

Mira Monte Alternative High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Saddleback Valley Unified School District

25631 Peter A. Hartman Way
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District Governing Board

Suzie Swartz
Ginny Faye Aitkens
Dolores Winchell
Dennis Walsh
Amanda Morrell

District Administration

Dr. Clint Harwick
Superintendent
Dr. Terry Stanfill
Assistant Superintendent, Human Resources
Geri Partida
Assistant Superintendent, Business
Laura Ott
Assistant Superintendent, Educational Services
Tammy Blakely
Assistant to the Superintendent/Director, Pupil Services
Dr. Rocky Murray
Director, Secondary Education
Dr. Terry Petersen
Director, Elementary Education
Dr. Diane Lohrman
Director, Special Education/SELPA

School Description

Mira Monte High School offers an alternative program that delivers 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

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, the county, and the state. 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.

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 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 at (949) 830-8857 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	8
Grade 11	11
Grade 12	32
Total Enrollment	51

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
Asian	5.9
Filipino	2
Hispanic or Latino	21.6
White	64.7
Two or More Races	3.9
Socioeconomically Disadvantaged	11.8
English Learners	2
Students with Disabilities	3.9

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	13-14	14-15	15-16
With Full Credential	2	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1195
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mira Monte Alternative High	13-14	14-15	15-16
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

2014-15 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	100.0	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 2015-16)

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: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	American Literature Adopted 2009 American Literature Adopted 2009 Basic English Composition Adopted 2007 British Literature Adopted 2009 British Literature Adopted 2009 Daybooks of Critical Reading Adopted 2000 Edge Fundamentals Adopted 2009 Exploring Literature Adopted 2007 High Point (Hampton Brown) Adopted 2004 Holt 2000 Literature Anthology Adopted 1999 Inside the USA Adopted 2009 Prentice Hall Literature Adopted 2007 Reader's Choice - British Literature Adopted 2000 Scholastic Read 180 Adopted 2003 World Literature Adopted 2007 Write Source: Writing, Thinking and Learning Adopted 2007 Writer's Choice Grammar Adopted 2000 Writer's Inc: School to Work Adopted 2000

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Writing and Grammar Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Mathematics Connections Adopted 2000</p> <p>Pre-Algebra Adopted 2000</p> <p>Algebra 1 Adopted 2015</p> <p>Algebra 2 Adopted 2000</p> <p>Algebra 2 Adopted 1997</p> <p>Geometry Adopted 2015</p> <p>Pre-Calculus (Cohen) Adopted 2000</p> <p>Pre-Calculus (Stewart) Adopted 2000</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<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> <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>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<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> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</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: 11-10-15					
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	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.
	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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	58	61	44
Math	16	47	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	27	--	71	81	80	79	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 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	79
All Student at the School	71
Male	--
Female	63
Hispanic or Latino	--
White	--
Two or More Races	--
Students with Disabilities	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	24	19	79.2	11	32	47	11
Male	11	24	8	33.3	--	--	--	--
Female	11	24	11	45.8	18	9	64	9
Hispanic or Latino	11	24	3	12.5	--	--	--	--
White	11	24	15	62.5	13	20	53	13
Two or More Races	11	24	1	4.2	--	--	--	--
Socioeconomically Disadvantaged	11	24	0	0.0	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	24	19	79.2	63	21	16	0
Male	11	24	9	37.5	--	--	--	--
Female	11	24	10	41.7	--	--	--	--
Hispanic or Latino	11	24	3	12.5	--	--	--	--
White	11	24	16	66.7	56	25	19	0
Two or More Races	11	24	0	0.0	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	24	0	0.0	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.50	0.00
Expulsions Rate	0.00	0.50	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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		6
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	11	13	10	4	4	5						
Math	4	6	4	7	6	7						
Science	5	6	6	6	6	6						
SS	10	11	9	6	6	7						

* 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.

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	
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.

Professional Development provided for Teachers

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$43,165
Mid-Range Teacher Salary	\$70,870	\$68,574
Highest Teacher Salary	\$95,849	\$89,146
Average Principal Salary (ES)	\$111,534	\$111,129
Average Principal Salary (MS)	\$120,491	\$116,569
Average Principal Salary (HS)	\$128,082	\$127,448
Superintendent Salary	\$279,692	\$234,382
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9765.50	366.48	\$8,029	\$61,111
District	◆	◆	9399.02	\$78,959
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-14.6	-21.1
Percent Difference: School Site/ State			71.2	-13.6

* Cells with ◆ do not require data.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- * Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- * Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- * Provide appropriate, current instructional materials.
- * Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- * Support continued implementation of strategies for Designated and Integrated ELD.
- * Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- * Expand Advancement Via Individual Determination (AVID).
- * Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- * Expand Counseling Services.
- * Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

2014-15 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	26	26	48	25	43	32
All Students at the School	7	50	43	36	50	14
Female		55	45	45	36	18

* 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	2012-13	2013-14	2014-15
English-Language Arts	73	77	93
Mathematics	33	69	64
Saddleback Valley Unified School	2012-13	2013-14	2014-15
English-Language Arts	75	56	61
Mathematics	75	61	62
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mira Monte Alternative High School	2011-12	2012-13	2013-14
Dropout Rate	15.40	10.30	20.00
Graduation Rate	80.77	82.76	74.29
Saddleback Valley Unified School	2011-12	2012-13	2013-14
Dropout Rate	2.40	2.40	2.50
Graduation Rate	95.35	95.33	94.70
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	17
% 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 or their home high schools. 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. We had 17 students who had experienced a career technical education course prior to entering Mira Monte. 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	100	90.58	84.6
Black or African American		82.46	76
American Indian or Alaska Native		72.22	78.07
Asian		95.56	92.62
Filipino		100	96.49
Hispanic or Latino	50	86.55	81.28
Native Hawaiian/Pacific Islander		87.5	83.58
White	110	92.33	89.93
Two or More Races	100	88.62	82.8
Socioeconomically Disadvantaged		51.58	61.28
English Learners		64.14	50.76
Students with Disabilities	50	82.25	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	89.23
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	20

2014-15 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.