SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

MIRA MESA HIGH SCHOOL

10510 Reagan Road
San Diego, CA 92126

San Diego Unified School District

March 7-9, 2016

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Chapter I: Student/Community Profile

Mira Mesa High School (MMHS) is a comprehensive high school serving the diverse community of Mira Mesa, the largest community in San Diego with 80,000 residents. Mira Mesa is located in Northern San Diego, directly north of Marine Corps Air Station Miramar. Students who live on the base attend MMHS. MMHS is a community school that opened in 1976 and is the largest of 24 traditional high schools in the San Diego Unified School District, the second largest school district in the State of California, serving over 135,000 students. The community of Mira Mesa is comprised of families with a diverse blend of ethnicities, cultures, languages, and socioeconomic backgrounds. The majority of residents are Asian, with a smaller percentage of Hispanic, Caucasian and African-American families as well as a growing Indian population. Housing in the community ranges from subsidized apartments to moderately priced single family homes. There are two local feeder middle schools, Challenger and Wangenheim. A small portion of students (about 5%) live outside of the community and receive transportation services from the district due to different enrollment choice options.

With Miramar Community College just a few blocks away, students are able to explore college while in high school to further prepare for real world experiences beyond their high school years.

The community of Mira Mesa continues to grow both with new condominium developments and single-family homes. Mira Mesa is trending younger due to moderate home pricing and a strong technology sector in nearby Sorrento Valley. A new elementary school, Salk Elementary, opened in the fall of 2015 to meet the demand of a growing elementary school population. Although the enrollment declined at the high school level in 2014-2015, it continues to grow at the elementary schools and the school expects to see the numbers rebound in future years.

MMHS gained Title I status for the first time in 2008-2009 and the percentage of students qualifying for Free and Reduced lunch has been slowly growing since then. Currently 45% of the students qualify for free and reduced lunch. The school receive Title III funding and EIA grants to support English Learners. All of these funds are managed by the School Site Council.

In 2015-2016 the extremely active MMHS PTSA transitioned to a PTO. The PTO plays an instrumental role in keeping parents involved, supporting many school activities and events, and recognizing staff. Each year the PTO provides scholarships to seniors in the community and provides honor cards given to students who achieve Academic Distinction. In 2004, the non-profit Mira Mesa High School Foundation (the Foundation) was formed with the mission of raising funds to benefit students by improving school facilities and supporting academic, athletic, and other campus student groups such as clubs, music, and arts. Each spring the Foundation hosts a community event called the Taste of Mira Mesa which brings local restaurants and community members together for a night of food and fundraising. The Foundation sponsors a weekly Farmer’s Market at MMHS and utilizes the funds received to offer teacher grants and student scholarships. During the 2014-2015 school year, the
Foundation chose to fund an additional teacher at MMHS after the allocation was adjusted by the district in October of 2014. This prevented larger class sizes and numerous student schedule changes. Many PTSA and Foundation members volunteer on site on a daily basis. There are 3 parents who serve on the School Site Council and an ELAC that meets in conjunction with the area Cluster meetings.

There are many different organizations that work with students and families in the community. All partners will be listed in the following section: School/business relationships.

In 2009 the Mira Mesa Cluster School Council (the Cluster) was formed with the goal of providing the highest quality education for all children through sharing of responsibility among school personnel, students, parents and other community members. The Cluster meets monthly and is attended by all area principals, the Area Superintendent and the elected School Board Member. The Cluster hosts booths at community events to increase community participation in the Cluster School Council. One of the Council’s primary goals is to enact Community Schools Reform. MMHS gained a Memorandum of Understanding (MOU) with SDUSD that allows us to have greater control over decisions affecting the school.

Prior to the foundation of the Mira Mesa Cluster School Council, Mira Mesa had a Business Partnership Coalition. But since many of the business partners attended both the Business Partnership Coalition and Cluster Council meetings, the Business Partnership Coalition decided to stop meeting independently of the Cluster Council meetings. There are still many local community businesses that support MMHS. Among these are the businesses and organizations directly involved with the CTE classes.

The staff at MMHS consists of 107 certificated teachers, six counselors, 18 para-professionals, 12 classified staff, and three administrators (one principal and two vice principals. MMHS has one nurse, three school Psychologists, and one Speech and Language Pathologist. All MMHS teachers are highly qualified and are teaching within their credentialed subject area. The demographics of the certificated staff can be seen in the following graphic.
School purpose
Mira Mesa High School supports a collaborative culture and works to include staff, students, parents, and community members in the education of students.

The mission of Mira Mesa High School is to engage students in learning experiences that prepare them for college, a career, and for life as responsible and productive members of the community. The faculty and staff at Mira Mesa High School encourage students to excel in all areas and to become active members of the campus which is evidenced by the high extra-curricular participation rates.

Schoolwide Learner Outcomes
The Expected Schoolwide Learner Results (ESLRs) were created by the whole staff during the previous WASC self-study in 2008-2009. During the fall of 2014, the staff collaborated to staff reevaluate the current ESLRs and discuss potential changes.

The staff suggested some alternatives, but since the suggestions had no significant changes the staff decided to keep the existing ESLRs.

Mira Mesa High School Graduates will be…

Motivated Learners who use text, technology, and other informational resources appropriately. Students:
- incorporate multi-media to enhance classroom presentations
- determine valid sources in research and use online databases
- find information and solutions in a variety of different ways
- produce a final product using informational text and technology

Meaningful Communicators who analyze verbal and written information and articulate their knowledge through oral, written, and technology-based mediums. Students:
- use self-evaluation and peer editing to revise and improve work
- communicate effectively in group situations including Socratic Seminars, small groups, and pairs
- clearly express thoughts in expository and argumentative writing
- conduct oral presentations with visual aids using a rubric

Helpful Citizens who are ethical, respectful, self-disciplined, contribute to school and community, and embrace diversity. Students:
- demonstrate academic honesty
- earn high citizenship grades
- participate in extra-curricular activities, clubs and community service
- help to maintain a clean campus

Solution Seekers who use critical thinking skills to accomplish personal and group goals with creativity, flexibility, teamwork, and a global perspective. Students:
- evaluate or critique themselves and others during the process of learning
- independently seek answers and solve problems using technology and other tools
- demonstrate understanding of multiple points of view and large global issues
- work in groups to find solutions and justify their reasoning
Program Improvement Status

MMHS entered Program Improvement in 2012-2013. The school uses different processes to continue to address the academic performance of students who are not meeting proficiency goals including purposeful master schedule planning, a PD plan approval process based on SPSA and WASC goals, and a change in calendaring for PD days. The school spends 10% of Title I money on PD as required under law which has allowed us to spend more time in departments and PLCs.

LCAP Identified Needs

The first LCAP priority is “Closing the Achievement Gap with High Expectations for All” which has been and continues to be the primary focus for the school. This focus is reflected in the SPSA which has specific growth goals for ELA and Math and is approved by the SSC (comprised of staff, students, and parents). Parents also had multiple opportunities to contribute to the District LCAP through the Vision 20/20 process and meetings. This goal of closing the achievement gap is measured by the CAHSEE, District Interim Assessments, and the CAASPP.

SDUSD LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to a Broad and Challenging Curriculum
3. Quality Teaching
4. Quality Leadership
5. Professional Learning for all Staff
6. Parent and Community Engagement around Student Achievement
7. Quality Support Staff Integrated and Focused on Student Achievement
8. Supportive Environments that Value Diversity in the Service of Student
9. High Enrollment of Neighborhood Students
10. Digital Literacy
11. Neighborhood Centers with Services Depending on Neighborhood Needs
12. Safe and Well-maintained Facilities

MMHS’ goal is to graduate students who are prepared for college and careers as well as prepared to enter adulthood as responsible citizens in a multicultural society. Starting with the class of 2016, all SDUSD students are required to pass the University of California system’s a-g requirements with a grade of D or better in each course. Mira Mesa has been working very hard to support this transition and make sure that all students are prepared for all post-secondary options. The school has developed a very broad and successful Career and Technical Education (CTE) program and it is committed to offering a large selection of Advanced Placement (AP) courses. Mira Mesa High School operates on a daily 6 period bell schedule with additional classes offered during zero and seventh period to increase flexibility for the students. Note: zero period was not funded during the current school year, but it is a priority to have it available again next year.
**Intervention Programs**

MMHS has a variety of interventions for students who are struggling academically. The programs are designed to support any student at risk of credit deficiency due to poor grades. A summary and list of the programs are below. These students include English Learners and socio-economically disadvantaged students as well as other students performing below standards. There is provide tutoring in every subject area before school, during lunch, and after school. There are also interventions designed to meet the social-emotional needs of the students such as Anger Management, Relaxation Strategies, and Grief Support.

There are support classes for EL students built into the master schedule including Public Speaking, Literacy Academy, and a looped humanities block for 10th and 11th grade English and history. EL teachers make home visits throughout the year to provide personalized community involvement. San Diego Unified provides access to professional tutoring services for military students.

MMHS all serves all types of Special Learners, including students with 504 plan accommodations and students who receive Special Education Services for the following Federal Handicapping Conditions (FHC): Autism, Intellectual Disability, Orthopedic Impairment, Multiple Disabilities, Emotional Disturbance, Hearing Impairment, Visual Impairment, Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment. There is a wide scope of individual need for these students, ranging from mild to severe and profound.

MMHS currently has four Specialized Academic Instruction (SAI) classrooms for students who have the highest level of need. These classes focus primarily on students’ Individual Education Plan (IEP) goals, functional academics and transition skills. There are four certificated Moderate/Severe Education Specialists who teach these sections of classes which include: Functional English, Functional Math, Functional Science, and Functional Transition Skills. Seven paraprofessional Special Education Technicians (SET), and one Special Education Behavior Technician (SEBT), help support these students throughout the day in all areas of the school environment including academic classes, electives, lunch, and during transitions. All students in this SAI program are on track to receive a Certificate of Completion.

The students with mild to moderate needs are supported by 9.6 Mild/Moderate Education Specialists, and nine Special Education Assistants (SEAs). SDUSD employs a co-teaching model of special education where the Education Specialists teach alongside Subject Area Teachers to meet the needs of students with IEPs and 504 Plans. There is a Transition Partnership Program that provides work incentive and workability opportunities within the school site and community. The following Special Education support classes occur within the daily program: Reading Development (diploma or certificate of completion) – below 4th grade reading level, Applied English (certificate of completion), Applied Math (certificate of completion), Applied History (certificate of completion), Transition Skills (diploma or certificate of completion). Certificate of Completion students are students who are not on a diploma track.

There has been an increase in students needing mental health services. The School Psychologist is now on campus full-time to deal with the increased need for support as well. There has been an increase in Special Ed referrals coming in from school staff and parents. The Student Success
Team (formerly called the Student Study Team) examines interventions and evaluates progress toward goals and future support plans. Meetings with the Special Education Department Chair, School Psychologist, Administration, Counselor, and Parent are scheduled once a week to look at new referrals. Overall there is a growing number of Special Education students.

GATE identified students are clustered together and supported by several advanced programs: Cluster, Seminar, Honors, and Advanced Placement courses.

**Online Instruction**

**I High – Edgenuity: Special and Regular Ed.**
The I High program is managed by a credentialed teacher at a central downtown location. The staff Graduation Coach serves as a mentor for students enrolled in Edgenuity courses which count for college credit. These courses serve both as remediation and first time credit for students (such as a transfer who is missing a specific graduation requirement for SDUSD). Starting 2015-2016, all iHigh courses are offered through Edgenuity. Prior to this school-year most students were taking APEX credit recovery courses. Edgenuity services both regular and special education students, both with the support of a separate Graduation Coach.

The following focused programs offer courses for all students and an opportunity for students to challenge themselves and begin to create their own futures:

- Career and Technical Education (CTE)
- Partnerships with Miramar Community College
- AP Capstone Program
- AVID

**Free and Reduced Lunch Eligibility**
Mira Mesa first received Title I status in 2008 and the percentage of students that qualify for free and reduced lunch has been slowly increasing since then. The current rate is 46%. SDUSD uses a sliding scale to determine the amount of Title I funding a site receives.

**Grade Level and Gender**
Enrollment at MMHS has declined by about 40 students over the past five years. Part of this decline may be due to officially entering Program Improvement in 2011-2012. Some other possibilities for declines in enrollment are military deployments which are not revealed ahead of time. Currently there are 2,425 students with 568 Seniors, 566 Juniors, 580 Sophomores and 711 Freshmen.

**Ethnicity**
Mira Mesa is an extremely diverse school. The largest student demographic is Filipino followed by Hispanic, White and Indochinese students. The percentage of Multi-racial students grows each year. The number of African-American students has been slowly declining over the past 5 years. The ethnicity breakdown is: 49% Asian, 22% Hispanic/Latino, 13% White: 5% African American and 9% Other.
Primary languages
There are over 25 primary languages spoken by MMHS students other than English comprising approximately 50% of the student body.

Focused Programs
Students at Mira Mesa are in enrolled in a variety of focused programs. About half of the students are enrolled in AP and/or CCTE coursework. Approximately 30 percent of the students are enrolled in Gifted and Talented courses across the Core subject areas. Nearly 10% of MMHS students have an Individualized Education Plan (IEP) and are served by Special Education Resource Teachers within their Core class or a Self-Contained class for students with Moderate to Severe disabilities. AVID enrollment has declined over the past 5 years due to changes in staffing and budget constraints limiting the number of section offered.
Language Proficiency
Approximately 7 percent of the students are English Learners which has remained consistent over the past three years. Approximately 30% of students are Reclassified Fluent English Proficient as measured by test scores and teacher recommendation. Reclassification has been a District priority over the last couple of years and there continues to be an increase the number of students who are reclassified each year. Historically, RFEP students have performed extremely well on state tests.

From CDE:

<table>
<thead>
<tr>
<th>Year</th>
<th>English Learners</th>
<th>IFEP+RFEP</th>
<th>Reclassified</th>
</tr>
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<tbody>
<tr>
<td>2014-2015</td>
<td>176 (7.2%)</td>
<td>1031 (42%)</td>
<td>26 (14.2%)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>183 (7%)</td>
<td>1088 (41.9%)</td>
<td>33 (17.6%)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>194 (7.5%)</td>
<td>1057 (41.1%)</td>
<td>21 (11.1%)</td>
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From Illuminate:

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<th>Year</th>
<th>English Learners</th>
<th>IFEP+RFEP</th>
<th>Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>163</td>
<td>390</td>
<td>702</td>
</tr>
<tr>
<td>2013-2014</td>
<td>143</td>
<td>456</td>
<td>728</td>
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Appropriate Assignment of Staff
All teachers are appropriately assigned based on proper credentials. MMHS has 5 teachers are Nationally Board Certified, 22 teachers are GATE Certified, 27 teachers have Advanced Placement Training, 3 teachers are currently in BTSA training and there are 18 ESEA qualified paraeducators.

Teachers have attended a large variety of Professional Development Programs including: NGSS development, Autism Training, Biotech training, CCTE Externship, SDAIE, Math for America, APSI, Edgenuity, BioBridge, WRITE Institute, ERWC, AP by the Sea and many, many more.
School Facilities
Currently the campus includes three classroom buildings, a media center, a gymnasium with wrestling and dance rooms, two weight training rooms, and 40 bungalows. A new state-of-the-art video production complex and graphic production area were recently dedicated. The campus, almost one square mile, includes grass playing fields, a stadium with new turf field ringed by an advanced rubberized track, and field areas. Surrounding lawns and trees set the campus within an urban park. The bungalows received air conditioning during the 2014-2015 school year and the gym was upgraded in 2014.

Since SDUSD initiated the i21 technology advancement program, 85% of the classrooms have received Interactive Smart Boards and class sets of either netbooks or iPads. These classrooms include all core departments, world language, and most special-education classrooms. The classes without the new technology are primarily visual and performing arts classes.

Campus safety is the number one priority. School security is highly visible in all areas MMHS campus areas and at all major school activities. Additional exterior lighting was recently installed to enhance safety during night-time events. MMHS has a full-time police officer and Dean of Students as well as 3 security guards who work together to address any issues in an expedient manner.

Implementation of academic, content and performance standards
To create a smooth transition to the Common Core State Standards (CCSS), MMHS allocated resources to add Literacy and Math Resource teacher positions during the 2014-2015 school year. In 2014-2015 the resource teachers were responsible for supporting teachers during the 10 pull-out days created by SDUSD for teachers to engage in Professional Learning Communities (PLCs) to strengthen their understanding of the CCSS. The literacy resource teacher also leads a newly established Literacy Team of teachers who have provided input on the Site Literacy Plan, have created a Literacy Resources Handbook for all staff with strategies for Close Reading, writing Text-Dependent Questions, and using Informational and Argumentative Writing Rubrics. The resource teacher has worked through the last two years to align the CCSS and the school’s site Literacy Goals with Critical Learner needs.

A lead math teacher attended approximately 40 Common Core PD days from 2013-2015 to work on creating new curriculum. In 2014-2015 the math department received new textbooks to support the Integrated Math classes and PD time shifted toward pacing guides and standards breakdowns of those textbooks.

All MMHS Departments including electives and CCTE align their professional development with the Site Literacy Plan and WASC Goals which were created to implement CCSS across all subjects on campus. This has resulted in a focus across campus on reading grade-level appropriate informational text and writing across all subject areas and assessing with rubrics. Science teachers have received training in the NGSS and are working on aligning their curriculum to both the CCSS and NGSS standards with support from the Literacy Resource Teacher as necessary.

UC/CSU a-g
Starting with the class of 2016, all students must meet UC a-g requirements to graduate high school per SDUSD. MMHS has made ensuring that all students are UC a-g compliant a top priority over the last three years. Counselors meet regularly with students who are credit-deficient to ensure that they are receiving the appropriate interventions to get them on-track.

Pupil Achievement Outcomes

CAASSP
MMHS juniors participated in the field test of the CAASSP in 2014 (no scores were released) and then participated in the first official year of administration in 2015.

English Language Arts
The first Smarter Balanced scores in ELA are quite positive. In ELA, the school had the largest percentage of students (40%) score in the highest band, followed by 36% in the following band. So 77% of juniors met the achievement standards during this first administration. While 23% of students did not meet achievement standards, 18% are nearly meeting standards.

MMHS scored the 3rd highest of Comprehensive high schools in SDUSD; the two higher schools had 88 and 80% of their students meeting and exceeding standards. The District average was 58% and the State average was 56%.
Both Asian and White students scored at 81% proficiency in ELA, the school will examine other groups in relation to 81% to determine achievement gaps. Three sub-groups, RFEP, SED, and Hispanic have well over 100 students within them.

Although RFEP students are not one of the sub-groups from the previous WASC study, their performance has been a school and District focus and their scores are just 7% below the proficiency of the highest performing sub-groups.

SED and Hispanic students score slightly below RFEP with a proficiency rate of 71% and 70% respectively. These gaps are significantly smaller than the gaps present during CST testing where SED students scored 15 percentage points lower than White students, RFEP students scored 10 percentage points lower, and Hispanic students scored 21 percentage points lower.
Mathematics
Although Math results are lower than the ELA results, this is consistent with math scores across the District and State. The school had 45% of the students meet or exceed achievement standards, whereas the District average was 37% and the State average was 29%. The school knows it needs to improve in many areas.
In Math, Asian students were the highest performing by far, with 61% proficiency. White and Filipino students scored 48 and 47% proficient respectively. Socioeconomically disadvantaged and RFEP students follow behind that at 40 and 43% proficient. Hispanic, African-American, Special Education, and English Learner students were far behind with proficiency of 27, 28, 9, and 11 percent proficiency. These gaps are extremely large and are of great concern to us going forward.

![2015 Math SBAC Leveled Scores](image)

**Scholastic Aptitude Test (SAT)**
There has been an increase of 10% in students taking the SAT during the last four years. The percentage of students scoring over 1500 has declined to 45.7%, the lowest of all of the past 5 years which is an area of concern according the administration.

Notably, the SAT math scores consistently outperform the District, County, and State. Reading scores are slightly below County averages but above State and District, while Writing scores are quite a bit lower in comparison year to year and compared to other groups.
Early Assessment Program (EAP)
Prior to 2015, The EAP results in English consistently showed that 50% of students were either College Ready or Conditionally Ready. But in 2015 this number increased to 77%, with 40% of students demonstrating College Readiness which is a significant improvement.
The College Readiness of math students has been declining over the past 4 years from 73% of students testing as Ready or Conditionally Ready in 2012 to 45% of students in 2015.
Note: Data in this section of the report comes from the California Department of Education's research files.
Advanced Placement
Individual AP teachers are responsible for maintaining course approval and the principal is responsible for ensuring that teachers do so.

SDUSD funded all AP tests until 2010-2011 which caused the overall percentage of students attempting tests to decrease by 6% since 2009. The overall number of passing tests and percentage of students in the school who have passed at least 1 AP test has remained virtually constant over the past five years at about 20%. The school places a high priority on the College Board’s priority of Open Access and are proud that they continue to have growth in students attempting an AP class with a high of 44% in the last year of test data.

In 2014-2015 the Governance team created a committee to reevaluate the priorities of the AP program. The committee concluded that the main priority was protecting Open Access to the AP classes as well as offering as many AP classes as possible. At the same time, the committee suggested only running classes that have at least 25 students enrolled because of the limited tight budget.

Post-enrollment data
The majority of MMHS students enroll in either community college or a four-year university immediately after graduation. Approximately 10% immediately enter the work force.

CELDT
Students who typically test in the bottom two tiers are recently arrived to the United States or are Long-term English Learners who also have Special Needs. Most other LTELs plateau in the Intermediate or Early Advanced levels and are enrolled in EL support classes.

Starting in 2014-2015 and continuing into 2015-2016 there has been an influx of unaccompanied
minors. These students typically have very limited schooling prior to enrolling at Mira Mesa and have not been in school for the past few years. SDUSD is considering creating a New Arrival Center at Mira Mesa to provide further support for this group of students.

**EL Reclassification Rate**
The annual reclassified rate of English Learners has ranged from 11-17.6% over the past 3 years. For 2014-2015, the rate was slightly lower than the year before at 14.2%, but this is also during the period that there was a large influx of students scoring at the Beginning level on the CELDT.

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All categories of measuring English Learners’ progress and access are significantly improving. AMAO 1, the percentage of ELs making annual progress in learning English has increased from 40.9 percent to 55.5 percent over 4 years.

Mira Mesa High School continues to make gains in AMAO 2, the percentage of ELs who have attained the English proficient level on the CELDT for both cohorts, students with under and over 5 years of time in EL programs, with growth from 21.5% to 39.7% with cohort 1 and 15% to 30% for cohort 2.
Other Assessments
Teachers use a variety of assessments to appropriate monitor and place students. Some of these assessments such as Interim Assessments in English and Math and End of Course Exams come from the District while many others are site-created common assessments. The Special Education Department uses additional diagnostic tools as needed for their students.

Parent Involvement
Parents serve on the SSC and Governance Team and are involved in all major decision-making at the site. ELAC meets in conjunction with cluster meetings for the ease of parents. The school distributes information about District programs for parents through the call-out system and Marauder Mask newsletter.

Attendance/Tardiness

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<tr>
<th></th>
<th>Average daily rate of attendance</th>
<th>Chronic Absentee rate</th>
<th>Tardiness rate</th>
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<tbody>
<tr>
<td>2013-2014</td>
<td>96.88%</td>
<td>7.14%</td>
<td>65.00%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>96.42%</td>
<td>7.57%</td>
<td>63.63%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>97.03%</td>
<td>7.60%</td>
<td>49.70%</td>
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Graduation Rates
Overall, MMHS’s graduation rate has remained fairly stable at just over 95% for the past six years.

Referrals
Mira Mesa saw a substantial decline of over 50% fewer referrals in the 2013-2014 school year versus the year prior and this new low rate has continued through last school year.

Suspensions and Expulsions
The Administration of MMHS has made reducing student discipline referrals, suspensions, and expulsions a priority for the past few years. Since 2010, there has been a drop in both the rate of suspensions and expulsions. The principal has made a point of addressing large-scale behavior concerns on the daily Marauder 5 which has been a large factor for improving student adherence to the Student Handbook policies on campus. MMHS prides itself on having a safe campus where students behave in a manner consistent with an academic institution.

The school has used the CAASPP data to make improvements in the degree to which the students are successful Meaningful Communicators. The assessment requires students to demonstrate proficiency in all aspects of the Schoolwide Learner Outcome: analyze verbal and written information – the test has both passages of text and audio clips, articulate knowledge through oral, written, and technology-based mediums – students must synthesize complex ideas through writing on the assessment and the entire assessment requires navigation of different modalities of technology. Students do not have an oral component on this test, but classroom observations reveal students frequently engaged in presentations or working collaboratively in small groups.

Staff Survey
The Staff Climate Survey was completed in January 2016. Nearly 70% of staff members are
proud to tell others that they work at Mira Mesa High School and the same number believe it is a good place to work and learn. Staff members reported feeling safe on campus, another strength are the positive relationships with students, and that MMHS is a welcoming environment for parents. Staff members look forward to going to work; they feel respected by colleagues and know that the administration will support them when necessary.

The survey also highlighted areas for improvement such as class size, improvement in feedback from administration and less time dealing with student discipline. Teachers at MMHS would like more time to collaborate and plan and would also like more acknowledgment of a job well done. Lastly, teachers report a moderate level of close working relationships on campus with 50% of respondents choosing the neutral response.

**Student Survey**
The Student School Climate Survey was completed in January 2016 by 794 students representing all grades and levels. Overall the results were positive. Students believe that there are clear rules and consequences at MMHS, they feel safe on campus, and they do not believe it is okay to cheat. Students reported positive relationships with teachers including the ability to get help one on one, opportunities to speak and discuss in class, a high level of encouragement and homework that helps them learn. Lastly, students report a high degree of family involvement in asking about homework and caring whether the student does well in school. Most students would not want to attend a different school.

Although nearly all questions received positive responses, there are a few concerning results. Although most students feel safe, 5% have stayed home from school because they feared for their safety. In addition, 15% of students reported that they agree or strongly agree that bullying is a problem on this campus. Staff members shared with the Visiting Committee that steps have been taken to address bullying and cyber bullying during the past year. The school has participated in events, held special assemblies and teachers have created assignments concerning this area.

**Parent Survey**
The parent survey revealed that parents feel that their students are receiving a challenging, rigorous curriculum in nearly all subject areas, there were some concerns with the responsiveness of the counseling department. The parents who responded demonstrated a high degree of student participation in extra-curricular activities. They believe the campus is safe and clean and that all students can succeed. One issue cited was that “staff regularly notify me when there is a problem or concerns.” An equal number of parents voted both high and low in this area. One positive area was that parents feel that they have the ability to participate in groups on campus and they also feel that the Marauder Mask is an effective method of communication.
Chapter II: Progress Report

Significant Developments

1. Administrative Team:
   In 2015-2016 a new principal was named along with a new Dean. There have been several administrative changes and reductions to the administrative staff due to district site allocations.

2. Graduation Requirements:
   SDUSD adopted new UC a-g graduation requirements which take effect for the Class of 2016. This has affected staffing, master schedule and interventions as the school works to support students in meeting these new requirements.

3. Implementation of California Common Core State Standards:
   The district added fifteen professional development days for CORE teachers during 2014-2015 (over three semesters) to implement CCSS. Teachers met in PLC’s to work on CCSS implementation. The site added Literacy and Math Resource teachers in 2014 to help with the transition and a site Literacy Team began meeting the same year.

4. SDUSD Leadership Changes:
   In the past 6 years the district has had two new Superintendents and two different Area Superintendents. In 2015 an Office of Secondary Schools was created which has led to another change in focus in the direction of professional development for school sites.

5. Budget:
   The California budget crisis in 2011-2013 resulted in loss of staff, change in staff as a result of the pink-slip process, loss of staff with special training, lower morale (at one point 21 teachers had a pink-slip), fewer supplies and less money for Professional Development. Positions lost: Librarian, Parent Academic Liaison, and Vice Principal (reduced from 5 to 2).

6. Staffing:
   Since 2010, approximately 25 personnel changes as a result of retirements, transfers, promotions and “golden handshakes.”

7. California Distinguished School/Exemplary Career Technical Education Program:
   In 2011, MMHS was recognized by the state as a California Distinguished School and for having an Exemplary Career Technical Education Program.

8. Facilities Upgrades
   Significant improvement to on-site technology and facilities has been achieved through special funding sources. Smart technology and netbooks/tablets have been installed in nearly all classrooms. MMHS received a grant through the College, Career & Technical
Education (CCTE) office which updated the TV studio, Screen Printing classroom and Performing Arts Theatre with state of the art, industry standard equipment. The Food classroom is currently under construction and relocation to a bungalow classroom during construction has impacted the program.

9. Data and Attendance Systems
New programs to review and process student achievement data (PowerSchool, Illuminate) were adopted by the District in 2014-2015.

10. Community School Reform:
The Mira Mesa Community School Reform Agreement (MMCSR) was approved by the School Board on October 11, 2011. The Governance Team (the governing body of the school) was reorganized to include a greater role for the parents and community members. A copy of the agreement is available for review (Appendix Tab 1).

11. Special Education:
The Special Education model has changed from a 4:2 to 5:1 in order to properly meet IEP needs. This transition has been challenging for the department.

12. English Learners:
Over the past two years there has been a sizeable influx of Guatemalan students (approximately 15-20) who have typically had three years or less of schooling before coming to the United States.

13. Math Teachers:
There has been a high turnover in the math department over the past 6 years due a variety of retirements and school transfers.

Schoolwide Critical Areas for Follow-up

<table>
<thead>
<tr>
<th>Critical Area 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2010 Visiting Committee:</strong> The administration and staff needs to identify students from all the various sub-groups and other demographic groups as identified by the administration in the core academic classes and provide coordinated monitoring and assistance to struggling students.</td>
</tr>
<tr>
<td><strong>Update Spring 2013 Midterm Committee:</strong> Continue to explore ways to adopt and implement a school wide plan to continuously service English Learners throughout all subject areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Area 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2010 Visiting Committee:</strong> The current professional development is determined by the needs of each department and supported by the administration. In support of this, the SPSA and the WASC Action Plan should be used to guide their professional development.</td>
</tr>
</tbody>
</table>
**Update Spring 2013 Midterm Committee:** In preparation for the Common Core, MMHS should continue to refine their Professional Development plans to include instructional strategies that are aligned with current research-based methodology as a part of their dialogue to help students access the depth and breadth of common core state standards.

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**Critical Area 3**

**Spring 2010 Visiting Committee:** Although the district no longer requires benchmark assessments, the school needs to develop and use some type of formative common assessments to drive instructional practices.

**Update Spring 2013 Midterm Committee:** In preparation for the Common Core, MMHS should continue to refine their Professional Development plans to include interim type of assessments so students and teachers can monitor progress before Common Assessments or Benchmarks are administered.

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**Ongoing Follow-up Process**

MMHS’s schoolwide action plan is monitored each year through the Single Plan for Student Achievement (SPSA) process. Each year, the school’s main stakeholder groups (Governance Team, School Site Council, Instructional Council and staff) discuss progress toward the goals and make recommendations for the following year’s Single Plan for Student Achievement (SPSA). The SPSA goal categories are determined by SDUSD based on the LCAP. The School Site Council (SSC), made up of stakeholder groups (students, parents, community members, teachers, staff and administration), approves the SPSA. The completed SPSA is submitted to the District Program Accountability office which in turn presents each school’s plan to the School Board for approval.

**Progress, Evidence, Impact on Student Learning**

In the Action Plan developed during the 2010 Focus on Learning, the site identified three areas of focus for its action items:

- Action Item 1: Improve proficiency in English Language Arts
- Action Item 2: Improve proficiency in Mathematics
- Action Item 3: Increase Parent Involvement.

San Diego Unified School District has required additional goals be included in the Single Plan for Student Achievement (SPSA) which were not added into the Action Plan separately. The two goals are Graduation Rate and an English Learner goal.
• The graduation rate goal is district-wide for all school sites to reach 90%. MMHS has been above 90% for many years therefore, it was not incorporated into the Action Plan as it was not an area of need.
• The English Learner Goal is included within the English Language Arts proficiency goal in the Action Plan.

Action Item 1: Improve proficiency in English Language Arts

ESLR: Meaningful Communicators who analyze verbal and written information and articulate their knowledge through oral, written, and technology-based mediums

Critical Areas of Need: 1, 2, 3

Rationale for Action Item from 2010 Action Plan:
While MMHS is considered a higher performing school, the changing demographics have increased the number of EL students and low socio-economically disadvantaged students. The achievement gap has been increasing and the school needs to address the low proficiency of the subgroup populations in English for: EL students, Hispanic students, African-American students, Student with Disabilities, and Socio-economically disadvantaged students.

Target goals:
• CST – 5% increase annually
• CAHSEE –5% increase annually
• EL, Hispanic, African-American, SpEd, and SED 5% increase on CAHSEE annually

Increasing proficiency in ELA is a District goal that is present in every SPSA.

Progress:
While there has been an overall success in meeting the ELA growth target as a site, there is still a need to improve the achievement gaps.

ELA Targets from the SPSA and 2010 Action Plan

<table>
<thead>
<tr>
<th>Description</th>
<th>09-10 Goal</th>
<th>09-10 Result</th>
<th>10-11 Goal</th>
<th>10-11 Result</th>
<th>11-12 Goal</th>
<th>11-12 Result</th>
<th>12-13 Goal</th>
<th>12-13 Result</th>
<th>13-14 Goal</th>
<th>13-14 Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Proficiency as measured by CST for Grades 9-11 will increase 5%</td>
<td>60.6%</td>
<td>63.5%</td>
<td>66.7%</td>
<td>71.4%</td>
<td>75.0%</td>
<td>66.6%</td>
<td>75.0</td>
<td>70.3</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>ELA Proficiency as measured by CAHSEE for Grade 10 will increase by 5%</td>
<td>65.9%</td>
<td>66.5%</td>
<td>69.8%</td>
<td>71.3%</td>
<td>74.9%</td>
<td>72.0%</td>
<td>75.8</td>
<td>72.6</td>
<td>72.0</td>
<td>73.7</td>
</tr>
<tr>
<td>EL student proficiency in ELA as measured by CAHSEE will increase by 5%</td>
<td>22.3%</td>
<td>33.3%</td>
<td>35.0%</td>
<td>35.4%</td>
<td>37.2%</td>
<td>17.0%</td>
<td>28.0</td>
<td>8.0</td>
<td>17</td>
<td>2.4</td>
</tr>
<tr>
<td>Hispanic student proficiency in ELA as measured by CAHSEE will increase by 5%</td>
<td>46.0%</td>
<td>45.3%</td>
<td>47.57%</td>
<td>56.3%</td>
<td>59.1%</td>
<td>59.0%</td>
<td>60.0</td>
<td>58.7</td>
<td>61</td>
<td>65.44</td>
</tr>
<tr>
<td>African American student proficiency in ELA as measured</td>
<td>59.4%</td>
<td>61.4%</td>
<td>64.5%</td>
<td>57.5%</td>
<td>60.4%</td>
<td>73.0%</td>
<td>--------</td>
<td>40.5</td>
<td>--------</td>
<td>70.3</td>
</tr>
</tbody>
</table>
SpEd proficiency in ELA as measured by CAHSEE will increase by 5%  

<table>
<thead>
<tr>
<th></th>
<th>32.1%</th>
<th>25.0%</th>
<th>26.3%</th>
<th>22.2%</th>
<th>23.3%</th>
<th>15.0%</th>
<th>20.0</th>
<th>18.9</th>
<th>15</th>
<th>21.9</th>
</tr>
</thead>
</table>

SED student proficiency in ELA as measured by CAHSEE will increase by 5%  

<table>
<thead>
<tr>
<th></th>
<th>48.2%</th>
<th>59.9%</th>
<th>62.9%</th>
<th>61.9%</th>
<th>65.0%</th>
<th>63.0%</th>
<th>------</th>
<th>64.4</th>
<th>------</th>
<th>68.63</th>
</tr>
</thead>
</table>

Notes:

- SED and African-American sub-groups are no longer tracked by the District on SPSA.
- EL proficiency has consistently decreased. The school believes this is due to two factors:
  1) an increased emphasis on Reclassification of English learners (who are performing very well) and
  2) a community trend of increasing numbers of recent immigrants with little to no previous education
- The proficiency has increased over six years for: the whole site, Hispanic students, and SED students.
- Students with disabilities are at a lower proficiency than 2009, but there was an upward trend in the last 3 years of testing.

Although SBAC and CST cannot be directly compared, in the baseline 2015 scores, many of the gains in achievement gap noted in CST and CAHSEE seem to have continued through SBAC testing.

Both Asian and White students scored at 81% proficiency in ELA, so the school will examine other groups in relation to 81% to determine achievement gaps. Three sub-groups, RFEP, SED, and Hispanic have well over 100 students within them.
• Although RFEP students are not one of the sub-groups from the previous WASC study, their performance has been a school and District focus and their scores are just 7% below the proficiency of the highest performing sub-groups.

• SED and Hispanic students score slightly below RFEP with a proficiency rate of 71% and 70% respectively. These gaps are significantly smaller than the gaps present during CST testing where SED students scored 15 percentage points lower than White students, RFEP students scored 10 percentage points lower, and Hispanic students scored 21 percentage points lower.

The African-American, Special Education, and English Learner sub-groups are not statistically significant, so the results are harder to generalize. The school no longer track African-American students for the SPSA, although EL and SpEd students are still tracked for Title I. Regardless, the achievement gap has increased for each of these groups.

Strategies, Policies, and Procedures Implemented:

This Action Plan item along with the implementation of Common Core has led to intense focus on improving proficiency in ELA over the past three years in particular.

1. Literacy across the Curriculum

The administration dedicated money to create a literacy resource teacher position starting in fall 2014 which led to the creation of a site Literacy Plan. The Literacy plan specifically focuses on aspects of the CCSS that should be implemented across all subject areas. These instructional practices and activities are: Close Reading of Informational Texts, Academic Language Development, Writing Expository and Informational pieces, and creating more Open-ended Assessments. Along with this, every teacher received a Literacy Resources handbook at the beginning of the 2014 school year which was created by a newly formed Literacy Team. The Literacy Team also created posters with the main components of Close Reading and Argument which have been placed in every classroom on campus to support students with common terminology and strategies.

The school literacy focus for the 2014-2015 school year was on teaching 6 complex informational texts in every single subject area. The Leadership team and some individual
departments were trained on the Close Reading strategies for reading informational text in the Literacy Resources Handbook and Support for this goal was built into professional development and PLC time.

In 2015-2016, the literacy focus shifted to writing common Informational and Argumentative texts. Support was provided in the form of common rubrics and steps for writing within the Literacy Resources handbook.

Teachers have been keeping a portfolio of work for three focus students from under-performing sub-groups. In May of 2015, the school reviewed the collected student work in a whole staff meeting and then in break-outs of Home Groups. Teachers analyzed the work to determine strengths, areas needing improvement, and next steps. This process continues this year. All departments have common assessments including the 6 informational text assignments which are collected as part of this work.

2. Professional Development
In addition to on-site professional development connected to the literacy goals, the teachers have engaged in a variety of professional development opportunities to expand the capacity in supporting all students in English Language Arts. Approximately 60% of the teachers went to district training on QTEL strategies in 2010 and shared those strategies during Professional Development time with teachers who did not attend. Four teachers, three in English and 1 in math attended AVID Critical Reading training in the summer of 2012 and shared those strategies with the departments. Currently, the District is hosting “Capacity Building” workshops in English Language Arts for two lead teachers to continue expanding current research and techniques across campus.

Professional Development plans are reviewed and approved by Administration prior to implementation. The departments have the flexibility to address the needs they see as most pressing, but within the framework of the SPSA and WASC action plan goals. Starting in 2014-2015 the literacy resource teacher worked with all department chairs to align their PD plans to the Site Literacy Plan to streamline the implementation of the CCSS.

3. English Learners
For English Learners in particular, continue to implement many different support mechanisms. There are ELD English classes at each grade level so that teachers with specialized training can provide a supportive environment for English learners in a regular grade-level classroom as a transition out of ESL classes. There are 10th and 11th grade humanities blocks where teachers with dual English/Social Studies credentials teach English learners in a more supportive block format. The school attempted and ultimately discontinued an Academic Language Development support class offered through the district in 2011-2012 because the curriculum did not fit the needs of the students. This course targeted Long-term English Learners, but the majority of the LTELS are Special Education students so this curriculum did not meet their individual needs. In 2015-2016, the school added a Public Speaking course for EL students at lower proficiencies, which so far is a successful and effective support.

RFEP students are monitored for two years after they have been reclassified. Teachers are given
Reclassification follow up monitoring review sheets to indicate whether students are meeting grade level standards. The EL Coordinator makes parent and student contacts with those students failing to meet grade level standards to ensure students are taking advantage of the tutoring offered before, at lunch, and after school.

The school has focused attention on helping teachers to identify their English learners which has not always been easy depending on the data management system and in particular RFEP students who were often hidden and therefore slipped through the cracks. The EL team created packets for each individual teacher listing their RFEP students as well as a selection of QTEL strategies that had proven successful in the classroom. Illuminate, the current system, makes identifying these students much easier.

4. Special Education

The Special Education department has made a concerted effort to increase tutoring support during lunch and after school in conjunction with the site Tutoring Program. There is a special education resource teacher available at lunch and after school every day. The entire department also participated in training on close reading strategies with the Literacy Resource Teacher.

Action Item 2: Improve proficiency in Mathematics

ESLR: Solution Seekers who use critical thinking skills to accomplish personal and group goals with creativity, flexibility, teamwork, and a global perspective.

Critical Areas of Need: 1, 2, 3

Rationale for Action Item from 2010 Action Plan:

While MMHS is considered a higher performing school, the changing demographics have increased the number of EL students and low socio-economically disadvantaged students. The achievement gap has been increasing and the school needs to address the low proficiency of the subgroup populations in Math for: EL students, Hispanic students, African-American students, Student with Disabilities, and Socio-economically disadvantaged students.

Target goals:

- CST – 5% increase annually
- CAHSEE –5% increase annually
- EL, Hispanic, African-American, SpEd, and SED 5% increase on CAHSEE annually

Increasing proficiency in math is a District goal that is present in every SPSA.

Progress:

The school has met some, but not all targets in the area of improving math proficiency.

Math Targets from the SPSA and 2010 Action Plan

<table>
<thead>
<tr>
<th>Description</th>
<th>09-10 Goal</th>
<th>09-10 Result</th>
<th>10-11 Goal</th>
<th>10-11 Result</th>
<th>11-12 Goal</th>
<th>11-12 Result</th>
<th>12-13 Goal</th>
<th>12-13 Result</th>
<th>13-14 Goal</th>
<th>13-14 Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math proficiency in Algebra I as measured by CST for Gr. 9-11 will increase by 5%</td>
<td>23.4%</td>
<td>19.0%</td>
<td>20.0%</td>
<td>33.0%</td>
<td>34.7%</td>
<td>18.0%</td>
<td>20.0</td>
<td>22.8</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Math proficiency as measured by</td>
<td>79.4%</td>
<td>72.5%</td>
<td>78.9%</td>
<td>73.2%</td>
<td>75.1%</td>
<td>79.6%</td>
<td>80.5</td>
<td>78.9</td>
<td>80</td>
<td>78.8</td>
</tr>
</tbody>
</table>
The CST and CAHSEE scores for math have had inconsistent growth over the past 6 years. The school would prefer the math proficiency to be higher, all student groups except 3 have a higher percent proficient on the SBAC.

SBAC percent proficient versus CST percent proficient:
- White +8, Filipino +5, SED +5, RFEP +3, Hispanic +2, African American +1
- Asian 0, English Learner -3, Special Education -13

To measure the achievement gap of struggling sub-groups, the school compared underperforming sub-group scores to the Filipino sub-group which comprises approximately 1/3 of students.

Although the Asian sub-group performed 14 percentage points above the Filipino students, it is a
smaller sub-group and for the purposes of determining achievement gap, the scores are outliers. The graph below compares under-performing subgroups’ proficiency gap versus Filipino student scores on both the CST (blue) and SBAC (red).

![Math Achievement Gap Graph](image)

The achievement gap in math has grown in the 2015 SBAC scores which indicates that this area needs specific attention.

**Strategies, Policies, and Procedures Implemented:**
This Action Plan item along with the implementation of Common Core has led to intense focus on improving proficiency in math over the past three years in particular, although high turnover in the math department and the instructional changes necessitated by Common Core have made this an area where there is a need for continued growth.

1. **Professional Development**
Mathematics PD centers on the design of common assessments, and includes discussions about the pacing and relevant curriculum coverage need to implement these assessments. Student difficulties and areas of instructional emphasis are discussed with the common assessments as a reference. Subject area teams are provided time to meet at each session.

The school provided a math resource teacher in 2014-2015 who was able to act as a liaison between the department and administration which allowed for a smooth transition to common core.
During the 2014-2015 school year, the entire math Department participated in Math for America. They completed 10 pull-out days focused on Common Core-type critical thinking problems.

During PD in 2015-16, math teachers mapped out pacing guides for each course; wrote common assessments; then used the results of these assessments as the data for collaborative conversations around instruction on how best to transition to the three year Integrated. After the first progress report, Math teachers looked at their D and F percentages, and compared the percentages across course-alike classes. The agreed upon action following the reflection on the
D and F % report was to use additional interventions including retesting, tutoring, and improved teaching methods.

2. Common Assessments
As part of the LCAP, the district added two Interim Assessments per year in math and English starting in 2014-2015. Both departments have adopted those assessments as part of their common assessments and have used the results to gauge progress towards the CCSS. The school continues to work on building time to commonly grade and analyze the common assessments.

3. Course Changes
In 2014-2015, the school piloted a Competency Based Integrated Math 1 Program. The program was successful in increasing the pass-rate (grade of C or better) of students in math. Due to changes in staffing, Mira Mesa had difficulty in creating continuity of teaching staff to keep the program.

Every math teacher this year (2015-2016) is teaching a new course. Major turnover (including retirements and school changes) have affected the continuity of the curriculum across the department. The school chose to place many teachers in Integrated III to spread the burden because the great prep-time involved as well as to have all teachers understand where the Integrated I and II students are heading.

4. Interventions
For a few years the school provided a smaller support class for students repeating algebra explorations. With the course change to Integrated Math with Common Core, that course code for the class was no longer offered by the District. MMHS math teachers tried piloting a 2 year Algebra program in which students received elective math credit in grade 9. This pilot program was found to be ineffective for these struggling students and has been discontinued. In the summer of 2015 the school held a special summer school class for a select group of 9th grade students who were close to meeting all competencies in Integrated I so that they could meet the course requirement over the summer and move into Integrated II.

Action Item 3: Improve Parent Involvement

ESLR: Helpful Citizens who are ethical, respectful, self-discipline, contribute to school and community, and embrace diversity.

Critical Area of Need: 1

Rationale for Action Item from 2010 Action Plan:
Parents are actively involved in extra-curricular activities students participate in through parent booster organizations. In order to support increased academic achievement for all students, parents need more opportunities to get involved in scholastics.

Target goals:
- At least 50% of parents will participate in a campus event at least 2 times per year
Progress:

1. On-Campus Events
The most successful events have been college nights for each class (10-12). Although the school does not require parents to sign in, these events are standing room only in the gym and approximately 70% of the students pick up their transcripts at the events. There are approximately 350 parents (many of whom have multiple students enrolled) attending the Fall Open House and nearly as many incoming 8th grade parents attending a Spring Open House geared toward easing the transition to high school. The school also has a Jump into High School event in August that is well-attended.

2. Technology
As the technological capacity has improved, so has the ability to connect with parents. Parents are encouraged to access PowerSchool to check student grades. The school sends a weekly Marauder Mask digital newsletter to parents. The principal holds monthly “coffee with the principal” sessions. There is a parent website which continues to be updated for parents to utilize. The web program SDUSD uses does not allow tracking of usage or “hits” on the website but a request is in to add this feature.

3. Outreach
Until the 2014 school year, Counselors held parent meetings at a middle school in downtown San Diego once each year so families with transportation challenges who live in that area can meet with the entire counseling staff. This has been well attended by families of students who ride the bus from other neighborhoods. This ended as the school entered Program Improvement.

Due to budget constraints, the school had to cut the Parent Academic Liaison (PAL) position in 2013. This has hampered the ability to enact a few of the action items under Parent Involvement including: parent support classes, parent workshops and training, and providing child care.
Chapter III: Self-Study Process

Mira Mesa High School Graduates will be…

**Motivated Learners** who use text, technology, and other informational resources appropriately. Students:
- incorporate multi-media to enhance classroom presentations
- determine valid sources in research and use online databases
- find information and solutions in a variety of different ways
- produce a final product using informational text and technology

**Meaningful Communicators** who analyze verbal and written information and articulate their knowledge through oral, written, and technology-based mediums. Students:
- use self-evaluation and peer editing to revise and improve work
- communicate effectively in group situations including Socratic Seminars, small groups, and pairs
- clearly express thoughts in expository and argumentative writing
- conduct oral presentations with visual aids using a rubric

**Helpful Citizens** who are ethical, respectful, self-disciplined, contribute to school and community, and embrace diversity. Students:
- demonstrate academic honesty
- earn high citizenship grades
- participate in extra-curricular activities, clubs and community service
- help to maintain a clean campus

**Solution Seekers** who use critical thinking skills to accomplish personal and group goals with creativity, flexibility, teamwork, and a global perspective. Students:
- evaluate or critique themselves and others during the process of learning
- independently seek answers and solve problems using technology and other tools
- demonstrate understanding of multiple points of view and large global issues
- work in groups to find solutions and justify their reasoning

During the six years since the previous self-study, the Instructional Team has reviewed the Action Plan on an annual basis, in conjunction with data, to determine the professional development goals for the year.

For this current self-study, all stakeholder groups: staff, students, parents, and community members have been involved throughout the two-year WASC self-study process. These stakeholders are present on the School Site Committee, Governance Team, and Parent Teacher Organization and parents and students also participated in each Focus Group.
The schoolwide learner outcomes, which continue to be called Expected Schoolwide Learner Results, in the fall of 2014 through Home Group and all-staff meetings.

The school did a good thorough job of collecting and analyzing as much data as was available regarding their students and their achievement of the academic standards, SBAC and the schoolwide learner outcomes. All demographic, outcome, and process data was examined by Mira Mesa, as reflected in all chapters of their Self-Study.

The categories throughout Chapter 4 reflect the school’s perception into the school’s data, student achievement and learner outcomes. The school responded to all of the criteria prompts with knowledge of their students, programs, and practices. They found appropriate areas of growth for each category.

The Action Plan is aligned to their data, their critical learner needs, growth areas from the categories in Chapter 4 and previous WASC recommendations. The Leadership Team will oversee the Action Plan. The Administrative Team will be responsible to ensure that the plan is implemented and revised when needed.
Chapter IV: Quality of the School’s Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision and Purpose Criterion
To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?
To what extent is the school’s purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Mira Mesa High School supports a collaborative culture and works to include staff, students, parents, and community members in the education of students. The mission of MMHS is to engage students in learning experiences that prepare them for college, a career, and for life as responsible and productive members of the community. Students, parents and staff reported to the Visiting Committee that students are active on campus as evidenced by the high extracurricular participation rates.

In 2010, the mission statement was revised by the Instructional Team and was reviewed and approved by all stakeholder groups. After the Home Groups reevaluated the ESLRs in 2014, and determined they still embodied the school’s vision, the staff voted to keep the existing ESLRs.

All stakeholders, including parents and students, were invited to attend monthly WASC meetings.

The vision, mission and ESLRs are communicated through: daily Marauder 5 broadcasts, the school website, ESLRs posted in every classroom, the Principal’s messages, the marquee, grade level presentations, and Back to School Night.

A2. Governance Criterion
To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?
To what extent does the governing board delegate implementation of these policies to the professional staff?
To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Control and Accountability Plan?

The SDUSD School Board meets at least twice a month on the second and fourth Tuesdays. The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board. The SDUSD School Board developed and implemented Vision 2020, a focused, long-term plan for student achievement with 12 Indicators of a Quality Neighborhood School. Schools in the district are organized into clusters consisting of a high school and the middle school and elementary schools that feed into it. There is an area superintendent that oversees the cluster.
The school’s vision and mission statements are aligned to the district’s LCAP and are reviewed by all stakeholder groups annually. The district determines the general goals in the SPSA and the school writes the specific goals under each area determined by SDUSD. The SSC approves the SPSA and ensures that it is in alignment with the district’s LCAP.

The School Governance Team is the elected governing board of Mira Mesa High School and is made up of stakeholder groups including: parents, students, community members, classified and certificated staff, and administration. The policies and the bylaws are aligned with the school’s purpose. The SGT meets on the second Tuesday of most school months. The minutes from the SGT are posted on the website. The SGT receives and discusses complaints from various stakeholder groups and reaches a consensus for resolution of said issues. Procedures are followed via school and district protocol and policies. The SGT president sends out a monthly email to all staff asking for agenda items. Teachers reported to the Visiting Committee that this process is effective for resolving schoolwide issues and policies.

The school and the business community understands the SDUSD’s School Board’s role, including how parents can participate in the school’s governance. Teachers and parents reported to the Visiting Committee that the school’s culture is based on collaboration and works to include all stakeholders in the decision making process. Parents are contacted annually about the election process of the SGT. The elections take place over three days. The SGT communicates with other school groups including SSC, School Foundation, PTO, and the Community Cluster Group.

There is a clear understanding of the relationship between the SDUSD school board, the area superintendent, and the school’s administration. The principal, in collaboration with SGT, discusses issues, determines outcomes, and disseminates information via all staff meetings and emails regarding decisions, policies, and procedures. The SGT, SSC, and the principal monitoring data relating to the Eight State Priorities to ensure the conditions are in place that allow MMHS to meet these priorities. Staff reported a clear understanding of the role of Governance Team to the Visiting Committee.

There is clarity of the evaluation and monitoring procedures carried out by the SDUSD School Board in relation to the LCAP metrics, including the review of student performance, toward career and college readiness, overall school programs and operations, and the fiscal health of the school

**A3. Leadership: Continuous Planning and Monitoring Criterion**

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

The school gets feedback from many groups to inform their planning including: the School
Governance Team, SSC, Instructional Team, PTO, MMHS Foundation, and the Cluster School Council. The professional staff then meets with the SGT to determine the best course of action to roll out new programs or streamline current practices and procedures.

The SSC reviews, implements, and addresses the learning goals of the SPSA to determine where and how to allocate the money. Teachers raise issues through their department meetings and the department chair takes the concern to administration and the Instructional Team for resolution. The SPSA goals are determined by SDUSD based on the LCAP. Staff uses data to analyze student performance and the SSC uses this information to prepare the SPSA to best meet the need of the critical learners in alignment with the WASC Action Plan. The Instructional Team uses the SPSA to create professional development goals. Staff reported to the Visiting Committee that the district does not provide sufficient resources - financial, material and personnel - necessary to meet all of the needs of their students due to recent budget cuts.

Staff has opportunities to participate in peer observations both cross-curricular and within departments. Teachers reported to the Visiting Committee that they had a choice to visit classes on their own or with an administrator to learn to see instruction through a different lens. Staff participated in PLC and staff development days dedicated to teacher-created curricular goals, implementation of the Common Core and collaboration.

The school provides tutoring to struggling students. Staff reported to the Visiting Committee that each teacher collect student work from 3 focus students from underperforming subgroups to analyze the trends. The Instructional Team has focused on literacy and implementing instructional shifts across all subjects. Counselors meet with students who are not meeting a-g requirements and also monitor college admissions.

School administration meets weekly to organize and maintain a successful school environment. Faculty engaged in a school climate survey and the administration used the results to improve their practice. The SSC monitors the school’s adherence to the SPSA in terms of funding allocation. SGT discusses schoolwide policies at monthly meetings. The Instructional Team discusses curricular and academic issues monthly. Department chairs share information with their department members. The administration maintains an open door policy.

Internal communication is mainly done through email and the Friday Notes from the principal. All groups are involved in planning through SSC, SGT and department chairs getting input from the teachers. The SGT, Instructional Team and SSC are elected bodies with a variety of stakeholders.

**A4. Staff: Qualified and Professional Development Criterion**

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Qualified staff at Mira Mesa High School are required to complete STULL evaluations as required by the State of California. MMHS staff reported that probationary teachers attend an
orientation session with an administrator at the beginning of the school and are assigned a mentor teacher during their first two years. All staff is instructed in safety issues and participates in bi-annual emergency training. Department chairs provide appropriate pacing guides, common assessments, and general instructional guidelines for new teachers. The administration supports the departments that require any specialized training. The staff have minimum days where each department meets as a large group to share teaching strategies.

MMHS effectively communicates policies to faculty, students, parents and the community through: Student and Parent Handbooks, Open House, PTO, daily Marauder 5 messages, teacher syllabi, emails, staff meetings, teacher webpages and the school website.

The school allocated funds for a part-time Literacy Resource Teacher to support professional development in literacy through the transition to Common Core.

MMHS staff reported on the use of peer observation to ensure student participation and best practices are applied in classrooms. The Instructional Team created the observational form which was approved by the School Governance Team. The form targeted four key areas: (1) Students work towards goal/purpose (independently or collaboratively) (2) Students talk about work in class (3) Students struggle but are on task (perseverance) (4) Students have opportunities to show understanding. In addition to student observation, peer observers looked at classroom environment and non-negotiable items like long and short term goals and an agenda. Teachers had the choice to receive feedback in either email, in person, or a written response. MMHS teachers reported to the Visiting Committee that the experience was a valuable professional development tool and the data collected during the Peer walk-throughs will be used by the Instructional Team for planning future professional development. Each department writes their own professional development plans and are revised as needed. The administration observes the applied professional development during classroom visits and makes recommendations to the Instructional Team.

MMHS conducts department-wide common assessments and district benchmarks tests to evaluate student achievement. All departments evaluate the data derived from common assessment and standardized assessment data in order to refine teaching practices.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Decisions are based first on the LCAP and SPSA and then on site-based priorities. Student learning drives the allocations that are made by the SSC regarding staffing and course offerings. Recently, resources have been allocated to provide further support in English Language Arts through funding a Literacy Resource Teacher and creating a Literacy Team.

The district provides a budget based on the number of students, staff, and courses needed in relation to projected enrollment. The SSC and SGT work collaboratively to make recommendations to the principal on how to allocate the budget. The classified administrator assists the principal in annual budgeting. All stakeholder groups have input although the principal makes the final decisions regarding the budget.
Several bond initiatives have helped to improve the technology, athletic and CTE facilities. Most classrooms have Promethean Boards and students have access to netbooks or iPads and Wi-Fi. CTE facilities have been upgraded to support the pathways that help to prepare students to be productive members of society after high school. The athletic facilities allow the school to offer a wide range of sports and nearly half of the students at MMHS participate. The custodial staff works effectively to maintain a clean and operational campus with open communication to support staff and students. A full time nurse and a health technician are available to assist students.

Technology is maintained through SDUSD. They provide a help desk for technology problems, training for teachers, and replacement or upgraded items as needed. MMHS has an onsite full-time technology support person. The school has a part-time teacher for additional support and website maintenance. The district provides software licenses and a well-equipped instructional media lab run by a library technician. Several lead teachers provide computer/technological support.

All staff are well-qualified and hired by an interview committee that includes major campus stakeholders. New teachers participate in an orientation and are paired up with a veteran teacher in their department. Teachers receive coaching from the observing administrator during the Stull Process. New teachers in their first two years, go through a district-mandated Induction Process for additional support. There are monthly professional development opportunities. PLCs provided content-area collaboration. The district provides additional staff development opportunities. Counselors attend college conferences and ongoing professional development.

MMHS revisits their long-term plan annually to address the WASC Action Plan items and update the professional development goals and timelines. Stakeholder groups including SSC, SGT, and Instructional Team review the professional development goals and progress toward the Action Plan items.

A6. **Resources Criterion [Charter Schools only]**

Have the governing authority and the school leadership executed responsible resource planning for the future?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

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A7. **Resources Criterion [Charter Schools only]**

Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Mira Mesa High School is not a charter school.
CATEGORятся A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Variety of ways to communicate and collaborate between staff, students, stakeholders and community
- Strong SSC and SGT that meets regularly and represents all stakeholder groups and works in a collaborative fashion to come to consensus on issues
- Our facilities and instructors allow us to offer a vast variety of clubs and activities
- Collaboration and transparency between staff and administration
- A significant amount of research and analysis has been done on how to best to support critical learners

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- District restrictions of financial, personnel and facility resources including loss of a VP allocation.
- The school has not been able to exercise, to the extent they would like, all School Reform options.
- Need continued focus on asset allocation based on critical learner needs, especially a growing English Learner population.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
Self-Study, Focus Group meeting, Parent/Student meetings, evidence binders and staff interviews and evidence files
CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

MMHS is committed to building and delivering a standards-based curriculum that is rigorous and relevant. Most curricular decisions are determined by the District and implemented by MMHS. Professional Learning Communities and departments are the primary vehicle for organizing the curricular offerings to prepare students for college and/or career success.

College and career-readiness standards, embedded in newly-adopted State standards for mathematics, English, science and social studies, became the focus of planning meetings and professional development. At least 15 PLC release days were devoted to training teachers to transition to the new standards Math for America trained math teachers to implement new state standards during 8 days of professional development. Two science teachers were trained in how to implement the NGSS standards. Pacing guides and common assessments have been developed by teachers in core content areas to assess the effectiveness of the curriculum. Standardized assessment data and district interim assessment data are used to determine consistency and program effectiveness. The Visiting Committee confirmed in focus group meetings that student portfolios and student work are analyzed regularly during professional development to determine to what extent standards are met and what changes should be made to curriculum to ensure alignment of student learning and curricular goals.

Students must pass all courses needed to meet the University of California a-g entrance requirements in order to graduate from MMHS. All students are allowed to enroll in one or more of the more than 45 Advanced Placement classes. The data shows 44% of students are enrolled in at least one AP class. Approximately one-fifth of all students passed one or more AP tests in 2013/14. AP students for 2015/16 will be given a newly-developed end-of-course survey to monitor course effectiveness. The school would like to provide more AP choices but district requirements for minimum class size combined with budget constraints limit the number of choices.

Two MMHS math classes, one Sociology class and one Political Science class are dual-enrollment with Miramar Community College; this allows some students to concurrently earn college credits. The school is working to expand the number of classes offered for dual enrollment.

The school provides Career and Technical Education courses and career electives in Engineering, Auto Shop, Graphic Design, Culinary Arts, Broadcast Journalism, Computer Animation, Website Design, Video Production, and Marketing. CTE instructors attend required necessary meetings and have required certification. The school’s CTE teachers partner with local businesses in order to build partnerships and create student internship opportunities.
Graduation requirements, and the courses offered to meet graduation requirements, are designed to prepare students for college and for career pathways that include college.

Many supports are provided to help students complete the rigorous and relevant curriculum. The primary support for students is the campus-wide tutoring program. As confirmed in the focus group meeting, most teachers of core content classes are available to tutor students before school, during lunch and/or after school. Half of the staff has participated in QTEL training to support English Learners. The Literacy Team and Literacy Support Teacher provide current research-based resources to support literacy instruction in all content areas and integrating literacy across content areas. Several teachers, representing a variety of content areas, now include reading and writing strategies in their lessons. The Literacy Team created a handbook of literacy resources and classroom posters displaying the Close Reading Strategy.

Students’ progress toward graduation is monitored by the counselors. Parents have access to their student’s progress through online PowerSchool. Intervention teams support struggling students who are not completing the curricular requirements. Students behind in credits may recover credits by passing courses in summer school or through the UC-approved online Edgenuity courses. Although the Edgenuity program is monitored by a Graduation Coach, all assessment results and earned credits are certified by a credentialed teacher for each content area. Special education students are supported with co-teachers and teams of stakeholders monitoring IEP and 504 plans.

The Self Study and Focus Group shared several examples of integration within content areas but limited integration between content areas. The literacy program has integrated reading and writing strategies throughout the curriculum. The co-teaching model has integrated Special Education with core content areas. Members of the Focus Group reported some examples of curricular integration between individual teachers without a formal emphasis or structure in place. The school needs to explore more ways to integrate across curricular areas that could be introduced as part of the school-wide professional development plan.

MMHS articulates with feeder schools and Miramar Community College. Counselors visit the two feeder middle schools and local private schools to explain expectations and curricular paths. Eighth grade parent night communicates needed information to parents. Each of the core departments meets once each year with the feeder school for a vertical team meeting. The English department meets with MCC English department. Engineering students are given priority admission to SDSU. Four classes allow dual enrollment so students may earn college credit while taking high school coursework. Miramar College administers to students Acuplacer, a college placement test to recommend entry points in college courses.

Graduation rates, college acceptance data and standardized test scores provide the school with feedback on how well students are successfully completing the MMHS requirements. However, there is currently no structured method to determine student success beyond high school, both in college and careers.
B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

All students at MMHS have open and equal access to the entire curricular program. Students are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and career goals.

Counselors give presentations to classes of students about the next steps in implementing or revising their personal learning plans. Then counselors meet with each student at least once each year to discuss progress and revisions to the plan. Grade-level assemblies are provided to inform parents about personal learning plans and parents are required to sign the choice plan for their student. Changes to a personal learning plan can be requested by the student, parent, teacher, counselor or administrator. Students choice is emphasized along with access.

Vertical teaming enhances the cohesiveness of the sequence of courses. Students are allowed open access to all courses, including Advanced Placement courses and Career and Technical Education courses.

Approximately one-half of teachers have been trained to support English learners (QTEL), GATE students and Advanced Placement students. Support classes such as AVID, ELD, literacy support and Public Speaking are offered in the curriculum to support students. Tutoring is provided before school, during lunch and after school in core subjects. Each teacher selects three at-risk students to monitor their progress.

Intervention teams meet every six weeks to track at-risk students. Counselors and special education teachers review 504’s and IEP’s and collaborate with parents and teachers on a regular basis. Co-teaching is provided in several classrooms for special education students. Transitional planning is provided for graduating special education students.

Students who fall behind in credits may complete summer school classes or recover credits through the Edgenuity online curriculum. This is the first year of Edgenuity at MMHS and SDUSD; data is needed to determine the effectiveness of the implementation of Edgenuity.

All students must complete the UC a-g requirements with a passing grade. Current AP students provide an annual iHeartAP fair to inform other students about the rigors of AP courses. The Equal Opportunity Schools survey indicates access to AP is better than most schools of similar size. However, the school still wonders if all AP-qualified students are enrolled in AP courses.

The school has a Career and Technical Education program available to all students. Support is provided to help students transition to post-secondary options. Representatives from various colleges visit the campus and counselors provide assistance with college applications through workshops. Engineering professionals visit the campus to talk with students as do ROTC and representatives from the military.
B3. Preparation for Career and College Criterion
To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for success in college, career, and life?

Students who graduate from MMHS are prepared for college, career and life. Graduating students are prepared for college. In order to graduate, students must pass with a grade of “D” or better in all courses required to meet the University of California a à g requirements. In addition, MMHS offers more than forty-five AP courses and is currently piloting the Capstone program/curriculum. Student must complete 44 semester credits which are aligned to the UC/CSU requirements.

English teachers received special training for college preparatory English. The school offers an Expository Reading and Writing Course for seniors that prepare them for the CSU and Community College placement exams.

All 10th grade students take the PSAT and SAT preparation is available to students on two Saturdays during the year. An after-school Boot Camp prepares at risk and EL students for Smarter Balanced assessments. Auto Shop and Engineering courses are two CTE courses that help prepare students for entrance into related careers and college programs.

Programs such as AVID, Literacy Support, and Public Speaking are available to all students. The school would like to provide additional support for English learners, especially those students entering the country behind in grade level. In addition to the already-existing literacy program, instructional support is needed for struggling students in mathematics.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Student access for all academic programs
- School-wide tutoring
- Academic and career clubs
- Collaboration within departments
- Vertical teaming
- Clear articulation process that embraces equity

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Support for English Learners in content areas
- Support for mathematics for EL and Special Education students

Important evidence from the self-study and the visit that supports these strengths and key issues include the following: Self Study, Classroom Walkthroughs, Focus Group meeting, PD evidence, Master Schedule
Mira Mesa HS Visiting Committee Report

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

MMHS offers a variety of challenging courses including AP and has begun a dual enrollment program with the local community college. Students are encouraged to take at least one AP course before graduation. The Equal Opportunity Schools (EOS) survey taken by students in 2015 demonstrates MMHS has more underrepresented students enrolled in AP courses than similar high schools of size. A support program that will address the success of Hispanic/Latino students and other underrepresented students is being considered. The SDUSD adopted the UC/CSU a-g course requirements as the district’s high school graduation requirements beginning with the class of 2016 and many students take math, language, and science courses beyond those required for graduation. All courses offered are a-g approved. Staff is working to increase literacy in all content areas through the adoption of a literacy handbook with common rubrics. Most classrooms have access to carts of student technology devices resulting in an increase in students using technology. The Visiting Committee recommends teachers receive additional professional development in instructional design and technology use. While students enrolled in CCTE courses have access to advanced industry technology, the college and career readiness standards need to be further addressed in core academic classes.

Teachers in all subjects provide syllabi, webpages, post agendas, long-term objectives, and short-term goals. In addition, teachers and students review the schoolwide learner outcomes. During meetings with the Leadership Team, the issue regarding the elimination of teacher supported web pages and subsequent move to a school-supported program must be addressed for long-term stability. Many teachers use common rubrics for common assessments and most content areas use rubrics for all major assessments. The Literacy Resources Handbook provides general rubrics for expository and argumentative writing and is adapted by departments. The school’s reporting of Percent of Students with D or F grades on Transcript, 2010-2014 indicates a strong need for departments to address the high rate of D’s and F’s. In 2013-2014, the rate was 44.9% of students and currently the staff is working to address course alignment.

Many teachers employ various instructional strategies with some differentiation strategies to meet the needs of all learners. Many teachers have been trained in specific differentiation strategies through GATE training, QTEL, and SDAIE workshops. Teachers employ scaffolding and use real world artifacts, scenarios, and problems to engage students and address varying learning needs. Many teachers also use different assistive technologies including Promethean Boards and class sets of laptops or iPads. Co-teaching sections are provided for Special Education and English Learners in core classes and English Learner support classes with teacher adherence to 504 and IEP goals. Better use of professional development days on research-based instructional methodologies to address achievement gaps specific to MMHS was discussed with the school’s administrative team. In addition, professional development in the use of educational technology as a learning strategy is needed.
C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Many teachers use in-class technology to present curriculum including i21 Smart Board technology. While teachers attend professional development offered through the district, on campus by peers, and off campus from private organizations, many teachers need more assistance to use technology effectively.

Teachers who use classroom technology use a range of software to present information and curriculum. In addition, many teachers utilize video, audio, and interactive text. Classroom laptops or iPads are available as are computer labs for classrooms without laptops or iPads. Proprietary software is used in course instruction for design and lab work. Classes use online software programs to assist with understanding and application of concepts. The CCTE department incorporates online programs to provide online tutorials for software and computer programming languages. Special Education utilizes device, assistive technology, and software specific to the needs of non-verbal students and other programs to promote individualized instruction. A greater focus is needed on professional development specific to research-based instructional methodology strategies and that emphasize higher order thinking skills and support success at high levels.

Most teachers participate in a school-wide tutoring program across all departments that takes place before school, during lunch, and after school five days a week. Many teachers offer tutoring to students other than their own. While AVID strategies are used by many teachers who have attended AVID training, the program has struggled this year and the staff is discussing the revitalization of the program for 2016-2017. For many years MMHS has been moving away from the “sage on the stage” lecture model of instruction and employed a variety of strategies to engage students in learning as emphasized in the school’s Literacy Plan under the Instruction Shift, “Students must learn from what they read and find rather than having the content delivered to them.” Discussions were held with the administrative team on developing a greater focus during professional development on research-based teaching and learning methodologies.

In English, student work demonstrates a focus on the writing process and on using informational texts to synthesize new ideas. Students use prewriting and graphic organizers to write argument or respond to a prompt. Many teachers create assignments modeled after the synthesis questions on the SBAC. In addition, students conduct research to add information to class discussions. English classes use common lessons and assessments focused on identifying and creating effective argument. In social studies courses, students use graphic organizers to respond to reflective and analytical writing responses. Students outline to summarize reading and lectures and to prepare for writing and comprehension. Students engage in collaborative game design reading primary sources, research, and design. Math uses SBAC style performance tasks for students to demonstrate learning. Students work in small groups to solve problems and synthesize solutions. Student work demonstrates the ability to think, reason, and problem solve. In science, students take notes and investigate practice problems of course principles then apply those concepts to lab experiments and model building. Students produce a write-up of findings, data analysis, and conclusions. CCTE courses are part of a Career Pathway. Students draw on
scaffolded learning and produce cumulative project pieces. Students present their learning using a variety of methods and are evaluated by specific criteria. World language acquisition is demonstrated through different media and techniques to demonstrate competency and fluency. Special Education centers on social interaction, communication skills, and safety in the community as demonstrated through observable behaviors. Students use technology to assist in achieving academic standards and the schoolwide learner outcomes. Teachers utilize a variety of educational applications that increase access and student engagement. MMHS has placed great emphasis on using informational texts although students have limited access to data base sources for original source documents. The constant change of District supported technological mediums including the teacher website hosting system has caused teachers to adapt and find new platforms to access and organize materials.

MMHS provides a variety of opportunities for students to experience real-world situations and events through extracurricular and classroom assignments. Students with disabilities are given opportunities for job training on and off campus. In the past, AVID students routinely visited college campuses and took field trips to explore careers; the plan is to revitalize the program in 2016-2017. CCTE and the Performing Arts programs are particular highlights in giving students connections to real-world opportunities, experiences, and careers.

**CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

*Areas of strength for Standards-Based Student Learning: Instruction (if any):*

- The school offers a variety of challenging courses and experiences
- The implementation of and access to technology
- Teacher collaboration in developing lessons/assessments/rubrics
- The implementation of common assessments, pacing guides/scope and sequence
- Real life applications in courses, particularly CCTE

*Key issues for Standards-Based Student Learning: Instruction (if any):*

- Consistent use of assessment results to identify gaps in achievement
- Implement a research-based support program to increase enrollment of Hispanic/Latino students and other underrepresented students in AP courses
- Address the issue of high levels of D’s and F’s

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

MMHS Self Study Report; Meetings with Focus Groups, Leadership Team, Counselors, Administrative Team, Parent Group, Classroom Visitations; Review of school evidence including grade reports, student work samples
CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

The Visiting Committee was told by the teachers that Mira Mesa High School ensures that every department makes a yearly professional development plan. Every department reviews data throughout the year. The school disaggregates state testing data as a whole staff and in individual departments in the summer or fall. Illuminate is the school’s new site data collection and analysis system. The English and Math departments take two District-created Interim assessments in Illuminate. Many teachers input their own tests into Illuminate as well. Within the system, data can be disaggregated in many different ways. Teachers reported becoming more familiar with the system and are starting to have more discussions about data. Though there are some protocols on how to look at data, the Mira Mesa teachers stated to the Visiting Committee that they need more training and guidance on the PLC data discussions and process to create more results oriented outcomes and shifts.

Departments at Mira Mesa High School also use multiple common assessments throughout the year to help the teachers adjust their instruction, have discussions of best practices and identify at-risk students and collaborate on ways to support learning. Recently (2014-15 school year) the outcome of these PLC discussions was that all departments added 6 common informational texts to use within the course of study.

All teachers at Mira Mesa have selected 3 students from an under-performing sub-group to assist those students in learning. Common student assessments are collected and shared within the subjects as well as school-wide in order to support the students. It was reported by several teachers to the Visiting Committee, that looking at students work samples helped to identify some of the key issues that they needed to address. MMHS should continue to review student work samples and assessment data to improve instruction for all students.

Parents shared with the Visiting Committee that there are several systems in place at Mira Mesa High School to communicate to stakeholders the schools progress in the academic, college and career-readiness standards as well and the SLO’s. Parents can access Powerschool to review real-time grades, the school bulletin entitled the “Marauder MASK” is sent to all parents that have an e-mail on file with the school, a voice dialing system of School Messenger is used to communicate these standards, and all information is also posted on the school web page in order to inform stakeholders about school-wide and student events, including when testing data is available. College requirements are also discussed with parents in a yearly college night given by the counseling department. This meeting is for both students and parents. Throughout the school year Mira Mesa parents have the opportunity to sit on committees with staff such as School Site Council and Site Governance to help guide the school on how to allocate resources to best serve the student population. Teachers shared with the Visiting Committee that, in an effort to reduce D’s and F’s, MMHS started a system of communication with parents. If students are at risk of failing, teachers have created a communication system at least two times a year, which is school
wide. Teachers shared they saw this as valuable tool and with student D and F rates a concern it is a good starting practice to address this area.

It was shared by the counselors to the Visiting Committee that Mira Mesa High School introduces class and school expectations through a Myriad of avenues. This happens at Back to School Night, course syllabi, spring 8th grade information night, Open House, senior awards, SARC, automated student communication systems and, progress reports. The SLO’s are evident in classrooms and the website. MMHS has a variety of co-curricular and clubs that create another avenue of communication to all stakeholders.

Mira Mesa high school has established a few approaches to ensure student progress is monitored and communicated. All students’ progress reports are mailed home every six weeks. Case managers and EL teachers ensure appropriate testing is done yearly and consistently meet to assess students’ needs and adjust to support student learning and success.

The Intervention Team, Counselors, and Departments share the responsibility for making sure students are meeting the appropriate standards. There are some processes for referring at-risk students to counselors, as well as the student review and intervention processes. There is access to online real time grade book for teachers and, parents. Counselors meet in October with parents and students of seniors who are not on track to graduate to develop a plan for success.

Mira Mesa ensures consistent assessment of students’ grades, growth, and performance levels by the use of common assessments that are in all departments and PLC discussions around this topic. There has been a recent effort (Spring 2015) to look at common grading practices, rubrics, and common grading breakdown discussions in the effort to begin alignment in this category.

Mira Mesa created a Literacy Resource handbook in 2014, which provides writing rubrics that can be modified for a particular task. Some teachers use the Literacy rubric or a similar alternative to grade at least one Expository and one Argumentative writing task in each course per year.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Mira Mesa uses a range of assessment tools to assess students’ learning. AP, PSAT and a variety of district and site based common assessments and diagnostics are used with a recent effort to look at current assessments and ensure common core style questions and prompts. Departments look at this in order to get a complete measurement of student progress and achievement relating to statewide learning standards. The tests, projects, assignments, and questioning strategies are designed to evaluate the effectiveness of teaching and student learning. Teachers reported to the Visiting Committee that a process is in place and they, as a group, can continue to inform instructional decisions.
Mira Mesa has focused recently on collecting student work from 3 focus students on a regular basis and evaluating this information at department meetings and staff meetings to determine whether students are meeting the standards. This evaluation has shown that students are demonstrating overall success, but there weaknesses in math and with English Learners and special education students. It was shared that special education department has started to collaborate with not only each other but with the subject specific and co-teachers. Collaboration data, as well as IEP accommodations/modifications information inform instruction to support student learning.

MMHS has been developing common assessments for more than 6 years. There has been an effort in last couple of years to modify these assessments to aligned to CCSS. There is strong district support for pullout time for collaboration/PLC work. During this district supported time the English teachers were in self directed PLC’s and Math teachers participated in a CCSS focused PD. Teachers have begun and to review assessments and modify strategies to reach struggling students such as the EL population. English has begun the shift in student learning towards argumentative and synthesis-based tasks and assessments. This is happening in all English and ELD support classes. This has been a focus since 2014 with the goal to increase literacy proficiency. MMHS teachers and staff shared with the Visiting Committee that they are clearly aware that EL students are disproportionately not succeeding and the staff is making efforts through discussions in PLC’s to address this.

Through student discussions, classroom observations and student surveys, Mira Mesa students feel they know the expectations in classes and that most teachers use standardized rubrics for grading. The survey indicated that most students feel their teachers are available to them one on one when they need help. Students and parents shared with the visiting committee that they feel well prepared and supported in their college and career goals. Students also expressed they have a strong selection of electives that support college and career readiness but they would like their courses to support more real life skills such as personal finance.

Site-wide data is looked at and reviewed by the whole staff at the beginning of the school year. The majority of data review occurs in the departments looking at common formative and summative assessments and making adjustments to serve students needs. Mira Mesa teachers feel they can do a better job of this and using the data system Illuminate will help with deeper discussions and will drive more timely decision making. Educational Specialists ensure that supports for special education students are appropriately monitored and supported through the IEP.

D3. **Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

In collaboration with the district, pertinent data reports are developed and shared. This occurs with site as well as board meetings to communicate trends and areas of focus. At School Site Council, PTO, and school cluster meetings, the principal regularly attends and shares out
findings and data to these different stakeholders. Career technical partnerships and internships allow students the skills for job readiness in technical fields that support the CTE courses. Academic data system PowerSchool allows parents and students to monitor student grades and progress. An IEP team works with outside organizations like workability to ensure current and postsecondary transition goals are met.

Through a collaborative project with University of San Diego, while analyzing data it was discovered that Hispanic students were underrepresented in AP courses, even when they were high performers in school. An AP committee was put together to discuss this issue. Last spring, this committee made a decision to remove all barriers and also began a recruitment process to encourage more students to take AP. The site is actively restructuring the AVID program to also support the underserved students who may be taking their first AP course. AVID will better support the needs and improve student success.

The site has developed a policy of requiring teachers to contact the parents of every student who has a D or F in their class. This occurs at least once during each semester. MMHS needs to continue to develop supports and interventions to decrease D/F rates.

**CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

*Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):*

- Collaboration within departments
- Consistent communication with all stakeholders on college and career expectations
- Variety of types of common assessments and rubrics are used within departments

*Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):*

- Consistent use of assessment results to identify gaps in achievement
- Investigate intervention strategies to address D/F rate
- Systemic collaboration across all departments to analyze and disaggregate data
- Systemic collaboration across departments

*Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:* Self-Study, Focus Group Meeting, Classroom Observations, Evidence Binders, Student Work, and Student Assessments
CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Mira Mesa High School has forged partnerships with local businesses and the community to help support educational programs. One group is the Mira Mesa High School Foundation. This non-profit organization supports facilities, academics, and educational programs through fundraising. The Foundation sponsors a weekly farmers market and a community event called “Taste of Mira Mesa.” The second community organization, called The Cluster (Mira Mesa School Council), has been in operation since 2009. The Cluster has joined with the Business Partnership and meets monthly. This group helps enact Community Schools Reform and hosts booths at community events to bolster participation of the stakeholders in school events and increase representation for all students on campus.

In addition to community support, Mira Mesa also has partnership with other local community colleges via the CTE program. There are 22 courses on campus with 10 instructors representing nine industry sectors. Some of these programs offer college credit for students who complete the course.

Mira Mesa has strong parent participation on campus and is committed to increase parent involvement. This is seen in the recent parent survey. Parents report, “they have the ability to participate in groups on campus.” This survey also indicates that the Marauder Mask (online newsletter) helps parents stay connected to events on campus and is effective. Currently there are three parents serving on the School Site Council and parents that participate on ELAC. In addition to these groups, the PTO involves parents by raising funds for scholarships and recognizing staff. In the area of parent involvement, the self-study indicates that there is more need to communicate to parents whose home language is other than English.

Mira Mesa’s Self-Study Report has indicated having business partnerships which help both student learning and academic programs. The CTE program offers 22 courses for students to follow career pathways opportunities. The SALK Institute is a highlighted partnership supporting career pathway by providing guest speakers from Biotech firms. Another highlighted partnership is student participation in the Hospitality Conference - giving students “firsthand experience” of the hospitality Industry. Although MMHS has an AVID program, it is currently only serving 22 students with no specific business partnerships. The AVID program is a growth area.

For students in the special educational programs, Mira Mesa High School has made partnership with local businesses to help place students in vocational training. The WorkAbility program (WA) and Transition Partnership Program (TPP) help provide students with “meaningful job opportunities.” The TPP brings together a partnership with SDUSD and CA Department of
Rehabilitation to help student find work in the community based on abilities

Another community resource is the Mira Mesa High School Foundation. This group gains support from local restaurants and community members. The Foundation raises funds to support academic programs on campus in the form of teacher grants to improve programs. The foundation also funds additional teaching positions lowering class sizes. The Foundation helps connect the community to the campus.

E2. School Environment Criterion
To what extent is the school a safe, clean, and orderly place that nurtures learning?
To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Mira Mesa has a safe and secure campus. The campus has security cameras, three full time security staff, and a school Police Officer on site. In addition, students and staff are trained on Disaster Emergency Procedures presented through the Marauder 5 TV program. MMHS also has in place an internet content filtering service conjunction with an Acceptable Use policy that students sign; the policy is found in the student handbook. These measure help and keep students safe using the internet. As a result of these measures, MMHS reports that both staff and students feel safe on campus. This data was indicated by both the staff and student surveys.

In addition to school safety, MMHS focuses on health and social emotional wellbeing of its students. For example, Marauder 5 and the Marauder mask offer a segment to support health education. The Nurse broadcasts health segments to campus for the benefit of student health issues, and students have access to both a full time registered credentialed school nurse and a part-time health technician. In addition to health welfare, the emotional and behavior issues of students are addressed by the Principal. The Self-Study documents that the principal makes daily concerns facing the student population on Marauder 5. The Self-Study Report credits these segments to “reducing student discipline referrals.” Data shows there has been a 64% reduction in suspensions. However, despite this progress in reduction of discipline and behavioral issues, 15% of students still have reported that bullying is a problem on campus. As a result, the staff created a week of awareness to highlight this issue. The Video Production class recorded projects shown on Marauder 5 to prevent this issue. In all, MMHS has created a safe-school culture correlating to data showing that, “most students would not want to attend a different school.”

MMHS has a seasoned staff. The staff survey indicates that instructors like coming to work and feel valued. In the Culture and Support focus group, staff reported to the visiting committee that employees are happy and very few ask to transfer to other schools within the district. It was reported to the committee that MMHS is a community where many staff members choose to live and work reporting they are “proud of their students.”
E3. **Personal and Academic Support Criterion**

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school?

To what extent are these enhanced by business, industry, and the community?

MMHS offers many supports for struggling students. There are tutoring services offered by each department. This support is targeting struggling students to improve their grades and tackle the high percentages of “d” and “f” grades. Specifically addressing student needs in meeting the a-g requirements in Math, teachers looked at their “d” and “f” percentages. The Math department used professional development time to support students by creating interventions like “retesting, tutoring, and improved teaching methods.” In addition to PD, The Math department also remediated struggling students in Integrated I course by offering a summer program in 2015 for those struggling students to be more successful in Integrated II.

A second series of appropriate intervention is focused on the EL population sub-group. MMHS offers ELD English classes at all levels as a transition and bridge from ESL - supporting the academic needs of their growing EL population. There is also the creation of the Humanities Block in the 10 and 11 grades. The Humanities Block joins English and Social Studies giving more time to the EL to complete academic tasks supporting L2 learning needs. In addition to these course changes, a Public Speaking course has been added to address and support EL students with lower proficiencies in English acquisition.

To address ELA standards of the CCSS, MMHS has created a teacher position to help support literacy across the curriculum. This position supports academic teachers by providing literacy strategies to help promote ELA target. In addition, A Literacy Team was created in 2014 to help promote common terminology and strategies to address the SPSA action goal of improving ELA.

To help students who are struggling academically, the counseling department reported to the visiting committee that they review and meet with each student receiving a d or f. They discuss academic supports and review interventions to help these struggling students. During the third week of school, the counseling department meets with the families and students to discuss each class’ individual needs. Ninth grade was called “Dive into High School” while the eleventh grade parent night was called “College Night.”

MMHS has support services and programs to help student with special needs. In addition to the sites tutoring program, MMHS special education department has made a resource teacher available for tutoring during lunch. MMHS also has Edgenuity courses for special education students as well as regular education. These students are helped with a Graduation Coach who monitors these students progress for remediation and credit recovery.

There are currently 12 special education teachers on campus who service students with mild and moderate disabilities. There are also CO-teachers who work with regular education instructors to help meet the IEP accommodations.

MMHS also offers AP courses. The site places a high priority on Open Access to these classes.
so all students are encouraged and have access to these programs. There are more than 45 AP courses being offered on campus.

In addition to these programs, MMHS has six counselors on campus with a ratio of 400:1. All students have access to meet with their counselor and can make appointments for guidance. Every Thursday, a counseling team member addresses the school on Marauder 5 addressing counseling access and services to students. The counseling department meets individually to review credits and help plan schedules and goals for after high school. They also offer College Application Workshops to seniors during lunch. The counselors also support students by meeting with students for academic interventions. 9th grade student who earn a 2.0 or below meet with their counselor to help them be more successful on campus. For those students with parents in the military, individual counseling services are also available provided by a military liaison. MMHS also offers support for students who are displaced from permanent housing through counseling on site and finding resources at the district level.

A feature of MMHS is that students have access to a wide range of student activities, sports, and a strong ROTC program comprised of 200 students. To date there are 76 active clubs on campus that services ¼ of the student population. The athletic department also run individual sports teams totaling 937 students. Band and the performing arts also hosts 612 participants. MMHS has a culture of strong student involvement on campus. MMHS has strong connections to the community. In the School Culture and Support focus group, staff reported to the visiting committee the strong club involvement and the opportunities students have in working with the community to enhancing educational experiences. It was reported to the committee that the Food Club, Event Planning, and JR ROTC take part in civic duties and plan receptions helping students gain real career experiences. The focus group reported that ROTC program has logged over 7700 hours of community service from its group members - a very active and visible group on campus.

Local businesses are also supporting academic programming at MMHS through partnerships. The focus group reported that student are currently involved in internships with BMW, Marshals, and Men's Wearhouse. The Workability program actively finds adequate placement for moderate severe special ed. program. Students are placed in local business to help support their IEPs. Student groups also help with the Taste Of Mira Mesa, a community fundraiser supporting academic program at the school site.

MMHS has a strong support staff to aide and help students. There are six councilors, full time nurse and police officer on campus, as well as two school psychologists. In addition to these supports, there is an Athletic Director, Deans, and both a Attendance and Testing Coordinators. MMHS has 8 Resource teachers for mild to moderate IEP students and 4 teachers for the moderate to severe students.

Students may request to see their counselors at any point during the day. This process was modeled to students on Marauder 5. The counseling teams also reported to the visiting committee about MMSH “Class nights”. Presentations are given within the first month to each grade level. These nights help explain the process to both parents and students about requirements for graduation. In addition, the counselors conduct yearly Articulation with all grade levels - including incoming eighth grade.
SSC at MMHS, in conjunction with stakeholders, approve funding resources to address the needs and action plan and the schoolwide learner outcomes.

Students at MMHS can be referred to see their counselors to answer any questions and concerns that may arise. In addition, students who are at risk receive more counseling support in completing their a-g requirements. The counseling team makes sure to meet with each child during articulation and choosing their courses for the following year.

The expanding ELs population at MMHS has resulted in the formation of Public Speaking courses. This course is designed to support and help new arrivals working on English fluency. MMHS also offers ELD instruction at all grade levels. For the last two years, teachers monitor three students from this group, and other at risk students, to check progress throughout the school year.

Special education program supports its students with study skill and transition skills classes as specified in student's’ IEP. This population also receives support from Co-teachers within regular ed. classes. These Co-teachers are given common planning time with the regular education teacher when possible.

MMHS is improving its interventions with at risk students. The Intervention Team identifies potentially at risk students not serviced by a specific school program then provide support for those identified. In addition to the Intervention Team, this is the second year teachers are monitoring 3 at risk students within their classes. They are tracking and recording data on the targeted students. Teachers are talking about improving instruction to help this population.

Part of the intervention involves the counselors at MMHS. Counselors meet with at risk 11th grade students and those that are receiving a d or f in a core subject class. Underperforming students are identified by semester grades and are targeted to meet with the counselors who arrange parent conferences. The counselors also conduct 504 meetings. Students found to be eligible for special ed. services are provided with extended time on tests and assignment completion.

MMHS has a strong academically minded culture. A product of this culture is the formation of the AP Capstone program now running it is second year and is growing. The campus also has an open access policy for its 47 Advanced Placement classes. All students are allowed to enroll in these challenging courses. In addition to these AP courses, MMHS offers Period 0 and 7 classes for those students who would like to participate in additional elective courses.

To support those students to recover credit, MMHS has the Opportunity Success Program. This program assists students in both special ed. and general ed. to be on path towards graduation. SDUSD also offers summer school each year to help struggling students catch up. In addition to these programs, tutoring is available to all students at MMHS during mornings, lunch, and after school hours.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and
student use of support services along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

MMHS has many co-curricular opportunities for students to engage in college and career-readiness. For example, one parent reported to the visiting committee on her child’s graphic design class - a course in the CCTE program. The parent states, “the extra-curricular options at MMHS helped my kid know what they wanted to do.” The CCTE program has several professional pathways including a Robotic club. Another pathway is the Technical Theater program which designs sets and runs productions and just finished “Mary Poppins.” In addition to these classes, there is a strong VAPA department. The MMHS band continues to strengthen and make special appearances for community events throughout the year. Recently the band performed during the 2016 Pasadena Rose Parade. This event brought national and international recognition to the band program.

MMHS offers many opportunities for students to actively participate in the school’s 70 clubs and organizations. Some of the organizations centered around academic are the Academic League or National Honor Society. Some of the clubs which are career centered are Auto Club and Engineering club. MMHS is very active with student events, and the ASB students are very involved. ASB members work very hard building spirit and school bonding often being at school on weekends to help plan events showcasing what “Helpful Citizens” are all about.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- School culture that supports the community and its diversity.
- Strong spirit and pride of MMHS.
- Robust activities and opportunities for all students
- Sharing important information to the student body through Marauder 5.
- Strong community support and business partnerships
- Tutoring programs to help support struggling students on campus.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

- Continue developing and growing the AVID program
- Continue to create intervention programs and strategies for all students
- Continue to increase participation of underrepresented groups in Advanced Placement classes.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:** Self-Study, Focus Group Meeting, Parent/Student Meeting, Counselors Interviews, Classroom Walkthroughs, Work Samples
Part B: Schoolwide Strengths and Critical Areas for Follow-up

The Visiting Committee commends the school for responding to the recommendations from the last accreditation visit. Evidence points to the involvement of the entire school community in the process of school improvement. The process leading up to this accreditation visit has positioned the school well to continue its self-evaluation in a manner that will lead to future growth. The extensive Self Study, as well as on-campus interviews with representatives from every sector of the school community indicates the school clearly understands its mission, goals, purpose, and effect on the lives of students. The challenges to Mira Mesa appear to be known and all aspects of the school community have positioned themselves to address present and future concerns.

The important evidence that supports both the Schoolwide Areas of Strength and Critical Areas for follow-up include: the school’s extensive Self Study, meetings with the Administrative Team, Focus Groups, staff, observations of classrooms and school areas and reviews of student work. As a result of completing the Self Study and updating its Action Plan, Mira Mesa’s ability to fulfill its mission, priorities and plans for the future is very positive.

Schoolwide Areas of Strength (list numerically)
1. Diversity is embraced amongst students, staff, parents and community members
2. Strong school spirit and involvement
3. Student body is unified and celebrates diversity
4. Highly effective relationships among all stakeholders.
5. Safe, secure and nurturing learning environment
6. Opportunities for all students to participate in clubs, activities and organizations

Schoolwide Critical Areas for Follow-Up
The Visiting Committee concurs with the school’s identified areas that are outlined in the schoolwide action plan. These are summarized below:
1. Improve Proficiency in ELA
2. Improve Proficiency in Math
3. Improve Parent Involvement

In addition, the Visiting Committee has identified areas that need to be strengthened:
4. Align professional development to better focus on research-based teaching and learning strategies
5. Use Illuminate more purposely across all content areas as a means to analyze student academic
6. Investigate intervention strategies to address the D/F rate
Chapter V: Ongoing School Improvement

The current Action Plan for 2015/2016 centers around Mira Mesa’s goals which include: Improve Proficiency in ELA, Improve Proficiency in Math, Improve Parent Involvement. The Visiting Committee would like the school to add the following recommendations to its current action plan: Align professional development to better focus on research-based teaching and learning strategies, Use Illuminate more purposely across all content areas as a means to analyze student academic and Investigate intervention strategies to address the D/F rate.

The plan identifies Objectives, Action Steps, Timelines, Responsible Persons, Resources, and Evaluation Responsible Persons. The Visiting Committee was assured by Mira Mesa that the Action Plan would be revised by June 1, 2016 to include the additional recommendations left by this Visiting Committee.

The school’s mission permeates the culture throughout the campus and the school’s schoolwide learning outcomes give substance to the mission. Current and future professional development targets specific teacher needs regarding Common Core Standards implementation, intervention strategies and differentiation teaching strategies. The Action Plan is reasonable in terms of scope and time.

The follow-up process for monitoring the Action Plan needs to be institutionalized and inclusive of all stakeholders. The school leadership takes on the biggest role, but all teachers and support staff need to be involved in many of the steps. The school has repeatedly shown the Visiting Committee that they are committed to and actively focused continuing to personalize instruction and student learning. The plan does not require substantial financial resources, but rather it is highly dependent on human resources, the time and energy of teachers and administrators. The staff is very enthusiastic, collegial, and committed to helping students both individually and collectively. Therefore, the Visiting Committee is confident in their willingness to follow through with the Action Plan.

In summary, the school is making major changes in the lives of the families and children in the community. Mira Mesa’s commitment to its mission and the caring attention given to students and parents by all staff will continue to lead to high student achievement and one that continually evolves and embraces self-examination.