

[SARC Home](#) » Mira Mesa High

2018–2019 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2018–2019 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse

student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Jeff Sabins, Principal

- Principal, Mira Mesa High

About Our School

Principal's Comment

Contact

Mira Mesa High
10510 Marauder Way
San Diego, CA 92126-3275

Phone: 858-566-2262

Email: jsabins@sandi.net

About This School

Contact Information (School Year 2019–2020)

District Contact Information (School Year 2019–2020)

District Name	San Diego Unified
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Phone Number	(619) 725-8000
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Superintendent	Cindy Marten
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Email Address	cmarten@sandi.net
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Website	www.sandi.net
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School Contact Information (School Year 2019–2020)

School Name	Mira Mesa High
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Street	10510 Marauder Way
City, State, Zip	San Diego, Ca, 92126-3275
Phone Number	858-566-2262
Principal	Jeff Sabins, Principal
Email Address	jsabins@sandi.net
Website	https://www.sandiegounified.org/schools/mira-mesa
County-District-School (CDS) Code	37683383730181

Last updated: 1/29/2020

School Description and Mission Statement (School Year 2019–2020)

Business and Community Partners

MMHS Foundation

MMHS PTO

Miramar Community College

MCAS Miramar

Mira Mesa Schools Cluster

Mira Mesa Town Council

Mira Mesa Living

Harmonium

Douglas Young

Hanson Aggregates

Vulcan Materials

Instant Imprints

Union of PanAsian Communities

Chick-fil-A

UCSD Family Physicians Group

Mira Mesa Library

Panda Express

Mira Mesa Self Storage

Chipolte
Wings-n-Things
Yogurtland
Rita's
Smart & Final

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

Mira Mesa High School (MMHS) is a comprehensive high school with students who reflect the diverse blend of ethnicities, cultures, languages, and socioeconomic backgrounds of the Mira Mesa community. MMHS offers college preparatory academic and elective courses that prepare students for postsecondary education and careers. All courses are assessment-driven, standards-based, and academically rigorous. Diploma courses fulfill University of California's subject-area admission criteria (the UC a–g requirements). Letter courses prepare students to be employed and live independently according to each student's abilities.

MMHS offers advanced, honors, and Advanced Placement (AP) and community college courses that span core subjects and electives, including options in career, technical, visual arts, and performing arts. MMHS athletes compete in three seasons of sports. MMHS students form friendships as they contribute to the school and community through their class council, ASB, JROTC and over 100 clubs that meet regularly on campus. In spring 2016 MMHS's accreditation was renewed for the maximum six years by the Western Association of Schools and Colleges (WASC).

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

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

Instruction and Curriculum

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

Mira Mesa High School utilizes Professional Learning Communities (PLC) to ensure all students receive a guaranteed viable curriculum. The PLC teams use data and assessments to drive instruction based on student strength and challenges. Using the team approach allows departments to communicate and share ideas to improve teacher practices, techniques and overall student learning and success. In addition, AVID and English Language Learner strategies have been incorporated into each subject area to improve overall student learning.

Visual and Performing Arts

The Visual and Performing Arts (VAPA) course of study includes standards-based sequential TK-12 pathways in dance, music, theatre, and visual arts, guided by the San Diego Unified Board-approved Strategic Arts Education Plan. The California Education Code requires the arts as part of the course of study in grades 1-12, and the arts are listed among the core subjects of a well-rounded education as defined by the Every Student Succeeds Act (ESSA, 2015). The new California

Arts Standards place emphasis on artistic literacy and mastery of 21st Century Skills – collaboration, critical thinking, creativity, and communication – essential areas for workplace success. At least one year of study in an approved high school VAPA course is required by San Diego Unified as well as University of California (UC) and California State University (CSU) schools. Related courses may be offered in physical education or the practical arts.

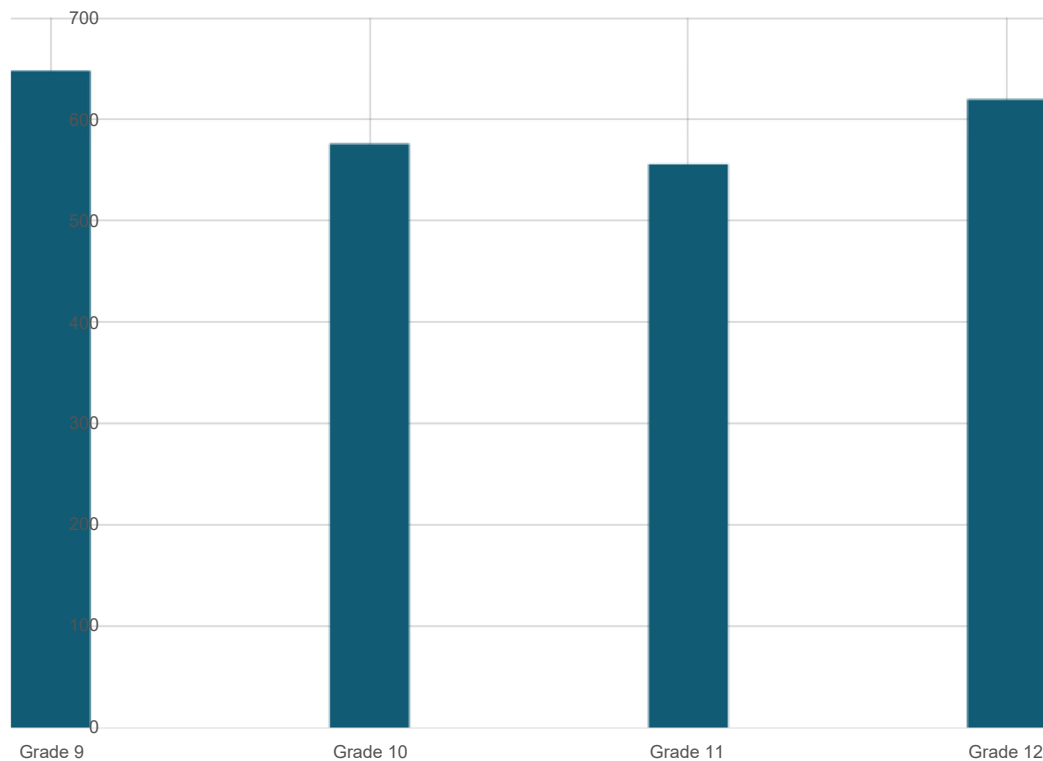
MMHS has streamlined the VAPA program to include specific pathways similar to the CTE program. We offer a wide variety of VAPA classes to allow students to explore and find their creative genius as well as determine possible career interests.

Last updated: 1/29/2020

Student Enrollment by Grade Level (School Year 2018–2019)

Most of the data in this SARC are from the 2017–18 school year or the two preceding years (2015–16 and 2016–17). Graduation, dropout, and fiscal data are from 2016–17. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2018–19 school year. When no year is specified, data are from the most recent year available. Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

Grade Level	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	648	576	556	620	2400



Last updated: 1/29/2020

Student Enrollment by Student Group (School Year 2018–2019)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or
Percent of Total Enrollment	4.90 %	0.30 %	22.20 %	24.80 %	22.40 %
< [Progress Bar] >					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	45.30 %	9.10 %	9.30 %	0.10 %	
< [Progress Bar] >					

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

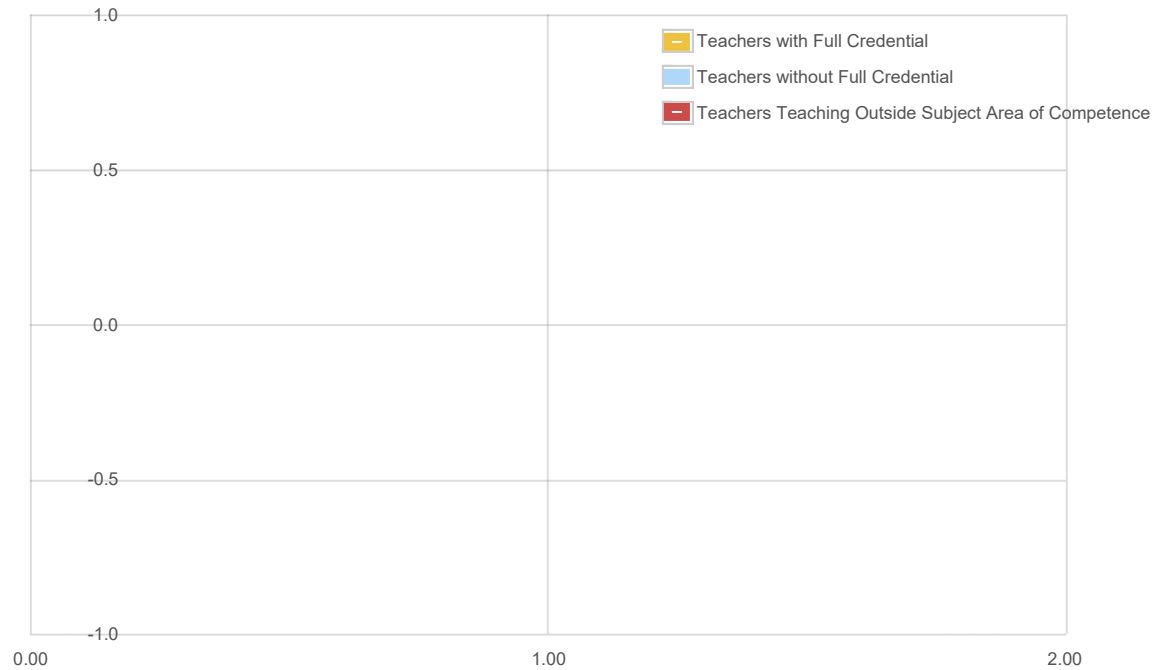
Teacher Credentials

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

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Teachers	School 2017 –2018	School 2018 –2019	School 2019 –2020	District 2019 –2020
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				

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Last updated: 1/29/2020

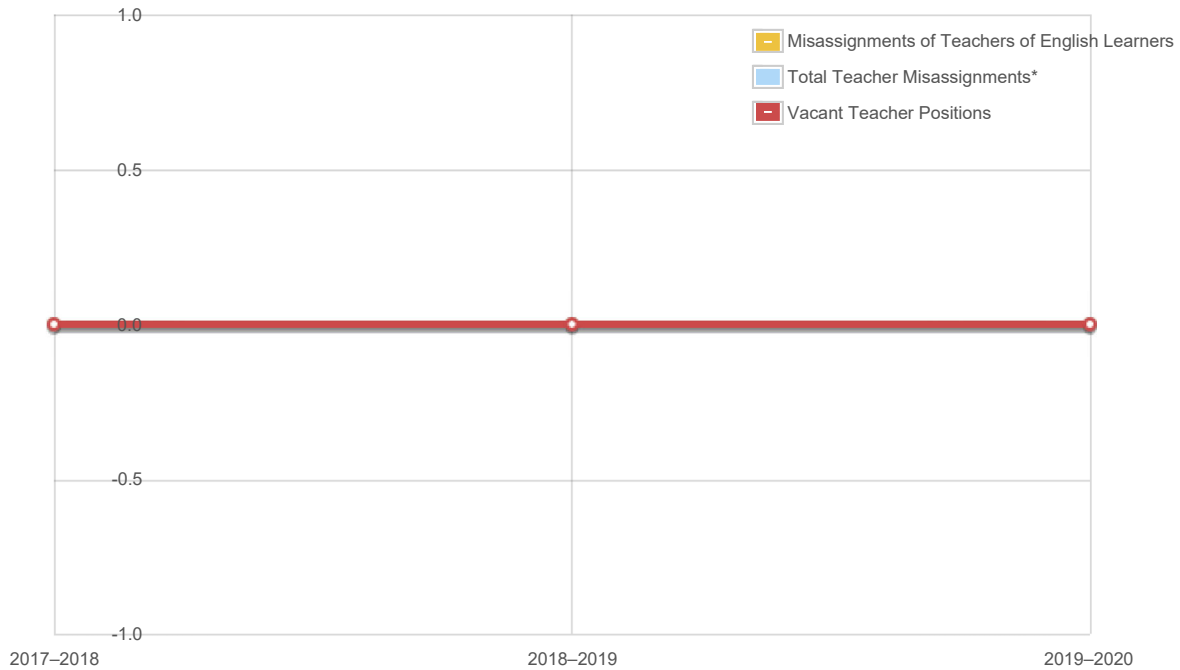
Teacher Misassignments and Vacant Teacher Positions

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

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Indicator	2017–2018	2018–2019	2019–2020
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–2020)

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

All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1,2 Literature for California, Grade 9, McDougal Littell English 3,4 Literature for California, Grade 10, McDougal Littell English 3,4 Advanced Prentice Hall Literature: World Masterpieces, Pearson Prentice Hall	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>American Literature 1,2 Language of Literature, American Literature, McDougal Littell</p> <p>American Literature 1,2 Honors Language of Literature, American Literature, McDougal Littell</p> <p>Contemporary Voices in Literature 1,2 Contemporary Reader, Prentice Hall Legacies, Thomson Learning</p> <p>World Literature 1,2 The Language of Literature, World Literature, McDougal Littell</p> <p>English Language & Composition AP 1,2 Readings for Writers, Thomson Learning Norton Reader, Norton</p> <p>English Literature 1,2 Timeless Voices, Timeless Themes—The British Tradition, Prentice Hall</p> <p>English Literature Literature: Reading Fiction, Poetry, and Drama, Glencoe/McGraw-Hill</p> <p>Writers Workshop 1,2 Steps to Writing Well, with Additional Readings, Thomson Learning</p> <p>Writers INC, Great Source</p>		
Mathematics	<p>Math 9–10 Integrated Math I Mathematics I: Integrated CME Project, Pearson</p> <p>Math 9-10 Advanced Integrated Math I Mathematics I: Integrated CME Project, Pearson</p> <p>Math 9–11 Integrated Math II Mathematics II: Integrated CME Project, Pearson</p> <p>Math 9–11 Advanced Integrated Math II Mathematics II: Integrated CME Project, Pearson</p> <p>Math 10–12 Integrated Math III Mathematics III: Integrated CME Project, Pearson</p> <p>Math 10–12 Advanced Integrated Math III Mathematics III: Integrated CME Project, Pearson</p> <p>Math 11–12 Precalculus 1-2 Honors Precalculus: Graphical, Numerical, Algebraic, Prentice Hall</p> <p>Math 11–12 Precalculus 1-2 Precalculus, Prentice Hall</p> <p>Math 11–12 Statistics and Data Analysis 1-2 Workshop Statistics: Discovery with Data and the Graphing Calculator, Key Curriculum Press</p> <p>Math 11–12 Statistics 1-2 AP The Practice of Statistics for the AP Exam, BFW/Freeman</p> <p>Math 11–12 Topics in Discrete Mathematics 1,2 Finite Mathematics and Calculus with Applications, Prentice Hall</p> <p>Math 11-12 Calculus AB 1,2 AP Calculus: Graphical, Numerical, Algebraic AP, Pearson</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Math 11-12 Calculus BC 1,2 AP Calculus: Graphical, Numerical, Algebraic AP, Pearson</p> <p>Science 9–12 Earth Science 1,2 Holt Earth Science, California Edition, Holt Rinehart Winston</p> <p>Science 9–12 Physics 1,2 Conceptual Physics, Pearson Prentice Hall</p> <p>Science 9–12 Physics 1,2 Advanced CA Physics: Principles and Problems, Glencoe/McGraw-Hill</p> <p>Science 11–12 Physics I A,B AP Wilson and Buffa, Physics, Prentice Hall</p> <p>Science 11–12 Physics II A,B AP Wilson and Buffa, Physics, Prentice Hall</p> <p>Science 11–12 Physics C 1,2 AP Physics for Scientists and Engineers, Cengage</p> <p>Science 9–12 Chemistry 1,2 Chemistry, California Edition, Prentice Hall</p> <p>Science 9–12 Chemistry 1,2 Honors Principles of General Chemistry, Glencoe McGraw-Hill</p> <p>Science 11–12 Chemistry 1,2 AP Chemistry: The Central Science, Prentice Hall</p> <p>Science 9–12 Biology 1,2 BSCS Biology: A Human Approach, Kendall Hunt</p> <p>Science 9–12 Biology 1,2 Advanced Biology: Concepts and Connections, Pearson Prentice Hall</p> <p>Science 11–12 Biology 1,2 AP Campbell Biology AP Pearson</p> <p>Science 11–12 Marine Science 1,2 Oceanography: An Invitation to Marine Science, Thomson</p> <p>Science 11–12 Physiology 1,2 Principles of Anatomy and Physiology, Wiley</p> <p>Science 11–12 Environmental Science 1,2 AP Environment: The Science Behind the Stories AP, Pearson</p>	Yes	0.00 %
History-Social Science	<p>H-SS 10 World History 1,2 Advanced World History: Modern Times, California Edition, Glencoe</p> <p>H-SS 10 World History 1-2 AP The Earth and Its Peoples, McDougal Littell</p> <p>H-SS 10-12 European History 1,2 AP Western Civilization, Thomson</p> <p>H-SS 10-12 Psychology 1,2 AP Myer's Psychology for AP, BFW/Worth</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	H-SS 11 U.S. History & Geography 1,2 The Americans: Reconstruction to the 21st Century, California Edition, McDougal Littell		
	H-SS 11 U.S. History & Geography 1,2 Honors A People and a Nation, McDougal Littell		
	H-SS 11 U.S. History 1,2 AP AP American History: Connecting with the Past, McGraw-Hill		
	H-SS 12 Principles of Economics 1 Economics: Principles In Action, Prentice Hall		
	H-SS 12 Government 1 United States Government: Democracy in Action, Glencoe		
	H-SS 12 Government & Politics: United States AP Government in America: People, Politics, and Policy AP, Pearson		
	H-SS 12 Microeconomics 1 AP Economics, Glencoe/McGraw-Hill		
	H-SS 12 Macroeconomics 2 AP Economics, Glencoe/McGraw-Hill		
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/29/2020

School Facility Conditions and Planned Improvements

Our community and students take great pride in keeping the campus clean and maintaining an inviting school environment that pleases the eye and supports learning. Classrooms are equipped with Promethean interactive whiteboards with i21 Interactive technology using notebooks or iPads. Classroom and production spaces for graphic arts, video production, and theater have been extensively remodeled and updated with the very latest equipment and technology. The culinary arts area, the stadium, and upper fields have undergone extensive renovation. The 43 bungalow classrooms now have solar reflecting glass and air conditioning. Upgrades to Internet, phone, surveillance cameras, and intercom systems continue in all buildings and bungalows. Two new electronic marquees—one in the center of campus and another at the perimeter on Mira Mesa Blvd—assist in keeping students, parents, and the community informed about school events. Many areas of campus, including the gym, have been newly painted and enhanced with student-designed murals, including one sponsored by the class of 2010 covering the outside north wall of the gymnasium. Construction in the west lot building a state of the art music facility which will house the orchestra and band classes is due to be completed this spring. In addition to the Music building, 22 bungalows have been removed to make room for a new math complex to be completed in the fall of 2020. The

complex will accommodate both indoor and out door classroom settings. Our newly built ASB student store has recently opened to allow students to purchase Mira Mesa attire. Our theater lobby is also due to open this February in time for the spring musical. By next fall, we are also looking forward to the grand opening of our newly expanded Transportation Engineering Center with eight auto bays. Finally, new fencing around the school perimeter was completed this fall to improve student and campus safety. All visitors must now enter and exit the school through the main administration building.

Last updated: 1/29/2020

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	lights out, missing diffusers, appliances plugged into power strips - in progress
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	loose toilets, broken mirror - in progress
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good
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Last updated: 1/29/2020

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

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

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

Subject	School	School	District	District	State	State
	2017 –2018	2018 –2019	2017 –2018	2018 –2019	2017 –2018	2018 –2019
English Language Arts / Literacy (grades 3-8 and 11)	74.0%	81.0	55.0%	55.0	50.0%	50.0
Mathematics (grades 3-8 and 11)	48.0%	53.0	45.0%	46.0	38.0%	39.0

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–2019)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	537	516	96.09%	3.91%	81.40%
Male	285	270	94.74%	5.26%	78.89%
Female	252	246	97.62%	2.38%	84.15%
Black or African American	28	27	96.43%	3.57%	55.56%
American Indian or Alaska Native					
Asian	126	124	98.41%	1.59%	86.29%
Filipino	130	129	99.23%	0.77%	85.27%
Hispanic or Latino	112	102	91.07%	8.93%	78.43%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	64	61	95.31%	4.69%	90.16%
Two or More Races	71	67	94.37%	5.63%	77.61%
Socioeconomically Disadvantaged	243	232	95.47%	4.53%	75.43%
English Learners	77	69	89.61%	10.39%	43.48%
Students with Disabilities	43	37	86.05%	13.95%	32.43%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	11	10	90.91%	9.09%	80.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–2019)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	537	513	95.53%	4.47%	53.41%
Male	285	269	94.39%	5.61%	56.13%
Female	252	244	96.83%	3.17%	50.41%
Black or African American	28	26	92.86%	7.14%	30.77%
American Indian or Alaska Native					
Asian	126	124	98.41%	1.59%	74.19%
Filipino	130	129	99.23%	0.77%	47.29%
Hispanic or Latino	112	100	89.29%	10.71%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	64	61	95.31%	4.69%	59.02%
Two or More Races	71	67	94.37%	5.63%	55.22%
Socioeconomically Disadvantaged	243	230	94.65%	5.35%	41.30%
English Learners	77	68	88.31%	11.69%	17.65%
Students with Disabilities	43	36	83.72%	16.28%	13.89%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	11	10	90.91%	9.09%	10.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2020

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/29/2020

Career Technical Education (CTE) Programs (School Year 2018–2019)

(PRINCIPAL: Edit your existing narrative, or add new site information, below.)

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

Mira Mesa High School offers the most CTE pathways in the district with the following six:

Design, Visual, and Media Arts

Production and Managerial Arts

Engineering Design

Food Service and Hospitality

Graphic Design and Technologies

System Diagnostics, Service and Repair

Counselors present to the two feeder middle school eight grade students prior to articulation to share the pathways and benefits when planning their freshman classes. On campus, we host an annual fair "CTE 4 Me" that highlights our various programs so that perspective students can meet with teachers and current students in the CTE classes to help in deciding their electives for the coming year.

Last updated: 1/29/2020

Career Technical Education (CTE) Participation (School Year 2018–2019)

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

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

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1132
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/29/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

Admission to the University of California (UC) and California State University (CSU) requires completion of a specific set of college-preparatory courses that have been certified by UC. The table below displays two measures related to these courses at the school.

UC/CSU Course Measure	Percent
2018–2019 Pupils Enrolled in Courses Required for UC/CSU Admission	99.00%
2017–2018 Graduates Who Completed All Courses Required for UC/CSU Admission	63.89%

State Priority: Other Pupil Outcomes

Last updated: 1/29/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–2019)

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2020

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–2020)

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

Parents and community members have numerous opportunities to join with staff to become involved at MMHS. There are opportunities to be a part of the MMHS Foundation, School Site Council, Parent Booster Organizations, and Site Governance Team. Parents are essential members of various focus groups that provide parents' points of view on matters related to WASC, community-based reform, and specific grant applications. Parents, community members, and the faculty

attend and represent the interests of MMHS at the Mira Mesa Cluster Schools Council. In addition, parents support MMHS by participating in parent booster clubs for academic, athletic, and extracurricular programs; and the Gifted and Talented Education (GATE) program committee. MMHS welcomes parents with time to volunteer assisting in the office, with athletics, at performing arts events, and many other areas of campus life.

If you want to get involved, please contact Erik Sullivan, Vice Principal, at (858) 566-2262 or esullivan@sandi.net.

Last updated: 1/29/2020

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

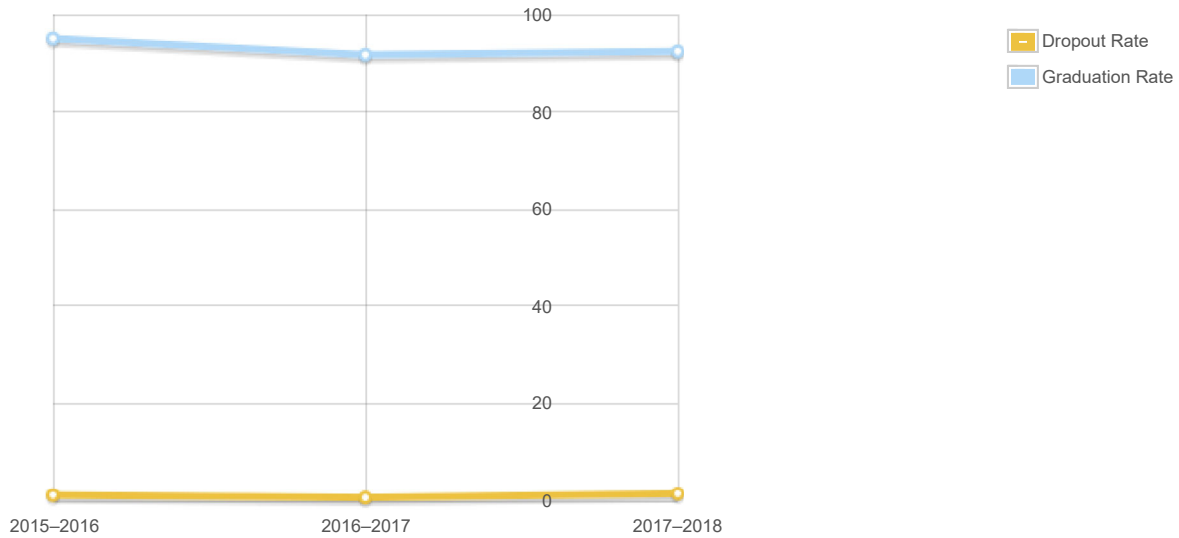
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

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

Indicator	School	School	School	District	District	District	State	State	State
	2015 –2016	2016 –2017	2017 –2018	2015 –2016	2016 –2017	2017 –2018	2015 –2016	2016 –2017	2017 –2018
Dropout Rate	1.20%	0.70%	1.50%	3.30%	3.70%	4.10%	9.70%	9.10%	9.60%
Graduation Rate	95.00%	91.70%	92.40%	91.30%	82.00%	83.10%	83.80%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/29/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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

Suspensions and Expulsions

Rate

School
2016-2017

School
2017-2018

School
2018-2019

District
2016-2017

District
2017-2018

District	Suspensions	Expulsions
2018–2019	2.30%	0.10%
State		
2016–2017	3.30%	0.20%
State		
2017–2018	2.40%	0.30%
State		
2018–2019	3.30%	0.00%
State		
2018–2019	3.50%	0.10%
State		
2018–2019	3.60%	0.10%
State		
2018–2019	3.60%	0.10%
State		
2018–2019	3.50%	0.10%
State		
2018–2019	3.50%	0.10%
State		

Last updated: 1/29/2020

School Safety Plan (School Year 2019–2020)

Last Review/Update: September, 2019

Last Discussed with Staff: October, 2019

School safety is the district’s top priority. District leadership, principals, teachers, support staff, school police services, and community partners collaborate to ensure a safe school environment, including efforts to mitigate, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual Comprehensive School Safety Plan, containing policies and procedures to address the safe school climate and emergency readiness to include a safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; substance abuse prevention programs; and, gang dress attire prohibition policy.

Adult supervision is provided in the classrooms and outside areas before, during, and after school hours. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Mira Mesa High School administrators consider a safe learning environment for students and staff members a top priority. Administrators, in concert with students, parents, teachers, and school counselors, implement a strong code of discipline based on respect, which promotes a positive climate for learning. This code is communicated to parents and students and is consistently reviewed by teachers, school counselors, and administrators. The MMHS student-parent handbook, available on-line at the school website, describes behavioral expectations for all students. In addition, respectful behavior is reinforced by the school counseling program, ROTC, and other groups that promote respect rather than bullying and healthy choices rather than drugs. To keep students focused on learning, MMHS has implemented school wide safety support measures: common clipboard restroom pass, after-school detention, in-school suspension, and a half-day Saturday school, which ensure that students are held accountable for their attendance and behavior. Saturday school includes periodic opportunities

to receive tutoring. School counselors offer workshops and group sessions on stress reduction, dealing with grief, insight into addictive behaviors, and anger management. A district counselor also offers intervention groups addressing addictive behaviors. The school has a full-time school police officer on site and several campus security assistants. Campus activities, both curricular and extracurricular, are supervised by administrators, faculty members, and/or campus security. Tardy and truancy policies are enforced. Tutoring is provided daily before school, at lunch, and after school. The Parent Involvement Policy is available on the Mira Mesa High School website.

Last updated: 1/29/2020

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–2017)

Subject	English	Mathematics	Science	Social Science
Average Class Size	29.00	30.00	31.00	31.00
Number of Classes * 1-22	12	7	4	1
Number of Classes * 23-32	43	30	19	31
	32	40	42	31

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	30.00	30.00	31.00	30.00
Number of Classes * 1-22	8	11	5	2
Number of Classes * 23-32	29	32	13	35
	43	34	45	26

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	28.00	30.00	31.00	30.00
Number of Classes * 1-22	14	7	5	6
Number of Classes * 23-32	40	37	16	26
Number of Classes * 33+	35	35	42	31

**Number of Classes *
33+**

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2020

Ratio of Pupils to Academic Counselor (School Year 2018–2019)

Title	Ratio**
Counselor*	436.40

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/29/2020

Student Support Services Staff (School Year 2018–2019)

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

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–2018)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7159.00	\$1119.00	\$6040.00	\$81420.00
District	N/A	N/A	--	\$80624.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/5/2020

Types of Services Funded (Fiscal Year 2018–2019)

The district's general fund includes monies for:

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

- Maintenance and operations
- District administration

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

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

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

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017–2018)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/29/2020

Advanced Placement (AP) Courses (School Year 2018–2019)

This table displays for the most recent year the number of Advanced Placement (AP) courses offered by the school, by subject, in which at least one student was enrolled, and the percentage of the school's students enrolled in all AP courses.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	9	N/A
Fine and Performing Arts	5	N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	9	N/A
Social Science	27	N/A
All Courses	59	42.60%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/29/2020

Professional Development

Measure	2017–2018	2018–2019	2019–2020
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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