by enhancing the curriculum. We encourage parents to confer with us to gain a clear understanding of their children's progress.

Mira Mesa High School encourages students to continue their education at a post-secondary institution:

- A large percentage of graduating seniors take the Scholastic Aptitude Test (SAT), typically required of students applying to four-year colleges and universities.
- Fifty-one percent of all students are enrolled in Advanced Placement courses.
- In 1998, the amount of total college scholarships awarded was in excess of \$400,000.
- Eighty-nine percent of the class of 1998 planned to continue their education at either a two-year or four-year college or university or vocational trade school.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Mira Mesa students explore career options and prepare for the world of work by listening to community speakers and educational partners who share their work experiences in the classroom. In addition, the Secretary's Commission on Achieving Necessary Skills (SCANS) inventory, career interest assessments, and portfolio development are used to make courses more relevant to the needs of the work force. Many classes include career units using the Guidance Information System and the resources available in the Career Center.

Program sequences for career educa-

tional planning include vocational classes and the Tech Prep program in Child Development and Teaching to prepare our students for employment, community college, or the university. Ninth grade career electives are offered for students to learn about careers in communications, art, business, family and consumer sciences, and industrial technology. Career paths for grades 11 and 12 include business and technology, global health and well being, creative communications, engineering/industrial technology, and social and human services. The annual Sophomore Safari, a half-day job shadow "in search of the world of work" for students in Grade 10 and their teachers, was supported this year, and 411 students, 87 teachers, and over 69 businesses participated.

Advisory periods every six weeks help students develop their college/career portfolio and prepare for Senior Exhibitions.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

The counseling staff provides a support system for students at risk of failing or dropping out. This support and the alternative programs available at Mira Mesa (the High School Diploma Program, General Equivalency Degree, Independent Study Program, and Joint Adult Diploma Program) result in a very low dropout

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1993-94	14.6	96.0
1994-95	12.1	96.0*
1995-96	16.9	95.0*
1996-97	10.5	96.3*
1997-98	13.3	96.5*

* Does not include staff development days.

rate. We continue to work with students and families to further reduce this figure. In 1997-98, the one-year dropout rate for grades 9-12 was 0.3 percent.

Mira Mesa has a rigorous system for monitoring and enforcing attendance. This resulted in a very low non-apportioned (unexcused) absence rate for the last ten years. We also have a stringent policy which lessens the number of tardies and truancies.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

Mira Mesa High has a well-ordered, positive climate for learning. The pride we take in our campus is evidenced by the Clean and Green Day project involving community members, staff, and students at Mira Mesa over the last few years.

The school provides a strong discipline code, which is made clear to parents and students and is consistently enforced by teachers, counselors, and administrators.

The climate for learning is enhanced by high levels of teacher expectation and student participation in advanced academic classes, Homecoming, ASB, and extracurricular activities. The school has a Student-of-the-Month Program that involves local businesses.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1993-94	10.4	1
1994-95	11.5	3
1995-96	11.0	2
1996-97	10.4	3
1997-98	10.0	12

* Suspensions per 100 Students.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Mira Mesa High School has 97 credentialed teachers. The staff is enthusiastic, well-educated, and experienced, with a high percentage holding Master's degrees or higher. All are credentialed to teach their subject area.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not ef-

fective, the principal identifies areas requiring improvement and develops a plan for improvement with the teacher.

Principals and vice principals are also evaluated every year in a similar manner: the principal by a central office supervisor and vice principals by the principal.

If you are concerned about a teacher, principal, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment in the

event a classroom teacher is absent.

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

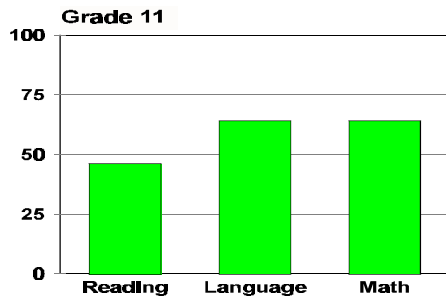
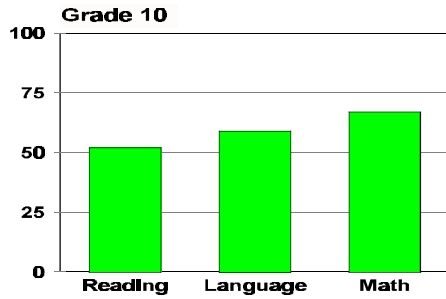
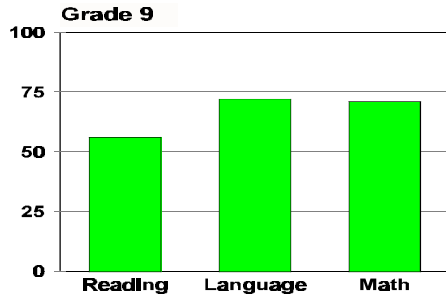
INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Mira Mesa offers a balanced curriculum to a diverse student population. The school operates as a Second-to-None school with full implementation of key recommendations. MMHS offers curricular paths, powerful teaching and learning opportunities, assessment outcome-based curriculum and instruction, a strong academic foundation, career-college student

SAT 9 Results

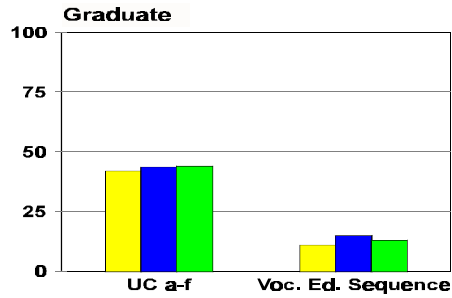
Pct. Scoring at or above 50th Percentile



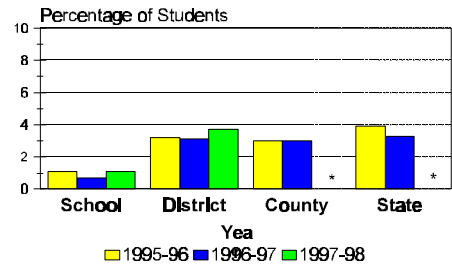
* N < 10

Advanced Course Completion

Pct. Grads Completing Course Requirements

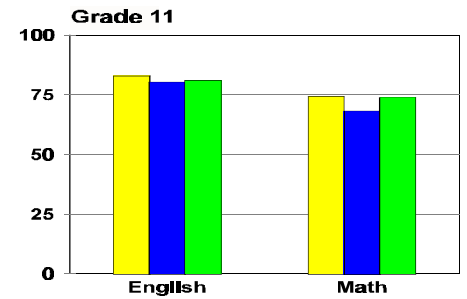
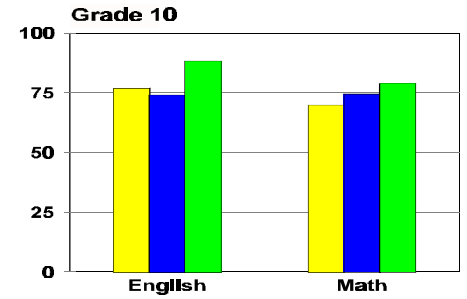
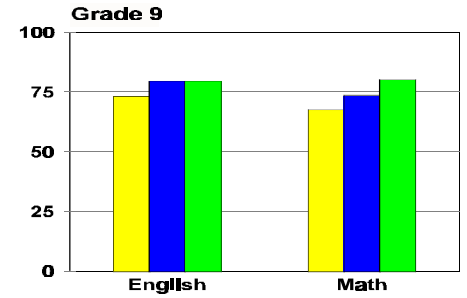


One-Year Dropout Rate Grades 9-12



Grade Results

Pct. Achieving at or above 'C'



* N < 10

1996 1997 1998

SAT Participation and Scores			
Year	Pct. Seniors Tested	Mean Scores	
		Verbal	Math
1995-96	55.4	485	512
1996-97	59.6	474	522
1997-98	57.5	479	513

Class Size Distribution, 1996–97					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art		1	4	11	
Computer Ed.			2		
Drama/Theater		1	1		
English		7	16	43	1
Foreign Lang.			1	4	
Health Ed.			1	4	
Mathematics		2	15	42	1
Music			2	1	2
Physical Ed.		2	8	12	11
Science		2	15	25	
Social Science		6	12	31	
Vocational Ed.	4	7	16	5	
Other	11	8	10	6	2
Special Ed.	20	11	14		

Class Size Distribution, 1997–98					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			7	9	
Computer Ed.		1		1	
Drama/Theater			1	1	
English		10	21	38	
Foreign Lang.		2	7	19	
Health Ed.			4	1	
Mathematics		1	22	35	1
Music			2	1	2
Physical Ed.		1	9	10	12
Science		2	17	22	
Social Science		6	17	30	1
Vocational Ed.	1	9	12	8	
Other		1	17	7	
Special Ed.	24	10			

Class Size Distribution, 1998–99					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			7	8	1
Computer Ed.			2	2	
Drama/Theater			2	1	
English	1	15	34	33	
Foreign Lang.		1	16	17	
Health Ed.		1	2	2	
Mathematics		3	25	31	1
Music	1		1		3
Physical Ed.		4	4	9	16
Science		1	13	24	3
Social Science	1	6	11	33	4
Vocational Ed.		10	17	18	
Other	4	5	6	4	2
Special Ed.	18	3			

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1996–97	79	NA	NA	0	NA
1997–98	89	81	0	0	8
1998–99	86	70	1	0	15

portfolios, community service learning opportunities, and a strong focus on literacy.

Mira Mesa also has an excellent School-to-Career program that offers Grade 9 career path electives, a Grade 10 job shadow event known as Sophomore Safari, and a full program of Grade 11 and 12 course electives, including ROP-sequenced classes in engineering, accounting, graphic arts, auto mechanics, child development, and more. Assignments in all core subjects include SCANS competencies. Students select from five career paths.

The school addresses the nation's Goals 2000 by providing an instructional program that enables all students to graduate, that calls for high student achievement and citizenship, that provides for cultural diversity, that requires rigorous coursework in science and mathematics, that focuses on literacy, that utilizes technology in learning and that provides a clean, safe and orderly campus.

MMHS offers an AFJROTC program, an Associated Student Body (ASB) leadership class and approximately 50 clubs, class councils, sports teams, and other extra curricular organizations. The entire staff is committed to educational excellence.

All content areas are studying how to improve literacy instruction through the San Diego Literacy Framework.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Mira Mesa High has six minimum days for final exams at the end of the fall and spring semesters. For the last two school years, Mira Mesa held eight staff development days. This year, two staff development days on reading and literacy were held before the school year began.

Instructional Minutes, 1998-99		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9-12	65,248	64,800

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for

teachers at Mira Mesa. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

All staff members are involved in on-going training programs to enhance their professional skills. Subjects include School-To-Career, Second-To-None, New Standards, literacy, and Goals 2000. The school went through a strenuous accreditation process last year and has been awarded a six-year accreditation, the maximum allowable. This spring the school received the rank of a California Distinguished School.

COUNSELING AND SUPPORT SERVICES

What support does Mira Mesa offer students?

Mira Mesa has three full-time counselors, a head counselor, a district/head counselor, a career technician, and other classified staff to support students in grades 9-12. In addition, Mira Mesa High has a full-time nurse and librarian. Eight itinerant teachers support student in various health and well being programs.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in senior high schools will use newly adopted materials in Honors Trigonometry and Advanced Algebra 1-2, Trigonometry and Advanced Algebra 1-2, AP Computer Science 1-2, AP Economics, AP music Theory 1-2, and Choir.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

Our instructional programs use a variety of materials in addition to textbooks, such as workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, the Internet, and resource materials. Every student is provided with textbooks and support materials. The Social Studies Department is using Cable News Network's *Newsroom* program in the classroom.

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

Katie F. Barnhill, *vice principal*
 Olga Charles, *teacher*
 Jeanne Christensen, *teacher*
 Angela Croce, *teacher*
 Suzanne H. Emery, *teacher*
 Rachel Flanagan, *principal*
 Kris Fleming, *counselor*
 Jan Hughes, *parent*
 Colleen Kelsey, *classified staff*
 Bill Male, *teacher*
 Patsy Minezaki, *parent*
 Jean Potter, *classified staff*
 Jerry Sandlin, *teacher*

The multipurpose Media Center contains a complete library, an instructional media lab, and a TV production studio. It is open before, during, and after school and is available to all students.

Students regularly use the Futures PC Lab, the Technology Core Lab and the Integrated Technology Lab (ITL). Internet access is available. MMHS is one of five model schools participating in the Triton Project, which focuses on Science and Technology. The Business, Industrial Technology, and Family and Consumer Science departments continue to share a Perkins Grant. The Business department has new labs in place.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

The school site covers 55 acres and consists of five permanent buildings constructed in 1976 and 35 bungalows. The campus was refurbished in 1997-98 with new carpeting and tile floors in the permanent buildings. Improvements were also made with fresh coats of paint, refurbished landscaping, and other field renovations.

To help ensure a safe campus, seven part-time ground supervision aides monitor the school grounds. A school police officer is also assigned to Mira Mesa High. Staff and students report that they feel safe and secure on campus.

CLASS SIZE

The staff recognizes that class size is an important variable in educational quality; however, it is a budget issue at the district and state levels.

Mira Mesa High's class sizes for the last three years are shown on page 4. With state funds, class size in Grade 9 English classes has been reduced to 20.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS *Do students get along with each other?*

Mira Mesa High School continues to maintain an atmosphere where all stu-

dents feel welcome and respected, support each other academically and socially, and receive their education in an integrated setting. Classroom involvement and seating patterns reflect the racial and

gender composition of the school. The racial integration of a variety of programs, school clubs, and school activities after school and during lunch meet the needs of Mira Mesa High School students.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT *How are parents, staff, and community involved in Mira Mesa?*

Both staff and community members are encouraged and given numerous opportunities to become active participants at Mira Mesa High School. The administration actively solicits input in policy-setting and budget expenditures and supports the staff members in their endeavors to be exemplary educators. Some of these programs and activities include:

- A School-Based Coordinated Program (SBCP) involving parents, teachers, administrators, and students to earmark special funds from the state for supplemental educational programs
- An active Parent, Teacher, Student Association (PTSA)
- Community business partnerships with Wells Fargo, Fieldstone Company, Pro-

xima, the U.S. Army, the Traffic Division of the San Diego Police Department, and Verne Williams Company

- Parent booster clubs for academic, athletic, and extracurricular programs
- Community-oriented service clubs on campus including Key Club and World Relief
- Active use of the campus throughout the year for community events and regional athletic activities
- Keeping parents up to date and apprised of events on campus via the marquee on Mira Mesa Boulevard
- A campus student-developed newspaper featuring school events
- Parent and community members participated in the development of this exceptional instructional program that earned MMHS awards as a California Exemplary Second-to-None School, a California Distinguished School and a

- National AVID demonstration school
- The Union of Pan Asian Communities (UPAC)
- The Site Governance Team, which assists the principal in enhancing student achievement by providing ideas that support and improve the instructional program
- Support from Scripps Mesa Rotary Club, Lions, Kiwanis, and Mira Mesa Town Council
- Principal's newsletter and calendar
- PTSA Newsletters
- Booster Clubs' Newsletter
- Western Association of Schools and Colleges (WASC) accreditation of Mira Mesa High School for six years without a mid-term visit. The latest review held in the spring of 1998 was very successful, with MMHS getting high marks and praises.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

Most major budget decisions are made at district offices. With few exceptions, little latitude is offered to Mira Mesa High to determine use of funds. Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The per pupil allocation for Mira Mesa High in the 1996-97 school year was \$3,625. *Our students continue to receive one of the lowest allocations of any high school in the district. This figure is less than the district average per student in all San Diego high schools.*

The adjoining budget chart shows the major areas of district funding for Mira Mesa High and other district high schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, district administration, and central support. Because Mira Mesa

School Budget, 1997-98		
Budget Category	Dollars per Pupil*	
	School	S. H. Avg.
General Operations	3,242	3,308
Special Education	326	319
Integration	0	125
Gifted and Talented	27	43
Special Projects	188	344
Total	3,784	4,139

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

High students are naturally integrated in this neighborhood school and because students are successful, the school does

Salary and Budget Data, Teachers and Administrators, 1996-97

Position	Unified Districts (20,000+ ADA)	San Diego (129,504 ADA)
	Annual Salary (\$)	
Beginning Teacher	28,707	27,641
Midrange Teacher	44,725	42,002
Highest Teacher	53,449	55,877
School Principal Avg.	71,817	76,338
Superintendent	122,416	170,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.9	3.9
Teacher	43.3	41.3

† Percentage of general fund expenditures. Does not include benefits.

not qualify for categorical state and federal funds earmarked for low-achieving students.