Mira Monte High School

1800 South Fairfax Rd. • Bakersfield, CA 93307 • (661) 366-1800 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Kern High School District
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Assistant Superintendent, Educational Services and Innovative Programs

School Description

Mira Monte High School, one of I8 comprehensive high schools in the Kern High School District, began its tenth year with approximately 2277 students for the 2017-2018 school year. Mira Monte's incoming 9th graders come to us from 10 feeder schools and 4 feeder districts. Our eighth graduating class will proudly receive diplomas on May 30, 20l8. Our most recent UC/CSU A-G qualification rate was 43.8% for the class of 2016. The school demographic composition is as follows: 5.1% African American, .2% American Indian or Alaskan Native, I.4% Asian, .2% Filipino, 89.4% Hispanic, 0% Pacific Islander, and 3.0% White. Of our total population, 14.1% are English Learners, 5.2% Migrant, and 94.2% of students are eligible for free/reduced priced meals. Additionally, 10.8% of our students receive Special Education services, and about 20% of our students participate in the Gifted and Talented Education Program (GATE)/AP.

Located on approximately 60 acres, Mira Monte's comprehensive campus consists of over 180,000 square feet of facilities; this includes a 600- seat performing arts center, 1750- seat gymnasium, bustling resource library, campus classroom buildings, cafeteria, industrial arts building, and athletic fields. The facilities provide state-of-the-art technology, including digital projectors in each classroom, document cameras, ChromeBook carts in most classrooms, and video and wireless internet access for staff and students.

Students, staff, and community members take pride in the beauty of Mira Monte High School, with its parklike feel in the quad, vast areas of grass, maturing trees and school colors of cardinal and gold. Surrounded by mountains and agricultural fields, students find a warm and welcoming atmosphere on campus. In the developing stages of the school, incoming students and community members adopted the lion as their mascot. In recent years, PRIDE has become an acronym that exemplifies the characteristics of the school. These are: Positive, Respectful, Imaginative, Driven, Excellent. Staff and students focus on these traits to grow as individuals on and off campus.

The staff has a targeted academic focus: student learning with a specific focus on providing standards-based curriculum and literacy. The core academic program is aligned with Common Core State Standards, and completion of UC/CSU A–G requirements are promoted as students are encouraged to pursue excellence at all levels. Mira Monte offers Gifted And Talented Education (GATE), Honors, Advanced Placement, and Advancement Via Individual Determination (AVID) programs. Students also participate in Career Technical Education (CTE) programs such as agriculture, industrial technology, and informational technology. We also offer five pathways for students: Agricultural Mechanics, Agriculture and Natural Resources, Engineering and Architecture, Information and Communication Technology, and Information and Communication Technologies. Additionally, Mira Monte has two courses the are Dual Enrollment course, Career Choices for all 9th grade students, and Ag Communication for 11th and 12th grade students.

Mira Monte offers strategic English Language Arts (ELA) intervention to all students through literacy classes (Access and Pre-Access), as well as after school English and Math classes. Content Area literacy instruction was introduced during the 2008 - 2009 school year and has been implemented with school-wide professional development since.

In addition to academic programs, Mira Monte also offers numerous clubs and co-curricular activities to provide opportunities for student involvement. The Lions' athletic program demonstrates pride and perseverance, with an experienced and dedicated coaching staff providing vital leadership for student athletes. As we look toward the future, the Mira Monte High School Pride embraces the opportunity of creating well-rounded students.

The faculty and staff promote educational success, and encourage our students to set goals and dreams. Providing role models is an integral characteristic of our school culture. As education professionals, we are the primary sources that disseminate the principles and standards that drive learning. The Mira Monte faculty and staff have collaboratively established, and continuously encourage, develop, and strive to perpetuate the school's vision and mission of educating students. The school reflects a community dedicated to building a cultural legacy with an outstanding tradition of school spirit, academic success, and citizenship. Along with our vision and mission, four key principles have been adopted to provide a focus for achievement. These principles collectively serve as the cornerstone for developing a strong school culture which reflects pride in self, school, and community; courage to persevere as individuals and a school community; excellence as the hallmark within everything we do; and scholarship as a way of securing our goals and dreams. These principles also provide our students and school with a focus; nurturing in us a hope and desire to be successful academically and in life, and ensuring for all our students the opportunities and riches that an excellent public education will afford them and their families.

VISION STATEMENT
Mira Monte High School is a school dedicated to developing students who are prepared to meet future endeavors. We strive to develop students who are: Proficient technology users with skills that are competitive in today's world; Responsible citizens who model honesty, Individual thinkers with problem solving skills; Directed learners who strive to prepare for career or higher education; Effective communicators who graduate with appropriate oral and written skills to think, speak, read, and write well.

MISSION STATEMENT
The mission of Mira Monte High School is to prepare all students to be productive citizens who embrace learning and are equipped for success in both college and career in a diverse, evolving world. Mira Monte High School provides an instructional program that reflects high expectations for all students and focuses on mastery of California Content Standards while infusing the new Common Core State Standards into our curriculum. Rigorous and challenging, the school curriculum ensures that students become literate, self-directed, proficient technology users, effective communicators, individual thinkers, problem solvers, and productive, involved citizens. We expect our students to graduate from high school and meet the state of California requirements for a diploma. Our staff endeavors to use research-based strategies that support our Expected School-wide Learning Results and encourages the pursuit of post-graduate endeavors.

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.

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5.1
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	0.2
Hispanic or Latino	89.4
Native Hawaiian or Pacific Islander	0
White	3
Two or More Races	0.2
Socioeconomically Disadvantaged	94.2
English Learners	14.1
Students with Disabilities	10.8
Foster Youth	0.4

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	642
Grade 10	569
Grade 11	532
Grade 12	534
Total Enrollment	2,277

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			
Mira Monte High School	**15-16**	**16-17**	**17-18**
With Full Credential	79	84	117
Without Full Credential	5	4	8
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mira Monte High School	**15-16**	**16-17**	**17-18**
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Every student at Mira Monte High School has access to his/her own textbook(s) and instructional materials. Textbook purchases are made yearly to comply with the Williams Act. All textbooks purchased by Mira Monte are standards-aligned and approved by the district and local governing board. They are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials and technology are acquired for the purpose of meeting or exceeding the academic performance standards. Final decisions to purchase materials and technology are approved by the Principal and/or Assistant Principals; recommendations to obtain materials are made by staff through the leadership teams. The recommendations are based on student need and the school's goals for student achievement.

If a new textbook is requested that has not been approved by the district, the Assistant Principal of Instruction works with Curriculum Leaders to follow the district-approved textbook adoption process and submits the title to the Office of Instruction for review and approval before it is purchased by the site. For English and math core texts, as well as ELD texts, Mira Monte purchases the prescribed district texts. Supplemental materials are purchased based on instructional and/or academic needs. Materials are reviewed to make sure they are standards-based and follow the state/district guidelines, as well as respond to the needs of the students and goals of the school and district. Title I, Migrant, and EL purchase supplemental material and/or supplies that meet instructional and/or program needs. Needs are determined based on CST, CELDT, CAHSEE, and/or district benchmark scores. Most of these purchases are geared for intensive EL and/or math instruction. These budgets also fund training and/or supplies for the programs.

Textbooks and Instructional Materials Year and month in which data were collected: 9/1/16	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Langeuage Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 200 Edge Fundamentals Student Edition, National Geographic, 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015 The Practice of Statistics/Freeman Adopted 1999 Pacemaker Algebra 1/Globe Fearon Adopted 2001 Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001 Integrated Mathematics/McDougal-Littell Adopted 2002 Discovering Algebra /Kendall Hunt Adopted 2015 Discovering Geometry/Kendall Hunt Adopted 2015 Mathematics with Business Applications/Glencoe Adopted 2007 Single Variable Calculus/Brook & Cole Adopted 1999 Mathematics Concepts and Skills/McDougal-Littell Adopted 2001 **The textbooks listed are from most recent adoption:** Yes

Textbooks and Instructional Materials Year and month in which data were collected: 9/1/16	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
	Percent of students lacking their own assigned textbook: 0
Science	Earth Science: California Edition 2005-04 Prentice Hall, Glencoe Science Blue Level 2005-04 Glencoe/McGraw-Hill, Biology: California Edition 2007-02 Prentice Hall, Biology2007-11 Pearson Prentice Hall, Chemistry: California Edition 2006-04 Pearson Prentice Hall, Glencoe Science, Physics: California edition 2008-01 McGraw-Hill
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	MODERN WORLD HISTORY California edition 2006 McDougal Littell, THE AMERICANS 2006 McDougal Littell, AMERICA'S HISTORY 2008 Bedford/St. Martins, MAGRUDER'S AMERICAN GOVERNMENT California edition 2006 Pearson/Prentice Hall, GOVERNMENT IN AMERICA 2008 Pearson, ECONOMICS: TODAY AND TOMORROW 2007 Glencoe/McGraw-Hill, ECONOMICS: PRINCIPLES AND POLICY 2009 South Western/ Cengage Learning
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Foreign Language	Realidades 1: 2008 Prentice Hall Realidades 2: 2008 Prentice Hall Realidades 3: 2008 Prentice Hall Abriendo Paso: Gramatica 2007 Pearson Prentice Hall Abriendo Paso: Lectura 2007 Pearson Prentice Hall Abriendo Puertas: Tomo I 2003 Nextext/ McDougal Littell Abriendo Puertas: Tomo 2 2003 Nextext /McDougal Nueva Vistas: curso de introduction 2006 HRW, Nueva Vistas: curso uno 2006 HRW ,
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Health	Health 2007 Prentice Hall
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Basic Drama Projects 2009 Perfection Learning, Keyboarding & Formatting 2008-05 South Western/Cengage Learning, Music! Its Role and Importance In Our Lives 2006 Glencoe, Engineering Design 2012 Delmar/Cengage Learning, Basic Technical Drawing 2012 Delmar/Cengage, Learning Photoshop CS4 2010 Goodheart/Wilcox,
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A
	The textbooks listed are from most recent adoption: N/A
	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
Interior: Interior Surfaces	X			RM 1104 Broken/damaged ceiling tile, Rooms 1601, 1604 water stains noted on ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 1405- one burned out light 1500 Wing- Broken light switch Room 1604- 2 burned out lights Central Planet- Electrical pull box cover in corner of pump room
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1000 Wing Restrooms: 1 broken hand dryer and one toilet missing. 1400 Wing Restrooms one loose / broken faucet in girls restroom 1500 Wing Restrooms leaking toilet in staff ladies room
Safety: Fire Safety, Hazardous Materials	X			Plug in air freshener in classrooms 601, 604, 901, 906, Expired fire extinguisher in room 1604, cafeteria One missing fire extinguisher in cafeteria
Structural: Structural Damage, Roofs	X			100% rating on most recent FIT for structural damage and roofs, with no deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No external issues noted in most recent FIT.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/31/2017

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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	48	35	51	48	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	51	41	51	51	48	48
Math	15	11	23	21	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	20.2	26.6	33.7

* 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	522	499	95.6	34.9
Male	256	247	96.5	40.5
Female	266	252	94.7	29.4
Black or African American	18	17	94.4	29.4
Hispanic or Latino	472	454	96.2	35.0
White	13	9	69.2	44.4
Socioeconomically Disadvantaged	494	475	96.2	35.4
English Learners	123	115	93.5	6.1
Students with Disabilities	46	40	87.0	12.5
Students Receiving Migrant Education Services	30	30	100.0	46.7

* 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 2016-17 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	515	487	94.56	40.82
Male	258	241	93.41	37.24
Female	257	246	95.72	44.31
Black or African American	17	15	88.24	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	463	442	95.46	41.82
White	13	11	84.62	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	484	457	94.42	40.44
English Learners	164	152	92.68	10.53
Students with Disabilities	47	38	80.85	0
Students Receiving Migrant Education Services	29	29	100	34.48
Foster Youth	--	--	--	--

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 2016-17 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	514	485	94.36	10.6
Male	257	243	94.55	12.08
Female	257	242	94.16	9.13
Black or African American	17	14	82.35	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	462	440	95.24	11.44
White	13	11	84.62	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	483	457	94.62	10.82
English Learners	163	153	93.87	1.32
Students with Disabilities	47	37	78.72	0
Students Receiving Migrant Education Services	29	29	100	10.34
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Mira Monte High School encourages parental involvement. We believe that when the school and parents work together, we are best able to provide excellent learning opportunities for our students.
If you would like to take part in one or more of the many organized activities for parental involvement, please see the contact information regarding Mira Monte High listed below:
Principal: William Sandoval - (661)366-1800 email: William_Sandoval@kernhigh.org
Asst. Principal: Zach McNinch - (661)366-1800 email: Zach_McNinch@kernhigh.org
Asst. Principal: Leah Hatton - (661)366-1800 email: Leah_Hatton@kernhigh.org
Dean of Students: Jessica English - (661)366-1800 email: Jessica_English@kernhigh.org
dean of Instruction: Bryan Easter - (661)366-1800 email: Bryan_Easter@kernhigh.org
Activities Director: Kathlene Buford - (661)366-1800 email: Kathlene_Buford@kernhigh.org
Athletics Director: Josue Valenzuela - (661)366-1800 email: Josue_Valenzuela@kernhigh.org
Title 1 Coordinator: Dena Carter - (661)366-1800 email: Dena_Carter@kernhigh.org

Parent Center
Mira Monte Parent Center opened in January 2016. The purpose of the center is to provide our parents with supports to help promote student academic excellence and personal growth. Our parent center is a one stop shop for parents which is located in the Mira Monte Administration building. We have a full time parent center community specialist which oversees the operation of the parent center. Our Parent Center has provided classes on financial aid, college and career readiness for their students, and classes geared towards our Parents interest. Our Parent Center has partnered with Cal State Bakersfield and the Bakersfield Adult School to provide their class on our campus. During the fall 2017 semester our Parent Center has five different classes operating in the evenings. The five evening classes are: Cal State's High School Equivalency Program, Bakersfield Adult School's GED class, ESL Literacy class, Diabetes Education, and PIQE.

Back-to-School Night
Our Principal sends a letter home inviting parents and families to attend this important function. At Back-to-School Night parents are greeted by administration, counselors, and support staff. The parents have the opportunity to meet all of their students' teachers and learn course requirements as well as the teachers' expectations. They are able to vote for School Site Council leaders at this time and are encouraged to become involved.

Principals Partners' Day
In the KHSD, Principal's Partners' Day is another form of community outreach. Principals invite our community partners and showcase all that Mira Monte has to offer. Community partners are given a tour of the school and have the opportunity to observe various classrooms and teachers in action.

Categorical Programs
The EL, Title I and Migrant departments meet with parents six times a year. A program is designed to recognize student improvement, therefore giving parents an opportunity to come to school to celebrate. At other meetings, information regarding testing, graduation requirements, and available resources are shared with parents. There are translation headphones for those parents who do not speak English.

AVID
Our AVID program involves and educates parents to create a college-going culture. We have a parent pot-luck, and students share their work from the AVID classes.

Pride Foundation
The Mira Monte High School Pride Foundation is a non-profit booster club organized to raise money for sports and other extracurricular needs. The group meets monthly and as needed.

GATE
The GATE Parent group meets annually. Topics include: academic performance, Honors/Advanced Placement courses, and student enrichment opportunities.

School Site Council
School Site Council, which meets four times a year, is an opportunity for parents to play a key role in the educational process. Parents are nominated for two-year terms and elected at "Back to School Night," hosted in the fall.

Parent Institute for Quality Education (PIQE)
PIQE is a parent educational training program. The training is designed to develop skills and techniques which will enable parents to address the educational needs of their school-aged children.

Progress of parental involvement for parents of students in Migrant and EL programs

- The KHSD has developed a written parental involvement policy with input from Title I parents. Many of these parents are parents of students participants of the Migrant and/or EL program. The policy is incorporated into district and school site plans and is distributed to all parents.
- Parent representatives from each school site are invited to take part in monthly District Parent Advisory Committee meetings. Meetings provide opportunities for parents to formulate and render suggestions for program modification or improvement as well as provide an arena for timely responses to these suggestions from Title I program leadership and school/district administration.
- District parent meetings are conducted monthly with emphasis on helping parents understand school programs, educational offerings, how to advocate for their children, and how they can become more involved in their children's education.
- The Kern High School District Parent Advisory Committee (DPAC) is composed of parents whose children participate from the Migrant program. At DPAC meetings, parents are able to take part in an advisory role to positively affect Title I and Migrant program issues and concerns. In the same capacity, committee members are able to promote parental involvement activities which advocate that parents:
  - provide basic physical and emotional needs of students which affect success in school
  - support and participate in learning activities at home with students
  - participate in parent/teacher conferences, home visits, and telephone conversations
- The Kern high school District supports parent involvement through Parent & Family Centers established at 15 school sites. The centers are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers serve as the hub for parent training and create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families.
- Kern High School District representatives present the following information annually to Migrant and EL program parents reps.
  - a description and explanation of the curriculum and materials used in classes
  - information on the assessments used to measure student progress
  - information on the proficiency levels and/or program goals students are expected to meet.
- A yearly parent involvement needs assessment and subsequent evaluation is conducted at the District Committee meetings to provide guidance in the identification of needs of Title I parents and the effectiveness of Title I parent involvement activities. As a result of the Kern High School District's Title I parent involvement evaluation process, workshops, meetings, parent institutes, and other forums are planned and made available to parents to fill the expressed needs.
- To facilitate the participation of non-English speaking parents, District meetings are conducted with the assistance of a Spanish/English interpreter. All written materials provided to parents are delivered in both English and Spanish.

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
Mira Monte High School is committed to providing a safe and orderly learning environment for staff and students who build on the cultural richness of our community through activities, clubs, athletics and other events that represent the different ethnic groups on campus. Some clubs, such as, Project Best, support a significant sub-group, with many other clubs available for all students to participate in and support the community and school. The administration provides staff development training to assist teachers with the unique needs of our student population. Instructional leaders, administration, and professional development leaders provide staff development based on staff and student needs. Mira Monte High School has committed to the implementation of Multi Tiered System of Supports such as Positive Behavioral Interventions and Supports (PBIS) for students. The staff is in the process of developing strategies and expectations that are developed with the help of the student body by promoting a positive learning, safe and secure environment for students and staff.

At the beginning of each year, the Assistant Principal of Administration provides staff development on safety procedures, which include evacuation drills, emergency drills, lock-down procedures, and information on threat assessment, and gang activity that may affect our student population. Throughout the year supplemental information and safety reviews are provided to all staff. Our school practiced emergency procedures on October 19th, 2017. Students are encouraged to help keep our campus safe, and report to the teaching staff or administration any criminal activity or unsafe practices on campus that may create an unsafe and negative school environment. Students are empowered to take responsibility for school safety by participating in clubs that promote school leadership. Students are made aware of the dangers of drugs and alcohol through district programs that are taught each semester to all students as part of the curriculum for Health classes.

Promoting a positive learning environment includes creating a physical environment that will support and nurture student learning. This is accomplished by providing appropriate support through classified staff to help maintain classrooms and school grounds. School grounds are also maintained through community service programs, such as the Lunch Detention Program. School facilities are available for community activities, sporting events, and serve as a Disaster Relief Center for the Red Cross during local emergencies within the community. The Dean's office maintains open communication with all law enforcement agencies, which include, Bakersfield Police Department, Kern County Probation Department, Sheriff's Department, Mental Health Services, Child Protective Services, and the Kern High School Police Department. Mira Monte High School is a closed campus, and students and staff are secured from any criminal element by maintaining a safe perimeter during the academic day. Our Deans office provides supervision of the entire campus. Our Deans office includes our Dean of Students, Dean of Instruction, Assistant Dean of Students, Dean's Secretary, seven Campus Supervisors, community counselor, truancy reduction clerk, and one campus police officer. Each security personnel are assigned to a designated area for maximum coverage and student supervision. The Assistant Principal of Administration is responsible for maintaining the NIMS procedures, and campus supervisors are supervised by the Dean of Students. Each year the district provides staff development for the campus police officer, campus supervisors, and the Dean of Students.

Our School Safety Plan was reviewed and approved on by our School Site Council team on November 14th, 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	11.2	8.5	16.5
Expulsions Rate	0.0	0.2	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.5
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	418

* 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)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	29	24	22	33	48	51	24	43	54	55	33	32
Mathematics	30	28	26	28	28	35	10	20	17	57	45	53
Science	33	32	29	10	12	17	9	9	18	43	42	37
Social Science	29	25	22	19	25	35	3	9	12	40	37	38

* 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

Mira Monte High along with the Kern High School District puts a focus on professional development as our goal is to continually improve the instruction of our teachers. Along with professional development for academic content areas there is a focus on providing professional development for positive behavior intervention and supports for all staff. Currently our staff is attending the following behavioral intervention trainings: Restorative Practices, Implicit Bias, Get Curious Not Furious, Social Emotional Learning 1.0, Social Emotional Learning 2.0.

Staff participates in three full inservice days; two before school starts and one full day during the third week of January. During the school year we have 17 one hour PLC meetings and 6 one hour faculty meetings. Along with the 17 PLC meetings, PLC teams can request buy out days or attain additional hours so their team can work to improve student learning.

All teachers are encouraged to attend conferences related to their subject area, along with those professional development opportunities teachers can also attend the AVID summer institute, PLC conference, PBIS conference, GAFE Summit, Link Crew/CADA training, district tech trainings, and literacy across curriculum (Dr. Jill Hamilton-Bunch). For our new teachers our site has a bi-weekly classroom pride sessions where new teachers and veteran teachers can collaborate. Those meetings are facilitated by Jan Kenny who is the KHSD program specialist and helps new teachers get acclimated to teaching in our district.

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes
- 2015-16: 4
- 2016-17: 4
- 2017-18: 3 full day in-service, 17 PLC meetings, 6 faculty meetings

The Kern High School District provides ongoing, subject-specific professional development (PD) to strengthen the instructional capacity of its teachers and build strong learning communities within the organization. Through the offices of Instruction and Instructional Services, PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth.

Based on student literacy and math data, the district continues to focus on PD in literacy and numeracy. Teachers who teach Access, the district's literacy program, meet regularly to assess their students' learning and to ensure that they are effectively implementing the instructional practices defined by the course. The Teacher on Special Assignment (TOSA) who oversees the Access program often meets with a cohort of Access developers to review student progress in order to provide the next appropriate session of PD, which typically addresses the intervention needs of the students and the instructional performance of the teachers. Because the groups meet systematically and generally attend in site-based teams, trust has been cultivated so that teachers comfortably share their frustrations, as well as their successes. Based on various forms of feedback, teachers report feeling supported in their efforts to teach Access (students who read between the fourth and sixth grade levels) and Pre-Access (students who read below the fourth grade level). They also report a significant increase in their students' reading ability, some seeing as much as one year's growth in less than a year.

PD for Foundations, the district's math intervention course, is similarly constructed. The TOSA who oversees the district's math program meets with the Foundations teachers routinely to assess program effectiveness in relation to student growth. Adjustments to instructional practices and assessments are made based on these PD sessions. As the redesigned Foundations course uses a blended learning model to differentiate instruction, teachers also meet with Edmentum™ coaches to help them integrate the online learning component into their instructional routine. A (pilot) lesson-study training was also offered this year to a small group of Foundations teachers who wished to delve into their teaching practices at a comprehensive level. The sessions include peer observations, a noteworthy advancement to the district's PD offerings. One veteran teacher in the group commented that she realized she needed to "up her game" after completing the observation process. The district believes this model may enrich the learning process of all its teachers and further strengthen the professional learning community (PLC) protocol. As to the specific benefit of the math teachers, this model may improve math instruction, overall, so that more students complete algebra successfully and continue taking higher-level math throughout high school.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one third of incoming ninth grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district employees nine TOSAs in the department of Instructional Services: Literacy, English Language Arts, English Language Development, Math, Science, AVID, and two in the Kern High Induction Program (KHIP, formerly known as BTSA). Each TOSA works with his or her respective department, as well as each instruction director and the Associate Superintendent of Instruction, to provide testing and legislative updates and develop appropriate PD that addresses alignment of standards, effective assessment and intervention practices, and implementation of instructional routines that optimize student learning each day. In addition, TOSAs work with sites, as per teacher and/or administrator need. For example, TOSAs meet with individual teachers, PLCs, or provide whole-school trainings, such as trainings in the proper use of STAR Renaissance© for reading and math progress monitoring. TOSAs also meet with education and/or industry partners to develop their programs further and to ensure that current trends and skills are included in the instruction. For example, the science TOSA meets with local industry to develop externships during the summer. Last year, 17 science teachers participated in externships, working with AERA Energy and in the FabLab at California State University, Bakersfield, Chevron's sponsored science lab. Finally, TOSAs organize summer work for their subject matter. This work involves creating resources and/or providing additional trainings. The KHIP TOSAs, for example, provide specific trainings for new teachers.

[Note: The district does not currently have a TOSA for History-Social Science. The English Language Arts TOSA works with the History-Social Science facilitator to provide PD. This year, PD in the new framework was provided by the California History-Social Science Project through UC Davis and through the Stanford History Education Group.]

In addition to the instructional experts housed at the central office, the district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,168	$50,221
Mid-Range Teacher Salary	$67,692	$83,072
Highest Teacher Salary	$101,126	$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		$128,094
Average Principal Salary (HS)	$129,982	$146,114
Superintendent Salary	$230,625	$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,584	$1,131	$5,453	$64,127
District	♦	♦	$8,393	$73,350
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			-42.5	-13.4
Percent Difference: School Site/ State			-18.6	-25.4

*   Cells with ♦ do not require data.

Types of Services Funded

Mira Monte High School receives special funding for Special Education, Title I, Tech Prep, and Migrant Education. Special Education, Migrant, ELL and Carl Perkins are funded on an annual basis.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mira Monte High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	9.1	7.9	5.6
Graduation Rate	88.44	89.25	91.31
Kern High School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	755
% of pupils completing a CTE program and earning a high school diploma	4.54%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	14.41
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	35.46

*   Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	2	♦
Science	1	♦
Social Science	2	♦
All courses	6	12.5

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	92.16	88.26	87.11
Black or African American	69.57	84.98	79.19
American Indian or Alaska Native	66.67	79.66	80.17
Asian	83.33	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	94.03	87.73	84.58
Native Hawaiian/Pacific Islander	0	85.71	86.57
White	86.96	89.38	90.99
Two or More Races	100	88.89	90.59
Socioeconomically Disadvantaged	91.31	86.05	85.45
English Learners	80.7	73.45	55.44
Students with Disabilities	25	18.59	63.9
Foster Youth	100	79.1	68.19

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 33 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 17 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 28 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

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.