

## SCHOOL ACCOUNTABILITY REPORT CARD

# MIRA MESA HIGH SCHOOL

Rachel Flanagan  
Principal

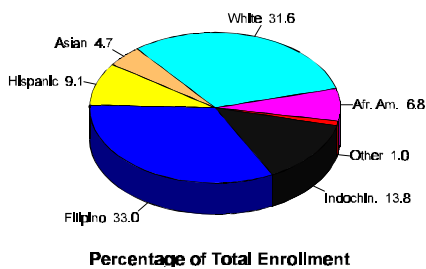
10510 Reagan Road  
San Diego, CA 92126  
(858) 566-2262  
[www.sandi.net/miramesa/](http://www.sandi.net/miramesa/)

MARCH 2001  
San Diego City Schools

## SCHOOL PROFILE

Mira Mesa High School (MMHS), a California Distinguished School and a national Blue Ribbon School of Excellence with grades 9–12, is located in the center of the Mira Mesa community. Because it is separated 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  
2000-01



The school's current student population is 2,285; it is anticipated to be in excess of 2,400 in 2001–02. 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

*The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.*

San Diego City Schools' Institute for Learning focuses on instruction and learn-

ing. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

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
- Preparation for college and careers

### REPORT CARD MEETING, INFORMATION

**Date:** May 14, 2001

**Time:** 6 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 Parent, Teacher, Student Association (PTSA) meeting on May 14 at 6 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 MMHS 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 daily attendance
- High academic and 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.

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 en-

rolled 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.

MMHS scored a 9 on a scale of 1–10 with 10 being highest on the California Academic Performance Index. In comparison to other similar schools, it scored a 10.

The faculty builds 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.

MMHS 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 or Honors courses.
- In 2000, the amount of total college scholarships awarded was in excess of \$800,000.
- Ninety-one percent of the class of 2000 planned to continue their education at either a two- 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

## TEACHING QUALITY

### TEACHING ASSIGNMENTS

#### *Do we have qualified teachers?*

We have 93 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 for-

classes include career units using the Guidance Information System and the resources available in the Career Center.

Program sequences for career educational planning include vocational classes and the MMHS Teaching Academy which received the Program of Excellence Award. These 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, health fields, 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; 650 students, 113 teachers, and over 65 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. Afternoon classes are offered in the extended-day learning, Excel, summer school, and tutorial programs. This support and the alternative programs available at the Mira Mesa High School Diploma Program (General Equivalency Degree, Independent Study Program, and Joint Adult Diploma Program) result in a very low dropout rate. We continue to work with students and families to further reduce this figure. In 1999–2000, the one-year dropout rate for grades 9–12 was 0.7 percent.

mally evaluate tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. If a teacher’s performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher.

The principal and vice principals are evaluated every year: the principal by a central office supervisor and the vice principals by the principal.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You

Attendance		
Year	Number of Absences	% Actual Attendance
1995–96	17,399	95.0
1996–97	12,833	96.3
1997–98	12,701	96.5
1998–99	10,053	97.3
1999–00	10,861	97.3

MMHS 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 truantries.

### DISCIPLINE AND CLIMATE FOR LEARNING

#### *Is this school a good place to learn?*

We have a well-ordered, positive climate for learning. Our campus pride is evidenced by the Clean and Green Day project involving community members, staff, and students 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, Associated Student Body (ASB), and extracurricular activities.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995–96	11.0	2
1996–97	10.4	3
1997–98	10.0	12
1998–99	9.5	4
1999–00	9.4	4

\* Suspensions per 100 Students.

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

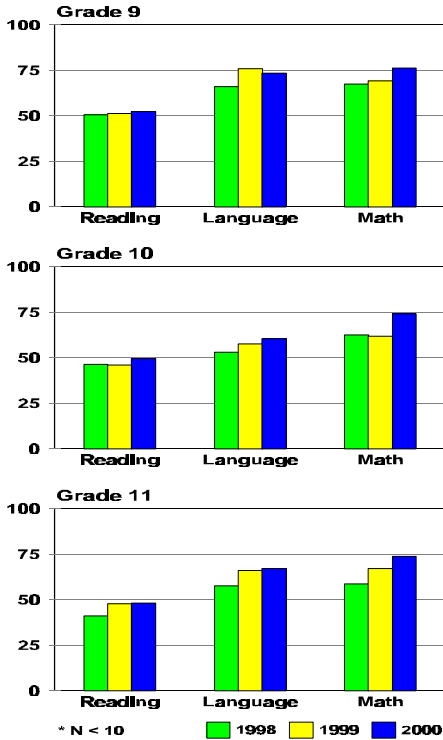
#### *Do we have qualified substitutes?*

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.

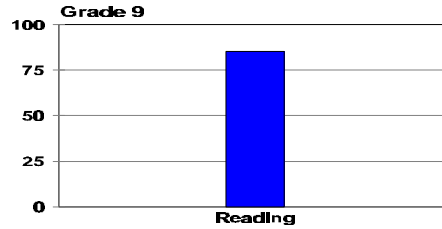
## SAT 9 Results

Pct. scoring at or above 50th percentile



## District Assessments

Pct. scoring near, at, or above grade level

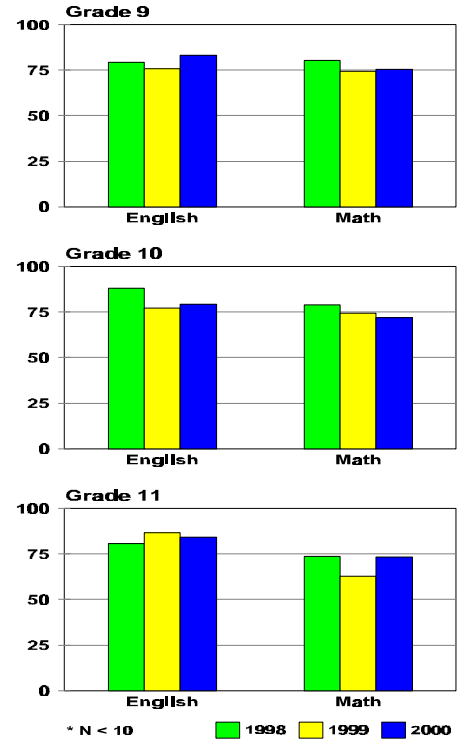


Grade 10 Not Tested

Grade 11 Not Tested

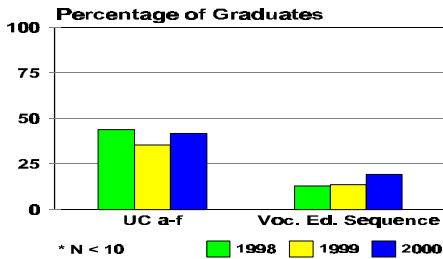
## Grade Results

Pct. achieving at or above C



## Advanced Course Completion

Pct. grads completing course requirements

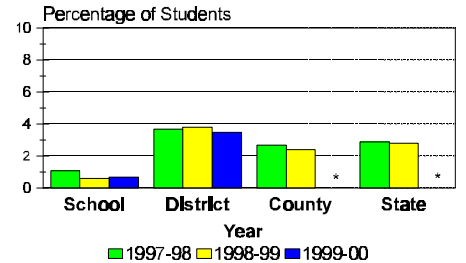


## ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school's numerically significant subgroups.

## One-Year Dropout Rate

Pct. students, grades 9-12



## SAT Participation and Scores

Year	Pct. Seniors Tested	Mean Scores	
		Verbal	Math
1997-98	57.5	479	513
1998-99	58.3	466	507
1999-00	56.6	477	514

## 2000 API Summary

Category	Result
Schoolwide API	730
Growth from Prior Year	11
State Decile Rank	9
African American API	—
Asian API (incl. Indochinese)	708
Filipino API	728
Hispanic API	647
White API	781
Economically Disadvantaged API	676
Met All Targets?	No

Class Size Distribution, 1998–99					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art		1	5	5	
Computer Ed.	1		4	2	
Drama/Theater			2	3	
English	1	14	19	16	
Foreign Lang.		4	11	8	
Health/Dr. Ed.				1	
Mathematics		4	26	13	1
Music			4	1	
Physical Ed.		2	13	14	2
Science		1	15	13	
Social Science		2	10	19	
Vocational Ed.		14	12	6	
Other	10	1	5	1	
Special Ed.	30	19	2	1	

Class Size Distribution, 1999–2000					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			5	14	
Computer Ed.			2		
Drama/Theater			1	1	
English		37	14	38	
Foreign Lang.		1	10	20	
Health Ed.			1	4	
Mathematics		7	15	42	2
Music			1	1	3
Physical Ed.		3	5	13	15
Science		2	4	27	1
Social Science		4	16	36	
Vocational Ed.		5	12	7	
Other		5	21	12	
Special Ed.	22	15			

Class Size Distribution, 1999–2000					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			3	13	
Computer Ed.			3	4	
Drama/Theater			1	2	
English	1	22	31	31	
Foreign Lang.		2	13	18	
Health Ed.		1	3	1	
Mathematics		16	53	24	2
Music		2	2	1	3
Physical Ed.		3	3	16	18
Science		6	14	21	1
Social Science		3	12	33	1
Vocational Ed.		2	9	14	2
Other		1	18	11	2
Special Ed.	20	14	2		
AFJROTC			4	1	

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1998–99	86	70	1	0	15
1999–00	93	79	0	0	14
2000–01	93	76	1	0	16

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

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 Air Force Junior ROTC (AFJROTC) program, an 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. Genre Studies and Exploring Math classes are offered to improve student reading and math skills.

**INSTRUCTIONAL TIME**

**How much time is there for instruction?**

All district schools meet or exceed state requirements for annual instructional minutes. The school has a total of 17 minimum days this year. We use six minimum days for final exams at the end of the fall and spring semesters. This year we held nine modified staff development days in addition to three such days on reading and literacy before the start of the school year.

Instructional Minutes, 2000-01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9-12	65,010	64,800

**TRAINING AND CURRICULUM IMPROVEMENT**

**What are we doing to improve staff?**

No staff development days are held on

school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

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 ongoing training programs to enhance their professional skills. The school's instructional program addresses School-To-Career, Second-To-None, New Standards, Literacy, and Goals 2000. The school went through a strenuous accreditation and was awarded a six-year accreditation, the maximum allowable. MMHS is a California Distinguished School and a national Blue Ribbon School.

**COUNSELING AND SUPPORT SERVICES**

**What support does Mira Mesa offer students?**

Mira Mesa has four full-time counselors, a head counselor, a part-time district counselor, a community outreach specialist, a full-time nurse, a librarian, and other classified staff to support our students. Eight itinerant teachers support students 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, senior high school teachers and students are using newly adopted textbooks and materials in AP English, Advanced English, English Literature, Advanced Biology, AP Biology, Biology, Keyboarding and Computer Literacy, Clothing and Design, Family Studies, graphic arts, photography, Latin, Pilipino, Applied Math, Applied Science, Functional Social Studies, AP Art Studio, Beginning Guitar, Jazz Ensemble, Music Appreciation, and chorus.

State funds specifically designated for

**REPORT CARD COMMITTEE**

*A committee of parents and staff participated in developing this report card.*

library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students. Also, the San Diego Reads Program enabled us to purchase thousands of new books for our classrooms and library.

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.

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 that participated in the Triton Project, which focuses on science and technology. A cadre of teachers has been specially trained. The business, industrial technology, and family and consumer science departments continue to share a Perkins Grant.

**CLASS SIZE**

**How large are our classes?**

Though we recognize that class size is an important variable in educational quality, it is a district and state budget issue.

Our class sizes for the last three years are shown on page 4. With state funds, class size in Grade 9 English and math classes has been reduced to 20.

**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 44 bungalows, six of which are new this year. A new building to include 14 classrooms will be built in the fall. The 200

building will be remodeled as well.

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures

for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies.

To ensure a safe campus, seven part-time ground supervision aides monitor school grounds. A school police officer is assigned to MMHS staff, and students report feeling safe and secure on campus.

## INTEGRATION AND DIVERSITY

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

MMHS continues to maintain an at-

mosphere where all students feel welcome and respected, support each other academically and socially, and receive their education in an integrated setting.

The racial integration of a variety of programs, school clubs, and school activities after school and during lunch meet the needs of our 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. 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 (SBPC) involving parents, teachers, administrators, and students to earmark special funds from the state for supplemental educational programs
- An active PTSA
- a Business Partnership Council with 26 businesses including leaders/organiza-

tions including In Focus, Mervyn's, and the Traffic Division of the San Diego Police Department

- Parent booster clubs for academic, athletic, and extracurricular programs
- Community-oriented service clubs on campus including Key Club and Ecology Club
- 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 participating in the development of an exceptional instructional program that earned

MMHS awards as a California Exemplary Second-to-Nine School, a California Distinguished School, a national Blue Ribbon School of Excellence, and a national AVID demonstration school

- The Site Governance Team (SGT), which assists the principal in enhancing student achievement by providing ideas that support and improve the instructional program
- Principal's newsletters and calendar
- PTSA newsletters
- Booster Clubs' newsletters
- 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 MMHS 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 MMHS in the 1999–2000 school year was \$4,153. *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 MMHS and other district high schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, district administration, and

School Budget, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	S. H. Avg.
General Operations	3,524	3,679
Special Education	322	365
Integration	0	138
Gifted and Talented	27	49
Special Projects	280	548
<b>Total</b>	<b>4,153</b>	<b>4,779</b>

**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.

central support. Because our students are naturally integrated in this neighborhood school and because students are success-

### Salary and Budget Data, Teachers and Administrators, 1998–99

Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget <sup>†</sup>	Pct. of Budget <sup>†</sup>
Administrative	4.8	4.0
Teacher	43.7	41.4

<sup>†</sup> Percentage of general fund expenditures. Does not include benefits.

ful, the school does not qualify for categorical state and federal funds earmarked for low-achieving students.