

Mira Monte High School

1800 South Fairfax Rd. • Bakersfield, CA 93307 • (661) 366-1800 • Grades 9-12

William Sandoval, Principal
william_sandoval@kernhigh.org
miramonte.kernhigh.org

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



Kern High School District
5801 Sundale Ave.
Bakersfield, CA 93309-2924
(661) 827-3100
www.kernhigh.org

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School Description

Mira Monte High School, one of 18 comprehensive high schools in the Kern High School District, began its twelfth year with approximately 2550 students for the 2019-2020 school year. Mira Monte's incoming 9th graders come to us from 10 feeder schools and 4 feeder districts. Our tenth graduating class will proudly receive diplomas on May 27th, 2020. Our most recent UC/CSU A-G qualification rate was 37.8% for the class of 2019. The school demographic composition is as follows: 5% African American, .3% American Indian or Alaskan Native, .4% Asian, .2% Filipino, 89.4% Hispanic, 0% Pacific Islander, and 3.5% White. Of our total population, 10.3% are English Learners, 4.2% Migrant, and 94.2% of students are eligible for free/reduced priced meals. Additionally, 11.3% 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 park like 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

Mira Monte's mission 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.

Beginning in 2015, the Mira Monte staff was guided through a self reflective process to develop a new mission statement for the school. Developed with a new school leadership team in place, the current mission reflects an inclusive and collaborative effort to shape and clarify the school's focus for the future.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	664
Grade 10	619
Grade 11	622
Grade 12	563
Total Enrollment	2,468

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.3
Asian	0.9
Filipino	0.3
Hispanic or Latino	89.4
White	3.4
Two or More Races	0.2
Socioeconomically Disadvantaged	95.1
English Learners	7.6
Students with Disabilities	12.4
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Mira Monte High	17-18	18-19	19-20
With Full Credential	117	107	94
Without Full Credential	8	8	9
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Mira Monte High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1

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

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

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 32 different career pathways as outlined by the California career technical education (CTE) 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 33 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 seven 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 26 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.

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

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. Instructional needs are determined based on CELDT/ELPAC, CAASPP, and/or district and site assessments. 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: 8/30/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language 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, 2007 Edge Fundamentals Student Edition, National Geographic, 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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, Biology 2007-11 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 1 2003 Nexttext/ McDougal Littell Abriendo Puertas: Tomo 2 2003 Nexttext /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	Various lab equipment appropriate to the course The textbooks listed are from most recent adoption: Yes 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.

The Mira Monte overall rating was an "Exemplary" with a 98.41%.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	36	49	51	50	50
Math	11	8	22	21	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.3	19.4	19.2

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	599	565	94.32	36.17
Male	293	275	93.86	31.39
Female	306	290	94.77	40.69
Black or African American	29	25	86.21	28.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	537	509	94.79	37.01
White	23	21	91.30	23.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	570	539	94.56	34.57
English Learners	174	159	91.38	7.55
Students with Disabilities	70	53	75.71	3.77
Students Receiving Migrant Education Services	27	25	92.59	44.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	599	566	94.49	8.14
Male	292	277	94.86	6.86
Female	307	289	94.14	9.38
Black or African American	29	24	82.76	4.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	537	512	95.34	8.22
White	23	21	91.30	4.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	570	539	94.56	7.25
English Learners	174	160	91.95	0.63
Students with Disabilities	70	57	81.43	0.00
Students Receiving Migrant Education Services	27	25	92.59	8.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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
- 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 throughout the school year (listed below). 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, 2019. Below are the dates of our emergency drills and updates to our safety plan:

- Mandated Reporter Training- All Staff (August 13th).
- Suicide Prevention Training- All Staff (August 13th).
- Run/Hide/Fight Training- All Staff (August 13th).
- Fire Drill & Evacuation- Staff & Students (August 28th).
- Lockdown Drill- Staff & Students (September 10th).
- Mental Health Awareness Week- Staff & Students (September 23rd-September 27th).
- Raptor Security System check in.
- Hired an additional full-time campus supervisor, increased all campus supervisor work hours.
- Perimeter checks are completed four times daily of all entry points.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	16.5	9.4	10.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	411.3

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	51	54	32	23	59	41	43	19	83	65	5
Mathematics	26	35	17	53	25	42	29	43	20	61	44	21
Science	29	17	18	37	27	21	11	44	21	30	41	11
Social Science	22	35	12	38	24	30	14	37	19	45	22	28

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	

KHSD provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. 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. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

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 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 Solution 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.

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 training's: Restorative Practices, Implicit Bias, Get Curious Not Furious, Social Emotional Learning 1.0, Social Emotional Learning 2.0.

Staff participates in three full in-service 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 Laura Whipple 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

2018-19: 3 full day in-service, 17 PLC meetings, 6 faculty meetings

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,314	\$52,466
Mid-Range Teacher Salary	\$70,772	\$87,373
Highest Teacher Salary	\$105,728	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$135,691	\$153,904
Superintendent Salary	\$255,809	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,606	\$1,797	\$5,809	\$71,122
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.9	6.8
School Site/ State	-26.7	-7.3

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

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

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)

Rate for Mira Monte High School	2015-16	2016-17	2017-18
Dropout Rate	5.6	4.3	6.5
Graduation Rate	91.3	93	89.2

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

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

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	817
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	65.5
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.01

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	8	4.6

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.