



SCHOOL ACCOUNTABILITY REPORT CARD

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Mira Mesa High School

Contents

Demographic Information	2
School Safety and Climate for Learning	2
School Facilities	3
Academic Data	3
School Completion	7
Class Size	8
Teacher and Staff Information	8
Instruction and Curriculum	10
Post-Secondary Preparation	12
Fiscal and Expenditure Data	14

What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2004–05 school year or the two preceding years (2002–03 and 2003–04). Graduation, dropout, and fiscal data are from 2003–04. Single-year column headings in tables refer to the ending school year for that particular period. 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 (see the California Department of Education Web site at www.cde.ca.gov/ta/ac/sa/definitions05.asp).

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at studata.sandi.net/research/sarcs/.

School Description and Mission Statement

Our most important job at Mira Mesa High School (MMHS) is to offer students the opportunity to prepare themselves to be intelligent, well-adjusted, responsible, and productive members of the community. Faculty and staff at Mira Mesa High School enhance the quality of education by encouraging the students to excel in all areas.

At Mira Mesa High School, we strive to have:

- A clean, safe, and orderly environment for teaching and learning.
- Recognition of students' academic and extracurricular successes.
- Preparation for college and careers.
- 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 in all disciplines.
- A variety of extracurricular activities to help students connect to their school.
- Strong leadership to promote teaching and learning.

Our exceptional instructional program earned MMHS awards, such as being designated as a California Distinguished School and a National Blue Ribbon School of Excellence.

Mira Mesa High is fully accredited by the Western Association of Schools and Colleges (WASC).

Opportunities for Parent and Community Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

Both staff and community members are given numerous opportunities to become active participants in the school. The administration solicits input in policy-setting and budget expenditures and supports the staff members in their endeavors to be exemplary educators. Some of our participation groups include our MMHS Foundation, School-Based Coordinated Program, Parent Teacher Student Association (PTSA), Business Partnership Council, and Site Governance Team. In addition, we have:

- Parent booster clubs for academic, athletic, and extracurricular programs.
- Community-oriented service clubs on campus, including Key Club and Ecology Club.
- Parent representatives participate on the Gifted and Talented Education (GATE) committee, the English Learner Advisory Committee, and on each of the committees preparing our WASC self-study report.

If you want to get involved, please contact Jennifer Kvalvik at (858) 566-2262, ext. 2161.

DEMOGRAPHIC INFORMATION

Student Enrollment – Grade Level

Grade Level	Enrollment on September 26, 2004
9	695
10	700
11	626
12	535
Ungraded Secondary	12
TOTAL	2,568

Student Enrollment – Racial/Ethnic Group

Racial/Ethnic Subgroup	Number of Students	Percent of Enrollment
African American	255	9.9
Asian	140	5.5
Filipino	781	30.4
Hispanic	345	13.4
Indochinese	347	13.5
Native American	8	0.3
Pacific Islander	39	1.5
White (Not Hispanic)	653	25.4

SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Safety Plan

Last Review/Update: September 2005

Last Discussed with Staff: December 6, 2005

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq.* The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

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), specific school building security procedures are implemented by staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

School Programs and Practices that Promote a Positive Learning Environment

We have a well-ordered, positive climate for learning. Mira Mesa High School provides a strong code of discipline, which is made clear to parents and students and is consistently enforced by teachers, counselors, and administrators. All students at the start of the year are given a Mira Mesa High School student handbook. Parents receive a parent handbook that outlines behavioral expectations for all students. In addition, proper behavior is reinforced through grade-level assemblies, during which school rules and guidelines are discussed by Associated Student Body (ASB) officers, administrators, and the school police officer. To keep students focused on learning, Mira Mesa High School has implemented two disciplinary measures, our after-school detention plan and our half-day Saturday school format, which ensure that students are held accountable for their behavior. Tardy and truancy policies are enforced, and there are occasional tardy sweeps. Peer counselors mediate student conflicts, provide sympathetic listening to troubled peers, and present important information in classes about teen relationship violence and suicide prevention. A tutoring program is provided three days a week, both before and after school. We believe our discipline measures help us keep Mira Mesa High School an excellent environment for learning.

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. 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.

	2003		2004		2005	
	School	District	School	District	School	District
Suspensions (number)	316	13,157	217	12,174	273	14,101
Suspensions (rate per 100 students)	12.48	11.74	8.57	11.16	10.63	13.30
Expulsions (number)	6	354	8	429	10	545
Expulsions (rate per 100 students)	0.24	0.33	0.32	0.41	0.39	0.56

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2003	2004	2005
Percentage Actual Attendance	96.78	96.44	95.93

SCHOOL FACILITIES

School Facility Conditions – General Information

Mira Mesa High School administration considers a safe learning environment for students and staff members a top priority. Administrators work in concert with students, parents, teachers, and counselors to enforce a strong code of discipline, which promotes a positive climate for learning. To assist the school in this effort, the school has one full-time school police officer on site and several campus security assistants. Supervision of campus activities, both curricular and extracurricular, occurs before, during, and after school. In addition, many athletic activities held at other sites are supervised by MMHS administrators or staff.

Mira Mesa takes great pride in keeping our school clean. Along with custodial staff, students are willing to keep our campus clean. We are heartened by the pride our community and students take regarding their school environment.

The Mira Mesa High School site covers 55 acres and consists of 7 permanent buildings, 6 of which were constructed in 1976 and 1 in 2001. In 2004, one of the original buildings was completely remodeled to better support science instruction. There are 43 bungalow classrooms. Upgrades to our internet and phone systems continue in all buildings and bungalows on campus. With the help of our students in Regional Occupational Programs, MMHS is building a new weight room.

School Facility Conditions – Results of Inspection and Evaluation

The following table reports physical conditions that pose a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. Additional information about the condition of the school's facilities is available in the school's *Interim Evaluation Instrument*, which can be obtained at the school. Providing safe and well-maintained schools is a top priority for our district. The following critical issues were observed during a 2005–06 inspection of our campus:

Inspection Date: January 10, 2006

Part Evaluated	In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas leaks	✓		
Mechanical systems		✓	Poor air circulation/intermittent heaters.
Windows/doors/gates (interior and exterior)	✓		
Interior surfaces (walls, floors, and ceilings)	✓		
Hazardous materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety		✓	100 bldg unable to ring warning/lockdown bells without blowing fuse and losing all bells, school intercom not working in all rooms
Electrical (interior and exterior)		✓	100 Bldg., attendance area south wall where old under carpet wiring shorted out, still exposed.
Pest/vermin infestation	✓		
Drinking fountains (inside and out)	✓		
Restrooms	✓		
Sewer	✓		
Playground/school grounds	✓		
Other	✓		

ACADEMIC DATA

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST tests English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). The CST shows how well students are doing in relation to state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results for each grade, proficiency level, and subgroup can be found at the California Department of Education (CDE) Web site at star.cde.ca.gov.

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	51.8	48.4	58.2	38.9	38.9	45.9	38	37	43
10	45.8	46.2	47.5	34.1	35.5	36.9	33	35	36
11	42.1	41.4	45.8	33.9	35.3	38.5	32	32	36

CST – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	24.6	19.5	28.6	13.0	13.2	17.0	23	21	23
10	22.7	18.4	14.6	11.8	9.3	11.1	20	17	19
11	18.4	16.1	17.7	11.9	8.3	10.5	18	14	16

CST – Science

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	5.5	7.9	13.8	9.0	8.9	12.3	29	26	28
10	26.2	8.9	10.4	21.7	10.3	9.9	30	25	26
11	15.6	25.1	39.7	18.1	21.1	25.6	28	26	25

CST – History/Social Science

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
10	28.7	34.9	38.6	24.5	26.6	27.7	27	27	31
11	40.4	41.4	53.2	33.7	34.3	38.6	34	32	37

2005 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	51.9	63.8	3.1	64.1	48.6	61.8	5.3	61.4
10	42.4	53.3	5.1	51.8	36.4	51.4	7.0	50.4
11	43.9	48.0	4.9	49.0	44.9	46.0	2.9	48.6

2005 CST Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	28.6	28.7	6.5	31.0	25.0	30.0	0.0	30.3
10	16.3	12.7	1.7	15.9	12.3	15.4	2.3	15.5
11	22.2	12.1	5.1	18.7	19.4	17.2	3.0	18.7

2005 CST Subgroups – Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	16.4	11.5	0.0	15.2	14.0	13.7	0.0	14.6
10	11.7	8.8	0.0	11.4	7.0	11.5	0.0	11.1
11	41.1	37.9	5.3	42.3	30.0	42.4	0.0	42.2

2005 CST Subgroups – History/Social Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
10	41.9	34.9	8.8	41.5	32.3	40.7	11.4	40.6
11	57.0	48.6	12.5	56.4	49.6	54.2	21.2	55.2

2005 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	53.1	66.7	62.8	31.1	65.8	—	—	67.1
10	35.8	75.7	52.6	27.5	43.7	—	—	54.5
11	31.4	63.6	46.3	34.8	37.6	—	35.7	58.9

2005 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	16.4	46.2	32.0	12.4	40.3	—	—	31.2
10	7.4	27.0	15.3	7.9	19.3	—	—	16.1
11	6.1	38.7	14.9	7.4	26.5	—	7.7	21.3

2005 CST Racial/Ethnic Groups – Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	10.7	32.5	13.2	3.0	22.2	—	—	14.7
10	4.4	16.2	10.8	6.1	11.6	—	—	13.3
11	19.6	56.3	44.5	30.5	34.5	—	28.6	45.9

2005 CST Racial/Ethnic Groups – History/Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
10	24.3	54.1	42.9	20.2	40.9	—	—	47.1
11	38.8	63.6	54.9	42.6	52.9	—	46.2	60.0

Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at star.cde.ca.gov.

District Assessments

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The algebra End-of-Course Exam (EOCE) is a district-developed, standards-based assessment for students in the second semester of algebra, usually Grade 8 or 9 students. This exam was first administered in 2004 and is used to establish the effectiveness of the algebra curriculum, ensure algebra course content is focused on state standards, and help identify students who need additional help to meet graduation requirements. The algebra EOCE score and the end-of-year algebra grade determine the student's performance level and guide placement decisions in mathematics courses for the following year.

There is no district-mandated writing test.

Percentage of students meeting or exceeding district grade-level expectations:

Grade Level	Reading			Mathematics			Writing		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	81.1	64.3	N/A	—	54.5	50.4	<i>No district-mandated writing test</i>		
10	76.6	75.4	N/A	<i>No district-mandated mathematics test for this grade level</i>					

2005 California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at www.cde.ca.gov/ta/tg/pf/.

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
9	28.7	30.1	27.4	22.7	24.5	20.8	26.7	27.5	25.8

Academic Performance Index (API)

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. The statewide API goal for all schools is 800. Scores that were at or above this target are indicated by a "#" in the following three tables. Annual interim targets are set for each school. API scores are calculated on the basis of state standards-based and norm-referenced tests.

Growth Targets: The annual growth target for a school is five percent of the difference between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school's target are set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percentage Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in Grades 2–8 on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

Statewide Decile Rank: Schools receiving a base API score are ranked in 10 equal-sized groups (deciles) from 1 (lowest) to 10 (highest), by type of school (elementary, middle, or high school).

Similar Schools Decile Rank: This is a comparison of each school with 100 other schools with the most similar demographic characteristics. Each school is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to the schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed, current information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API – Schoolwide

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested	98	98	99	Percentage Tested	98	99	98
Base API Score	715	723	738	API (Growth) Score	712	739	760
Growth Target	4	4	3	Actual Growth	-3	16	22
Statewide Decile Rank	8	8	8				
Similar Schools Decile Rank	8	7	9				

API Subgroups – Racial/Ethnic Groups

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school's total population of pupils with valid test scores.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
Base API Score	674	661	667	Growth API Score	654	671	677
Growth Target	3	3	2	Actual Growth	-20	10	10
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score	714	731	778	Growth API Score	719	775	795
Growth Target	3	3	2	Actual Growth	5	44	17
Filipino				Filipino			
Base API Score	722	744	762	Growth API Score	726	765	788
Growth Target	3	3	2	Actual Growth	4	21	26
Hispanic				Hispanic			
Base API Score	618	636	655	Growth API Score	634	648	666
Growth Target	3	3	2	Actual Growth	16	12	11
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	749	744	749	Growth API Score	736	755	788
Growth Target	3	3	2	Actual Growth	-13	11	39

API Subgroups – Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Base API Score	640	659	699	Growth API Score	649	701	712
Growth Target	3	3	2	Actual Growth	9	42	13

State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

In the following table, a "Yes" for overall AYP status indicates that AYP was met for all students and all subgroups, that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
Schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
African American				Yes	Yes	Yes
Asian (includes Indochinese)	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic				Yes	Yes	Yes
Native American				Yes	Yes	Yes
Pacific Islander				Yes	Yes	Yes
White (Not Hispanic)	No	Yes	Yes	Yes	Yes	Yes
English Learners	Yes			Yes	Yes	No
Socioeconomically Disadvantaged	No	Yes	Yes	Yes	Yes	Yes
Students With Disabilities				Yes	Yes	No
All Subgroups (Overall)	Yes	Yes	Yes	Yes	Yes	No

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		—
Year in Program Improvement		—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	38
Percentage of Schools Identified for Program Improvement	—	21.1

SCHOOL COMPLETION (SECONDARY SCHOOLS)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. Next year's School Accountability Report Card will report the percentage of students completing Grade 12 who successfully complete the CAHSEE.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include Grade 9–12 enrollment, the annual number of dropouts, and the one-year dropout rate (per 100 students) reported for the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is Grade 9–12 dropouts divided by Grade 9–12 enrollment, multiplied by 100. The graduation rate, required by the federal NCLB Act, is calculated by dividing the number of high school graduates by the sum of dropouts for Grades 9–12, in consecutive years, plus the number of graduates, multiplied by 100. Due to a change in the dropout definition, results from 2003 and 2004 should not be directly compared to those from previous years.

	School			District			State		
	Old Def.	New Def.	New Def.	Old Def.	New Def.	New Def.	Old Def.	New Def.	New Def.
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9–12)	2,478	2,532	2,532	35,970	37,269	37,506	1,772,417	1,830,903	1,876,927
Dropouts (9–12)	18	18	24	1,417	1,797	1,567	48,871	58,189	61,253
Dropout Rate	0.7	0.7	0.9	3.9	4.8	4.2	2.7	3.2	3.3
Graduation Rate	97.4	97.3	95.5	83.3	82.2	79.5	87.0	86.7	85.1

CLASS SIZE

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each class size category, by subject area, as reported for CBEDS.

Subject	2003				2004				2005			
	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	29.7	17	33	37	31.1	11	24	48	33.7	9	17	56
Mathematics	32.2	4	28	43	30.2	9	32	36	32.0	8	28	36
Science	36.4		11	45	35.9	1	8	46	37.3		3	54
Social Science	34.4	3	13	34	32.2	6	15	32	36.3	2	8	37

TEACHER AND STAFF INFORMATION

Core Academic Courses Taught by NCLB-Compliant Teachers (2005)

The NCLB Act requires all teachers teaching in core academic subjects to be “highly qualified” no later than the end of the 2005–06 school year. In general, NCLB 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 to be taught by the teacher.

For a school, the data reported are the percentage of a school’s classes in core subject areas taught by NCLB-compliant teachers. For the district, the data reported are the percentage of all classes in core subject areas taught by NCLB-compliant teachers in all schools, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

	Percentage of Classes in Core Academic Subjects Taught by NCLB-Compliant Teachers
This School	78.3
All Schools in District	55.7
High-Poverty Schools in District	42.7
Low-Poverty Schools in District	79.2

Teacher Credentials

Data reported are the number of classroom teachers at the school in each category, as reported for CBEDS. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2003	2004	2005
Total Number of Teachers	109	106	103
Full credential and teaching in subject area	102	78	76
Full credential but teaching outside subject area	1	21	20
Alternative Route to Certification (district and university internship)		6	3
Pre-Internship		0	2
Emergency Permits (no credential or internship but meets minimum requirements)	6	1	2
Waiver (no credential and no emergency permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2006, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level (2005)

Data reported are the percentage of teachers by education level, as reported for CBEDS.

	School	District
Doctorate	1.0	0.9
Master's degree plus 30 or more semester hours	0.0	0.3
Master's degree	44.7	50.0
Bachelor's degree plus 30 or more semester hours	1.0	1.2
Bachelor's degree	48.5	47.2
Less than bachelor's degree	4.9	0.4

Vacant Teacher Positions

Data reported are the number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of each semester. For 2006, the most currently available data are reported.

	2004		2005		2006	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of the semester.	3	1	0	0	1	0

Teacher Evaluations

School site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's assistant superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who receive an overall evaluation of unsatisfactory in subject-matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

If you are concerned about a teacher, administrator, or other staff member, you should discuss your concerns with the principal. You may call the district Parent Support and Board Services office for assistance after you have spoken with the principal.

Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure that a qualified pool is available to cover all illnesses and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

Visiting teachers are required to check in at 7 a.m. All teachers are required to have lesson plans ready and available for visiting teachers. MMHS has organized a group of teachers who are willing to be on-call anytime teachers are absent and need assistance covering their classes.

Counselors and Other Support Staff (2005)

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Position	FTE
Counselor	7.0
Librarian	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Site-Based Diagnostic Resource Teacher	1.0
Life Skills Counselor	1.0

Academic Counselors (2005)

District-level counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Number of Academic Counselors	Students per Academic Counselor
7.00	366.9

INSTRUCTION AND CURRICULUM

San Diego City Schools' Office of the Deputy Superintendent organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Through the Office of the Deputy Superintendent, assistant superintendents train, coach, support, and evaluate principals. Assistant superintendents provide professional development for principals in a variety of ways (for example, monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their site through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

The leadership team at MMHS consists of one principal, two vice principals, one head counselor, 18 department chairs, and several leadership groups: Site Governance Team (SGT), School Improvement Plan (SIP) Council, and the Instructional Council.

MMHS offers a rigorous curriculum to a diverse student population: powerful teaching and learning opportunities, standards-aligned assessment, outcome-based curriculum and instruction, Advanced Placement (AP) courses, vocational electives (22 courses in the areas of computer science, communications, nursing, business, culinary arts, industrial technology, family and consumer science, child development), career-college student portfolios, and community service-learning opportunities. Every course incorporates a strong focus on literacy and mathematics, when appropriate. Also, students have the option of taking courses as a part of either MMHS's state-recognized Teaching Academy or MMHS Engineering Academy. The school uses the CAT/6 and STAR tests, CAHSEE, AP, Mathematics Diagnostic Testing Project (MDTP), Scholastic Assessment Test (SAT)/American College Test (ACT), and an array of in-classroom assessments to gauge success and student learning.

MMHS offers an Air Force Junior Reserve Officer Training Corps (AFJROTC) program, an ASB leadership class, and approximately 50 clubs, class councils, sports teams, and other extracurricular organizations. In addition, the school boasts an award-winning band, sport teams that often go to California Intramural Federation (CIF) playoffs, and various off-campus learning opportunities.

All content areas support instruction in literacy. Seminar and cluster classes are offered to qualified GATE and advanced students. After four years of instruction, nearly all of our GATE/advanced students have the necessary requirements (credits and grade point average) to gain admittance into the California State University or University of California (UC) systems. Many elective classes now meet rigorous standards so that they fulfill the requirements for UC admission. Students with a 504 plan at MMHS are assigned caseload managers who make sure students have the proper support to be successful. Individual Educational Plans (IEPs) are evaluated and renewed every one to three years, as required. MMHS offers AP and capstone courses on campus, in which students can earn up to 30 semester units of college credit before graduating.

Professional Development

Through the district's educational strategies, the Instruction and Curriculum Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large and small group staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focus primarily on school-based professional learning in relation to site needs.

The faculty at Mira Mesa High School participated in formal staff development sessions in August, November, and February, as well as on each

Monday morning led by administrators and lead teachers. One thread of this year's staff development was designing student-centered lessons. Throughout the year, groups of teachers met with the principal to identify and discuss exemplary practice. Another year-long thread was the development of units of study in the core subjects of ninth-grade English, algebra explorations, and physics. A third thread consisted of workshops, discussions, and team planning as we implemented special education co-teaching in all core areas.

Quality and Currency of Textbooks and Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in world language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2004–05, teachers and students in high schools began using newly adopted, standards-based materials in American Government in World Affairs, Advanced Placement European History, Advanced Placement Macro- and Microeconomics, Advanced Placement English Language and Composition, English Literature, Advanced Placement Calculus, Advanced Geometry, Precalculus, Honors Precalculus, Biology, Honors Chemistry, Japanese, and both Spanish and French 7-8. They continued using recently adopted, standards-based materials in other English, history/social science, science, and mathematics courses.

Mira Mesa High School's media center is open to students Monday through Friday from 6:30 a.m. to 3:30 p.m. Textbooks are issued to students in September, and supplemental materials are issued throughout the school year as needed. All texts are approved through the district adoption process. If there is not a district-recommended text for a certain course, the teachers select a text or other instructional materials. Students may have five library books checked out at a time for two weeks, with the option of renewing books for an additional two weeks.

Availability of Sufficient Textbooks and Instructional Materials

At a public hearing, the Board of Education annually adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also ensures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts Mathematics Science History/Social Science Foreign Language Health Science Laboratory Equipment (Grades 9–12)	Every student is provided with sufficient standards-aligned textbooks and/or other instructional materials in reading/language arts, mathematics, science, history/social science, foreign language, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in laboratory science courses.

List of Textbooks and Instructional Materials Used in Core Subject Areas (2005)

All textbooks and instructional materials come from state or local board lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
English Language Arts	9	English 1,2	McDougal, Littell, The Language of Literature, Grade 9	2002–03
English Language Arts	9	English 1,2	McDougal, Littell, Bridges to Literature	2002–03
English Language Arts	10	English 3,4	McDougal, Littell, The Language of Literature, Grade 10	2002–03
English Language Arts	10	English 3,4	McDougal, Littell, Bridges to Literature	2002–03
English Language Arts	10	Advanced English 3,4	McDougal, Littell, The Language of Literature, World Literature	2002–03
English Language Arts	10	Advanced English 3,4	Glencoe, World Literature	2002–03
English Language Arts	11	Advanced & American Literature 1,2	McDougal, Littell, The Language of Literature, American Literature	2003–04
English Language Arts	11–12	World Literature 1,2	McDougal, Littell, The Language of Literature, World Literature	2003–04
English Language Arts	12	English Literature 1,2	Prentice Hall, Timeless Voices, Timeless Themes-The British Tradition	2004–05
Health & Drivers Ed	10–12	Health & Driver Ed 1	Glencoe, Health: Guide to Wellness	1997–98
Health & Drivers Ed	10–12	Health & Driver Ed 1	Glencoe, Responsible Driving	1997–98
Mathematics	8–10	Advanced Geometry 1–2	McDougal, Littell, Geometry: Reasoning, Measuring, Applying	2004–05
Mathematics	8–12	Geometry 1–2	Key Press, Discovering Geometry	2003–04
Mathematics	10–12	Intermediate Algebra 1–2	McDougal, Littell, Algebra 2	1997–98
Mathematics	11–12	Honors Precalculus 1,2	Prentice Hall, Precalculus: Graphical, Numerical, Algebraic, 6th Ed.	2004–05
Mathematics	11–12	Precalculus 1,2	Prentice Hall, Precalculus, 2nd Edition	2004–05
English Lang Dev	9–12	ESL Newcomers 9th–12th	Longman, Word by Word Basic Picture Dictionary	2002–03
English Lang Dev	9–12	ESL 1–2	Hampton, High Point Level A & The Basics	2003–04
English Lang Dev	9–12	ESL 3–4	Hampton, High Point Level B	2003–04
English Lang Dev	9–12	ESL 5–6	Hampton, High Point Level C	2003–04
World Language	9–12	French 1–2	Glencoe/McGraw-Hill, Glencoe French 1 Bon Voyage!	2001–02
World Language	9–12	French 3–4	Glencoe/McGraw-Hill, Glencoe French 1 Bon Voyage!	2002–03
World Language	9–12	French 5–6	Glencoe/McGraw-Hill, Glencoe French 2 Bon Voyage!	2003–04
World Language	9–12	French 7–8	Glencoe/McGraw-Hill, Glencoe French 3 Bon Voyage!	2004–05
World Language	9–12	German 1–2	EMC, Deutsch Aktuell 1	2001–02

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
World Language	9–12	German 3–4	EMC, Deutsch Aktuell 2	2001–02
World Language	9–12	German 5–6	EMC, Deutsch Aktuell 3	2002–03
World Language	9–12	Japanese 1–2	Cheng & Tsui Co., Adventures in Japanese, Level 1	2004–05
World Language	9–12	Japanese 3–4	Bess, Nihongo 2	1997–98
World Language	9–12	Spanish 1–2	McDougal, Littell, ¡En Español 1!	2001–02
World Language	9–12	Spanish 3–4	McDougal, Littell, ¡En Español 2!	2002–03
World Language	9–12	Spanish 5–6	McDougal, Littell, ¡En Español 3!	2003–04
World Language	9–12	Spanish 7–8	Prentice Hall, Conexiones: Comunicación y Cultura, 2nd Edition	2004–05
Science	9–12	Physics 1,2	It's About Time, Active Physics	2001–02
Science	9–12	Advanced Physics 1,2	Thomson, College Physics	1999–00
Science	11–12	Biology 1,2	Kendall Hunt, BSCS Biology: A Human Approach, 2nd Edition	2004–05
Science	11–12	Advanced Biology 1,2	Brooks/Cole, Biology: Concepts and Applications	2000–01
Science	10–12	Chemistry 1–2	Key Press, Living By Chemistry	2003–04
Science	10–12	Chemistry 1–2	Addison Wesley, Chemistry	2003–04
Science	10–12	Honors Chemistry 1–2	Thomson, Chemistry: Principle and Reactions	2004–05
History/Social Science	9–10	World History and Geography 1,2	McDougal, Littell, Modern World History: Patterns of Interaction	2002–03
History/Social Science	9–10	Advanced World History and Geography 1,2	Holt, World History: Continuity & Change	1997–98
History/Social Science	11	U.S. History & Geography	McDougal, Littell, The Americans, Reconstruction to the 21st Century	2002–03
History/Social Science	12	Economics 1	Prentice Hall, Economics: Principles In Action	2003–04
History/Social Science	12	Government 1	Glencoe, United States Government: Democracy in Action	2003–04
History/Social Science	12	Am. Gov't in World Affairs	Prentice Hall, World Politics in the 21st Century	2004–05

Note: Adoptions prior to school year 1999–2000 are “pre-standards” (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (2005)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
9	64,980	64,800
10	64,980	64,800
11	64,980	64,800
12	64,980	64,800

Minimum Days in School Year

In 2004–05, Mira Mesa High had 43 minimum or shortened days for students. The extra time on these days was used for staff development, parent conferences, and teacher planning.

POST-SECONDARY PREPARATION (SECONDARY SCHOOLS)

Advanced Placement/International Baccalaureate Courses Offered (2005)

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students the opportunity to take the equivalent of college-level courses while still in high school. The table below shows the total number of AP and IB courses and classes offered and student enrollment in those courses, by subject, for the 2004–05 school year. The data for visual and performing arts include both AP art and music.

Subject	Number of AP/IB Courses	Number of Classes	Enrollment
Visual and Performing Arts	1	1	21
Computer Science	0	N/A	N/A
English	1	4	120
Foreign Language	1	1	32
Mathematics	2	4	115
Science	3	7	222
Social Science	5	18	557

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission (2005)

Data reported are the number and percentage of students enrolled in courses required for UC and/or CSU compared to student enrollment in all courses. Students are counted for each course they are enrolled in. As a result, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Enrollment in All Courses (Grades 9–12)	Enrollment in UC/CSU-Required Courses (Grades 9–12)	
	Number	Percentage
14,658	11,556	78.8

Graduates Who Have Completed Course Requirements for University of California (UC) and/or California State University (CSU) Admission (2004)

Data reported are the number and percentage of graduates in 2004 who completed all courses required for UC and/or CSU admission.

Total Number of Graduates	Graduates Who Completed Course Requirements for UC/CSU Admission	
	Number	Percentage
511	237	46.4

SAT Reasoning Test

Data reported are the average verbal and mathematics scores for Grade 12 students who took the SAT Reasoning Test. Data are also reported for total Grade 12 enrollment and percent of Grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at www.cde.ca.gov/ds/sp/ai/.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	568	523	535	6,944	6,956	7,336	385,356	395,194	409,576
Percentage of Grade 12 Enrollment Taking Test	58.1	57.6	53.8	49.4	50.1	49.5	36.7	35.3	35.9
Average Verbal Score	474	487	484	494	492	495	494	496	499
Average Math Score	509	509	506	509	505	505	518	519	521

College Admission Test Preparation Course Program

Mira Mesa High School continues to support our college prep students in preparing for the SAT. A test preparation course is offered to all 11th-grade students. This SAT prep class is taught on Saturday mornings during the spring semester.

Degree to Which Students Are Prepared to Enter the Workforce

A variety of career technical education (CTE) courses are offered at district high schools. The district's School-to-Career Department oversees these courses, which are designed to provide students with the skills needed to make a successful transition from school to work. These skills are developed through courses in 15 industry sectors tied to economic and workforce trends.

The Counseling and Guidance Department produces High School Graduation Guides for each graduating class, which provide information to students and parents. These guides link information on graduation requirements, the California High School Exit Exam (CAHSEE), the sequence of study for entrance into the University of California and California State University systems, sample schedules, a checklist for college preparation, required testing, and post-high school options. In addition, all seniors will receive college admission and financial aid information folders as a collaborative effort by the Counseling and Guidance Department and the California Student Opportunity and Access Program (Cal-SOAP) to further enhance the post-secondary options of San Diego City Schools students.

MMHS prides itself on preparing students for both college and employment. Students at MMHS are offered a full complement of classes that prepare them for life after high school. These classes demand academic excellence and most also fulfill university entrance requirements. Students can select courses to prepare for careers in business, teaching, engineering, nursing, construction, auto repair, military science, computer assisted design, music, written and broadcast journalism, cooking, and graphic arts.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs (2005)

Data are from the 2004–05 Report of Student Enrollment and Program Completion in Career and Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education, and ROCPs (CDE 101 E-1) and have been aggregated at the district level.

CTE Students Total Course Enrollment	Grades 9–12 CTE Students			Grade 12 CTE Students		
	Number of Concentrators*	Number of Completers†	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
11,740	1,418	1,351	95%	898	729	81%

* A "CTE program concentrator" is a student who has taken at least two CTE courses in a sequence.

† A "CTE program completer" is EITHER a student who has taken two or more CTE courses in a sequence, with one of those courses being a completion course (formally called a capstone), OR one who successfully completes an industry-validated examination. By district definition, such students must also earn a high school diploma before being considered a "completer."

FISCAL AND EXPENDITURE DATA

Teacher and Administrative Salaries (Fiscal Year 2003–04)

Data reported are the district average salaries for teachers, principals, and superintendent, compared to the statewide average for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of the district's budget. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0304.asp.

	District	Statewide Average For Districts of Same Type
Beginning Teacher Salary	\$34,517	\$37,061
Mid-Range Teacher Salary	\$52,449	\$58,294
Highest Teacher Salary	\$70,179	\$72,876
Average Principal Salary (Elementary School Level)	\$95,239	\$94,471
Average Principal Salary (Middle School Level)	\$97,718	\$98,940
Average Principal Salary (High School Level)	\$109,642	\$107,418
Superintendent Salary	\$199,500	\$179,061
Percentage of Budget for Teachers' Salaries	37.8	41.4
Percentage of Budget for Administrative Salaries	4.6	5.1

District Expenditures (Fiscal Year 2003–04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/.

District		Statewide Average: All Districts in Same Category	Statewide Average: All Districts
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$1,011,344,859	\$8,156	\$6,987	\$6,919

Types of Services Funded

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
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- 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 funds are primarily expended for instructional purposes: to provide additional learning opportunities to students, for texts and other instructional materials, and to support extended-day instructional programs.