



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/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Acalanes Union High School District

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District Governing Board

Kathleen R. Coppersmith

Nancy Kendzierski

Kristin Connelly

Robert Hockett

Christopher Severson

Eleanor Kim, 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

Adriana Martinez, LCSW, PPSC
Director of Wellness

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	327
Grade 10	315
Grade 11	325
Grade 12	319
Total Enrollment	1,286

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.5
Asian	15.6
Filipino	1.8
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0.4
White	61.8
Two or More Races	8.4
Socioeconomically Disadvantaged	4.1
English Learners	0.8
Students with Disabilities	9.8
Homeless	0.2

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

Teacher Credentials for Miramonte High	17-18	18-19	19-20
With Full Credential	65	66	69
Without Full Credential	4	2	0
Teaching Outside Subject Area of Competence	1	1	1

Teacher Credentials for Acalanes Union High	17-18	18-19	19-20
With Full Credential	♦	♦	305
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Miramonte High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: 11/2018

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%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Algebra & Trigonometry Adopted 2002
	Algebra 1 Big Ideas Adopted 2015
	Algebra and Trigonometry, 5th Ed. Adopted 2002
	Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008
	Calculus I, 8th Ed. Adopted 2006
	Calculus II, 8th Ed. Adopted 2006
	California Algebra Readiness Adopted 2007
	California Geometry Adopted 2007
	Concepts, Skills, and Problem Solving Adopted 2008
	Geometry Big Ideas Adopted 2016
	Multivariable Calculus, 8th Ed. (Supplemental) Adopted 2006
	Precalculus Mathematics for Calculus Adopted 2018
	Pre-Calculus Common Core Adopted 2018
	The Practice of Statistics Adopted 2003
<p data-bbox="444 2028 1023 2074">The textbooks listed are from most recent adoption: Yes</p> <p data-bbox="444 2028 1084 2074">Percent of students lacking their own assigned textbook: 0.0%</p>	

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 Percent of students lacking their own assigned textbook: 0.0%</p>

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>Impact CA Social Studies - World History, Culture & 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> <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>Senderos, Levels 1-2 Adopted 2017</p> <p>Avancemos! 3 Adopted 2017</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>

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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Miramonte High school is an aging school that is safe, clean, and meets the needs of the students. The library roof was repaired, the parking lot was resurfaced, the gym floor was resurfaced, and some student restrooms were renovated. Additional roofing repairs are being planned as well as additional improvements to student restrooms. The school buildings and grounds are in fair condition.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/26/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	93	82	89	50	50
Math	64	77	69	72	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	5.4	31.0	59.8

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

**School Year 2018-19 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	316	309	97.78	92.56
Male	154	151	98.05	90.73
Female	162	158	97.53	94.30
Black or African American	--	--	--	--
Asian	39	38	97.44	92.11
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.00	85.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	194	97.49	95.36
Two or More Races	28	27	96.43	92.59
Socioeconomically Disadvantaged	11	11	100.00	72.73
English Learners	--	--	--	--
Students with Disabilities	23	23	100.00	52.17
Homeless	--	--	--	--

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 2018-19 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	316	308	97.47	76.62
Male	154	152	98.70	76.97
Female	162	156	96.30	76.28
Black or African American	--	--	--	--
Asian	39	39	100.00	87.18
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.00	55.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	192	96.48	81.25
Two or More Races	28	27	96.43	70.37
Socioeconomically Disadvantaged	11	11	100.00	54.55
English Learners	--	--	--	--
Students with Disabilities	23	23	100.00	26.09
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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. Throughout the year, a range of parent education events are offered to provide additional support to families and ensure open and transparent dialogue.

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

Safety is a top priority at Miramonte High School. 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 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 2018. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.4	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	338.4

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	.6
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.8

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	24	17	42	1	25	15	43	1	26	12	37	6
Mathematics	28	3	37	4	29		40	3	29	5	28	10
Science	27	4	35	1	28	4	36	1	28	4	31	4
Social Science	30	1	33	8	30	3	36	8	29	2	34	6

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 (4 full days per year)(required for all certificated staff members)
- 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, Grading for Equity, 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
- Grading practices

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,685	\$52,466
Mid-Range Teacher Salary	\$80,907	\$87,373
Highest Teacher Salary	\$103,574	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$148,299	\$153,904
Superintendent Salary	\$248,272	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	33%
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 (EFO) and 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.

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

Rate for Miramonte High School	2015-16	2016-17	2017-18
Dropout Rate	0	0.7	0
Graduation Rate	97.8	98.2	97.6

Rate for Acalanes Union High School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0.6	1.3
Graduation Rate	98.2	97.6	96.4

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	538
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,882	\$3,883	\$9,999	\$86,472
District	N/A	N/A	\$10,030	\$90,291.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.3	-2.5
School Site/ State	38.2	2.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.46
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	86.6

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	6	N/A
Science	5	N/A
Social Science	10	N/A
All courses	32	39.9

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

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

Career Technical Education Programs

Miramonte High School offers a diverse program offering in the area of Career Technical Education. Programs are funded by the school district and in partnership with the County Office of Education (Regional Occupation Program) which is in turn funded by two state CTE grants. All courses listed below are academically focused and provide students with career training and technical skills that are essential for employment. All have an existing district approved course of study that follows rigorous and relevant curriculum based on the model curriculum standards. All programs and courses are regularly evaluated by the site and county administration.

County ROP advisory committee is utilized provide industry input and leadership in most industry sectors.

Miramonte offers courses intended to help students prepare for the world of work. These Career Technical Education (CTE) courses are open to all students and include:

- Computer Programming
- Computer Science
- Culinary Arts (Sequence)
- Digital Design
- *Digital Electronics (Sequence)
- Environmental Science
- Music Theory
- *Photography
- *Principles of Engineering (Sequence)
- *Sports Medicine (Sequence)
- *Sports Medicine Advanced (Sequence)
- Stagecraft
- Designated ROP courses

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).

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.