



Miramonte High School

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

Julie Parks, Principal

mhsprincipal@acalanes.k12.ca.us

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Acalanes Union High School District

1212 Pleasant Hill Rd.
Lafayette, CA 94549
(925) 280-3900
www.acalanes.k12.ca.us

District Governing Board

J. Richard Whitmore
Nancy Kenziarski
Kathleen R. Coppersmith
Susan L. Epstein
Bob Hockett
Griffin Ansel, Student Member

District Administration

John Nickerson, Ed.D
Superintendent
Aida Glimme
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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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	333
Grade 10	336
Grade 11	288
Grade 12	275
Total Enrollment	1,232

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	13.9
Filipino	1.2
Hispanic or Latino	8.3
Native Hawaiian or Pacific Islander	0.6
White	63.3
Two or More Races	9.6
Socioeconomically Disadvantaged	1.4
English Learners	0.4
Students with Disabilities	8.7
Foster Youth	0

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

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	68	64	64
Without Full Credential	2	0	4
Teaching Outside Subject Area of Competence	1	0	1
Acalanes Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	281
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Miramonte High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: 09/15	
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: 09/15

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Algebra & Trigonometry Adopted 2002
	Algebra 1 Adopted 2007
	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 Adopted 2007
	Geometry Adopted 2005
	Multivariable Calculus, 8th Ed. (Supplemental) Adopted 2006
	Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2002
	Pre-Calculus, Third Edition Adopted 2008
	The Practice of Statistics 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: 09/15

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: 09/15

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: 09/15

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%

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. Solar Photovoltaic is being installed and will be complete December 2016. Thermal solar for our pool is being installed with completion expected January 2017. 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.

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: 7/21/16

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				
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	88	88	85	83	44	48
Math	75	79	70	69	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	89	92	86	87	85	84	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	9.3	28.2	56.7

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	287	281	97.9	88.2
Male	11	141	140	99.3	86.3
Female	11	146	141	96.6	90.1
Asian	11	41	41	100.0	92.7
Hispanic or Latino	11	20	20	100.0	85.0
White	11	198	193	97.5	87.5
Two or More Races	11	16	16	100.0	93.8
Students with Disabilities	11	19	17	89.5	47.1

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	287	278	96.9	79.2
Male	11	141	140	99.3	81.9
Female	11	146	138	94.5	76.5
Asian	11	41	41	100.0	85.4
Hispanic or Latino	11	20	20	100.0	70.0
White	11	198	190	96.0	81.2
Two or More Races	11	16	16	100.0	75.0
Students with Disabilities	11	19	17	89.5	13.3

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

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 School Climate State Priority (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 2016. 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	2013-14	2014-15	2015-16
Suspensions Rate	1.4	3.0	2.7
Expulsions Rate	0.0	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	1.9	1.7	2.0
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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	4.0
Counselor (Social/Behavioral or Career Development)	2.0
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	320.5

* 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*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	25	24	24	14	19	19	42	38	38			
Mathematics	27	29	29	5	5	5	35	26	26	1	8	8
Science	28	28	28	5	3	3	33	35	35			
Social Science	27	29	29	4	3	3	36	28	28		8	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. With an active District Staff Development committee comprised of teachers and administrators and with school instructional councils and staff development committees on the sites, a variety of professional development opportunities have been implemented at the district and site levels. Professional development opportunities in AUHSD include:

- District and site based Professional Development days (2 full days per year)
- Summer Institute (3 days)
- 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 Technology Coordinators and 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,224	\$46,184
Mid-Range Teacher Salary	\$74,048	\$75,179
Highest Teacher Salary	\$94,793	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$136,287	\$137,939
Superintendent Salary	\$222,641	\$217,637
Percent of District Budget		
Teacher Salaries	38%	35%
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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Miramonte High School	2011-12	2013-14	2014-15
Dropout Rate	0.00	0.30	0.40
Graduation Rate	99.29	99.01	98.40
Acalanes Union High School District	2011-12	2013-14	2014-15
Dropout Rate	0.60	0.80	1.00
Graduation Rate	98.07	97.76	97.04
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	225
% of pupils completing a CTE program and earning a high school diploma	15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	7%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,660	\$3,555	\$9,105	\$81,627
District	◆	◆	\$8,912	\$83,506
State	◆	◆	\$5,677	\$77,824
Percent Difference: School Site/District			2.2	-2.3
Percent Difference: School Site/ State			60.4	4.9

* Cells with ◆ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.7
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	87.8

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	1	◆
Fine and Performing Arts	2	◆
Foreign Language	4	◆
Mathematics	3	◆
Science	4	◆
Social Science	3	◆
All courses	18	38

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	97	97	86
Black or African American	100	93	78
American Indian or Alaska Native	0	100	78
Asian	100	98	93
Filipino	100	100	93
Hispanic or Latino	95	95	83
Native Hawaiian/Pacific Islander	0	100	85
White	97	97	91
Two or More Races	96	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	0	74	54
Students with Disabilities	100	97	78

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/Engineering Drawing
 Digital Arts and Web Design
 Sports Medicine
 Culinary Arts
 Environmental Science

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.