

# Miramonte High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

## DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2023-24 School Contact Information

<b>School Name</b>	Miramonte High School
<b>Street</b>	750 Moraga Way
<b>City, State, Zip</b>	Orinda, CA 94563-4330
<b>Phone Number</b>	(925) 280-3930
<b>Principal</b>	Ben Campopiano
<b>Email Address</b>	bcampopiano@auhsdschools.org
<b>School Website</b>	<a href="https://www.acalanes.k12.ca.us/miramonte/">https://www.acalanes.k12.ca.us/miramonte/</a>
<b>County-District-School (CDS) Code</b>	07616300000000

## 2023-24 District Contact Information

<b>District Name</b>	Acalanes Union High School District
<b>Phone Number</b>	(925) 280-3900
<b>Superintendent</b>	John Nickerson, Ed.D
<b>Email Address</b>	jnickerson@auhsdschools.org
<b>District Website</b>	<a href="http://www.acalanes.k12.ca.us">www.acalanes.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

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

## 2023-24 School Description and Mission Statement

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:

Miramonte High School aspires to provide a supportive, engaging, and equitable environment to help students become positive contributors to our world community.

### MOTTO:

GO MATS!

Go Mindfully, Authentically, Together, and Serve

### SCHOOLWIDE LEARNER OUTCOMES:

Miramonte High School graduates will be:

#### Learners who:

Demonstrate proficiency of curricular standards and essential skills

Maintain a growth-mindset to improve and develop, particularly when challenged

Engage in learning opportunities to not only expand their future opportunities, but to improve their personal development

#### Communicators who:

Listen objectively and empathetically

Express themselves effectively and creatively

Utilize reliable evidence to support their ideas and claims

#### Collaborators who:

Solve problems cooperatively with others

Demonstrate inclusivity, empathy, and compassion

Welcome and explore ideas from multiple perspectives

#### Citizens who:

Engage actively and positively in local and global community initiatives

Respect and are intentionally inclusive of the diversity and perspective of others

Demonstrate responsible behavior and work to maintain their well-being

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	296
Grade 10	306
Grade 11	289
Grade 12	278
<b>Total Enrollment</b>	<b>1,169</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.2%
American Indian or Alaska Native	0.3%
Asian	22.2%
Black or African American	1.2%
Filipino	1.6%
Hispanic or Latino	8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	5.3%
White	59.9%
English Learners	0.5%
Foster Youth	0.1%
Homeless	0.1%
Socioeconomically Disadvantaged	5.2%
Students with Disabilities	11.2%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	54.30	89.38	254.90	89.74	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.70	1.32	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.50	4.11	11.70	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.90	6.50	11.40	4.03	12115.80	4.41
<b>Unknown</b>	0.00	0.00	2.10	0.76	18854.30	6.86
<b>Total Teaching Positions</b>	60.80	100.00	284.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.70	95.68	269.60	91.30	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.60	1.57	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	0.63	7.30	2.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	2.63	9.20	3.12	11953.10	4.28
<b>Unknown</b>	0.60	1.04	4.40	1.51	15831.90	5.67
<b>Total Teaching Positions</b>	63.40	100.00	295.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.50	0.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.50</b>	<b>0.40</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.20	0.00
Local Assignment Options	2.60	1.60
<b>Total Out-of-Field Teachers</b>	<b>3.90</b>	<b>1.60</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.3	3.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

<b>Year and month in which the data were collected</b>	09/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Edge Adopted 2007</p> <p>High Point (Level 1) Adopted 2007</p> <p>Impact, 50 Short Stories; 2nd Edition Adopted 2003</p> <p>Poetry, A Pocket Anthology Adopted 2003</p> <p>Poets Adopted 2003</p> <p>Points of View: An Anthology of Short Stories Adopted 2003</p> <p>Short Prose Reader; 3rd Edition Adopted 2003</p> <p>Talking Back/Poems, A Working Guide/Aspiring Poets Adopted 2003</p> <p>The Compact Reader; 7th Edition Adopted 2003</p> <p>The Word Within the Word, Vol. 1 Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 3) Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 4) Adopted 2003</p>	Yes	0.0%
<b>Mathematics</b>	<p>Algebra &amp; 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>	Yes	0.0%

	<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>Precalculus Mathematics for Calculus Adopted 2018</p> <p>Pre-Calculus Common Core Adopted 2018</p> <p>The Practice of Statistics Adopted 2003</p>		
<b>Science</b>	<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>	Yes	0.0%



	<p>Physics: Principles with Applications, 4th Ed. AP (Physics AP) Adopted 2005</p> <p>World of Chemistry Adopted 2008</p>		
<b>History-Social Science</b>	<p>A People &amp; 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>Impact CA Social Studies - World History, Culture &amp; Geography Adopted 2018</p> <p>Psychology, 11th ed. Adopted 2017</p> <p>Myers' Psychology for AP Adopted 2017</p> <p>United States Government: Democracy in Action Adopted 2010</p> <p>California - United States History, The 20th Century Adopted 2018</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>	Yes	0.0%
<b>Foreign Language</b>	<p>Bon Voyage, Levels 1-3 Adopted 2003-04</p> <p>El Espanol para Nosotros, Books 1 &amp; 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 &amp; Latin 3) Adopted 2003</p> <p>NiHao 1, Chinese Language Course, Introductory, Level III &amp; IV Adopted 2004</p> <p>Senderos, Levels 1-2 Adopted 2017</p>	Yes	0.0%

	Avancemos! 3 Adopted 2017		
	Imagina Adopted 2014		
<b>Health</b>	Health & Wellness Adopted 2005	Yes	0.0%
	Kinetic Energy Adopted 2006		

## School Facility Conditions and Planned Improvements

Miramonte High School was constructed in 1954. Since then, several modernization projects have been completed, with the most recent in 2010. Miramonte High School provides a safe and clean environment that effectively caters to the needs of its students. The school buildings and grounds are in fair condition, considering their age. The library roof was replaced in 2019, and the roofs of the 430 and 440 buildings were also replaced in 2023. In addition, the stadium field underwent turf and track renovations. Modernization projects are scheduled to occur between 2024 and 2025.

**Year and month of the most recent FIT report**

12/6/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Roofing support beams have cracks throughout campus.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	80	84	78	82	47	46
<b>Mathematics</b> (grades 3-8 and 11)	72	70	65	65	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	289	283	97.92	2.08	84.45
<b>Female</b>	126	123	97.62	2.38	86.99
<b>Male</b>	161	158	98.14	1.86	82.28
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	69	69	100.00	0.00	91.30
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	24	100.00	0.00	70.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	72.73
<b>White</b>	180	174	96.67	3.33	83.91
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	18	18	100.00	0.00	66.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	26	89.66	10.34	42.31

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	289	284	98.27	1.73	69.72
<b>Female</b>	126	123	97.62	2.38	61.79
<b>Male</b>	161	159	98.76	1.24	75.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	69	69	100.00	0.00	86.96
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	24	100.00	0.00	66.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	45.45
<b>White</b>	180	175	97.22	2.78	64.57
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	18	18	100.00	0.00	55.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	26	89.66	10.34	26.92

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	61.19	68.43	60.01	64.23	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	567	552	97.35	2.65	68.30
<b>Female</b>	264	257	97.35	2.65	70.82
<b>Male</b>	299	292	97.66	2.34	65.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	124	121	97.58	2.42	75.21
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	41	97.62	2.38	56.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	29	96.67	3.33	62.07
<b>White</b>	350	341	97.43	2.57	68.62
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	30	30	100.00	0.00	43.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	46	82.14	17.86	21.74

## 2022-23 Career Technical Education Programs

Miramonte High School offers a diverse array of Career Technical Education (CTE) courses designed to help students prepare for college and career opportunities. CTE programs receive funding from the Acalanes Union High School District and the Contra Costa County Office of Education through the Regional Occupation Program (ROP). Funding for ROP comes from State of California CTE grants. All CTE courses are academically focused and provide students with training essential for college and career opportunities. District-approved courses of study provide a framework for the courses, and the courses align with California's model curriculum standards for CTE. The core leaders for CTE in the Acalanes Union High School District are Ryan Shelly, Acalanes High School (Transportation); Steve Boone, Campolindo High School (Engineering and Architecture and Transportation); Jill McTaggart, Las Lomas High School (Hospitality, Tourism and Recreation); and John Grigsby, Miramonte High School (Health Science and Medical Technology). AUHSD and ROP staff regularly evaluate the CTE courses. Through the County ROP advisory committee, CTE teachers receive input and guidance from leaders in a variety of industry sectors.

Miramonte High School offers CTE courses to all students:

Intro to Computer Science  
 AP Computer Science A  
 AP Computer Science Principles  
 Digital Design 1 (Sequence)  
 \*Digital Design 2 (Sequence)  
 \*Digital Electronics (Sequence)  
 AP Environmental Science  
 Foods 1 (Sequence)  
 Foods Advanced International Cuisine (Sequence)  
 AP Music Theory  
 \*Photography/Digital Design  
 Principles of Engineering  
 \*Sports Medicine (Sequence)  
 \*Sports Medicine Advanced (Sequence)  
 Stagecraft

\*Designated ROP funding

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	194
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	81.23

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98	98	98	98	98

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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. The MHSPC includes an additional parent body, the Equity, Diversity, and Inclusion Group, that is focused specifically on implementing programming and education on the topic of equity.

##### 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.

##### ONE

The Orinda Network for Education (ONE) was created in the spring of 2020 uniting the Parents' Clubs of all Orinda schools (Del Rey, Glorietta, Miramonte, OIS, Sleepy Hollow and Wagner Ranch) with the community-based Educational Foundation of Orinda (EFO) to establish a new fundraising foundation. ONE will strengthen, streamline and amplify collective fundraising efforts to sustain the signature programs and instrumental staff that make Orinda schools exceptional. It will also ensure equity and consistency across schools, and build a legacy for future students.

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. Throughout the year, a range of parent education events are offered to provide additional support to families and ensure open and transparent dialogue. The Challenge Success Team, focused on student and staff wellness and belonging, also includes parent volunteers.

For more information on how to become involved, please contact the Parent's Club President at [president@mhspc.org](mailto:president@mhspc.org).



## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0.3	1	0	1.1	0.8	1.3	9.4	7.8	8.2
<b>Graduation Rate</b>	98.6	98.1	97.9	97.7	97.5	96.7	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	280	274	97.9
<b>Female</b>	138	135	97.8
<b>Male</b>	140	137	97.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	55	55	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	19	17	89.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	13	13	100.0
<b>White</b>	171	167	97.7
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	16	15	93.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	43	39	90.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1177	1172	138	11.8
Female	564	560	68	12.1
Male	606	605	68	11.2
Non-Binary	7	7	2	28.6
American Indian or Alaska Native	4	4	1	25.0
Asian	263	262	14	5.3
Black or African American	15	15	1	6.7
Filipino	19	19	2	10.5
Hispanic or Latino	95	95	18	18.9
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	62	62	14	22.6
White	701	697	83	11.9
English Learners	9	9	1	11.1
Foster Youth	1	1	1	100.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	69	67	11	16.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	149	146	33	22.6

### C. Engagement

#### 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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.25	1.33	1.10	0.12	1.59	1.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.1	0
Female	0.53	0
Male	1.65	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.14	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.36	0

## 2023-24 School Safety Plan

Safety is a top priority at Miramonte High School. In addition to three administrators, Miramonte employs two campus supervisors to provide security during school hours. While the administrators oversee campus safety, all staff members actively participate in keeping the campus safe. Miramonte's emergency plans are updated annually with fire, disaster, and lockdown drills held each year. Students are informed of these drills and lessons are given in classrooms to ensure that students understand protocols and are prepared to respond in the event of an emergency. Staff members engage in annual professional development on safety procedures, emergency medical response, and identifying signs of student wellness. Miramonte has opened a Wellness Center on campus to provide services to meet the social-emotional needs of students. The Wellness Center is staffed by a Wellness Coordinator, an Intake Specialist, and counseling interns.

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 August 2023. Expectations for school behavior are outlined in the student handbook, which is reviewed with every student at the start of the year.

During COVID-19, Miramonte High School has adopted all State and County regulations and stays up-to-date with appropriate safety protocols recommended by these institutions and the CDC.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	30	39	
Mathematics	25	10	31	4
Science	27	7	30	5
Social Science	27	7	33	2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	29	37	1
Mathematics	26	9	28	7
Science	26	10	32	2
Social Science	27	6	38	1

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	25	33	4
Mathematics	27	9	29	4
Science	28	4	37	1
Social Science	29	2	33	6

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	307.63

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	3
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,296	\$6,022	\$12,274	\$97,785
District	N/A	N/A	\$12,065	\$100,235
Percent Difference - School Site and District	N/A	N/A	1.7	0.3
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	60.2	3.8

## Fiscal Year 2022-23 Types of Services Funded

Miramonte is part of a generous community that places a high value on education. Funding from three organizations, Miramonte Parents' Club, Orinda Network for Education (ONE), and athletic Boosters, enhance student programs and provide intervention for struggling students around our three areas of focus: excellent teaching, student support, and a safe and healthy culture and climate. 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,041	\$57,234
<b>Mid-Range Teacher Salary</b>	\$91,053	\$95,467
<b>Highest Teacher Salary</b>	\$116,563	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$153,476
<b>Average Principal Salary (High)</b>	\$164,789	\$173,198
<b>Superintendent Salary</b>	\$299,500	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	34.71%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	4.65%	4.46%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	56.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	6
<b>English</b>	5
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	5
<b>Mathematics</b>	9
<b>Science</b>	13
<b>Social Science</b>	20
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	60

## Professional Development

The Acalanes Union High School District (AUHSD) utilizes an engaging and inclusive model of professional development. Working closely with teacher leaders and site administration, the Educational Services Department collaborates with teacher leaders and site administrators to implement professional development programming that matches priorities identified through teacher feedback, student performance data, and the Local Control and Accountability Plan. To provide effective professional development, AUHSD utilizes experts from the Contra Costa County Office of Education, private consultancy groups, and local

## Professional Development

universities; in addition, AUHSD teachers and administrators frequently lead professional development sessions. Professional development opportunities in AUHSD include the following:

- Annual District and site-based professional development days (3 full days per year)
- Summer Institute (3 days) prior to the start of the school year
- Summer curriculum development sessions
- District and site-based curricular release days
- Wednesday and Friday morning site-based meetings
- Districtwide optional professional development days
- Districtwide after-school curricular projects
- Sessions led by instructional coaches – Teachers on Special Assignment
- Regional and national conferences and workshops (in-person and online)
- Training related to new standards and curriculum

As AUHSD staff participate in several initiatives related to curriculum, instruction, and student engagement, recent professional development sessions have addressed the following topics:

- Curriculum Development
- Course content and standards for English language arts, mathematics, science, and social studies
- Development of a new Ethnic Studies course
- Refinement of the Human and Social Development course
- Introduction of data science into the mathematics course pathways
- Learning Theory and Instructional Strategies
- Science behind student learning
- Effective instructional strategies, especially for the 90-minute class sessions
- Infusing 1:1 technology in the classroom to increase engagement and learning
- Expansion of project-based learning
- Grading practices that foster engagement and learning
- Academic Intervention
- Identifying needs of students not performing at standard
- Targeted academic interventions for students earning grades below a “C”
- Classroom and schoolwide systems for academic intervention
- Social Emotional Wellbeing
- Strategies to foster classrooms characterized by positive connections and support
- Social emotional learning strategies that help address issues related to academic stress

AUHSD is also continuing to provide professional development that fosters inclusion and belonging for all staff and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3