

Mira Monte Alternative High School

25632 Peter A Hartman Way • Mission Viejo CA, 92691 • (949) 830-8857 • Grades 9-12

David Gordon, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Saddleback Valley Unified School District

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District Governing Board

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School Description

Mira Monte High School offers an alternative program that delivers its instruction through independent study and virtual learning education platforms. Students meet with their instructors once a week to receive assignments and are expected to turn in a minimum of 30 hours of schoolwork each week. Our academic expectations are challenging, and students who have difficulty with their courses in traditional high school programs may find this alternative too difficult. For students who seek a flexible schedule; who enjoy one-on-one instruction; and who have constraints that restrict daily attendance, such as full-time jobs, illness, childcare needs, or sports activities, Mira Monte presents a wonderful opportunity to continue their high school education. During the 2013/2014 school year we added a virtual school component to our Mira Monte course offerings.

David Gordon, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (949) 830-8857.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	1
Gr. 10	7
Gr. 11	17
Gr. 12	30
Total	55

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.8
Asian	5.5
Filipino	0.0
Hispanic or Latino	21.8
Native Hawaiian/Pacific Islander	0.0
White	65.5
Two or More Races	5.5
Socioeconomically Disadvantaged	16.4
English Learners	0.0
Students with Disabilities	5.5

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

Mira Monte Alternative High School	12-13	13-14	14-15
Fully Credentialed	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Mira Monte Alternative High	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* 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 2014-15)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects. This report also shows whether sufficient laboratory science equipment applicable to science laboratory courses is available to all students at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>American Literature Adopted 2009</p>
<p>The textbooks listed are from most recent adoption: Yes</p>	<p>Adopted 2009</p>
<p>Percent of students lacking their own assigned textbook: 0</p>	<p>American Literature Adopted 2009</p>
	<p>Basic English Composition Adopted 2007</p>
	<p>British Literature Adopted 2009</p>
	<p>British Literature Adopted 2009</p>
	<p>Daybooks of Critical Reading Adopted 2000</p>
	<p>Edge Fundamentals Adopted 2009</p>
	<p>Exploring Literature Adopted 2007</p>
	<p>High Point (Hampton Brown) Adopted 2004</p>
	<p>Holt 2000 Literature Anthology Adopted 1999</p>
	<p>Inside the USA Adopted 2009</p>
	<p>Prentice Hall Literature Adopted 2007</p>
	<p>Reader's Choice - British Literature Adopted 2000</p>
	<p>Scholastic Read 180 Adopted 2003</p>
	<p>World Literature Adopted 2007</p>
	<p>Write Source: Writing, Thinking and Learning Adopted 2007</p>
	<p>Writer's Choice Grammar Adopted 2000</p>
	<p>Writer's Inc: School to Work Adopted 2000</p>

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Writing and Grammar Adopted 2007
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Mathematics Connections Adopted 2000</p> <p>Pre-Algebra Adopted 2000</p> <p>Algebra 1 Adopted 2005</p> <p>Algebra 2 Adopted 2000</p> <p>Algebra 2 Adopted 1997</p> <p>Geometry Adopted 2006</p> <p>Pre-Calculus (Cohen) Adopted 2000</p> <p>Pre-Calculus (Stewart) Adopted 2000</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Biology Adopted 2004</p> <p>Biology Adopted 2004</p> <p>Biology, Exploring Life Adopted 2004</p> <p>Exploring Life Science Adopted 1996</p> <p>Life Science Adopted 2004</p> <p>Addison Wesley Chemistry Adopted 2001</p> <p>Chemistry Adopted 2009</p> <p>Chemistry: Concepts and Applications Adopted 2005</p> <p>Chemistry: Matter and Change Adopted 2009</p> <p>Modern Chemistry Adopted 2009</p> <p>Earth Science Adopted 2000</p>

Textbooks and Instructional Materials
Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Exploring Earth Science Adopted 1998</p> <p>Exploring Physical Science Adopted 1998</p> <p>Physical Science Adopted 2007</p> <p>Physical Science Adopted 1998</p> <p>Physical Science with Earth Science Adopted 2007</p> <p>Reading Essentials for Biology Adopted 2007</p> <p>Holt Physics Adopted 2004</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Geography - The World and Its People Adopted 2000</p> <p>World Geography and You Adopted 2000</p> <p>World Geography Building a Global Perspective Adopted 2000</p> <p>Economics: Principles and Practices Adopted 2005</p> <p>Economics: Today and Tomorrow Adopted 2005</p> <p>American Anthem Modern American History Adopted 2007</p> <p>World History Adopted 2009</p> <p>World History: the Modern World Adopted 2009</p> <p>Civics in Practice: Principles of Government & Econ. Adopted 2008</p> <p>US Government: Democracy in Action Adopted 2008</p> <p>Government in America: People, Politics, & Policy Adopted 2008</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Mira Monte High School occupies a suite of classrooms on the second floor of a new building erected during the 2006–2007 school year. The new building also provides housing for the Adult Education central office as well as three additional classrooms for the campus. Mira Monte students use the computer facilities provided in their building, and they have access to the Silverado school library. They can supplement their schedule by signing up for a variety of classes through adult education, Regional Occupational Program, or the community colleges. The previous building that served adult education was moved to a different location on the campus and houses the Futures Special Education program.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-15-14

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 [X]	Good []	Fair []	Poor []	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	27	28		79	81	81	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	55	45	71	74	71	54	56	55
Math	14	19	9	65	65	65	49	50	50
HSS	36	44	61	69	71	71	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	6	2
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	81	
All Student at the School		
Male		
Female		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	8		-87
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

Mira Monte High School has an open enrollment policy, allowing students to enroll at Mira Monte at any point during the school year. Upon enrollment parents and students meet with one of our instructors to be introduced to our program. We encourage parents to maintain contact with our school through our Web site. Our School Site Council includes parent representation, and we invite parents to participate in and volunteer for student activities, such as our dances, prom, and graduation night at Disneyland and other school associated functions. Parents should contact the program coordinator, Darrell DeLeon, at (949) 830-8857 to find out how they can be involved at our school.

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

Due to the nature of independent study, students are only on campus for a short period of time each week. Teaching staff and administration provide supervision during breaks and before and after school. The alternative programs have a School Safety Plan that is developed in conjunction with the School Site Council. This plan is reviewed on an annual basis.

We have two campus supervisors to provide ongoing support and supervision. We have a close working relationship with the Orange County Sheriffs, and their School Mobile Assessment Resource Team is available to handle most safety issues that arise on campus. A School Resource Officer is assigned to our campus through the Orange County Sheriffs to assist with campus safety and to serve as a liaison with the students.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.5
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	N/A	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	2
Average Number of Students per Staff Member	
Academic Counselor	100

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	71	11	13	0	4	4	0			1		
Math	0	4	6	0	7	6	0			0		
Science	16.7	5	6	2	6	6	1			0		
SS	36.5	10	11	1	6	6	0			1		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,404	\$375	\$8,029	\$61,111
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			33%	-22%
Percent Difference: School Site/ State			24%	-35%

Types of Services Funded at Mira Monte Alternative High School

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point
- (d) the graduation rate for the graduating class must meet or exceed 90 percent (or satisfy alternate improvement criteria).

Professional Development provided for Teachers at Mira Monte Alternative High School

Our school has a staff meeting every week to discuss school issues and instructional strategies, and to work on areas of established need, including technology skills, curriculum development, and classroom management. In past years, we had special-purpose funding to send staff to workshops and conferences in specific areas of interest; however, funds were curtailed due to the economic crisis this past year, forcing us to focus on local opportunities for staff development. We have instituted a professional learning community as part of our goal to build skills and improve the application of best teaching practices.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	27	44	23	41	35
All Students at the School	23	54	23	31	54	15
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	25	50	25	33	50	17
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Mira Monte Alternative High School	2011-12	2012-13	2013-14
English-Language Arts	60	73	77
Mathematics	60	33	69
Saddleback Valley Unified School District	2011-12	2012-13	2013-14
English-Language Arts	73	75	56
Mathematics	73	75	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	100.00	90.80	84.56
Black or African American	0.00	92.16	75.90
American Indian or Alaska Native	0.00	80.00	77.82
Asian	100.00	95.83	92.94
Filipino	0.00	91.40	92.20
Hispanic or Latino	100.00	86.24	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	100.00	92.14	90.15
Two or More Races	100.00	94.55	89.03
Socioeconomically Disadvantaged	87.50	85.69	82.58
English Learners	50.00	60.00	53.68
Students with Disabilities	100.00	50.59	60.31

Dropout Rate and Graduation Rate			
Mira Monte Alternative High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	17.0	15.4	10.3
Graduation Rate	78.72	80.77	82.76
Saddleback Valley Unified School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	3.4	2.4	2.4
Graduation Rate	94.74	95.35	95.33
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	80.08
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	15.38

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	20
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs

There are no specific vocational programs offered directly through Mira Monte. However, many of our students are enrolled in courses offered through the Regional Occupational Program, community college, and adult education programs.

Our 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 students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled zero students in career technical education courses.

There are no specific CTE courses offered at Mira Monte. Mira Monte, however, offers students the opportunity to explore career interests through internships, work experience and the ability to take courses at the community college. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.