



Miramonte High School

750 Moraga Way • Orinda, CA 94563-4330 • (925) 280-3930 • Grades 9-12

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<http://www.acalanes.k12.ca.us/miramonte/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Acalanes Union High School District

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District Governing Board

Nancy Kenzierski

Bob Hockett

Kathleen R. Coppersmith

Susan L. Epstein

Griffin Ansel, Student Member

District Administration

John Nickerson, Ed.D
Superintendent

Aida Glimme
Associate Superintendent
Educational Services

Amy McNamara
Associate Superintendent
Administrative Services

Julie Bautista
Chief Business Official
Business Services

Karen Heilbronner
Director,
Special Education & Auxiliary

School Description

Miramonte High School, located in Orinda, California, was founded in 1955 and is a Western Association of Schools and Colleges accredited school. Miramonte has been recognized as a Gold Ribbon School and is routinely acknowledged by US News & World Report in their ranking of the Best High Schools in the state and country.

Miramonte is committed to providing rigorous academics, a safe learning environment, and opportunities for students to build successful relationships with adults and peers. Our rich and varied curriculum ensures an optimum learning experience for each student. Participation in a broad range of activities, including academic classes, visual and performing arts, sports, and volunteer opportunities develops our students into well-rounded citizens ready to build a stronger community.

Mission Statements:

The Miramonte High School community provides a supportive environment for students to grow intellectually, socially, physically, and emotionally, and challenges them to positively contribute to their community.

Vision Statement:

Miramonte students will be creative and innovative learners, collaborators, and communicators. We challenge our students to become compassionate and knowledgeable citizens who actively participate in our global community.

Schoolwide Learner Outcomes:

Miramonte High School graduates will be:

Learners who:

- Demonstrate achievement of learning standards
- Are self-directed and are self-aware
- Use their creativity to solve problems
- Reason abstractly and quantitatively
- Make sense of problems and persevere in solving them
- Construct viable arguments and can analyze the reasoning of others
- Apply appropriate strategies, including technology, to learn new concepts and skills
- Set goals and employ time-management skills to maintain high standards

Communicators who:

- Identify and appropriately address diverse audiences
- Effectively integrate oral, written, and research skills into their work
- Listen objectively and empathetically
- Express themselves logically and creatively
- Utilize technology appropriately to convey information and ideas

Collaborators who:

- Solve problems cooperatively within diverse groups
- Use appropriate leadership skills to develop and maintain relationships
- Respectfully consider all viewpoints and are culturally sensitive
- Leverage appropriate technologies to enhance their work

Citizens who:

- Take responsibility for their own actions
- Act with integrity and compassion
- Respect diversity and the opinions of others
- Practice ethical behavior in regard to the use of information technology and academic honesty

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	334
Grade 10	326
Grade 11	337
Grade 12	280
Total Enrollment	1,277

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	14.5
Filipino	1.2
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0.4
White	62.5
Two or More Races	9.2
Socioeconomically Disadvantaged	1.6
English Learners	0.5
Students with Disabilities	8.3
Foster Youth	0

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials			
Miramonte High School	15-16	16-17	17-18
With Full Credential	64	64	65
Without Full Credential	0	4	4
Teaching Outside Subject Area of Competence	0	1	1
Acalanes Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	302
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Miramonte High School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks used by Acalanes UHSD are based on current California content standards. Textbooks are chosen from lists pre-approved by state education officials.

In accordance with the California Education Code and the Williams Settlement mandates, procedures, monitoring processes, and reporting practices by principals and District departments have ensured that all students have access to the current, Standards-based textbooks, and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 11/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Edge Adopted 2007 High Point (Level 1) Adopted 2007 Impact, 50 Short Stories; 2nd Edition Adopted 2003 Poetry, A Pocket Anthology Adopted 2003 Poets Adopted 2003 Points of View: An Anthology of Short Stories Adopted 2003 Short Prose Reader; 3rd Edition Adopted 2003 Talking Back/Poems, A Working Guide/Aspiring Poets Adopted 2003 The Compact Reader; 7th Edition Adopted 2003 The Word Within the Word, Vol. 1 Adopted 2003 The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 3) Adopted 2003 The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Textbooks and Instructional Materials
Year and month in which data were collected: 11/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	<p>Algebra & Trigonometry Adopted 2002</p> <p>Algebra 1 Big Ideas Adopted 2015</p> <p>Algebra and Trigonometry, 5th Ed. Adopted 2002</p> <p>Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008</p> <p>Calculus I, 8th Ed. Adopted 2006</p> <p>Calculus II, 8th Ed. Adopted 2006</p> <p>California Algebra Readiness Adopted 2007</p> <p>California Geometry Adopted 2007</p> <p>Concepts, Skills, and Problem Solving Adopted 2008</p> <p>Geometry Big Ideas Adopted 2016</p> <p>Multivariable Calculus, 8th Ed. (Supplemental) Adopted 2006</p> <p>Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2002</p> <p>Pre-Calculus, Third Edition Adopted 2008</p> <p>The Practice of Statistics Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 11/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology, 7th ed. Adopted 2004</p> <p>Biology: Exploring Life Adopted 2006</p> <p>Biotechnology: Demystifying the Concept Adopted 2000</p> <p>Chemistry, 7th Ed. Adopted 2007</p> <p>Chemistry AP Edition Adopted 2006</p> <p>Earth Science; Geology, the Environ., and the Universe Adopted 2002</p> <p>Essentials of Human Anatomy and Physiology, 8th ed. Adopted 2006</p> <p>Human Anatomy and Physiology, 6th ed. Adopted 2005</p> <p>Living in The Environment, 14th ed. Adopted 2004</p> <p>Oceanography; An Invitation to Marine Science, 4th Ed Adopted 2003</p> <p>Physics Adopted 2004</p> <p>Physics: Principles with Applications, 4th Ed. AP (Physics AP) Adopted 2005</p> <p>World of Chemistry Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 11/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>A People & A Nation, 7th Ed. Adopted 2004</p> <p>Cultural Landscape: An Intro. to Human Geography Adopted 2006</p> <p>Human Geography in Action, 4th ed. (Supplemental) Adopted 2006</p> <p>Modern World Hist.: Patterns/Interaction California Ed. Adopted 2005</p> <p>Psychology, 8th ed. Adopted 2006</p> <p>Psychology, 8th ed. (Psych AP) Adopted 2006</p> <p>The Americans: Reconstruction Through/21st Century Adopted 2006</p> <p>United States Government: Democracy in Action Adopted 2010</p> <p>World History: Patterns of Interaction (National Edition) Adopted 2005</p> <p>Economics Concepts and Choices, California Ed. Adopted 2008</p> <p>History of Western Society Since 1300 AP European Adopted 2005</p> <p>Introduction to Comparative Politics Adopted 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<p>Bon Voyage, Levels 1-3 Adopted 2003-04</p> <p>El Espanol para Nosotros, Books 1 & 2 Adopted 2005</p> <p>Latin for Americans, Level 1 Adopted 2003</p> <p>Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3) Adopted 2003</p> <p>NiHao 1, Chinese Language Course, Introductory, Level III & IV Adopted 2004</p> <p>Realidades, Levels 1-3 Adopted 2003</p> <p>Imagina Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 11/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health & Wellness Adopted 2005 Kinetic Energy Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Miramonte has approximately 80 classrooms including a synthetic turf athletic stadium with track, baseball and softball fields. The synthetic track and turf were replaced during the summer of 2012. The school buildings and grounds are in very good to excellent condition. The classrooms and other buildings are cleaned on an A-B schedule and all restrooms, locker rooms, and science labs are cleaned nightly. The custodial staff is 5 FTE with one daytime custodian and 4 who work swing shift. The combination of a well-maintained campus, positive working and learning environment, motivated students, active parent involvement, and a dedicated staff contribute to the well-being and success of our students. There is one fulltime gardener onsite.

The Miramonte Vinyl Asbestos Tile (VAT) Abatement Project for 27 rooms consisted of removing 12"x12" asbestos tiles after which a water membrane or moisture barrier was applied before the Vinyl Composite Tiles (VCT) 12"x12" were installed. Energy efficient lamps and ballasts have been installed. A new Energy Management System, Delta was installed to provide effective controls in managing our heating, ventilation and air conditioning as well as controlling exterior lighting. New metered water faucets have been installed to conserve water usage.

New irrigation water mains, laterals, sprinklers, grass and drought resistant ground cover and plants have been installed. Solar Photovoltaic has been installed and is fully functional. Thermal solar for our pool is installed and is fully functional. The underground irrigation water mains, laterals and sprinklers have been replaced with new landscaping around the campus with water efficient water systems and drought resistant plants. We experienced significant streambank erosions during the January rains. Geological engineers and all state agencies, including FEMA, met on site. The streambank erosion was mitigated using rip-rap and other state approved methods.

Funds from the most recent bond measure continue to update infrastructure and improve access to technology, while the Parents' Club and Education Foundation provide ongoing support to the library. The library is equipped with 36 Internet-connected computers and has a full-time library media teacher plus 1.25 library assistants to support in the use of multimedia and electronic resources. Additionally, there are two labs for scheduled classes and drop-ins. Miramonte has three mobile laptop carts and a classroom set of iTouches. Students use computers regularly for elective Journalism, Yearbook Publications, Digital Photo, Video production, Web design, and Computer Art Animation courses.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/2/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2/2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	88	87	83	84	48	48
Math	79	79	69	69	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	92	86	85	84	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	3.7	27	67.2

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	336	329	97.9	86.0
Male	165	163	98.8	84.7
Female	171	166	97.1	87.4
Asian	62	62	100.0	93.6
Hispanic or Latino	36	36	100.0	75.0
White	203	197	97.0	85.8
Two or More Races	23	23	100.0	87.0
Students with Disabilities	32	30	93.8	56.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	323	97.58	87.31
Male	164	159	96.95	84.28
Female	167	164	98.2	90.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	64	100	85.94
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14	85.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	200	194	97	89.18
Two or More Races	22	21	95.45	90.48
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	26	25	96.15	40

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	323	97.58	78.64
Male	164	159	96.95	80.5
Female	167	164	98.2	76.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	64	100	84.38
Filipino	--	--	--	--
Hispanic or Latino	35	34	97.14	76.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	200	194	97	78.35
Two or More Races	22	21	95.45	80.95
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	26	25	96.15	28

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Three parent volunteer organizations work together to enhance the high school experience for students at Miramonte. These three parent organizations conduct fundraising activities and recruit parent volunteers to support many student programs and activities that otherwise would not be available at a public high school.

Miramonte High School Parents' Club (MHSPC)

The Parents' Club fosters academic excellence by raising funds and providing volunteers to support and enrich the educational experience for all students at Miramonte High School.

Boosters Club

Members of the Boosters Club have a passion for sports and provide funds to help maintain Miramonte High School's excellent sports programs.

Educational Foundation of Orinda (EFO)

The Educational Foundation of Orinda (EFO) is a volunteer-led, non-profit organization which is dedicated to providing financial support for quality educational and enrichment programs for every student in Orinda's public schools, including Miramonte High School.

In addition to these organizations, the Miramonte Site Advisory Council monitors the achievement of school-wide goals. The council is composed of administrators, staff, students, and parents.

For more information on how to become involved, please contact the Parent's Club President at president@mhspc.org.

State Priority: School Climate

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

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

School Safety Plan

In addition to three administrators, Miramonte employs a campus supervisor to provide security during school hours. While the administrators oversee campus safety, all staff members play a role in keeping the campus safe. Miramonte's emergency plans are updated annually with fire, disaster and lockdown drills held each year. Miramonte is a closed campus and visitors are required to sign in at the main office and wear an identifying badge. Miramonte participates in a district-wide safety plan in partnership with local agencies. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2017. Expectations for school behavior are outlined in the student handbook, which is reviewed with every student at the start of the year.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.0	2.7	1.2
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	2.0	1.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.8
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	336

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	25	24	19	20	17	38	37	42		2	1
Mathematics	29	28	28	5	1	3	26	39	37	8	3	4
Science	28	28	27	3	1	4	35	37	35		1	1
Social Science	29	29	30	3	2	1	28	35	33	8	4	8

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

Professional Development provided for Teachers

Professional Development (Most Recent Three Years)

Acalanes Union High School District has focused on a participatory, inclusive model of professional development driven by choice and appreciated by teachers and administrators alike. The Educational Services department works closely with the Instructional Coaches and the site administration to gather input and offer a robust offering of Professional Development opportunities. Professional development opportunities in AUHSD include:

- District and site based Professional Development days (2 full days per year)
- Summer Institute (3 days)
- Instructional Summer Camps
- District and site based collaborative curricular release days
- Wednesday morning site based meetings
- Districtwide optional Professional Development days
- Districtwide after school curricular projects
- Work with Instructional Coaches
- Attendance at conferences and workshops
- Relevant training related to new standards and curriculum

With a variety of new educational initiatives including the adoption of California State Standards, Challenge Success, innovative instructional technology, achievement data analysis, the following areas of Professional Development are explored during the above mentioned opportunities.

Curricular Development

- Course content and standards
- Instructional practices
- Assessment data and best practice development

Learning Theory

- Science behind student learning
- Effective instructional strategies

Student Engagement

- Innovative practices
- Technology infusion
- Project Based Learning

Response to Intervention

- Targeted interventions for at risk students
- Classroom and schoolwide systems for academic intervention

Social Emotional Wellbeing

- School Wide systems for social and emotional intervention and support
- Connectedness and resilience

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$50,221
Mid-Range Teacher Salary	\$77,010	\$83,072
Highest Teacher Salary	\$98,585	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$143,563	\$146,114
Superintendent Salary	\$227,094	\$226,121
Percent of District Budget		
Teacher Salaries	38%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Miramonte is part of a generous community that places a high value on education. Funding from three organizations, Parents' Club, the Educational Foundation of Orinda and Boosters, enhance student programs and provide intervention for struggling students. Specifically, these funds are used for maintaining a seven period day, tutoring, math intervention, writing lab, science intervention, music and voice coaches, support counseling, study skills, technology, library materials, college/career center resources, instructional supplies and staff development.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,256	\$3,694	\$9,862	\$85,450
District	♦	♦	\$9,421	\$87,308
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			4.7	-2.1
Percent Difference: School Site/ State			50.0	3.2

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Miramonte High School	2013-14	2014-15	2015-16
Dropout Rate	0.3	0.4	0
Graduation Rate	99.01	98.4	97.77
Acalanes Union High School District	2013-14	2014-15	2015-16
Dropout Rate	0.8	1	0.5
Graduation Rate	97.76	97.04	98.17
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	175
% of pupils completing a CTE program and earning a high school diploma	39%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.44
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	86.47

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	1	♦
Fine and Performing Arts	2	♦
Foreign Language	4	♦
Mathematics	3	♦
Science	3	♦
Social Science	3	♦
All courses	18	45.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.73	98.03	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	98.57	94.42
Filipino	100	100	93.76
Hispanic or Latino	100	100	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	95.03	97.46	90.99
Two or More Races	90.91	97.25	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	0	57.14	55.44
Students with Disabilities	84	87.8	63.9
Foster Youth	0	0	68.19

Career Technical Education Programs

Miramonte High School offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all student in the areas of:

- Architectural Design
- Digital Design
- Sports Medicine
- CAD
- Culinary Arts

Course content and performance standards are in place for all Technical Education courses. Instructors follow standards and benchmarks. Students have multiple opportunities to demonstrate mastery of those standards. Grading rubrics and components are in place. Students must demonstrate effective skills in oral and written communication; demonstrate job skills, behaviors and work ethics valued by employers as well as the ability to be critical, complex, and creative thinkers. Students are expected to work productively both as individuals and as team members.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.