F

Miramonte High School

Acalanes Union High School District

Focus on Learning
WASC Self-Study
2022-2023

Submitted to the
Western Association of Schools and Colleges
and the
California State Department of Education
2022-2023 School Year

Ben Campopiano, Principal
Jami Greer, Associate Principal
Danny Caravalho, Associate Principal
Susan Williams, WASC Self-Study Coordinator
Stephanie Brady, WASC Self-Study Co-Coordinator

Board of Education

Nancy Kendzierski, President
Kristin Connelly, Board Member
Jennifer Chen, Board Member
Christopher Grove, Board Member
Christopher Severson, Board Member
Rebecca Joseph, Student Member

District Administration

John Nickerson, Ed.D., Superintendent
Amy McNamara, Associate Superintendent, Administrative Services
John Walker, Associate Superintendent, Educational Services
Mary Rodriguez, Director of Educational Services & Technology
Lynna McPhatter-Harris, Director of Student Support, Equity, and Inclusion
Karen Heilbronner, Director of Special Education and Auxiliary Services
Julie Bautista, Chief Business Official

Table of Contents

PREFACE

> **Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process.**

As our WASC process unfolded, the experience of emerging from an unprecedented COVID lockdown and distance learning offered a unique opportunity to watch our systems adapt and grow under the pressures to evolve quickly in service of our students. Furthermore, our WASC process granted focus groups the opportunity to reevaluate nearly every aspect of what we offer and how we function at Miramonte High School. We have been working in the spirit of the ACS WASC Process Guide's description of the WASC cycle of continuous improvement and inquiry: "to raise the urgency for system change; to recommit to a vision of high academic achievement for all students; and to investigate further causes, barriers, impediments, challenges, remedies, and solutions to maximize student achievement and learning."

THE FOUNDATIONS

The Miramonte WASC Self-Study Process has been collaborative among staff, students and parents. In the fall of 2021, Miramonte began our process by selecting our co-coordinators. The MHS WASC leadership team participated in WASC mandated training including attending self-study visits at other area high schools. Our instructional council team, made up of department chairs, administrators and other campus leaders, began reflecting on the significant developments since our last WASC review to guide and shape discussion among upcoming home and focus group collaborations.

In February of 2022, focus groups were formed to include staff, parents, and students ensuring cross-curricular, classified job-type and community-wide representation. Staff and student volunteers also began the collaborative process of revising our school's Mission and Vision statements through surveys, focus group work and sub-committee.

Guided by the directions and feedback provided by focus groups, we began to revise our most recent midterm report to form the foundation of Chapter One in August of 2022. Revisions to the School Profile, Chapter Two, began around the same time as we anticipated Dashboard results.

Despite considerable changes in both administration and staff, the focus groups continued their work during the fall of 2022—identifying areas of strength and areas of growth. Additionally,

the identified schoolwide areas of growth helped to strengthen the related goals of the Mission, Vision, Schoolwide Learner Outcomes, and the developed Action Plan.

Throughout the fall of 2022 we continued to message out to our staff, parent, and student communities about the process and purpose of the WASC review with a focus on the valuable opportunity for self-reflection and growth.

THE MISSION
Miramonte High School aspires to provide a supportive, engaging, and equitable environment to help students become positive contributors to our world community.

THE VISION
Go **M**indfully, **A**uthentically, **T**ogether and **S**erve (Go MATS!)

SCHOOLWIDE LEARNER OUTCOMES
1. **Learners** who:
   a. Demonstrate proficiency of curricular standards and essential skills
   b. Maintain a growth-mindset to improve and develop, particularly when challenged
   c. Engage in learning opportunities to not only expand their future opportunities, but to improve their personal development
2. **Communicators** who:
   a. Listen objectively and empathetically
   b. Express themselves effectively and creatively
   c. Utilize reliable evidence to support their ideas and claims
3. **Collaborators** who:
   a. Solve problems cooperatively with others
   b. Demonstrate inclusivity, empathy, and compassion
   c. Welcome and explore ideas from multiple perspectives
4. **Citizens** who:
   a. Engage actively and positively in local and global community initiatives
   b. Respect and are intentionally inclusive of the diversity and perspective of others
   c. Demonstrate responsible behavior and work to maintain their well-being

CHAPTERS AND TIMELINE OF WORK
Our Chapters and Timeline of Work reflects consistent collaboration by all stakeholder groups following WASC's *Focus on Learning* process guidelines.

THE RESULT

Keeping in the spirit of the last three years, the WASC self-study required real-time pivots and adjustments. The timeframe of the study incorporates remote, hybrid, and in-person instruction. The study required reflection, professional development, inquiry, and innovation to meet the immediate needs of our students and, therefore, we feel confident that our action plan reflects the best thinking of our whole community and will serve as a clear, data-driven guide for ensuring that our students will graduate having met the established SLOs. A Miramonte graduate will develop the capacity to meet the challenges post-high school requires. Our action plan couples well-being with our district LCAP and SPSA. Ultimately, this alignment will ensure our students and staff have the capacity and resources to implement and monitor the schoolwide action plan so that we are poised to serve our students more effectively not just under "normal" circumstances, but also in unpredictable contexts that may arise in the next six years.

CHAPTER I: Progress Report

> **1. Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

Through the reflective and collaborative work of schoolwide stakeholder groups, the following changes and developments have been identified as the most significant since Miramonte High School's last full WASC Self-Study in 2017.

NEW ADMINISTRATION

Miramonte was led by the same principal through both the 2017 and 2019 Self-Study reviews, with a new principal only joining in July of 2021. While the principal position has been relatively constant, the Associate Principal positions have rotated frequently; no Associate Principals have stayed more than two years in the past six years, seeing eight different individuals fill the two positions over that time. Despite these frequent changes in leadership personnel, Miramonte Faculty and Staff have been able to maintain a consistent level of high quality academic and extracurricular programming responsive to the needs and expectations of students and families.

At the district level, some key positions have either been added, revised and/or experienced turnover. While the Superintendent has been in the position since 2011 and the Associate Superintendent of Administrative Services since 2015, the Associate Superintendent of Educational Services position was left vacant for the 2021 - 2022 school year and filled with a former district principal for the 2022 - 2023 year. Director positions and new personnel were added for Fiscal Services; Educational Services & Technology; and Student Support, Equity & Inclusion. Overall the restructuring of roles has been received positively and new employees have transitioned well into their positions with minimal disruption.

ENROLLMENT TRENDS

Miramontes' student enrollment is currently at 1,182. We have fluctuated by about 100 students from 2017 where we stood at 1,282. The slightly declining overall enrollment has, in general, impacted elective classes. Combined with the challenges of maintaining engagement in the Visual and Performing Arts during remote schooling, enrollment in those courses specifically has decreased, causing some challenging scheduling issues for teachers and loss of course offerings for students.

MODIFIED BLOCK SCHEDULE

In 2017, the Acalanes Union High School District formally approved a new school-day schedule for the four comprehensive high schools in the District. In 2022, the Bell Schedule was adjusted slightly to meet the new state required 8:30 AM start time.

This adoption came after a year-long development process by a joint Task Force of staff, students and parents that collected and analyzed a wide range of data from surveys, focus groups, community forums, student performance data, California Healthy Kids Survey data, Stanford Survey of Adolescent School Experiences Data, and academic literature pertaining to school schedules. Stakeholders were looking for a bell schedule that would allow for deeper engagement with new Common Core and Next Generation Science Standards (NGSS) and be better suited for collaborative activities, hands-on activities, simulations, and authentic assessment. The Task Force also aimed for a schedule that facilitated in reducing unhealthy levels of academic stress by slowing the pace of the day and adding an academic intervention period aka 'Academy.' Another key feature of the new schedule was the importance placed on embedding teacher planning and collaboration time. The primary reasons for the new bell schedule, both academically and socially-emotionally, have proven justified when reflecting on the significant impacts of this schedule change, made evident throughout the programs described below.

ACADEMY

Under the new school day schedule, Academy has become the primary Tier 2 academic intervention at Miramonte. Twice a week, a range of activities are offered during Academy, including test retakes, core concept reteach sessions, and collaborative study spaces. While the primary focus of Academy is targeted academic intervention, students who do not need that level of support appreciate the autonomy to work independently or can participate in other enrichment activities such as our peer tutoring or guest speaker programs.

TeachMore, an online scheduling tool is used by teachers to post Academy offerings and students to register for a specific session or teachers to tag a student they feel needs additional support. In addition, the platform allows teachers and administrators to track student attendance and intervention trends in order to coordinate data-driven approaches to tiered intervention. Academy is overwhelmingly viewed by students and teachers as one of the most positively impactful byproducts of the shift to a block schedule (See Category E3.1).

COLLABORATION

Under the new schedule, Miramonte certificated staff have additional opportunities to collaborate. Weekly, staff engage in Professional Learning Community collaboration.

Subject-level teams work together, focusing on the four main PLC questions (What do we expect our students to learn and be able to do? How will we know they are learning? How will we respond when they do not learn? How will we respond when they have already learned?) Staff are able to choose their own teams and pace themselves according to their needs and record and share progress. (See Category B)

COMMON ASSESSMENTS

Time to develop benchmark assessments and shared best practices was a recommendation from our previous WASC report. There was initially site based autonomy for common assessments; however, there were inconsistencies among teams and sites with little professional development or support provided to teachers. Consequently, the common assessment initiative was taken district wide in the spirit of coherence and best practice. All first-year classes at all four AUHSD sites are currently in the process of implementing at least two district-wide common assessments in ELA, math, science, and social studies. Our long term goal is for course-alike teams at each site to use common assessments to guide instruction and intervention. The AUHSD Plan includes timelines and focus groups responsible for implementation over a span of two years, 2022-24. (See Category D).

NEW LEARNING MANAGEMENT SYSTEM (CANVAS)

Starting in 2020, all four AUHSD schools began to utilize the Canvas learning management system, replacing SchoolLoop. Because Canvas is a more robust platform than previously used, more support was needed to help teachers maximize its full functionality while maintaining consistency and accessibility for the end student and parent user. Canvas training and support is provided at all professional development days. Canvas is our primary form of communicating course expectations, information, assignment calendars, and grades and is widely appreciated by the community.

HOMEWORK POLICY

Data from the Stanford Survey of Adolescent School Experience showed Miramonte students were spending over three hours every school night completing homework and receiving less than seven hours of sleep. In an effort to reduce stress and address equity issues related to homework, in 2019 the AUHSD Homework Task Force crafted a district-wide homework policy. The key tenets seek to ensure homework is meaningful with the purpose, expectations and guidelines clearly communicated. Students and parents appreciate this transparency.

CURRICULUM

Administrators work with the Instructional Council to annually review potential course offerings. Responding to new curricular standards, student interests and needs, school-wide goals, and teacher recommendations, since our last full WASC cycle, the following courses have been added: Semester Courses - Weight training, Yoga, Human & Social Development, Introduction to Engineering Design, Ethnic Studies, AP Macroeconomics, Introduction to Computer Science and Full- Year Courses AP Computer Science Principles, AP Computer Science A, Digital Electronics, Principles of Engineering, English 4: Deconstructing Race, English 4: Film & Media, AP Language & Composition, AP Physics 1 & 2, Fusion Reading, AP World History, AP Psychology, Chamber Singing Honors, Adv. Drama Honors.

Considerable work has also been put into the evaluation of curriculum with an equity lens through course-alike teams and district-wide professional development opportunities. These collaborations support teachers in their work to create and revise lessons and units that seek to enrich student engagement through the inclusion of diverse perspectives.

STUDENT CURRICULUM CONSULTANTS

In the fall of 2020, Miramonte launched the Student Curriculum Consultant Program to give students with curricular concerns involving diversity, equity and inclusion a proactive way to collaborate with teachers to better include multiple perspectives. Coordinated through the Equity TOSA position, students (mainly 11th and 12th graders) and teachers volunteer to participate and work collaboratively to determine a specific focus. Teams meet at various times throughout the semester to discuss, reflect, plan and research new lessons and practices. Over the past three years students and teachers have worked together on not only the what (lessons like LGBTQ+ and Asian identity in Latin America and how to address mental health issues when discussing the effects of beauty standards in our society) but also the how they teach by collaborating to improve instructional strategies used in classes, ranging from group selection, seating charts, questioning strategies and rubric development. (See Ch.1.3 SPSA Goal#1 Evidence)

DIVERSITY, EQUITY, AND INCLUSION WORK

From 2017 - 2022, 75 Miramonte staff members have attended District DEI training. During the summer of 2020, a Guiding Coalition was formed. The group included staff, students, and parents, and their collective goal was to build a school culture that honors diversity, fosters racial equity and inclusion and promotes social-emotional well-being for all students, one of our schoolwide critical areas for follow-up from our previous WASC visit. The efforts of this group have been ongoing and key priorities are presented in the Miramonte Diversity, Equity, and Inclusion Plan. Currently, this work has evolved to being naturally embedded within our

curriculum. The district has also been offering a variety of ongoing professional development opportunities in this area, as a result of these combined efforts, noticeable shifts have been occurring in diversifying curriculum, grading policies and mental health and wellness supports. (See Category E).

WELLNESS CENTER

During the 2018 -2019 school year as part of a district-wide initiative, Miramonte opened its [Wellness Center and Student Union](#) to support the mental health as well as the educational, developmental, social-emotional and physical needs of our student community. The Wellness Center team works with the Counseling Department, Special Education Department, Health Office and community based organizations to offer classroom presentations and support school-wide events aimed at developing resilient, health-conscious students. The development and implementation of the wellness center program is directly aligned with district, site and WASC goals and great strides are being made in normalizing the seeking of support and establishing a schoolwide climate of care.

TECHNOLOGY AND FACILITIES

Miramonte is a 1:1 and BYOD school. Students who need a device may check out a chromebook from our technology department for yearly or daily use, although the majority of our students bring their own devices. Students and staff can receive support throughout the school day at the tech office. We have been regularly updating wifi access points, and upgraded to a "10gb Backbone" to optimize server bandwidth. The Miramonte community appreciates the high functioning technology infrastructure that supports the various educational technologies used in offices and classrooms everyday.

HVAC improvements were made during COVID to ensure compliance with air quality and safety measures. Roofing and painting projects were initiated. Upgrades in these areas are ongoing. Other improvements have been prioritized to align with site goals around campus climate and culture: new furniture in the Wellness Center/Student Union, classrooms and Library; additional outdoor seating, landscaping and improved signage.

> **2. Comment on the ONGOING FOLLOW-UP PROCESS for implementing and monitoring the schoolwide action plan/SPSA as they align with the LCAP goals.**

Annually, the AUHSD District administration revises and presents to the governing board and community the Local Control and Accountability Plan (LCAP). The following are the LCAP Goals for 2022 - 2023:

- **Goal 1** - High Quality Programs: Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness
- **Goal 2** - Access and Equity: Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs
- **Goal 3** - School Climate and Social-emotional Development: Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students
- **Goal 4** - High Quality Staff: Recruit, develop and retain high quality certificated, classified and administrative staff.

In alignment with district LCAP Goals, Miramonte site administration, along with the following staff and community leadership groups: Instructional Council, Course-alike Team Leads, TOSA's, Site Advisory Council, Parent's Club and the Student Leadership Class, also annually develop, revise, implement and monitor the Single Plan for Student Achievement Site Goals.

The 2022 - 2023 SPSA goals are:

- **Goal 1** - English Language Arts Performance: Miramonte High School will implement curricular, instructional, and support strategies to ensure high-level English language arts performance, and college and career readiness for all students. (LCAP 1, 2)
- **Goal 2** - Mathematics Performance: Miramonte High School will implement curricular, instructional, and support strategies to ensure high-level mathematics performance, and college and career readiness for all students. (LCAP 1, 2)
- **Goal 3 -** Campus Climate: Miramonte High School will implement curricular, instructional, student support, and communication strategies to increase the following: student connectedness, increase student belonging, and foster positive academic engagement in an equitable and inclusive school environment. (LCAP 3)

The SPSA Goals presented in the 2017 and 2019 WASC reports contain the same core focus areas of ELA and Math performance and campus culture and climate. The current goals are

intentionally aligned with the other district high schools at the top level and then contain sub-goals meant to address site-specific areas of need.

The revision, implementation and monitoring of the Single Plan for Student Achievement (SPSA) also involved the incorporation of the Critical Areas of Need as outlined in the 2017 and 2019 WASC reports. They are:

- **CAN 1** - Intervention: Use data to create and maintain a comprehensive intervention system
- **CAN 2** - Achievement: Increase achievement for targeted groups
- **CAN 3** - Culture: Support and advance a school culture that promotes inclusivity and social-emotional well-being for all students

Additionally, the following recommendations were made in the 2019 Visiting Committee Report:

- Continue to find ways to reduce stress (all stakeholders).
- Continue to support teachers with professional development to ensure that they can implement the most effective research-based instructional practices to implement the block schedule
- There is a need for facilities modernization, including painting the outside of the school, new furniture and technological upgrades that will support student learning and promote school culture

> **3. SUMMARIZE PROGRESS on each section of the current schoolwide action plan/spsa goals that incorporated all schoolwide critical areas (growth areas for continuous improvement).**

The SPSA Goals listed below were identified in the 2019 Mid-Cycle Report:

SPSA Goal #1
Miramonte High School will continue to support students in accessing the curriculum in English Language Arts through the implementation of strategic professional development, collaboration amongst teachers in rewriting course curriculum and transforming lessons, and reflection on common assessment data to prepare students to achieve college and career ready status as measured by the California Assessment of Student Performance and Progress (CAASPP). Miramonte High School will increase the percentage of students attaining the achievement levels of "Standard Met" or "Standard Exceeded" on the ELA/Literacy section of the Smarter Balanced Assessment by 2 percentage points from 2020 to 2023.

PROGRESS	IMPACT	EVIDENCE
Professional development and collaboration: ● Curricular Teams teams meet weekly, have established essential standards and set SMART Goals. ● Collaboration with TOSA' to support struggling students through Academy tagging and peer tutors Rewriting course curriculum: ● New choices of courses added for English 4 and English 3 ● Addition of diverse texts ● Increasing work with student curriculum consultants ● Addition of audiobook platforms Common assessment: ● English 9 has developed district-wide common assessment ● Eng. 9 & 10 intersperse a common online reading, lesson and assessment tool. ● Common vocabulary and grammar course content has been developed and implemented for Eng. 9 & 10, along with the use of ● Planned, targeted Academy interventions based on proficiency on essential standards in common assessments	New courses have been very popular. 2022-23 SY has 2 sections of Eng 4: Deconstructing Race, 5 sections of Lit. Film, Media, 3 sections AP Lang The addition of new reading selections has been a noticeable improvement for both students and faculty The English Dept. has embraced the student curriculum consultants program at all levels and incorporated student voice in lesson development and revision. Audiobook platforms have provided support for students with IEPs and 504s providing broader and alternative access to course content Eng 9 common assessment was started at Miramonte and became the model for the district-wide assessment as was the use of CommonLit as an online tool that has made tracking progress of student skill development Vocabulary and Grammar parity in all Eng. 9 & 10 courses has ensured essential standards are addressed schoolwide Collaboration and PLC work led to crosswalk of ELA standards and library research skills	PD Work Overview (2017 - 2022) Curricular Team Goals English 9 PLC Planning Doc Eng. 3: AP Language & Composition Eng. 4: Deconstructing Race Eng 4: Literature, Film and Media English Dept. DEI Texts English 9 House of Mango Street Lesson Bookshare; Learning Ally English 9 District Common Assessment (Prompt, Rubric) Membean Vocabulary Program Grammar: Eng10 ; Eng 9 CommonLit ELA / Research Standards: Grades 9 - 12 Sequence

SPSA Goal #2

Miramonte High School continue to support students in accessing the curriculum through the implementation of strategic professional development, collaboration amongst teachers in rewriting course curriculum and transforming lessons, and reflection on common assessment data to prepare students to achieve college and career-ready status as

measured by the California Assessment of Student Performance and Progress (CAASPP). Miramonte High School will increase the percentage of students attaining the achievement levels of "Standard Met" or "Standard Exceeded" on the mathematics section of the Smarter Balanced Assessment by 4 percentage points from 2020 to 2023.

PROGRESS	IMPACT	EVIDENCE
Professional development and collaboration: ● Curricular teams meet weekly, have established essential standards and set SMART Goals. ● Co-Teaching Model ● Collaboration with TOSA's to support struggling students through Academy tagging and peer tutors ● Prior to pandemic measures, classes at the Algebra 2 and PreCalculus levels were having students take regular Interim Assessments through CAASPP. That practice is picking back up again, in addition to Algebra 1 and Geometry classes looking to do the same. Rewriting course curriculum ● New Financial Algebra course added ● Increase course alignments in pacing, content and assessment ● The following math courses have implemented common schedules, notes and assessments - Algebra 1, Geometry, Geom Advanced, Algebra 2 Advanced. (All other math courses offered are either making progress toward these practices or are taught by single teachers) Common assessment ● Differentiated assessments in Algebra and Geometry	PLC work has provided teachers time to align course standards, content and pace creating a noticeably more consistent student learning experience. Every Algebra class has one assigned Special Education Co-Teacher where extra support is felt by all students. Students are exposed to the platform that administers the CAASPP test during their 11th grade year multiple times before they take the required 11th grade CAASPP assessment in the spring. This ensures a familiarity with the test platform as well as an effective way to review material that is aligned directly to the California Standards. A Financial Algebra course was added in the 2022-23 SY to address the needs of students for which the existing Algebra 2 course was not meeting needs. All students receive a similar experience in their math class regardless of the teacher which provides a greater level of equity and access to the curriculum Every Algebra and Geometry has 3 levels of differentiated assessments. Students can fluidly move levels based on specific content and ability	PD Work Overview (2017 - 2022) Curricular Team Goals Master Schedule Interim Assessments Financial Algebra Course Syllabi

SPSA Goal # 3

Miramonte High School will increase the number of students reporting being connected to school by 5 percentage points from 74% to 79% for 9th graders and from 66% to 71% for 11th graders as measured by the Healthy Kids Survey. Miramonte High School will decrease the percentage of students reporting that they "often" or "always" experience stress from schoolwork by 5 percentage points to 77% as measured by the Stanford Survey for Adolescent School Experiences.

PROGRESS	IMPACT	EVIDENCE
Connection - Wellness Center supports and programming - Cohort Academy sessions - District DEI trainings for staff and student summits - Curriculum consultants and Equiteam - Student run campus events focused on building community - Staff connection events Decrease stress - Academy period - Mindful Mondays - Grading for equity practices - Breaks during classes - School Calendar shift	With the opening of our new MHS Wellness Center, we now have a dedicated space for students to access mental health services at any time of the school day that support well-being. This center has been especially important after returning to in-person learning in the fall of 2021. All teachers have access to the Director of DEI to collaborate, problem-solve, and learn. This leads to more positive student outcomes because of increased ability of faculty to initiate and engage in new topics and experiences. Curriculum consultants program allow students to work with teachers to help diversify curriculum and give voice to multiple perspectives; Promotes inclusive and student-centered teaching strategies. Academy period in general and planned cohort sessions Many faculty members have participated in Grading for Equity seminars and have reevaluated their homework policies. Adjustments have included less weight for homework assignments and leniency in due dates. Many English teachers have incorporated Mindfulness practices into classes. By shifting the calendar to an earlier start in	Equity Work Overview (2017-2022) Wellness Work Overview (2017-2022) Healthy Kids Survey Challenge Success Survey Site Student Survey Wellness Center visits Student Connection Goals Latin X Festival BSU Summit Homework policy

PROGRESS	IMPACT	EVIDENCE
	August, two positive outcomes have been: being able to hold final exams before winter break, and thus giving a true break that supports social-emotional well-being for students, parents, and also faculty providing a better schedule for AP teachers to be able to complete their curriculum in a timely manner before the commencement of AP exams in early May. Students report liking a "work-free" vacation.	

CHAPTER II: Student / Community Profile - Data and Findings

<div style="border:1px solid black; background-color:#d9ead3; padding:10px;">

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

1. **The history and background of the school**
2. **A description of the school programs**
3. ***California School Dashboard Performance Overview* and other local measures**
4. **Examination of perceptual data, such as surveys**
5. **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
6. **Provide a brief summary that includes:**
   - **Implications of the data**
   - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
   - **Important questions to be discussed in the Focus Groups.**
7. **Include related profile materials in the appendices at the end of the report.**

</div>

GENERAL BACKGROUND AND HISTORY

Community

[Miramonte High School](#) was founded in 1955 by the [Acalanes Union High School District](#) as a comprehensive public high school serving grades 9-12. With a current enrollment of 1,182 students, Miramonte offers a wide variety of academic and elective courses to encourage students to explore diverse avenues of learning. In addition to a strong college preparatory curriculum, we offer a broad spectrum of Advanced Placement and Honors classes to challenge students and prepare them to excel at the college level. The school year consists of two 18-week semesters. The school schedule consists of a modified block with seven periods. Monday's are 'anchor days' where students have class for 45 minutes. Tuesdays and Thursdays consist of 90-minute blocks for periods 1, 2, 3, and 7. Wednesdays and Fridays consist of 90-minute blocks for periods 4, 5, and 6. On Wednesdays and Fridays students attend 'Academy' which provides an opportunity for 55 minutes of embedded intervention time.

Located 20 miles east of San Francisco, Orinda is a family-oriented suburban community of 19,460 on the east side of the Oakland/Berkeley hills. Demonstrating a strong commitment to education, the community and parents continue to give significant financial support to the academic and extracurricular programs at Miramonte. Three parent organizations work together to enhance the high school experience for all students by conducting fundraising activities and recruiting volunteers to support student programs and activities that otherwise would not be available. The Miramonte High School Parents' Club (MHSPC) supports core programming and helps to fundraise for class events and activities. The Orinda Network for Education (ONE) fundraises about one million dollars per year to contribute to many school-wide and district programs. The Miramonte Boosters Club supports all school athletic programs through staffing, equipment purchases, and capital improvements for facilities.

Miramonte ranks in the top 5% of comprehensive public high schools in California and received a 6-year accreditation from the Western Association of Schools and Colleges (WASC) in 2017. Miramonte routinely appears on the Gold Medal List of Best California High Schools and is routinely acknowledged in US News and World Report's ranking of the Best High Schools in the country.

Staff Description
Certificated Staff

A complete staff directory, including teacher information pages, is located on the school website. Further job classification categories and demographics can be found HERE. The Miramonte High School staff is comprised of 60.8 certificated staff members: 54.3% are fully (Preliminary or Clear) credentialed for subject and students placement; 2.5% of our teachers are without credentials or misassigned; 3.9% of our teachers are out-of-Field; 40 teachers have Master's degrees; 2 teachers have Doctorate degrees.

Miramonte hired 11 new teachers for the 2022-23 school year. New teachers to the profession who must clear their credential participate in the Contra Costa County Teacher Induction Program. Teacher Induction is a two-year job embedded program where participating teachers meet weekly with an experienced mentor to create an Individualized Learning Plan (ILP) using the California Standards for the Teaching Profession (CSTP) that aligns with local goals and expectations. (LCFF 1)

Classified Staff

Additionally, Miramonte High School employs 35 classified staff who provide support services ranging from clerical and technology support, instructional aids, to tiered interventionists. Our support staff is divided into four categories: (1) direct support to classroom teachers, (2)

support for administrative functions, (3) guidance or support services, and (4) support for the facilities, overall function and safety of campus. Since fall of 2021, the vast majority of our classified support staff working between the front office and counseling is new to the school or their position. (LCFF 1)

SCHOOL PURPOSE AND WASC ACCREDITATION HISTORY

Miramonte has been fully accredited since it opened in 1955. The last four accreditations have been 6-year accreditations. In 2017, the accreditation included a 3-year review, which was carried out during the 2019-2020 school year. In tandem with the LCAP and the SPSA, the WASC Action Plan helps guide the ongoing process of improving student learning.

Mission Statement

Miramonte High School aspires to provide a supportive, engaging, and equitable environment to help students become positive contributors to our world community.

Vision Statement

Go **Mi**ndfully, **A**uthentically, **T**ogether and **S**erve (Go MATS!)

Schoolwide Learner Outcomes (SLOs)

Miramonte's Schoolwide Learner Outcomes were developed in 2017 and were updated with staff input in the spring and fall of 2022 to reflect the changing needs of students and staff.

Local Control and Accountability Play (LCAP)

The following information is taken from our District's LCAP. AUHSD offers a variety of opportunities for focus group outreach and input. Starting in April 2022, the District engaged teachers, principals, administrators, students, parents/guardians, employee bargaining groups (SEIU Local 1021 and AEA), DEI student and parent groups, District English Learner Advisory Committee, and other school personnel for input on Learning Conditions, Student Outcomes, and Engagement. Input was sought regarding the District goals pertaining to high quality programing, access and equity, school climate and social-emotional development, and a commitment to high quality staffing. The metrics for measuring the implementation of high quality programs and educational opportunities for students to attain college and career readiness includes 16 metrics and is updated annually.

Drafts, budget development and further input culminated in a public hearing on June 8th where the School Board approved the 2022-2023 LCAP and budget.

<u>SCHOOL PROGRAM DESCRIPTIONS AND DATA:</u>

Courses offered at Miramonte present many opportunities and paths for students to achieve at the highest level. Our curriculum follows standard-based practices grounded in the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). Graduation requirements meet entrance requirements at both the University of California and California State University systems (a-g requirements). Miramonte offers 24 Advanced Placement courses and 10 Honors courses. (LCFF 1,2)

The following are descriptions of Miramonte's Guidance, Counseling and Curricular programs along with relevant data used to analyze student progress on achieving identified schoolwide learner outcomes and the state priorities.

Guidance and Counseling

Counseling

Miramonte's [Counseling Department](#) provides academic, college, career, and personal counseling to all students. Counselors meet annually with each student focusing on grade-specific areas of importance. In particular, junior and senior meetings have a heavy focus on post-secondary options and scaffolding next steps for how to meet these goals. In the spring of each school year, counselors meet with incoming 9th graders and their family to talk about the transition from middle to high school, select courses for the fall, and answer questions or concerns. Students may request to see their counselor at any time, either via email or drop-in.

Currently, counselors use a paper four-year planning worksheet when planning schedules. Beginning with the Class of 2027, the district is implementing the new Aeries feature of the "academic plan." The interface will allow students to create a 4-year plan and track their A-G and graduation requirements. We have a small group of students who don't meet the A-G requirements each year, overwhelmingly those students are in Special Education.

Additionally, counselors meet with students on the D/F list at each grading period to help provide targeted academic planning and support. Lastly, counselors attend IEP meetings, are part of the 504 team, oversee intervention plans, monitor English language learner status (as well as the status of newly reclassified students), and orchestrate meetings and conversations between multiple stakeholders for a myriad of issues.

The [College and Career Measures Data for the 2021 California Dashboard](#) reflects a student population with a strong graduation rate, commendable performance on Advanced Placement exams, and a robust number of students completing the A-G requirements. Through meetings with counselors and the College and Career Center, students are able to understand and

monitor how their course schedules meet the A-G requirements. The A-G data also reveals resources and programming needs to be allocated towards our students with disabilities and our socioeconomically disadvantaged population. (LCFF 2,4,5,7) (SLO 1.a)

Data:

Completed a-g Requirements – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	264	9	*	45	*	17	*	173	*	*	17	15	*	*
Cohort Percent	89.2%	81.8%	*	95.7%	*	77.3%	*	89.2%	*	*	68.0%	48.4%	*	*

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	174	3	*	33	*	13	*	115	*	*	9	6	*	*
Cohort Percent	58.8%	27.3%	*	70.2%	*	59.1%	*	59.3%	*	*	36.0%	19.4%	*	*

<div align="right">

CDE Dashboard

</div>

Analysis: One of our biggest areas for growth is supporting targeted subgroups (particularly students with IEPs, socioeconomically disadvantaged students, and students of color) to meet the A-G requirements to be UC/CSU eligible. We are adopting a program through Aeries, our student information system, which will allow us to more easily monitor and track student progress towards meeting A-G called "4-year plan." Students and families will have access to this tool and counselors will be piloting it this spring specifically with 9th graders in Special Education.

College and Career Center (C&CC)

The College & Career Center (C&CC) at Miramonte educates students and families about colleges, college admissions standards, procedures, and trends. The C&CC recognizes that each student is unique and that college guidance and post-secondary planning should reflect the individual. The College and Career Center helps students discover their values, strengths, and aspirations in order to enable healthy and confident decisions about college and life beyond Miramonte. The C&CC strives to create a supportive environment and foster active and open-minded collaboration with students, families and staff. (LCFF 3,7) (SLO 1.c)

Data: The College & Career Center does an annual impact report (2020 - 2021 & 2021 - 2022) to capture the usage of its resources by students, families and staff.

Analysis: The College & Career Center has seen a significant increase in the number of students utilizing the resources through individualized support, targeted academy sessions and partnerships with the Special Education department. Additionally the C&CC continues to increase its offerings and outreach to provide access for all students and families.

Wellness Center

The Miramonte Wellness Center was established at the beginning of the 2018-2019 school year in response to concerns regarding student mental health and well-being and recommendations from our last WASC review. The Wellness Center is staffed by two full-time employees, the Wellness Coordinator and Wellness Intake Specialist, as well as graduate-level counseling interns. Funding to staff the Wellness Center comes from ONE Orinda with donations from the Parents Club to support day-to-day supplies and operations. Through the Wellness Center, students can access a variety of support services, all geared with the idea of equipping youth with skills and resources to better regulate themselves and better access their education. Students can use the space for 15-20 minute drop ins to calm down when upset before going back to class; they can access information, resources, and community referrals for support on topics like substance use, sexual orientation/gender identity, and healthy relationships; they can receive individual counseling support; and they can build connections with caring adults (i.e. Wellness Center Counselors). In addition, the Wellness Center offers educational opportunities for staff, students, and parents to spread awareness on topics related to teen health. Past presentations include suicide prevention awareness, stress management, smart phones/social media, and deconstructing health, wellness, and body image. In addition, the Wellness Center staff has hosted parent education nights on topics like strengthening parent-teen communication. Since 2019, 535 students have been referred to receive counseling support. (LCFF 5, 6) (SLO 3.b, 4.c)

Data: Miramonte High School's Wellness Center

Number of Students Referred for Wellness Center Counseling

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Students	None Available	147	187	218	132*

*as of 12/12/22

Analysis: Likely in response to pandemic-related concerns, the Wellness Center has experienced an increase in the demand for individual counseling services. While this is an important service to offer for students, one area of focus for the Wellness Center staff is to build more Tier 1 level

programming. The goal of this is to both reach more students and engage in meaningful prevention efforts to minimize the number of student-related mental health crises.

Say Something/Sandy Hook Promise

Say Something is a youth violence prevention program from Sandy Hook Promise – a national violence prevention organization. Say Something Anonymous Reporting System allows youth and adults to submit secure & anonymous safety concerns to help identify and intervene upon at-risk individuals BEFORE they hurt themselves or others. The system enables school administrators and law enforcement to create effective interventions and to help prevent violence, suicide, bullying, self-harm and other forms of threatening behavior. With our Anonymous Reporting System, it's easy and completely confidential to report safety concerns to help prevent violence and tragedies. Students and Families obtain information, clarification, and reporting instructions via our district website. (SLO 3.a, 4.a. 4.c)

Data:

Year	2020-2021	2021-2022	2022-2023 (first four months)
Tips Received	2	8	8

Analysis: Utilizing the SaySomething product has supported and advanced a school culture that promotes social-emotional well-being for all students by providing a platform where students can report behaviors and actions that may be perceived as harmful or dangerous to our community. Students are trained at the beginning of the year by staff about how to utilize the SaySomething tip reporting system. Additionally, posters, fliers, and cards are distributed and posted around campus to provide reminders about the system. Students have reported that they appreciate a system that allows for an issue to be immediately reported and addressed, thus ensuring a safe and supportive learning environment for all students. The current increase in reports reflects students being informed and confident with the system in place.

Biased Incident Reporting Team (BIRT)

Working together to respond to incidents of bias at our school site, administrators, counselors and teachers promote safe environments where all students can learn. The Bias Incident Reporting System is for students to report incidents of harm—acts of racism, bias, sexism, microaggressions, etc. It is not to be used if a student is in physical danger or in a mental health crisis. It's an internal form created for our use in AUHSD, and Students may get clarification and reporting instructions via our district website. (SLO 3.a, 4.a. 4.c)

Data: BIRT Data on School Website; Student Survey Results from Fall of 2021

Analysis: The Biased Incident Reporting Team attempts to promote and advance a school culture of safety, honesty, and accountability by providing a platform for students to securely alert BIRT of incidents of harm that happen on campus. Students are able to do this anonymously if they wish, although that creates a barrier in BIRT's ability to follow-up with the students who report an incident. BIRT has spent the past three years marketing with information tables at lunch, social media posts, and administrators including BIRT in their beginning-of-the-year push into classes in order to better educate the student population on when and how to utilize the BIRT reporting system. Student survey data concludes that a majority of the students on campus know how to use the Bias Incident Reporting System. As of the first quarter of the 2022-2023 school year, MHS has had nine individual BIRT reports. Of the three available options (Biased Incidents, Immediate Safety Concerns, and General Concerns), seven of the reports were Biased Incidents, two were General Concerns, and none were Immediate Safety Concerns. Five of the nine reports were reported anonymously, six of the reports were concerning racial/ethnic issues, and one was concerning sexual orientation. The remaining two are categorized under "other." AUHSD has begun holding regular meetings with administrators from the four comprehensive high school sites to better understand how the BIRT system is utilized on all campuses.

CURRICULAR PROGRAMS

Innovative Course Sequences: CTE Pathways

AUHSD Career Technical Education (CTE) involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. With the exception of Building and Construction Trades, Public Service, and Transportation, Miramonte offers these CTE Pathways. (LCFF 2, 7) (SLO 1.a, 1.b, 1.c)

Data:

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	29	1	*	4	*	2	*	17	*	*	3	3	*	*
Cohort Percent	9.8%	9.1%	*	8.5%	*	9.1%	*	8.8%	*	*	12.0%	9.7%	*	*

CDE Dashboard

Analysis: Increasing communication to students and parents regarding CTE programs and options would benefit our community by improving the number of all students meeting college

and career readiness standards. By increasing the number of students who complete the A-G requirements, with special emphasis on certain subgroups, and increasing the number of students who qualify as College and Career Ready through CTE Pathway completion, Miramonte can recognize and promote multiple paths to success.

Life Skills

The Life Skills program in the Special Education Department serves students with moderate to severe disabilities. Students attend general education and life skills classes as appropriate and as determined by the Individual Education Plan (IEP) team. Life skills is committed to providing curricular content that emphasizes personal responsibility, social competence, interpersonal relationships, self-advocacy, physical and mental health, occupational awareness, pre-vocational and vocational skills, recreation and leisure skills, consumer awareness, activities of daily living skills, and community participation. Students participate in Community Based Instruction which includes the practice of community skills such as the use of public transportation, ordering food in a restaurant, shopping for personal care items, and budgeting personal funds. The importance of the Life Skills program is to help the individual students live as independently as possible, enjoy self-determination, make informed and safe choices, contribute to society and enjoy integration into the mainstream of society. Students in Life Skills push into: Spanish 1, Art 3D, Drama, Human & Social Development, PE, Yoga, English, Leadership, Digital Design, Foods, Chorus, PE Weights, Art, Algebra, & Living Earth. (LCFF 2,7) (SLO 1.a, 1.b, 1.c)

Data: Master Schedule showing inclusion

Analysis: The Life Skills program ensures students have equitable access to content and collegial interaction and collaboration by granting community access, modified curriculum that follows general education curriculum (science, math, history, English). We are working to add a sensory room in close proximity to the main classroom. This therapeutic room will have a variety of equipment that provides students with special needs with personalized sensory input. This will help these students calm and focus themselves so they can be better prepared for learning and interactions with others. Retaining staff is our greatest struggle because it is essential for students to have consistent, familiar and trained staff familiar with their unique needs. Constantly rebuilding familiarity with staff decreases time spent on academics, and more on systems and procedures.

Human Social Development

Prior to the addition of the semester-long Human and Social Development Class, AUHSD fulfilled the state-required health curriculum through lessons in the ninth-grade physical education classes. Data from the California Healthy Kids Survey and Stanford Survey of

Adolescent Experiences (Challenge Success) highlighted a need for students to have a much broader course addressing identity, social-emotional health, relationships, drugs and alcohol, as well as sexual health. This data motivated AUHSD to develop Human and Social Development, a semester-long course that addresses a wide range of health-related issues. At the same time, AUHSD began to launch our Wellness Centers. Data from CHKS and the Stanford Survey was also critical for underscoring the need for Wellness Centers with full-time staff. Human Social Development (HSD) is now a one semester course taken by all 10th grade students that explores the topics of identity, substance use and abuse, physical and mental wellness, relationships, and sexual health. This class explores relevant issues students currently navigate as sophomores. Throughout the class, students will gain tools to make better informed decisions about the above topics throughout their lives. (LCFF 2,6) (SLO 1.a, 1.b, 1.c, 3.a, 3.b, 3.c, 4.b, 4.c)

Data: HSD Student Survey, Chart Results

Analysis: Students report that they have a greater awareness and understanding of aspects surrounding healthy relationships, sex education, effects of drug use, mental health stigmas, students of all races, genders, sexualities, and identities feeling seen and heard. One student commented, "HSD helped me understand that a lot of things that I thought were weird were actually normal and common for everyone, just not commonly talked about." The HSD program has quickly established itself as a vital curriculum to support students' mental and physical health.

Ethnic Studies

Ethnic Studies is a one semester course designed to introduce and explore issues of race, racism, privilege, and oppression. The class begins with an exploration of students' intersectional identities as a way to ground and center the role race plays in our lives. The struggle for liberty, equality, and justice by non-white peoples is a major component of the class. This class will soon become a requirement for graduation; however, AUHSD began the class during the 2020-21 school year. Miramonte established the class in 2022-23, well before the state required deadline, with an enrollment of 25 students. This course reflects Miramonte's commitment to incorporating diverse perspectives into our curriculum. (SLO 1.a, 2.a,3.a, 3.b, 3.c, 4.a, 4.b)

Data: This course will run at Miramonte High School for the first time in spring of 2023.

Analysis: Pending upon completion of the course in spring 2023.

English Learner Support/ELPAC

Miramonte ELD students come from a variety of different backgrounds and often have different levels of proficiency, so our program adapts each year to meet their needs. Currently representing 1% of our population, our ELD program involves a two-tiered approach in which students engage in meaningful ways with the content as well as gain knowledge about how the English language works. These interactions include collaborative strategies to support students' interpretation and production of oral and written language.

We use the ELPAC, quarterly benchmark tests, and constant formative assessments to measure student growth and make curricular adjustments. The ELD program also supports students in all of their academic classes through teacher collaborations and targeted interventions such as peer tutoring and content-based lessons. Since we currently have six ELD students, there is no performance color on the California Dashboard. (LCFF 2,4,7) (SLO 1.a, 1.c, 2.b, 2.c, 3.c)

Data:

ELPAC	Overall 2021	Oral 2021	Written 2021	Overall 2022	Oral 2022	Written 2022
Student 1	Level 3 (1546)	Level 3	Level 2	Level 3 (1572)	Level 4	Level 2
Student 2	Level 2 (1528)	Level 3	Level 2	Level 3 (1570)	Level 3	Level 2

Analysis: We only have year-to-year comparison data for two students because our EL population is small and tends to shift often. In recent years, we have had many students for only a year or even a partial school year. The data on the two current students shows that our ELD program is helping students improve their proficiency, though we would like to see more growth in the written proficiency levels. Currently, our focus is more on reading and writing skills and hope to see those students reach level 3 or 4. One of the students has an IEP and struggles with reading, so that is a compounding factor. The benefit of a small class is that the ELD teacher can tailor instruction to the precise needs of the students. However, there is a detriment to a small ELD population in that our students only have one period of ELD per week and would benefit from an additional period. We need to find a way to get students more instruction in reading and writing, perhaps through an after school or summer intensive program.

Co-Teaching

We are in our sixth year of co-teaching in the Special Education program. General Education teachers and Special Education teachers work collaboratively in developing curriculum and planning activities to provide an accessible and rigorous learning environment for all students.

In the 2022-23 school year there are six sections of general education classes (Algebra I, Geometry and English 9) that are joined by a Special Education teacher and/or Instructional Assistant. As per parent feedback in IEPs, improvement has been noted in both performance and engagement with math curriculum by students who have the support of a SPED teacher in their math classroom. Currently in Algebra 1, every Algebra section (5) is co-taught utilizing a variety of methods which include but not limited to: splitting the class into smaller numbers (parallel teaching), One teach/One Support (working one:one with students with questions), Alternative teaching, Station teaching, and Team teaching which allows the two teachers to offer different methods to solve problems ideally accessing different learning styles of the students. (SLO 1.a, 1.b)

Data: This organizational document illustrates how teachers are grouped into co-teaching cohorts.

Analysis: Having a co-teacher allows each of us to observe more students individually and get a better understanding of each student's abilities. Teachers talk specifically about what students should be included in smaller reteach groups or challenge groups. Co-teaching gives teachers the ability to divide the class into smaller groups to target various skill levels to meet the needs of advanced and lower level students. Co-teaching allows teachers to adjust teaching strategies in real time to meet the needs of students. By having proximity to each other, teachers strategize, implement timely interventions, and pacing in person without waiting for a scheduled meeting time. Co-teaching facilitates communications about differentiated tests and assignments which allows teachers to meet the students at their skill level then challenge them in order for all students to be successful at their own level.

Co-teaching has also facilitated our level of trust to have highly effective collaboration meetings knowing that team members will not offend others and can feel comfortable in brainstorming activities. Teachers trust each other to be in class, make constructive suggestions and cover class when the other teacher is out in order to provide continuity for our students. It has also allowed teachers to establish more useful and appropriate IEP goals for our students.

Fuel Education

[Fuel Education](#) provides innovative digital curriculum, technology, instruction, and support for credit recovery through an online learning management system. Students who previously earned a D or F in their courses required for graduation may enroll and earn a passing grade to improve their GPA or to graduate. This program is offered through the school year and during summer school as a Credit Recovery program. It is flexible and allows the student to progress through the course at their own pace with multiple opportunities to relearn essential standards

and retake assessments. Teachers, counselors, and administration are available before and after school both on site and via email to offer support for students as they complete the course. Students are also able to take an American Sign Language course that fulfills the Technical Education/World Language graduation requirement and/or the a-g World Language requirement. (LCFF 2, 7) (SLO 1.a)

Data: 66% of the students who enrolled in the 2021-22 school year Fuel-Ed program earned a passing grade and recovered the credit they needed.

Analysis: Fuel Ed continues to be a viable option for credit recovery. Students who did not pass their Fuel Ed class report they recovered the credit via summer school, the school year, or their college plans changed and community college doesn't require the credit to be a C or higher.

Teachers on Special Assignment (TOSAs)
The *Intervention TOSA* identifies and supports academically struggling students by implementing and monitoring a [Tiered Approach to Intervention](#). Through a combination of data and teacher and counselor feedback, the Intervention TOSA provides [strategies to engage and support struggling students](#) while always maintaining a lens of equity, diversity, and inclusion. Serving on the Student Response Team (SRT) and assisting with peer tutors, the Intervention TOSA is able to coordinate and dispatch appropriate intervention services to students in need of either academic or behavior support. An example of a structured intervention is our [Peer Tutor](#) program. Through an application process, the Intervention TOSA [gathers, trains, and manages](#) tutors who serve students in need of help across subject matter.

The *Equity TOSA* implements systems to promote school and community wide equity programming and events by working closely with Administration, Leadership and Guiding Coalition. For example, our LatinX/Indigenous People's Heritage Festival provided a community space for cultural celebration where students and staff gathered and presented booths and performances including the Native American Health Center, Native American ceremonial dances and displays of student writing inspired by the work of Sandra Cisneros. The Equity TOSA also supports and offers guidance to Miramonte's Affinity Clubs to strengthen student membership and club effectiveness. Curriculum support is also offered to all staff on an ongoing basis.

Prior to the 2021 school year, math, English, science, and social studies all had department TOSAs; however, the district moved to an intervention and equity model for the 2022-23 school year. (LCFF 1, 5, 6, 7) (SLO 1.a, 1.c)

Data:

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
D/F Rate	62%	63%	63%	61%	64%	54%

Analysis: The Intervention TOSA has been responsible for implementing school-wide Tier 1, 2, and 3 intervention strategies. The resulting data reveals that this position has been integral in the steady decrease of the D/F rate for both the whole school population and vulnerable student populations. Teachers actively 'tagging' students to receive Tier 2 support during Academy decreases the overall numbers of D and F grades. Using the attendance and session data from Teachmore, the Intervention TOSA is able to identify the intervention strategies that are the most effective, which in turn enables the teachers to implement the most effective intervention strategies within their classrooms. In order to continue to expand our intervention work, Miramonte High School should continue to improve the Tier 1, 2, and 3 intervention strategies that have the most impact on vulnerable and struggling students. These include the use of scaffolding, targeted academies, tagging students to specific teachers for academy, utilizing peer tutors, grade-level meetings, and the student review team.

Peer Tutors

The Peer Tutoring Program at Miramonte invites students to apply, train, and work as a tutor with fellow students during our Academy period. The Peer Tutoring program has been implemented as a resource to teachers for their use during academies. Teachers are encouraged to tag peer tutors to help students with the work and challenges of their particular class. (LCFF 1, 4, 5) (SLO 1.a. 1.b, 1.c, 3.z, 3.b)

Data:

Number of Peer Tutors	# Available each Academy Session	% Tagged each Academy Session
100	On average 25	On Average 72%

Analysis: This program utilizes student expertise to assist in established Tier 2 interventions (Academy period) which our data has shown to improve student outcomes. Specifically, peer tutors are most often tagged to work with struggling students (with one or multiple D/F grades) who benefit from one-on-one peer support. The data pulled suggests that academy interventions, including the use of peer tutors, helps to lower the number of students with one or more D/F grade. This data informs us that the peer tutoring program is integral to the success of the academy program as a Tier 2 intervention, and therefore the success of our struggling students. This has allowed the Intervention TOSA to expand on the program and focus on

growing those aspects of peer tutoring that are most successful for teachers and students; the use of Teachmore in tagging peer tutors (better utilize the roughly 28% of peer tutors that go untagged), the expansion of permanent peer tutor placements, and the implementation of a student peer tutor request form and a teacher peer tutoring needs form. To improve this program, the Intervention TOSA must continue to seek feedback from colleagues and students in order to identify high priority needs, and continue to conduct peer tutoring focus groups to implement student ideas.

DEMOGRAPHIC DATA

The socioeconomic status of the Orinda community has remained consistent. Overall, the parent community is highly educated with 58.8% reporting graduate level degrees and 35.7% being college graduates. (Note: If parents have different education levels, the system records the highest level.)

Miramonte has experienced declined enrollment over the past six years. The current student population of 1,182 students has declined by 8% over five school years. For the 2022-2023 school year, 34, or 2.87%, of our students are inter-district transfer students. The slight decrease in enrollment has been attributed to a decline in enrollment within our partner feeder school districts.

Detailed Student Demographic Data (Enrollment by Grade Level, Gender, Ethnicity, Primary Languages; Free and Reduced Lunch Students, English Language Learners, Redesignated English Fluent, Suspension, Expulsion and Absentee Data) is available on Miramonte High School's Profile page on the Ed-Data Website.

Academic Engagement rates, available on the California School Dashboard, are high, with 98.1% of students graduating in four years and chronic absenteeism at only 1.2% for the 2020-2021 School Year.

STANDARDIZED TESTING DATA

ELA CAASPP Scores from 2018-2022

2018-2019	2019-2020	2020-2021	2021-2022
92.55% Met or Exceeded standard	No Test Given	85.09% Met or Exceeded standard	80.46% Met or Exceeded standard

Math CAASPP Scores from 2018-2022

2018-2019	2019-2020	2020-2021	2021-2022
76.62% Met or Exceeded standard	No Test Given	79.71% Met or Exceeded standard	75.52% Met or Exceeded standard

CDE CAASPP

Mirroring state and national trends, Miramonte has seen a decline in the overall standardized testing scores in the last few years. District and site leadership, along with the parent and student community are aware of these results and have recommitted to preparing, administering and taking these exams so that they can more accurately reflect student learning.

SAT Test Results

2018, 2019, 2020, 2021

ACT Test Results

Scores for 2017-2021

Advanced Placement Test Results

2018, 2019, 2020

STUDENT ENGAGEMENT

California Healthy Kids Survey

The California Healthy Kids Survey is taken every other year by students at Miramonte. Data from The 2019-2020 California Healthy Kids Survey revealed that 74% of 9th Graders and 66% of 11th Graders felt high levels of school connectedness. Thus, a goal was created in our 2021-2022 SPSA to increase the number of students reporting being connected to school by five (5) percentage points to 79% for 9th Graders and 71% for 11th Graders as measured by the California Healthy Kids Survey.

Challenge Success Survey

Every other year, Miramonte students (and all district students) take the Challenge Success survey which is focused on student stress and engagement, and the health and well-being of students and staff. The 2019 Stanford Challenge Success Survey revealed that 57% of students are "doing school," meaning they "often" or "always" do their work, but "rarely" or "never" enjoy or value it. An additional 20% are "purposefully engaged," meaning they "often" or "always" do their work and value it, but "never" or "rarely" enjoy it. 7% are "fully engaged," meaning they also enjoy their work. 12% are "disengaged," meaning they neither do, enjoy, nor find value in their school work.

Pulse Survey

Three times per year, Miramonte High School students (and all students in the district) take the Pulse Survey, a ten-question survey about student equity, health, and wellness. The 2021-2022 AUHSD Pulse Surveys in the fall and spring revealed that 74% of Miramonte students "agreed" or "strongly agreed" with the statement, "I Feel Like I Belong In My School."

CHAPTER III: Self-Study Findings

<div style="background-color: #d6e4cc; border: 1px solid #333; padding: 10px;">

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

</div>

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: Miramonte High School has a clear and coherent vision, mission, and Schoolwide Learner Outcomes that reflect our values and aspirations for our community. Over the years, we have revised the Vision and Mission statements and the SLOs as a response to the changing needs of our community. We have brought in various stakeholders to help with this process. The Mission, Vision, and SLOs also are aligned with goals of the Acalanes Union High School District and best educational practices based on current research. We believe that all students can learn and be college ready. Our current Vision, Mission and Schoolwide Learner Outcomes reflect this. **The Mission** Miramonte High School aspires to provide a supportive, engaging, and equitable environment to help students become positive contributors to our world community.	A1.1. [AUHSD overview with district goals](#)

The Vision
Go Mindfully, Authentically, Together and Serve (Go MATS!)

Schoolwide Learner Outcomes
Miramonte High School graduates will be:
1. **Learners** who:
   a. Demonstrate proficiency of curricular standards and essential skills
   b. Maintain a growth-mindset to improve and develop, particularly when challenged
   c. Engage in learning opportunities to not only expand their future opportunities but to improve their personal development
2. **Communicators** who:
   a. Listen objectively and empathetically
   b. Express themselves effectively and creatively
   c. Utilize reliable evidence to support their ideas and claims
3. **Collaborators** who:
   a. Solve problems cooperatively with others
   b. Demonstrate inclusivity, empathy, and compassion
   c. Welcome and explore ideas from multiple perspectives
4. **Citizens** who:
   a. Engage actively and positively in local and global community initiatives
   b. Respect and are intentionally inclusive of the diversity and perspective of others
   c. Demonstrate responsible behavior and work to maintain their well-being

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: We have a process in place to ensure involvement of all stakeholders in the development of the Mission, Vision, and the SLOs. On February 2, 2022, the previous Mission and Vision statements were presented to the Miramonte staff and discussed. Staff provided feedback on the Mission and Vision and revisions were made. Next, a committee of staff, parents and students looked at, discussed and provided additional feedback. We evaluated all responses and generated ideas for revisions to the Mission, Vision, and SLOs. After several meetings, in which we generated ideas on what revisions we would like, we created an *ad hoc* subcommittee to revise the Mission and Vision. Subcommittee was made up of a student, the principal, two staff members, and one staff/parent. The leadership team revised the SLOs. We then shared the revisions with staff for a final approval and recommendations. Students in Design 2 class were consulted for the	**A1.2.** Survey Results Meeting Minutes Meeting Minutes Final Staff Survey

redesign of the graphics to be posted around campus and in classrooms. While the most recent revision process has been fruitful, due to COVID school closures and administration turnovers, the full implementation is still underway. Plans are underway for more holistic integration of the revised school Mission, Vision, and SLOs. This January our Leadership class is launching the inaugural Go MATS Week; a week of celebrating and highlighting the various programs, activities, clubs, sports, classes, and extracurriculars we have at Miramonte. The goal is to help our students learn more about the various opportunities available to them, get involved in new and exciting ways and embrace our vision of service and togetherness.	Go MATS Week (1/23-27)
A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Communication processes are in place for sharing out the Vision, Mission, and SLOs. Emails, text messages, surveys have been sent to all stakeholders to ensure that everyone remains informed. Signs and placards have been made to display around school. The district has a long tradition of sharing out and engaging in all stakeholder groups in the development and sharing of Local Control and Accountability Plan. The district effectively engages all via emails, site meetings, and Governing Board meetings. We continue to adhere to this tradition despite the recent changes in administration.	**A1.3.** Superintendent's email to parents Superintendent's email to staff

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
A2.1. Understanding the Role of the Governing Board and District Administration: Through clear, consistent communications and a variety of opportunities for partner input, the MHS community has a high level of awareness regarding the role of the AUHSD Governing Board and District administration. The Governing Board functions as the legislative body of the District and establishes the policies and goals by which AUHSD is operated. It consists of five elected members and a non-voting student member who meet bimonthly. The Governing Board delegates implementation of these policies to the professional staff, consisting of a superintendent, two associate superintendents, a chief business official, and the staff of these departments. Each year, the Governing Board monitors results and approves the single schoolwide action plan and its relationship to the LCAP. The Superintendent also meets with the broader parent community in open forums to address annual LCAP. Meeting agendas for both closed and open sessions are established by the Superintendent and the Governing Board President and are posted online for the public 72 hours prior to each meeting in accordance with the Brown Act. Members of the public are invited to Open Sessions at 7:00 PM on the third Wednesday of each month. Agendas and subsequent minutes are archived in the website and accessible to public view via the BoardDocs system. During the COVID pandemic, board meetings were held remotely and broadcast on Zoom in accordance with AB 361. Once it became safe to return to meeting in person the Governing Board continued to broadcast and record meetings for greater accessibility. The MHS website has links to key AUHSD websites, including sites related to policies, curriculum, extra-curricular activities, opportunities for parent involvement, and complaint procedures. Governing Board members regularly visit AUHSD schools to observe classrooms and school activities and meet with students and staff. Governing Board members are also regular attendees at events such cultural fairs, athletic events, and professional development days. Often, the AUHSD Board will convene advisory groups that include parents/guardians when making critical decisions. For example, the	**A2.1.** AUHSD Meeting Agendas and Minutes on District Website Staff Meetings Department Meetings CA Education Code/Board Duties Board Members GAMUT Online

revised Homework Policy, change to Block Schedule and reviewing the athletic funding model.	
A2.2. Relationship between Governing Board and School: School partners are aware that MHS operates under the policies and procedures of AUHSD. Most facets of MHS operations are directly guided by the Governing Board's policies and regulations. From graduation requirements to eligibility for extracurricular activities, AUHSD policies and regulations guide actions. The Governing Board reviews and approves all new hires, tenure decisions, textbook adoptions, Single Plan For Student Achievement (SPSA) plans, course revisions, and categorical funding. The Governing Board makes its policies readily available to all stakeholders through the use of GAMUT online. GAMUT is the website that houses board policies. Teachers and staff have access to GAMUT through the district website. The superintendent meets regularly with school administrators to discuss goals and needs. The superintendent meets individually with the principal once a month to discuss issues particular to Miramonte. In addition, all district principals meet bi-monthly with district-level personnel to discuss issues affecting all campuses. Pertinent information is disseminated through staff and department meetings. Staff learn about matters under consideration by the Governing Board through a number of avenues beyond the wider-level communications discussed above. The certificated and classified unions (AEA and SEIU) are active in soliciting staff feedback on certain issues that come before the Governing Board. Additionally, at the site level, staff receive information about Board level decisions and issues through the following communications: Superintendent's email to all staff, Principal's Monday Memos, Staff meetings, Instructional Council and subsequent department meetings, as well as professional development days.	**A2.2.** AUHSD Meeting Agendas and Minutes on District Website Staff Meetings CA Education Code/Board Duties Board Members GAMUT Online Superintendent's Email (To Staff | To Community) Principal's Monday Memos Instructional Council Meetings Department Meetings PD Days (August 2022) Local Control and Accountability Plan (LCAP) Single Plan for Student Achievement (SPSA)
A2.3. Uniform Complaint Procedures: Regarding Uniform Complaint Procedures, all certificated and classified staff members are required by law to complete a virtual training at the start of each school year, in part pursuant to a legal resolution with the Office of Civil Rights (OCR). Parents' rights, complaint procedures and conflict resolution policies are also communicated to our communities through the annual parent notifications that are a part of the registration process.	**A2.3.** Student Handbook AUHSD Website AUHSD Uniform Complaint Procedures

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
A3.1. Broad-Based, Inclusive, and Collaborative: Miramonte High School has a long history of fostering a strong, collaborative community and culture, as well as a broad leadership base among staff, students, parents, and the surrounding community. Staff collaboration has evolved over the past six years into a rotating Wednesday morning meeting model. Meetings rotate between all-staff meetings, department meetings, grade level cohort meetings, and community building meetings called "Mats Meetings." Additionally, a dedicated Friday collaboration meeting allows for more targeted PLC work with course alike teams. MHS staff is committed to keeping the focus of all meeting collaborations student-centered. Instructional Council (IC) meetings of department chairs and important instructional stakeholders are held bimonthly and serve as decision-making meetings and discussion times for teacher leaders. IC is broken into a management meeting and a leadership meeting to allow for more targeted discussions and dissemination of information. IC and department meeting agendas, minutes, and documents are available for all staff to view on Plaza de Toros, a Google based staff-only website.	A3.1. Grade level meetings Curricular Teams Instructional Council Agendas Plaza de Toros

The Site Advisory Council consists of students, staff, and parents who meet monthly to discuss key school-wide areas of focus, site goals, and critical district and school plans. The council reviews the LCAP, SPSA, WASC goals, equity goals, the district safety plan and provides critical input around current initiatives surrounding connection, equity, and wellness. Other community groups that meet to discuss and plan school improvement strategies and initiatives are Guiding Coalition, Wellness Center, and Student Leadership. In the Fall of 2018, the Guiding Coalition was formed by staff members who were deeply motivated to engage in equity work. This team frequently created small professional development opportunities during all-staff meetings to help foster discussion, create time for reflection, and examine current pedagogical practices and curriculum. It dissolved in the Fall of 2022 when Miramonte achieved a high percentage of staff buy-in and engagement around examining equity and how it shows up in our classrooms. Identified student needs around mental health and wellness has made programming and analysis in this area a priority. The district has brought in specialists to provide training on trauma, mental health, grief and loss, and substance use and abuse. Wellness staff also provide a mandatory suicide awareness and prevention training to staff yearly during an all-staff meeting. Student leadership helps to provide student voice to teachers and administrative staff on the progress and impact of various school wide initiatives. Class officers are mentored by parent advisors who support the class officers and recruit community volunteers for school sponsored events. The impact of parent, student and staff collaboration is felt by the whole community through their efforts to create a kind, safe and supportive environment where students can work toward intellectual, social and personal growth.	Site Advisory Council Information Guiding Coalition Wellness Center Parents Club Website
A3.2. School Action Plan/SPSA Correlated to Student Learning: The SPSA is the product of an analysis of student achievement, critical academic needs, SLOs, and state and district academic standards. In forming the SPSA, stakeholder groups review CAASPP scores and AP Exam scores, identify significant sub-groups, and allocate resources where necessary. In addition, the SPSA is informed by the California Healthy Kids Survey results. Each year, the Principal provides the Board with an update on progress toward the goals of the SPSA. Referencing both quantitative and qualitative data, the Principal highlights areas of progress, areas of	**A3.2.** AUHSD LCAP MHS SPSA Healthy Kids Survey

growth, and details about how the goals align with the AUHSD LCAP. Following the presentation, members of the Board ask clarifying questions regarding the plan. During WASC Self-Study years, the site administration also presents the Self-Study report to the Board, focusing on the Action Plan and its alignment with the LCAP.	
A3.3. Collective Accountability to Support Learning: The school planning process is broad-based and collaborative. It has the commitment of all stakeholder groups with Instructional Council being the main body through which school decision making occurs.The Site Advisory Council, composed of teachers, parents, students and administrators also provides input and reflection on student learning. For example, analysis of data led to the implementation and expansion of our Peer Tutoring Program and Intervention TOSA position. The Parents' Club, Boosters Club, and ONE Orinda are very involved in bringing the school's plan to fruition. The Associated Student Body is active in supporting the well-being of students by providing opportunities for moral and social development outside of the classroom. These organizations are integral parts of the community decision-making matrix and support the implementation of new programming. When necessary, students are evaluated in one of several other specialized programs. Weekly Student Response Team (SRT), and 504 and IEP programs involve all stakeholders, including teachers, to ensure student success. The Canvas Grade Guardian and Aeries Browser Interface give teachers access to transcript information and testing data for all current students, which allows for informal discussions with a student's other teachers when needed.	**A3.3.** Instructional Council Agendas Site Advisory Council Agenda Parent's Club Booster's Club ONE-Miramonte SRT Workflow
A3.4. Internal Communication and Planning: Internal communication occurs through several platforms, including a Monday Memo, Parent's Club "Mats News" and the Student Weekly Bulletin, that feature weekly and monthly events and reminders for all staff, students and families. Once a month meetings include Support Staff, Instructional Council Management, Instructional Council Leadership, Curricular Team Leads, Challenge Success Team, Site Advisory Council, Departments, and Staff Meetings. In addition to the three administrators meeting weekly, the Administration has meetings with Office Staff, Counseling, Safety, BIRT, Student Response Team, and Professional Learning Communities on a weekly basis.	**A3.4.** Monday Memo Parent's Club Mats News Weekly Bulletin Organizational Materials Meeting Calendar

MHS has two additional communication tools for students to use as a way of reporting and resolving safety concerns. The bias reporting system (BIRT) allows students, parents, and staff to report incidents of bias they might've seen or experienced. The BIRT team meets weekly to examine any reports that have been made and help create opportunities for repair when reports are not made anonymously. The BIRT team also examines the anonymous data that comes in and helps to make staff aware of patterns of bias that may be present.	[BIRT](#)
Additionally, AUHSD partners with Sandy Hook Promise and their Say Something Anonymous Reporting System (SSARS). This tool is available to all community members to anonymously report assault, gun violence, violence, depression, substance abuse, or bullying. Each report is received and triaged by a professionally trained call center employee contracted through Sandy Hook Promise and then forwarded on to a team of five staff members at Miramonte who work together to respond to the tip.	[Say Something App](#)

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
A4.1. Qualifications and Preparation of Staff: Working with the AUHSD Human Resources Department, MHS has effective procedures to ensure that the school's staff is qualified in terms of background, training, and preparation. The school recognizes that an excellent staff is essential for achievement of the school's mission and SLOs.	A4.1.
Miramonte has a highly trained staff with 66% of teachers holding advanced degrees (Master's or higher). 97% of all teachers at Miramonte are teaching classes for which they are credentialed. All teachers are certified to teach English Learners, either through their credential program or through CLAD certification	
All open Certificated, Classified and Administrative positions are posted online via EdJoin. Site and District personnel review applications. When there are multiple openings across school sites for a particular credential area, the District's HR Department coordinates the interviews. For teaching and counseling positions, the interview panel includes a member of the department for which there is an opening. For Classified positions, job-alike members sit on the interview panel with a district HR representative and site administrator.	EDJoin
During the interview process, candidates typically engage in a performance task such as delivering a brief lesson or engaging in a scenario. Applicants who are recommended for hire have their files reviewed by a credential analyst. After a final review by an Associate Superintendent, the candidate's name is taken to the Governing Board for final approval.	
For new teachers, the District and the school provide an extensive orientation process. The process begins with an Orientation Institute in August. During the Institute, administrators and experienced teachers help the new staff develop an understanding of policies and procedures. New teachers also learn about the school's mission and collaboration model. The second half of the orientation is dedicated to curriculum development with experienced teachers.	AUHSD/CCCOE Teacher Induction Program
New staff continue to receive support throughout the year from administration and the school's New Teacher Mentor. The mentor receives a stipend and through class observations and meetings, continues the support process. Teachers new to the profession participate in the Teacher Induction Program with an on-campus mentor.	
When assigning teachers to specific classes for the following year, the	AEA Contract

administration follows a master schedule process that was developed in collaboration with the Acalanes Education Association (AEA). The master scheduling process begins in January and continues through August. During this process, all staff are provided with a form on which to provide input and priorities with regards to teaching assignments and preparation periods. Although staffing and the allocation of sections is determined at a district level based on course selection, at the site the master schedule is developed around facilities, teacher requests, and other priorities. The master schedule is designed to ensure that teachers are teaching in their credentialed subject areas. The Acalanes Education Association (AEA) outline of timelines is included in the Contractual Agreement between AEA and the Acalanes Union High School District.	
A4.2. Professional Development and Learning: All Miramonte teachers attend four staff development days per year which are planned by the district and/or site administrative team. The educational focus of these meetings is based on our identified needs as stated in AUHSD's LCAP and MHS's SPSA. Staff plays a crucial role in determining what professional development opportunities are priorities for the school and district. The district solicits feedback from staff regarding professional development priorities and needs via a survey. AUHSD Summer Institute, in existence for approximately 16 years, takes place the week before school starts. It is an opportunity for teachers to collaborate across the district on common curricula. Summer Institute is developed by a district committee composed of teachers and administrators. The district encourages all teachers to participate in summer professional development by providing a stipend - either credit hours or hourly pay rate. AUHSD staff participate in several programs related to curriculum, instruction, and student engagement. Recent professional development sessions have addressed the following topics: curriculum development, learning theory and instructional strategies, academic intervention, and social/emotional well-being. Professional development has had a keen focus on the areas of equity and wellness in particular since 2018, with the district requiring that all staff members attend a training titled "Beyond Diversity: Courageous Conversations About Race" (until the COVID pandemic interrupted the ability to gather). In 2020, the district hired a Director of Student Support, Equity, and Inclusion, who has implemented professional	**A4.2.** Calendar AUHSD SPSA MHS SPSA Summer Institute Schedule "Beyond Diversity: Courageous Conversations About Race" Grading for Equity Grading For Equity Takeaways

development opportunities for staff that continue building the work our community has done on having conversations about equity. The district also sent staff from all sites to several Grading for Equity conferences. In support, the Governing Board allowed teachers to pilot changes to their grading protocols and standards mid-year after they attended the conference. Some of the policies discussed in the conference that Miramonte teachers have examined and practiced in their own classrooms are: eliminating graded homework, test and quiz retake policies, standards based grading scales, and 50 percent minimum instead of a 0. Staff members have been eager to discuss these ideas and implement strategies in their own classrooms to further achieve equity.	
The bell schedule is designed to include 50 minutes of teacher collaboration time on Friday mornings. Departments are also able to take "pull-out" days to evaluate common assessments and work on common curriculum. For example, World History and US History teachers use such a day to meet and grade common district assessment. Departments such as English, math, and science are provided off campus collaboration and grading time for district wide common assessments. The funding for these days comes from either School Site Council's Professional Development monies or the Principal's Discretionary fund. Teachers wishing to pursue off-site professional development that aligns with our LCAP or SPSA goals may request funding through the School Site council.	[Bell Schedule](#)
In response to Classified employee requests, the District is in its third year of hosting an annual Classified Professional Development Day in October alongside our Teacher Professional Development Day. The day consists of a variety of sessions from which classified staff members are able to choose.	[Classified PD Day Schedule](#)
A4.3. Measurable Effect of Professional Development on Student Learning: Following each major PD session, surveys are sent to facilitate feedback about the session. This feedback is utilized during planning for future PD sessions. Student achievement data is reviewed on a regular basis to assess the effectiveness of previous PD and identify needs for future PD. A key source of student achievement data for MHS and the District as a whole is the annual AUHSD Assessment Presentation and Report, Parts 1 & 2. Measuring the impact of professional development on student outcomes is complex. Improvements on key performance metrics such as CAASPP, AP exams, a-g completion, and semester grades indicates that the school's professional development program is having a positive effect on student learning.	**A4.3.** [2022 AUHSD Assessment Presentation, Part 1](#) [2022 AUHSD Assessment Report, Part 1](#) [2022 AUHSD Assessment Presentation, Part 2](#) [2022 AUHSD Assessment Report, Part 2](#)

A4.4. Supervision and Evaluation: Miramonte High School follows AUHSD's evaluation procedures. The teacher evaluation process is collaborative between an administrator and teacher with a mutual goal of ensuring students are learning at the highest possible level. Evaluations include observations, discussions, and a formal written reflection which allow teachers to gather meaningful feedback on a specific unit of instruction. Teachers are evaluated during their first two years and every three years once granted tenure. Teachers with eight or more years of service may opt for a project based evaluation, rather than a lesson/observation based evaluation. Classified personnel are on probationary status during their first year of employment in the District. A written evaluation is completed after 3, 6, and 9 months. A final evaluation is completed after a year. At each of these intervals, the administrator meets with the employee to discuss strengths and areas of growth. Classified employees who have permanent status receive a written evaluation at least once every two years.	**A4.4.** AEA-AUHSD Agreement, Article 11 Evaluation Procedures Checklist Evaluation Forms MHS SPSA that guides PD focus
A4.5. Communication and Understanding of School Policies and Procedures: The primary responsibilities for running the school are divided among the administrators. The students are divided alphabetically and each of the Associate Principals oversees the attendance, discipline, and counseling of his/her caseload. Other areas, like ASB, Athletics, and Facilities are assigned to a different administrator, Each department is assigned a specific administrator as their point person. Each year the administration evaluates programming and administration disseminates the responsibility matrix assigning administrators to responsibilities. School policies are made clear to students and parents in the school handbook/planner each student receives at the beginning of the year. The planners are provided by the ASB. In addition, administrators visit all English classrooms during the first weeks of school to go over school policies and address student questions. Internal communication on the campus is robust and timely. The vast majority of communication happens via Canvas, Parent Square, the school website and various social media feeds. Miramonte's web site is quite extensive, providing a wealth of information for all of the school's stakeholders and community members. Our staff accesses Plaza de Toros for internal communication, documents, attendance, and more. Relevant staff policies and procedures are linked here.	**A4.5.** Admin Duties Admin presentation Miramonte Social Media Accounts Plaza de Toros Instructional Council Meeting

Monthly Instructional Council, Faculty, and Department meetings allow for the dissemination of important information and for camaraderie among the faculty. The processes and procedures for involving staff in shared highly responsible actions and accountability to support student learning are effective. Associate principals monitor attendance and identify SARB-related issues. The Athletic Director oversees the athletic review process to ensure that all students competing in school sports are maintaining a satisfactory academic record. Some teachers report a need for greater communication with coaches when needing to intervene for student athletes struggling academically.	Agendas

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
A5.1. Resource Allocation Decisions: A substantial part of the budget for Miramonte High School comes from the MHS Parent's Club through ONE Orinda. ONE Orinda raises money for instructional supplies, core and elective class sections to support small class sizes, field trips, professional development, teacher	**A5.1** ONE Orinda Budget

collaboration, student support, the college and career center, and the principal's discretionary fund. ONE Orinda provides funding for teachers and staff for 11 class sections and supports our wellness program. Funds are also allocated for Academy, science lab supplies, tech education, college and career center staff and services, world languages, computer science, field trips, our Student Union, visual and performing arts programs, and our library. Lastly, donations to ONE also support student programs like: graduation, baccalaureate, MATS Day, and Senior Day, as well as parent education programming, Exam Jams, and staff appreciation. Resources are allocated based on school priorities and teacher needs. Funding from these groups continues to help support the district's ability to offer a seven period day. With the Local Control Funding Formula impacting base funding per student, the district continues to rely on the contributions of our foundations and parent clubs to continue offering robust electives, small class sizes within contractual limits, and auxiliary support programming. A request of $435,000 from fundraising has been met by ONE Orinda. Each year, teachers are asked to generate budgets for instructional supplies. These budgets are submitted to the Principal and incorporated into the overall budget for the MHSPC and ONE. The SPSA reflects the spending priorities at Miramonte in the areas of professional development, teacher collaboration and support, and technology.	ONE Orinda AUHSD Budget SPSA
A5.2. Practices: The annual budget is developed in collaboration with the District Business Service Department and the MHS Principal and Finance Technician. The District Business Office provides the school an allocation from the general fund that is primarily used for instructional purposes. There are three main funds: state funds, foundational funds, and Associate Student Body funds. Our school currently uses MUNIS software for the accounting practice for the state and foundational funds and ASBWorks software for student body funds. All bank reconciliations must be signed off by the principal. All cash is counted by a minimum of two people. AUHSD used Federal Title I, II, III, IV (A) and Elementary and Secondary School Emergency Relief (ESSER) funds to provide academic support for socially and economically disadvantaged students, English Learners as well as providing mental health and wellness services and supports to all students. Additionally, funds are allocated to professional development for all staff and new teacher support and training. The Chief Business Official prepares and presents budget reports during	**A5.2.** AUHSD Budget Adoption, 2022-2023 MHS General Budget ASB Budget AUHSD Board Policy (Budget) AUHSD Budget Overview for Parents MUNIS Software

the regularly scheduled Board meetings and during community meetings about the LCAP. These reports are available to the public via BoardDocs on the District's website.
 	
A full-time, site-based financial technician monitors the school's budgets and works closely with site leadership and the AUHSD Business Services Department to ensure quality business and accounting Practices.
 	
To ensure compliance with federal, state, and local guidelines, the District's Business Services Department provides a variety of support services:
      ● Ongoing PD of the site finance technician
      ● Review of operational procedures
      ● Review of reconciled bank statements
      ● Review of quarterly financial reports
      ● Examination of accounting procedures
      ● Development of response to any annual audit findings
 	
The Principal, the Finance Technician, and the ASB Leadership teacher have attended Fiscal Crisis and Fiscal Management Team (FCMAT) training to ensure compliance with ASB accounting procedures. The Finance Technician also regularly attends conferences sponsored by the California Association of School Business Officials (CASBO).	

A5.3. Facilities Conducive to Learning: Miramonte High School first opened in 1955 and has stood up well to the wear and tear one would expect with a structure of its age. The facilities enable the school to maintain a learning environment that meets the educational health and safety needs of students. Miramonte has approximately 80 classrooms, a theater, a library, cafeteria, a student union, college and career center, two gyms, football, baseball, and softball fields, tennis courts, and a pool. The synthetic track and turf were replaced in 2012. According to the 2021 SARC report, all systems were noted as being in good repair with the exception of siding and roof condition, which were rated as poor. There are no current plans for deferred maintenance or modernization work at this time. Miramonte has five custodial staff with one daytime custodian. The classrooms are cleaned based on an A/B schedule. All other rooms and bathrooms are cleaned daily. Over the past seven years, AUHSD has used Measure E Bond funds for facility improvements at Miramonte. The following are some recent upgrades of note are:	**A5.3.** Audits ASB Works AUHSD Deferred Maintenance Report SARC Report Facilities Upgrades

- New gym floor (2019) - Student Union/Wellness Center (2017) - Art room redesign (2017) - Landscaping updates (2017-2022) - Electronic marquee installed in 2021 - Tennis courts resurfaced (2021) - Parking lot resurfaced (2019) - HVAC upgrades and filtration system (2020) - Gender neutral bathroom conversion (2020) - New Xerox machines (2021) - Classroom furniture upgrades (continuous) - New clocks and PA system (2021) - New pool and deck (upcoming Fall 2023)	
A5.4. Instructional Materials and Equipment: Textbooks are chosen from lists that are pre-approved by state education officials. In accordance with California Education Code and the Williams Act, Miramonte and the AUHSD staff ensure that all students have access to the current standards-based textbooks and instructional materials. Every May, Miramonte High School reviews projected enrollment numbers in all classes and determines if additional textbooks and other core classroom materials will be necessary. Orders are then drafted and reviewed by an Associate Superintendent and Business Services. Approved orders are processed to receive shipment by the start of the following school year. Department chairs have a budget to use for books and other instructional materials. Department chairs can order what they need and purchases are approved by administration. Through a combination of District funding and educational foundation funding, MHS is able to enrich the learning experience with lab equipment, technology, and other resources. The library has a wide variety of media resources, including subscription databases funded by MHSPC and ONE. Technological equipment and other instructional materials are often funded by MHSPC and ONE. Hardware is purchased from outside vendors. We still had access to Measure E bonds to help pay for this up until 2019. Now hardware is purchased through a combination of site and district funds. Miramonte students utilize instructional technology in all of their	**A5.4.** Department Budgets MHS Library Website Bring Your Own Device

classes, and the school encourages families to participate in the 1:1 Student Computer Program. In this program, students bring their own laptop to school and then utilize the school's Wi-Fi and online resources. These resources include textbooks, databases, and a wide array of online applications. For students who do not have the ability to bring their own device, Miramonte will supply Chromebooks.	
A5.5. Resources for Personnel: Miramonte and AUHSD have sufficient resources to engage all staff in meaningful, ongoing professional development. District funding covers programming for the two annual professional development days (October and March), most conferences, release days for planning, and seminars for Advanced Placement teachers.	**A5.5.**
Over the past six years, key AUHSD PD has focused on professional learning communities, effective grading practices, and building inclusive campus cultures. To foster progress in these areas, AUHSD has partnered with organizations such as Solution Tree, Crescendo Education Group, and Race Work.	Solution Tree Crescendo Education Group, Race Work
Each school year kicks off with Summer Institute. Summer Institute offerings are based on teacher interest and lead by teachers and administrators. The objective is to provide faculty with the time and resources needed to learn from each other, nurture their professional goals, and plan for the upcoming school year.	Summer Institute 2020 Summer Institute 2021 Summer Institute 2022
In addition to the allotted Friday morning collaboration time, Departments are also encouraged to request sub time to allow them to meet on or off campus to collaborate as they deem necessary. Teachers are encouraged to attend off-site professional development and often use this time to develop and/or review results from a common assessment. The funding for these days comes from either Professional Development monies or the Principal's discretionary fund.	Department Budgets MHSPC ONE Orinda Measure E
New teachers receive mentoring through the Teacher Induction Program (TIPS) and through informal lunch gatherings with the new teacher mentors.	AUHSD/CCCOE Teacher Induction Program
Counselors and College and Career staff attend annual UC, CSU, WACAC and NACAC conferences to learn about best practices to support students through post-secondary planning.	UC Counselor Conference WACAC Counselor Conference NACAC Counselor Conference
Staff retention is high although the past couple of years have seen a larger number of retirements. Comradery is continually nurtured outside of the classroom with staff-led social activities.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Areas of Strength

➢ Community support (ONE Orinda, Parent's Club, volunteering)
➢ Collaborative, engaged, and highly-qualified staff
➢ Multifaceted approach to supporting students
➢ Multiple opportunities for teachers to learn and grow (pull-out days, professional, conferences)
➢ Strong relationship with governing board and district office with free-flowing communication

Areas of Growth

➢ Facilities updates (roof, siding, AC, power, paint) following board 5-year modernization plan.
➢ Integrating our new Mission, Vision and SLOs into our everyday practices.
➢ In the face of declining enrollment, maintaining and increasing course offerings and programming (i.e., co-curricular, Wellness)

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College and Career-Readiness Standards: The school has defined academic standards and college and career readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, and articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
B1.1. Current Educational Research and Thinking: All students have the opportunity to take a diverse, personalized course schedule. Course options are driven by student interest and enrollment.This includes vibrant and diverse elective opportunities. Miramonte values the seven-period day. All courses have a Course of Study based on California Common Core Standards, Next Generation Science Standards (NGSS), AP standards, or relevant professional or academic standards. Current gains in curriculum have been driven by stakeholders' prioritizing diversity, equity, and inclusion. Teachers have created equitable pedagogical practices, such as the adoption of many of the Grading for Equity principles and PLC work identifying essential standards. These initiatives have ensured alignment of school and classroom goals with standards and graduation requirements, making the student experience more consistent and transparent across grade	**B1.1** PLTW Engineering Pathway Miramonte Courses District Courses of Study AUHSD Course Catalog Grading for Equity Rubrics Modified Grading Scale Course-Alike team progress PD Work Overview (2017 - 2022)

levels and departments. Staff have been given professional development opportunities for professional and personal growth, including widespread Grading for Equity, Project Based Learning and mandatory Diversity, Equity and Inclusion training. All Miramonte staff are heavily invested in keeping abreast of current educational research practices as well as research and developments within their subject specialties.	"Working With and Across Differences" "Elevation 2 Transformation" equity training AUHSD Professional Development Offerings
B1.2. Academic and College and Career-Readiness Standards: Mirmamonte follows the course of study for each subject area that aligns with AUHSD graduation requirements for all A-G courses in English, Math, Science, History, World Language, and Visual and Performing Art. The variety of course offerings allow students to meet the graduation credit requirements, and in many cases exceed those requirements by taking courses that allow them to pursue their academic and creative interests. Students are well-prepared for meeting all in-state and out-of-state college admissions requirements. Students are given access to 24 AP and 10 Honors courses offered in English, Math, Computer Science, Science, History, World Language, and Visual and Performing Art. Career Readiness programs include CTE (Tech Ed) courses in Digital Electronics, Sports Medicine, and Foods. These courses focus deeply on teaching students industry skills that students can transfer directly into the workplace.	**B1.2.** Post Secondary Pathways School Profile AP Test scores College Board Framework CTE/ROP Report Curriculum Consultants Program
B1.3. Congruence with Student Learner Outcomes and Standards: Students demonstrate achievement of learning standards through AP tests, CAASPP tests, and National Exams. All Miramonte courses are aligned to the California Content Standards and Benchmarks. Courses of study and assessment tools are developed and revised through district-wide teacher collaboration according to California curricular frameworks, standards, and adoption cycles. District courses of study and grading documents are available in the following curricular areas: Career Technical Education, English, Math, Physical and Life Science, Physical Education, Social Science, Special Education, Visual and Performing Arts, World Languages, and other non-departmental courses.	**B1.3.** CAASPP Scores AP Test scores World Language National Exams District Courses of Study Standards and Benchmarks

Through district, department, and course-alike collaborations, teachers are able to develop and revise their curriculum to align content specific academic standards with both the schoolwide learner outcomes and college and career readiness indicators.	Miramonte SLOs
The practice of teacher walkthroughs was firmly established prior to pandemic school disruptions and while the practice has not yet resumed, there are plans to do so in the coming year.	Teacher Walkthroughs
Although the response rate was low, alumni who did participate in a post-graduation survey overwhelmingly reported being very-well prepared academically (93.7%) and socially (70.8%) prepared for their chosen post-secondary path. For the upcoming year, counseling and College and Career staff are considering ways to increase alumni survey participation.	Alumni Survey
B1.4. Integration Among Disciplines: The following Miramonte departments and courses engage in cross-disciplinary partnerships: Culinary Arts and World Language; Math (Algebra and Geometry) and Special Education; College & Career and Special Education (post-secondary plans); College & Career and English 3 (college essay writing); World Languages and Social Studies. Teachers have attended various DEI trainings and summits district-wide allowing staff from different schools and departments to meet and share experiences and insights around the district's diversity efforts; such as elevating student voice and increasing representation in the curriculum. Student participation in various district-wide events has also enriched those conversations allowing teachers more opportunity to hear the student perspective and allowing students the platform for their voices to be heard. Counselors are very knowledgeable about all departments' course offerings and are able to act as liaisons between teachers, students, and families to communicate information to help guide course selections. They also collaborate with teachers, administrators and other support staff to help students be successful in their enrolled courses. The Teacher Librarian regularly collaborates with English, Social Studies, Science, World Language, Special Education and VAPA classes to teach library, research and media literacy skills with lessons tied directly to course content. Students also learn proper academic etiquette around research formatting and source citation. Students transfer and apply these skills across courses. The AGATE program invites 11 grade students, district-wide, to participate in a multi-day field trip to Pt. Reyes (fall semester) and	**B1.4** *Getting to Know Yourself* Sophomore Workbook Junior English Class College Essay Presentation BSU / LSU Summits Equiteam Summit "Beyond Diversity: Courageous Conversations About Race" 8th Grade Student Presentation (Virtual) 8th Grade Parent Presentation MHS Library Website ELA / Research Standards: Grades 9 - 12 Sequence NoodleTools AGATE

Monterey (spring semester) including 5 evening seminars. Students explore multiple locations and disciplines in order to research several subject areas. Their final assignment is a project-based, museum-ready, interactive display integrating at least 2 subject areas and oral presentation at an evening reception. They earn 5 credits for their participation.	
B1.5. Community Resources and Articulation and Follow-up Studies: Miramonte's Leadership class is partnered with DelRey Elementary school to provide enrichment and recess activities. The purpose is to engage elementary students in guided play while demonstrating responsible and respectable behaviors. This was done during the 2021-22 and 2022-23 school years.	**B1.5**
The Miramonte administration and counseling team meets quarterly with the Administration of the feeder middle school (OIS) to discuss relevant topics to ensure the articulation of curriculum between middle school and high school.	Science - Reference [middle school NGSS standards](#)
MHS and OIS counselors meet at the end of the year to discuss supporting student transitions from 8th grade to high school. Articulation with feeder schools was interrupted by the pandemic. English 9/World History, Spanish, Math, Special Education, Library and Counseling have established roads of communications in place with our middle school to reinstate this work systematically.	OIS Visit OIS student support list (confidential)
OIS Math & Spanish teachers make recommendations for students' class placements. For students not coming through OIS, the Spanish department gives students an exam to determine placement.	
Counselors regularly attend conferences offered by a variety of private and public colleges so they can learn about many of the college options available to share with students and parents, and to keep up-to-date on new programs, trends, and expectations.	
English teachers attend a DVC event every other year to articulate with Community College professors as well as other teacher colleagues around the area.	
The College and Career Center, Public Speaking program, and the Parent's Club sponsored "Post Senior Day" event provide opportunities for current Miramonte students to learn from alumni and hear about their post-secondary experiences.	[Public Speaking Program](#)
Open to the entire district, the RACC (Regional Area College Counselors) College Fair started in February 2020 before pandemic shutdown and will be run again next year. This event gives students an opportunity to	[MHS 2020 RACC College Fair](#)

meet reps from out-of-state colleges on MHS campus. The MHS Career Fair, held in spring, exposes students to a variety of career opportunities with panels for Technology, Psychology, Business, Health Sciences, Trade and Specialized, Media/Art/Design, and Finance.	Career Night Agenda Career Night Flyer

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
B2.1. Variety of Programs — Full Range of Choices: Miramonte offers a wide range of AP and non-AP, career tech education, and visual performing arts courses and provides ELD, learning skills and life skills courses to help support students at all levels. Since the last WASC review, new courses offered include Intro to Statistics, Digital Electronics, Principles of Engineering, Intro to Engineering Design, Financial Algebra, English Film and Media, Women's Studies, Deconstructing Race, Ethnic Studies, AP Language and Composition, AP World History, AP Macroeconomics, Fundamentals of Yoga, PE Weight Training, and Advanced Drama Honors The credit recovery program, Fuel Education, is offered for students who need it.	**B2.1.** AUHSD Course Catalog ELD Program PLTW Engineering Pathway Science Career Pathways Math Pathways Fuel Education

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: Miramonte has open enrollment for all AP,other advanced courses, and diverse elective course options, as well as ROP (Regional Occupation Program) courses.	**B2.2.** District Courses of Study ROP
Grading For Equity Professional Development training is provided by the district and is open to all teachers. The district has seen considerable attendance to these trainings and increased experimentation with and implementation of a variety of more equitable grading policies by theMiramonte staff.	Grading for Equity
The Curriculum Consultants Program has allowed for more student voice in materials selection aimed at increasing representation. Although the pandemic halted Field Trips, off-campus learning trips are starting to be offered again. Students and Teachers value these real world educational experiences.	Curriculum Consultants Program Field Trips 2019-2020 Field Trips 2022-2023
SRT (Student Review Team), SPED, Counseling, and Wellness services are accessible for all students based on thoughtfully established and clearly communicated protocols.	SRT Workflow SPED Services Counseling Wellness
Co-teachers (SPED and Gen. Ed. partners) provide support for students with IEPs to ensure that when students need additional scaffolding of lessons to fully access the curriculum, they are able to receive Tier 2 intervention within the timeframe of the other students' Tier 1 instruction.	
The MHS Library also helps educate Resource students about ways to support their own learning by offering assistive and adapted technologies and materials which can enhance their ability to access curriculum content.	MHS Library Learning Skills
B2.3. Student-Parent-Staff Collaboration: Miramonte's Learning Management System, Canvas, is the primary means of communication from teachers to students and parents regarding course content, assignments, grades, and calendars.	**B2.3.** Canvas Eighth Grade Presentation
In the spring, counselors meet with incoming 8th grade students to introduce and schedule high school classes. They conduct annual meetings with current students, and they visit classrooms to present about course selections for the upcoming year during the second semester. They are available via email, phone and drop-ins to parents and students throughout the year.	Sophomore Course Registration Presentation Junior Course Registration Presentation
IEP meetings are a forum to discuss personal learning, post-secondary and transition plans and goals as applicable.	Senior Course Registration Presentation

The College and Career Center provides grade-level presentations and email communications to parents and students regularly to guide families through the high school journey and beyond. The annual Open House allows students and parents to explore course offerings and pathways, and the Career Night, sponsored by Orinda Rotary Club, highlights industry professionals who present to students about various career options.	Open House Brochure Career Night Program
B2.4. Post High School Transitions: Miramonte offers a robust program of AP courses with the potential for students to earn college credit and experience college-level academic rigor. A variety of career options are presented at Career Night in Spring and the College Career Center hosts representatives from a wide variety of colleges and universities, and speakers representing other post-secondary options, such as gap years and military service. The availability of the online tool, Naviance, supports students and parents through the college application process and teaching staff through the submission of the written recommendation letters. Additionally, counselors meet with all junior and senior students for 1:1 meetings to discuss post-secondary plans, and the CCC offers optional 1:1 meetings for juniors and seniors to work through all aspects of their post-high school plans	**B2.4.** Career Night Agenda Career Night Flyer Post-secondary Outcomes Post-Secondary Options Senior Parent Night Mats News List of college rep visits Junior Meeting Checklist Senior Meeting Checklist

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Areas of Strength

➢ Newly added courses related to equity that expand student learning about diverse perspectives and seeing themselves in the curriculum.
➢ Course revisions to address equity and amplify student voice.
➢ College/career readiness support for students through targeted resources and programming.
➢ Change to block schedule allowing students to dive deeper during class periods.
➢ Teachers working in PLC's to ensure all students are learning the same essential standards in each class.

Areas of Growth

➢ Include more equity in our curriculum through both culturally responsive teaching practices and diversifying content to include discussions on race, SOGIE, and socioeconomic status.
➢ Increase retention and inclusion of diverse staff.
➢ Continue to work towards more consistent levels of rigor from the same classes taught by different teachers.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
C1.1. Results of Student Observations and Examining Work: All academic classes at Miramonte reflect an equity-centered learning environment. Teachers use a variety of methods and teaching tools to reach all students. Classes at Miramonte challenge students through assignments and assessments that involve group collaboration, use of technology, simulations, problem solving, critical thinking, project-based learning, and more. Teachers collaborate to develop cross-curricular assignments and assessments, as well as to strategize about student support. Miramonte High School is successfully preparing students for college. Data from the class of 2022 shows that 96 % of our graduates attended college and 4% took a gap year, military or other. Miramonte offers 23 AP and 8 honors classes. Additionally, a variety of classes provide the opportunity for real-world experiences, including student newspaper and journalism, computer science, engineering, digital design, financial algebra, culinary arts, sports medicine, and world language classes. Special Education provides support for students both in the regular classroom and in Learning Skills classes. To do this, the Special Ed teacher and General Education teacher collaborate regularly and closely on curricular goals, strategies, and outcomes. All students on a caseload have the same English teacher per grade level, and this same model is implemented in both the Living Earth course and the Chemistry course. Every Algebra class includes one special education co-teacher to support all Algebra students. Additionally, numerous classes, including three	C1.1. Equity in curriculum Lesson plans and work samples Courses of Study and Grading Rubrics Curricular Teams Curricular Team Goals Class of 2022 Post-Secondary Report School Profile Document AP course data Miramonte classes Course Catalog Co-Teaching

Geometry sections, one World History, one Chemistry, one Living Earth, and one Geology class - have Instructional Assistants to help with notes and any other needed support. Twice a week, Miramonte students attend Academy, a scheduled period which affords students the opportunity to work with their teachers or with peer tutors. Students can tag themselves to the academy of their choice, and teachers and academic counselors can tag students who need extra help to be successful in a particular class. Students in danger of not graduating by their senior year may opt to take classes through a program called Intersession through FuelEd on the recommendation of a counselor and administrator. In FuelEd, students complete online classes at their own pace to show mastery of essential concepts and standards in courses.	Academy Tag Rates 2021-2022 Fuel Education
C1.2. Student Understanding of Learning Expectations: At the start of each course, all teachers provide students with a syllabus that provides pacing of content areas, course expectations, grading policies, standards, which are also posted on Canvas. All teachers publish student grades on Canvas, allowing students to track their performance in their classes. Teachers are required to update grades at least every six weeks; however, most teachers update grades more frequently. Teachers use Illuminate, turnitin.com, Google forms, Canvas quizzes, rubrics, and common assessments to evaluate, identify, and communicate areas of strength and areas of growth. Additionally, some courses such as Art and Math have started to explore standards-based grading. Students with IEPs write self-advocacy letters to all of their teachers to address individual strengths, areas for improvement, and goals for the year. All teachers read and are aware of the student's individual assessment and goals.	**C1.2.** Canvas course syllabus Canvas Standard-based grading and sample work Sample letters

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation

and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
C2.1. Teachers as Facilitators of Learning: All teachers at Miramonte assume the role of coach for students, using a variety of strategies that allow for student-centered learning in one-on-one, small-group, and whole-class settings. These strategies include pair/share, group discussion, group collaboration, projects, use of technology, simulations, problem solving, critical thinking.	**C2.1.** Teacher lesson plans and student work samples
Teachers also assume the role of coach for each other. Weekly meetings exist for teachers to meet together for course-alike collaboration. Miramonte and the Acalanes District also offer professional development opportunities that put teachers in the role of coach, sharing instructional and curricular strategies with their colleagues. Additionally, Miramonte designates teachers as Instructional Coaches such as Equity TOSA and Intervention TOSA.	Summer Institute 2022 Curricular Teams Curricular Team Planning Tool 2022-2023
Teachers train student-coaches to support students through the Peer Tutoring Program, Link Crew, Leadership, Mirador, Yearbook, and the Curriculum Consultants program, and all clubs have a mentor teacher. There are over 90 clubs at Miramonte, and faculty advisors oversee meetings to ensure that each club's activities further Miramonte's Mission Statement.	Peer Tutoring Program Curriculum Consultants Program Miramonte Clubs
All Miramonte teachers effectively employ technology in all subject areas. Professional development opportunities at the site and district levels, such as conferences, Summer Institute, and release days, are available to train teachers in new ways to incorporate technology into the classroom.	Summer Institute video All certificated staff professional development
Through the Bring Your Own Device (BYOD) model, teachers offer a variety of instructional and assessment tools to enhance learning, such as Google Apps, Membean Online Vocabulary, MS office, ebook builders, Kahoot, Socrative, Quizlet, Illuminate, ExplainEverything, Doceri, PollEverywhere, Flipgrid, imovie, Jamboard, Clever, CommonLit, Padlet, desmos, Peardeck, Noodle Tools, and more.	

All teachers follow specific Canvas Norms to ensure basic structural uniformity, for ease of use of students. All teachers use Canvas to deliver assignments, expectations, grades, and feedback to students.	[Canvas Norms data](#)
Summer Institute, a three-day program held before the start of each school year, allows staff members to collaborate in curricular groups and attend breakout sessions on a wide range of educational-related topics. Led by AUHSD teachers and administrators, these fifty-five-minute breakout sessions enable staff to learn from and connect with colleagues from across the district on current topics and best practices. This time is especially valuable for new staff members and the curricular leads who are working on district-wide common formative assessments.	[Teacher lesson plans and student work samples](#)
The Bring Your Own Device technology model is fully implemented. All students are expected to bring their own devices. Students without devices are issued one from the school at the beginning of the year. Students can also check out a device for the day from the library. All incoming students are trained on the uses of Canvas at the beginning of the year.	
All students, especially Special Education students, can revisit presentations or notes from their general education classes, can use headphones to access without distractions, and can listen to audiobooks provided as an accommodation. Ipad and computer are often used for writing and study (e.g. quizlet).	[MHS Library Website for Learning Skills](#) Computer Lab
In addition, Learning Skills Classes incorporate a variety of tools and technology. Students have access to Litcharts and Learning Ally for summaries, book analysis, and audiobooks.	
Teachers differentiate instruction in a variety of ways to support student learning. Teachers post assignments, class materials, and grades on Canvas. All students have access to course materials and information. All classrooms are fitted with white boards and an LCD projector to provide visual aids for learning. Teachers use iPads, Chromebooks, laptops and/or the computer lab to enhance student engagement and learning through individual coursework and collaborative group projects. English teachers employ Membean, a vocabulary training system that offers every individual student a personalized word list and training activities, including summative evaluations. Teachers also use programs such as Newsela and CommonLit to select materials geared toward specific skill deficits for specific students.	[PLC processes and guiding questions](#)
Teachers use a variety of assessment strategies and tools, in order to evaluate how differentiated instruction impacts student learning. Tools such as: Kahoot, Google Forms, Socrative, PollEverywhere, and others check for understanding throughout instruction to provide opportunities	[Curricular Team Planning Tool 2022-2023](#)

for re-teaching to take place. Through scaffolded group work, instruction, and guided and independent practice, teachers recognize and address the various learning styles of the students. Course-alike teachers design and use common assessments and reflect collaboratively on best practices to improve differentiated instruction. Curricular Teams also discuss effective strategies to engage and support student learning.	Teacher lesson plans and student work samples
Teachers work with our ELA and Special Education teachers to support learning for all students. The ELA and Special Education teachers provide additional instruction for reading and writing skills. Miramonte's ELD program has been successful in helping students improve their English proficiency with a focus on grammar, academic vocabulary, and syntax.	ELD Program
C2.2. Creative and Critical Thinking: Miramonte teachers provide a challenging curriculum through a variety of teaching strategies to stimulate creativity and critical thinking. This includes, inquiry-based labs and ADI's, interactive lessons (Peardeck, Google Forms), student-choice projects, research projects, dissections, research papers, Project- based learning that is student led and focused. The Social Studies department focuses on analyses of a variety of primary sources to enable students to extrapolate what happened in the past versus simply being told what happened. Ideological classroom debate is encouraged in a style that is facilitated by questions from the teacher versus direct instruction. The constant goal is for students to connect the effects of past historical events to current global issues. The English department utilizes a diverse collection of literature and nonfiction texts to engage and challenge students, exposing them to a variety of styles, authors, and perspectives.The discussion-based classroom model encourages students to form arguments and ideas which they must then accurately convey and persuasively defend. Students develop critical and analytical skills through a myriad of activities ranging from artistic representations of textual themes to thoroughly researched literary critiques. The math classes encourage students to collaborate with one another and share different methods of solving problems. In Financial Algebra, students examine real-life scenarios through the use of spreadsheets, including budgets, sorting data, sales/stocks, and financial literacy. Computer science has students code in a graphic platform that allows them to merge intellectual and creative skill. Students are given open-ended prompts to critically examine large data sets of their choosing and present these results to the class. Students are given opportunities to evaluate their tests, articulate what concepts they didn't understand, re-solve for the correct answers and demonstrate	**C2.2.** Lesson Plans Culturally Diverse Texts Lesson plans

their understanding on a "retake." The World Language courses use music and art for specific projects to acknowledge diversity of cultures. Essential questions serve to stimulate critical thinking on topics that affect our communities and the world. Teachers collaborate on essential questions and scaffold these questions, introducing them at the lowest level of language. The elective courses allow students to demonstrate individual creativity. Instrumental music students are asked to analyze musical pieces and validate their reasoning. In PE, students create and teach a yoga sequence. Teachers work closely with the librarian to use multimedia resources and question generating strategies for projects and research that enhance critical thinking. The Curriculum Consultant Program empowers students' voices and engagement about their own learning.	 MHS Library Databases QFT Lesson Curriculum Consultants Program
C2.3. Application of Learning: Students demonstrate acquired knowledge through a variety of individual and group projects, written assessments, presentations, debates, speeches, movies, plays, art work, Music, and various other activities. Students are provided clear instructions and expectations both on Canvas and in the classroom. Teachers and students use lectures, textbooks, databases, videos, art and literature, among others, to enhance learning and instruction. Many courses require research projects that require high levels of organization, time management, critical thinking, synthesis of multiple sources, problem-solving, presentation and citation skills. Examples of these creative and innovative assignments include but are not limited to Native American Project, Song/Poetry Analysis, Simulations/Panel Discussions, Coffeehouse Recreations, Debates. The librarian works with teachers and students to provide quality research tools and an environment that fosters collaboration as well as independent study. Miramonte provides access to a variety of online databases to facilitate learning through access to scholarly writing and original source documents. Examples of resources include: ABC Clio, Gale References, Library, Country Watch, Facts on File, Proquest Historical Newspapers, Classroom Video Online, and more. AP Courses require college-level work from students throughout the year, and most students participate in and succeed on the AP exams. VPA courses hold multiple performances per year, allowing students to	**C2.3.** Canvas Lesson Plans MLA Citation Resources MHS Library Databases AP course data VPA Performances

demonstrate their creative talents and improved skills.	
C2.4. Career Preparedness and Real World Experiences: All students at Miramonte have access to and are engaged in career preparation activities. Miramonte has an active Career Center that provides support for students investigating post-graduation opportunities and possible colleges.The Center provides guidance for students through their application and selection process. Students have access to instruction on Common App and Naviance, support in obtaining scholarships and financial aid, and presentations from college representations Alumni, Parents, and Community Members donate time throughout the year for various "career night" type activities and in-classroom seminars, to educate students on career opportunities and demonstrate how students can apply their knowledge from MHS to real-world occupations. Examples of this include guest speakers in classes, Naviance career interest surveys, yearly visits to College and Career Center, and CTE classes such as Sports Medicine, Foods, Digital Design, Journalism, Musical Theater, Photography, Publications, AP Environmental Science, Computer Science, Digital Electronics, Intro to Engineering, Principles of Engineering. Various classes offered are designed to guide students through student-centered learning activities and engagement with resources outside of school and academia. Specific courses designed for this include Public Speaking, Computer Science, and World Languages, as well as Social Studies Classes. Electives such as Journalism, Yearbook, Public Speaking, and Sports Medicine offer students real-world training in a variety of ways. Journalism, Mirador, and Yearbook offer training and skills in investigative writing and publishing. Our VPA program has a strong tradition of outreach performances in the local community. Field trips offered by various classes also allow off-site learning and experience. For example, during a Computer Science field trip, students are given the opportunity to see professionals coding. The WISE program emphasizes real-world, outside-the-classroom experience. It seeks to unite students, faculty, and community, and promotes the integration of Miramonte High School into the cultural fabric of the Bay Area. Mock Trial allows students to get knowledge of the judicial system. Students get public speaking skills, critical thinking, time management, as well as practice working and competing in teams.	**C2.4.** College and career center Naviance College and career events Miramonte classes Course Catalog Congressional Debate Public Speaking Program Field Trips 2019-2020 Field Trips 2022-2023 WISE Mock Trial

ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs

Areas of Strength

- ➢ Academy intervention provides robust opportunities for extra help.
- ➢ Use of Canvas schoolwide ensures effective communication between teachers, students, and parents regarding academic progress.
- ➢ Focus on diversifying instructional strategies and curriculum through course revision and additions.
- ➢ Prioritization of teacher collaboration.
- ➢ Collaboration between special education and general education during co-teaching and the use of designated teachers.
- ➢ Variety of opportunities for extra-curricular enrichment.

Areas of Growth

- ➢ Continue to support professional development that helps teachers implement standards based grading.
- ➢ Improve support for ELD students.
- ➢ Provide support for teachers to implement new curriculum (example, equity embedded into curriculum).
- ➢ Continue to improve academy intervention opportunities and strategies.
- ➢ Collaborate to ensure consistency within class preparation and rigor.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels, to ensure consistency within and across grade levels and content areas. Teachers use collaboration time on Fridays and pull-out days to establish essential standards, write common assessments, differentiate assessments to essential standards, and review student performance.	D1.1. Common assessments are per subject area World History Pull Out Day US Government Assessments
School teams use assessment results to make changes to the school program, implement professional development activities, and allocate resources, ensuring a results-driven, continuous school improvement process.	Canvas Grade Guardian

Teachers rely on a variety of assessment tools to collect and measure student performance and mastery of standards as determined by the state and district. Examples include: traditional written or electronic summative assessments; argumentative written assessments using claim, evidence and reasoning; socratic seminars, and performances. Common assessments are currently being developed across the Acalanes Unified School District for all core subjects. Teachers are currently assessing the validity of test retakes to see if students benefit from these opportunities. As appropriate, based on student needs and prescribed accommodations, courses use differentiated assessments with agreed-upon levels of questions and length of tests to meet essential standards. Teachers use a variety of tools to analyze student performance including: Canvas tests; Illuminate online tests; paper-based tests; Google forms; peer evaluation and reflection; rubrics and other online platforms such as CommonLit that provide data on students' skills. They use collaboration time and grade-level cohorts to discuss student progress and performance, gauge the validity of assessment questions/methods, and plan the best practices to adapt instruction. District and school leadership have provided teachers with the opportunity to receive training in Grading for Equity. Many teachers have incorporated commonly agreed upon grading paradigms which have led to increasing equitability of opportunities to access the curriculum and standards. Teachers are also starting to attend professional development for Standards Based Grading. This requires a change in assessment structure and will take time to implement. Staff and district leadership recognize that further work is required in order to consider how broadly these practices should be implemented. Teachers use Canvas to report grades to stakeholders. Students and parents can utilize Canvas to see individual assignment grades and overall course grades. Official progress updates are sent through Aeries every five weeks.	Social Studies- Decolonization Common Assessment ([Instruction sheet](); [Student Work)]() [AUHSD World History Common Assessment]() English 9 District Common Assessment ([Prompt](), [Rubric]()) [Illuminate Data Sample]() [CommonLit Data Sample]()
D1.2. Basis for Determination of Performance Levels: All departments have established essential standards and regularly assess students on their progress in meeting those standards. Departments use common rubrics across grade levels and use common assessments. For example, Math has differentiated common assessments to determine student growth in each subject area (algebra, geometry, etc.). Students are assessed based upon their ability to perform at their individual highest level and continual review of student progress guides	D1.2. [District Courses of Study and Grading Rubrics]() [District Homework Policy]()

the differentiation. The Math department will be targeting the bottom 20% of students and creating a program to boost them from below standard to meeting standards. English classes use common rubrics across grade levels and use common assessments. Social Studies uses skills-based rubrics and common weighting across course-alike classes.	
D1.3. Monitoring of Student Growth: The school partners with district leadership to effectively and regularly assess programs and expectations for students' academic growth and progress. Teacher, site, and district leaders regularly meet to evaluate and improve courses based on student performance and feedback. Teachers, Counselors, and Administrators use Canvas Grade Guardian to monitor and identify struggling learners, often utilizing Academy time to re-teach and support those students. Staff also meet in grade-level groups to review student performance based on D/F grade data. Considerations are underway to find more holistic ways to monitor student performance and growth. The school peer tutoring program, which takes place during the Academy period, encourages a growth mindset as students support each other. Staff can then use the Teachmore program to monitor participation and effectiveness.	**D1.3.** Canvas Gradebooks Canvas Grade Guardian Wellness-Data collection Challenge Success Survey
D1.4. Assessment of Program Areas: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas by having weekly course-alike meetings where teachers meet to design and implement common assessments. For example, unit tests and final exams are written collaboratively. The data is used to inform instruction and plan future units. Grade level cohort meetings also help to align program areas. Attending and implementing strategies from Grading for Equity workshops and other district provided professional development opportunities around PLCs are additional ways in which academic programs are monitored, assessed and revised. Assessment results are used to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process by creating final exams and common assessments that are used across the school to assess student mastery of the course curriculum and used to inform future instruction. Shifting the schedule for final exams to be completed before winter break has created a less stressful break time for students and is overwhelmingly successful.	**D1.4.** District Common Assessment Meetings Grading for Equity Professional Development Programming Academic Calendar

Periodically, programs and expectations for students' academic growth and progress are assessed by using pulse surveys and other student surveys to gauge students' sense of connectedness to the Miramonte community. Miramonte Instructional Council regularly reviews all feedback on academic programs and expectations as they consider proposals of new district courses, course and pathway revisions, annual course offerings and master schedule planning.	Pulse Student Survey Pulse Data Over Time
D1.5. Schoolwide Modifications Based on Assessment Results: Student assessment results are used systematically to implement tiered-interventions of support. Students who are identified as struggling in their classes, through teacher, parent or counselor referrals, either informally or formally through the SRT (Student Review Team) process will have follow-up with recommended strategies, such as peer tutoring, Academy tagging, wellness referrals, BIRT referral, and teacher, counselor or administrator check-ins.	**D1.5.** SRT Workflow
A considerable number of course modifications and/or adoptions have been the direct result of assessments and stakeholder feedback. The Math department has modified course offerings/pathways for the Algebra 2 level to better meet needs of students by introducing a Financial Algebra course in the 2022 - 2023 School Year. Human and Social Development was introduced as a new Health Graduation Requirement. New choices for completion of the fourth year English requirement have been added, including Deconstructing Race and Literature, Film and Media, meaning that seniors now have four English course options to choose from. Social Studies added courses to give students increased choice, including: AP Psychology, Ethnic Studies, Global Studies, AP World History. The Visual and Performing Arts department added honors courses to provide deeper level learning.	Course Syllabi
Course textbooks are reviewed and updated regularly based on shifts toward curriculum standards. For example, new textbooks were adopted in all of the CORE science classes to adapt the Next Generation Science Standards. Social Studies textbooks (US History, Government, Economics	Follett Destiny Online Textbook Catalog
As a result of various surveys of district-wide community stakeholders, changes in homework policies have been made with many teachers no longer penalizing students for late work and allowing students to retake tests and quizzes.	District Homework Policy

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
D2.1. Demonstration of Student Achievement: Formative assessments take the form of warm-up questions/dialog, interactive questions and spot checks, Kahoot quizzes, exit ticket questions, quizlet sets – these "assessments" are not typically given weighting in the gradebook, but guide discussion, follow up and reteaching. These formative assessments provide teachers a baseline on student progress towards mastery of academic and college/career readiness standards. Summative assessments come in the form of exams or quizzes, labs or projects that are graded and documented. Students receive graded feedback, go over common misconceptions, and teachers follow up as necessary with reteaching. Common assessments for English, Social Studies, and Science specifically assess state academic and college/career readiness standards. Academy sessions provide time for individual check-ins with students, tutorials, exam retakes and makeup.	**D2.1.** Foundation Math Whiteboard group work Common Formative Assessment District Presentation "Check for understandings" (quizzes) on Canvas Quizlet, Kahoot Warm-ups whole class instruction Performative Assessments Tests/quizzes Classwork/homework Lab Work in science
D2.2. Teacher and Student Feedback: With the move to Canvas students more easily receive timely feedback, both with Canvas and Illuminate quizzes that are auto-graded and give instant results, and the ease with which grades are updated, posted, and communicated to students and parents. Teachers readily employ the rubric feature of Canvas to give detailed scoring feedback. Google Form Surveys are used to elicit feedback on exams and course instruction. Comments written by teachers on assessments are linked to notifications in student email so that they see this feedback and implement a revision. Verbal feedback is consistently given to the entire class following group activities and lab work. While administration requires grades to be updated 4 times a semester, grades are generally more frequently updated by teachers, in order to provide real-time data to students about performance. Canvas and	**D2.2.** Google Form Surveys AUHSD Teacher Evaluation Process APUSH- Andrew Jackson Trial AP Physics- Trebuchet

Teachmore allow for students to have in-depth access to their grades, including submission comments from teachers and access to scoring criteria and rubrics online.	

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Areas of Strength
➢ Variety of assessments that lend themselves to alternative student modalities
➢ Aligning assessment format/procedure in course-alikes and vertically.
➢ Use of data and student results to modify instruction and provide appropriate intervention.
➢ Use of Canvas assessment to give students instant feedback and to disseminate information.
➢ Use of academy time to help students reach proficiency with a goal of academic equity in assessments.

Areas of Growth
➢ Continue to focus on school wide mental health and improving integration of wellness in all students' schedules.
➢ Continue to work towards consistency between Curricular teams to provide students with a common experience regardless of teacher.
➢ Colleagues analyze student data from assessments to help determine topics for reteaching/retesting, leading to better, more targeted use of Academy time

<div style="border: 1px solid black; background-color: #d9ead3; padding: 10px;">

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

</div>

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator
E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
E1.1. Parent Engagement: AUHSD staff has established strong partnerships with District families. These partnerships are grounded in the core belief that positive school-family relationships foster high-quality educational programming. Clear lines of communication help ensure strong partnerships with families. Site administrators use the District's communication tools (Parent Square) to ensure that families receive timely and accurate information about school programming. Through the District's learning management system (Canvas), all parents/guardians can see key information about their student's courses, including the following: assignment calendars, assignment grades, overall course grades, support materials, and class policies and procedures. This allows families to easily identify areas where their child might need additional support. Parents participate in surveys about key facets of District and site programming. AUHSD notifies parents of their rights at the beginning of the school year through the required registration process, with all information readily available on the AUHSD website. Families are actively involved in supporting students throughout their time at Miramonte. Open house/back to school nights are held annually to connect parents to teachers. These parent/guardian forums are well attended. The District Coordinating Council, a parent advisory committee, meets monthly throughout the school year to provide input to District administration, helping foster clear communication.	E1.1. [Canvas Parent Portal](#) Grade Level Counselor Meetings: ([Freshman survey](#); [Sophomore meeting](#);[Junior meeting](#); [Senior meeting](#)) [Parents Handouts](#)

The Parent's Club provides updates and resources for parents and staff about school events, fundraising and community service opportunities. They assist with communication and donation solicitation for ONE (Orinda Network Education). Additionally, they help communicate school activities, school needs, and volunteer opportunities to the parent community.	Parents Club Matador Newsletter Parents Club Website ONE Orinda Website
A group of parents also serves as class advisors, supporting the students in leadership roles and planning events for their class. These parents also hold large meetings for all parents in the grade to communicate information specific to parents at each grade level. Periodically, these advisors also send newsletters to parents about grade specific-information and activities, and social media pages are used to communicate additional information on an as-needed basis (frequency varies from class to class).	Class Advisors: (Seniors 2023; Juniors 2024; Sophomores 2025)
Parents are involved in our Boosters club through supporting our athletics teams and coaches with fundraising, athletic director stipend, and athletic trainer salaries, to support student athletes.	Boosters Website
Parents of students with disabilities and English learners receive regular notices of their legal rights. The SPED/504's meetings throughout the year engage students, parents, teachers, and counselors in the discussion of student progress and achievement as well as college and career options.	
The counseling department works with parents and students to support and help with academic goals and graduation requirements along with liasoning with teachers and administration as needed. If a student is identified as having academic or social-emotional struggles, then the counseling, administration, and wellness team partner with parents to provide any and all support required.	Back to School Night Program
Our college and career center actively engages parents in post-high school planning by meeting with parents and students to go over options and strategies for college and career. Additionally, they create events with guest speakers for parents to help understand their students and the college & career process.	
Visual and Performing Arts performances and showcases bring community members and parents to campus to showcase the hard work the students have been engaging in throughout the year. This creates a stronger community across stakeholders, getting to see how the students are growing on campus.	
CTE courses and teachers work to connect the community to the content they are teaching. By bringing in professionals, the students are	Career Night Program College & Career schedule

engaged in real world applications of the content and opportunities post school. The College & Career Center every year puts on a Career Night for the community to expose our students to various career options. Clubs such as Mock trial, Key Club, Model UN, etc. work with members of the community for mentorship, volunteer opportunities and most of all a direct connection to the community.	List of Clubs
The District and the school sites are building strong Diversity, Equity, and Inclusion Committees to help foster engagement from underrepresented families. AUHSD staff are also working to strengthen the role of the District English Learner Advisory Committee (DELAC) and the site English Learner Advisory Committees (ELAC).	DELAC Presentation

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	**Supporting Evidence**
E2.1. Safe, Clean, and Orderly Environment: Miramonte administers the California Healthy Kids Survey (CHKS) every other year to all students in grades 9 and 11. The survey was last administered in the 2021-2022 school year. Results showed 87% of 9th graders and 79% of 11th graders perceive their school as a safe or very safe environment.	E2.1. Healthy Kids Survey
One area of concern has been safety in school parking lots. Improvements in this area include a coordinated effort between designated staff (i.e. Campus Supervisors), improved signage for the flow of traffic, and consultation with city officials. Student out-of-class policies were revised and reinforced to rebuild safe habits post-remote schooling.	Out of Class Procedures

In addition, we have standardized, updated, and improved the emergency responses for active shooter alerts, shelter in place, and fire/earthquake response. The administrators present safety and discipline information to all English classes each fall. The PA system has been updated school-wide to make the alarm systems easily heard from any point on campus. Furthermore, we staff a full-time Campus Supervisor who monitors and ensures campus safety from 7 AM to 3:30 PM daily. Miramonte has taken measures to improve cleanliness around campus facilities. The HVAC system was updated school-wide in response to COVID-19 safety measures. The custodial staff cleans classrooms exceptionally. An area of improvement is that students don't consistently pick up their own trash after lunch. Broader respect for the campus and for others by the students is an area of growth. Families sign a technology use agreement during the annual school registration process. This includes the acceptable use policy and internet safety procedures. This information, along with the uniform complaint procedures is also posted on the district and school websites. Miramonte's landscaping and grounds are well maintained and efforts such as removing dead trees have contributed to safety efforts.	Emergency Response Presentation Acceptable Use Policy Technology Info for Parents AUHSD Uniform Complaint Procedures
E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning. We accomplish this across a variety of categories: There are several notable changes to school-wide structures such as the bell schedules that were modified to promote student health (i.e. increase sleep). The district adopted a new academic calendar that accommodates first semester finals before the Winter Break to reduce student stress during breaks. We initiated a new schedule that includes a 4-day block which allowed us to integrate two Academy periods per week (more below). Miramonte's academic intervention and multi-tiered system of support consists of a Grade Level Cohort meeting held once per semester to identify students who are in danger of failing. This intervention allowed educators to determine appropriate interventions and intercede with students at risk on a 1:1 basis. Furthermore, Miramonte conducts a Peer Tutoring program that is integrated into Academy to allow teachers to pair students struggling with content with an older student tutor who can support their learning. Lastly, tagging for Academy has been a valuable intervention to support students in danger of failing and	**E2.2.** 2022-2023 Academic Calendar Bell Schedule with 8:30 AM Start Academy Procedures

demonstrates our commitment to student care and staff/student connection. Miramonte is committed to fostering student mental, physical, and emotional well-being. Part of this initiative includes creating structures that promote inclusivity and building programs that uplift mental and physical health. A large portion of the Student Union is designated to house the Wellness Center which provides valuable mental health which supports student-well-being. The Wellness Center provides 1:1 counseling and substance use reduction support which demonstrates connection and additionally supports school-wide education on student wellness, which shows a commitment to fostering health for all students. Miramonte has designated 3 bathrooms as gender-neutral bathrooms to affirm our non-binary and gender expressive students' identities on campus structures. To build a culture of trust and respect, Miramonte has dedicated itself to building practices that center inclusion and diversity across the curriculum and in co-curricular activities. For example, Miramonte supports cultural affinity clubs run by staff advisors such as the Black Student Union, Latinx Unidos, Asian Student Union, Sexuality and Gender Alliance, and Equiteam which has allowed students who have historically felt excluded from the school culture to build meaningful and important connections. Furthermore, Miramonte has launched a Curriculum Consultant Program that pairs students with teachers to revise lessons with a lens of equity and dismantling systemic oppression. Many teachers have engaged in this program. Finally, Miramonte has created and distributed equity lessons based to foster conversation and connection and highlight important conversations around individual identities.	Wellness Center Wellness Referral Link Equity Lessons from 2020-2021 and 2021-2022 School Year Curriculum Consultant Program Curriculum Consultant Flier
E2.3. Atmosphere of Trust, Respect, and Professionalism: Despite semi-regular changes in administration, an atmosphere of trust, respect, and professionalism is reported very high among staff members. 93% of staff members "strongly agree" (50.9%) and "agree" (42.1%) that staff promotes concern for others. 100% of the staff replied that they "strongly agree" (68.4%) and "agree"(31.6%) that they enjoy working at Miramonte. Monday Memos and shared Agendas and Minutes from Instructional Council Management, Site Advisory Council, Instructional Council, Challenge Success, Curriculum Team Leads meetings and staff meetings promote transparency. All communications and documentation are archived on the internal staff Plaza de Toros website. The theme of	E2.3. Staff Perception Survey

'Connection, Equity, and Wellness' has been established during staff meetings by emphasizing team building activities and allocating time for staff members to express appreciation and gratitude for one another's work. Students also feel as though there is a climate of trust and respect at Miramonte. 73.2% of students feel as though they have a trusted adult on campus. 76.6% of students reported on the Challenge Success Survey that "a lot" or "all" of their teachers "treat them with respect". Students have many opportunities to self-advocate and to weigh in on school issues. We have student representatives on the Site Advisory Council and Challenge Success Team. A group of students serve as Curriculum Consultants who provide student feedback and perspective towards crafting curriculum, especially through an equity lens. The Principal meets weekly with ASB student leaders to provide feedback and consult on what is happening at both the classroom and leadership levels in the school. Along these lines, and in order to best honor individual differences, AUHSD has heavily invested time and resources on equity. The commitment to racial equity work in the Acalanes Union High School District is unwavering. As part of the District's Local Control and Accountability Plan, significant investments in professional development, curricular changes and student climate have taken place over the last five years. Training for teachers and students has focused on equity in regards to race, class, gender, sexual identity. In our ongoing efforts to continue equity work, teachers embed curriculums that focus on identity, difference, and how Miramonte can become a more safe and welcoming environment for all students. Miramonte works with teacher leaders, students and stakeholders to design lessons that reflect the evolving needs of our school. Teachers have attended workshops provided by Courageous Conversations, and the AUHSD Director of Student Support, Equity and Inclusion, who meets regularly with student groups to facilitate conversations, plan symposiums, and provide support. To improve our culture of respect, trust, and professionalism, hiring more substitutes would allow teachers greater opportunity to take advantage of these PD resources, and others, that they need to grow as professionals. In addition, continuing to craft more opportunities for a broader student voice, not just students already in leadership positions, would foster and promote a more collaborative atmosphere.	Challenge Success Survey District Equity Work "Beyond Diversity: Courageous Conversations About Race" AUHSD Working with and Across Differences

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs

have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
E3.1. Academic Support Strategies for Students: School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs. Teachers meet with colleagues teaching the same course weekly and grade level monthly to collaborate on curriculum and Tier 1 instructional strategies. Academy (Tier 2 interventions) is required for all students to attend and teachers proactively tag students who are struggling. Canvas is utilized and available by and to all students to maintain academic organization and grade tracking. Block schedule is utilized to ensure deeper, more consistent learning and helps students compartmentalize. The Student Review Team (SRT) is a Tier 3 support utilized to establish next steps for students requiring more individualization and intervention plans are implemented as needed. SRT is accessible to the entire student body. Students are assessed and provided structured interventions to the degree appropriate for sustained diploma progress. 504 plans are available, as are Individualized Education Plans (IEPs) with related services.	**E3.1.** Staff Intervention Strategies Presentation How to Academy Presentation TeachMore Bell Schedule SRT Workflow

Students who are in Special Education have access to specialized classrooms located on a public school campus with a range of service levels. Learning skills classrooms serve students with Mild/Moderate Disabilities and feature case management and support staff who assist students in both special education and general education classrooms. Curriculum can be adjusted to meet student skill levels provided curriculum standards are met. Students in the Moderate/Severe program may not be able to meet district grade requirements and have access to a specialized program leading to a certificate of completion.	
E3.2. Multi-Tiered Support Strategies for Students: Miramonte follows the Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) protocols provided by the California Department of Education. School staff, leadership, and students implement and utilize technology to ensure that students are organized when it comes to grades, academic standards, and reteaching. Academy utilizes Teachmore for student appointments and teacher tagging and guidance is provided to teachers on how to use and implement various methods and levels of academic support on the internal staff Plaza de Toros website. Students receive instruction on using these platforms within their courses. Teachers assess and proactively reach out to students who need targeted, personalized, and multi-tiered academic support and alternative instructional approaches. Canvas set up to assist all students with organization and grade tracking. Teachers collaborate in course-like teams and by grade level to establish curriculum and ensure alignment with assessments. Students with special needs are enrolled in programs to teach them life skills, self-advocacy, college and career readiness, and build community. IEP Counseling is offered to Special Education students with significant social-emotional, behavioral, and/or mental health needs. Special Education students with IEP counseling services meet with the school psychologist or other qualified mental health staff on a regular basis. These services support students in making progress towards goals specific to their area of need. Intervention plans available to all students. Progress is monitored through the SRT process in addition to all other relevant stakeholders. The entire school ensures mental health and social-emotional support is accessible to all students at any time to help self-regulate and ensure academic and social readiness, through personal counseling services. Wellness available to all students needing social and emotional support.	**E3.2.** CTE RTI Resources Staff Intervention Strategies Presentation TeachMore Plaza de Toros Canvas Collaboration Teams SRT Workflow Wellness Center

All school staff is trained for equity and has access to professional development opportunities to build rapport and trust with students, staff, families, and the community, value the identities of all individuals, and identify best ways to support students academically and socially-emotionally. The implementation of the block schedule allows for more meaningful relationship building between students and teachers and peers, and our Academies allow for deeper learning and focusing on students who need additional support from teachers or peer tutors. The implementation of non-academic, student-centered initiatives, including BIRT (Bias Incident Report Team) and LinkCrew – a diverse team of teachers and teacher-nominated students who welcome new students to campus and build inclusivity.	 BIRT Link Crew
E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff regularly assess the effectiveness and impact of Tier 1, classroom instruction, using grade data as recorded in Canvas, and through the use of its Grade Guarding feature. Site and district professional development programs also allow staff to share, collaborate and reflect on Tier 1 instructional strategies. Students have the opportunity to share their feedback through site and district surveys. The impact of Tier 2 supports, mainly Academy, is also measured through the use of grade data, staff professional development programming and student surveys. Additionally, data pulled from the Academy session and attendance tracking platform, Teachmore, is used to monitor student progress and provide more targeted interventions. Miramonte has a streamlined approach to support all students department wide. Currently, teachers, and counselors use data provided from each progress report period's D/F list, or by teacher referral, to identify students whose needs are not being appropriately met. Struggling students requiring Tier 3 interventions are identified by parents, teachers, counselors, and administrators and are referred to our Student Response Team (SRT) where counselors, teachers, administrators, intervention specialists, school psychologists, and representatives from special education collaborate on how to best allocate support and resources to these higher needs students. The follow-up process is closely monitored by the student's counselor to measure impact and make adjustments as necessary.	**E3.3.** Canvas Student Surveys Teachmore Tagging Data SRT Workflow
E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in	**E3.4** Link to Academic Programs

curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards. These programs include: Public Speaking, Instrumental and Vocal Music, Theatre Productions, Latin Convention Mock Trial and Model UN.	Available Including VPAs Public Speaking Program
Students have the opportunity to develop their leadership skills in Student Government, Link Crew and various campus clubs. Our Latin Club is our largest and most active club on campus, often hosting the Annual Latin Convention. It is also the second largest Latin Club in the United States.	Link Crew Miramonte Latin Club
Students are recognized for their high academic achievement through the California Scholastic Federation (CSF). Each year 800+ students qualify for the CSF recognition each semester. Additionally 33% of seniors are recognized for Lifetime Achievement each year by earning four or more semesters of CSF throughout high school.	CSF Program
In addition, students who have participated in six or more Visual or Performing Arts courses throughout high school graduate with the Arts Distinction Award. Each year Miramonte has approximately 25 seniors earn this recognition.	
A high percentage of our students are involved in community service and 12% of our students receive the Miramonte Community Service Awards (MCSA) or the President's Volunteer Service Award (PVSA) each year.	Volunteer Opportunities 2021-2022 PVSA & MCSA
The Acalanes Gifted and Talented Education (AGATE) program is a unique experience offered to a select group of students who conduct interdisciplinary research, attend a three day hands-on exploration, and present a culminating project in a creative, non-traditional format.	AGATE
Vocational (ROP) classes give students hands-on job training in sports medicine, engineering design and environmental science.	
Miramonte boasts a robust athletic program with 86% of our students participating in one or more sports teams.	
E3.5. Student Voice: The Miramonte community values opportunities for students to deepen their sense of self and make personal and community connections that are meaningful and relevant, allowing them to become advocates for their own needs and supports. For example, students are able to take an active role in seeking help from teachers by tagging themselves for Academy or reaching out to teachers via Canvas mail.	**E3.5**
Students may proactively go to the Wellness Center to seek mental	Wellness Center

health aid from professionals. The College and Career Center allows students to schedule visits for support with all stages of the postsecondary planning and application process and provides access to community service opportunities, so students may develop a richer sense of self and caring for the community.	Volunteer Service Opportunities
Through visual and performing arts initiatives, students are able to express themselves artistically, as well as foster community connections with public performances.	Drama Studio Art
Miramonte Athletic programs regularly solicit student feedback and support student captain leaders who help to facilitate communication between coaches, players and administration.	Student-Athlete Feedback
Student run publications, The Mirador and The Writer's Mag provide students a platform to report on and express their opinions on school and community issues important to them.	Mirador Writer's Mag
The Miramonte Library offers an open space for students to use independently to pursue their personal and school-related academic pursuits, providing online resources and books for independent recreational reading.	MHS Library Next Reads
Other programs which provide outlets for student voice, choice and self-advocacy are Student Clubs (particularly Student Unions); Student Curriculum Consulting Program; Student Participation in Staff Meetings and District Committees; Link Crew; and Leadership.	Student Curriculum Consultants Peer Tutoring Program Link Crew

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

Areas of Strength

➢ Strong parent support and commitment to most areas of academic, athletic, and extracurricular activities.
➢ Meet the needs of students with the most challenging and rigorous academic goals and courses (eg. Honors & AP).
➢ Staff and students sincerely like and support each other which allows us to cooperatively and empathetically solve problems. We are open to changing our culture to encourage personal growth and social emotional health.

Areas of Growth

➢ Increase collaboration with Orinda feeder schools- and solicit input from a broad range of MHS parents– especially in regard to issues of wellness, connection and equity.
➢ Work to redefine student success beyond academic achievement, encourage them to enjoy their high school experience, and think beyond college admission.
➢ Prioritize the health and wellness of all stakeholders.

Prioritized Areas of Growth Needs from Categories A through E

The Areas of Growth for each of the five Focus Group sections were recorded by the working teams during their monthly meetings. All staff were then surveyed on the identified growth areas and asked to prioritize. Finally, our Instructional Council met to review those findings, further refine the growth areas, and choose the top priority from each Focus Group Category.

They are:

- Facilities updates (roof, siding, AC, power, paint) following the AUHSD board 5-year modernization plan. (A)

- Include more equity in our curriculum through both culturally responsive teaching practices and diversifying content to include discussions on race, SOGIE, and socioeconomic status. (B)

- Continue to support professional development that helps teachers implement standards based grading, work with ELD students better, prepare for instructional changes (equity embedded curriculum), and academy intervention. (C)

- Continue to work towards consistency between Curricular teams to provide students with a common experience regardless of teacher. (D)

- Work to redefine student success beyond academic achievement, encourage them to enjoy their high school experience, and think beyond college admission. (E)

CHAPTER IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

	A: Organization	B: Curriculum	C: Learning & Teaching	D: Assessment	E: Culture
Areas of Strength	Community support (ONE Orinda, Parent's Club, volunteering) Collaborative, engaged, and highly-qualified staff Multifaceted approach to supporting students Multiple opportunities for teachers to learn and grow (pull-out days, professional, conferences) Strong relationship with governing board and district office with free-flowing communication	Newly added courses related to equity that expand student learning about diverse perspectives and seeing themselves in the curriculum. Course revisions to address equity and amplify student voice. College/career readiness support for students through targeted resources and programming. Change to block schedule allowing students to dive deeper during class periods. Teachers working in PLC's to ensure all students are learning the same essential standards in each class.	Academy intervention provides robust opportunities for extra help. Use of Canvas schoolwide ensures effective communication between teachers, students, and parents regarding academic progress. Focus on diversifying instructional strategies and curriculum through course revision and additions. Prioritization of teacher collaboration. Collaboration between special education and general education during	Variety of assessments that lend themselves to alternative student modalities Aligning assessment format/procedure in Curricular Teams and vertically. Use of data and student results to modify instruction and provide appropriate intervention. Use of Canvas assessment to give students instant feedback and to disseminate information. Use of academy time to help students reach proficiency with a goal of	Strong parent support and commitment to most areas of academic, athletic, and extracurricular activities. Meet the needs of students with the most challenging and rigorous academic goals and courses (eg. Honors & AP). Staff and students sincerely like and support each other which allows us to cooperatively and empathetically solve problems. We are open to changing our culture to encourage personal growth and social emotional health.

	A: Organization	B: Curriculum	C: Learning & Teaching	D: Assessment	E: Culture
			co-teaching and the use of designated teachers. Variety of opportunities for extra-curricular enrichment.	academic equity in assessments.	
Areas of Growth	Facilities updates (roof, siding, AC, power, paint) following board 5-year modernization plan. Integrating our new Mission, Vision and SLOs into our everyday practices. In the face of declining enrollment, maintaining and increasing course offerings and programming (i.e., co-curricular, Wellness)	Include more equity in our curriculum through both culturally responsive teaching practices and diversifying content to include discussions on race, SOGIE, and socioeconomic status. Increase retention and inclusion of diverse staff. Continue to work towards more consistent levels of rigor from the same classes taught by different teachers.	Continue to support professional development that helps teachers implement standards based grading. Improve support for ELD students. Provide support for teachers to implement new curriculum (example, equity embedded into curriculum). Continue to improve academy intervention opportunities and strategies. Collaborate to ensure consistency within class preparation and rigor.	Continue to focus on school wide mental health and improving integration of wellness in all students' schedules. Continue to work towards consistency between Curricular Teams to provide students with a common experience regardless of teacher. Colleagues analyze student data from assessments to help determine topics for reteaching/retesting, leading to better, more targeted use of Academy time	Increase collaboration with Orinda feeder schools- and solicit input from a broad range of MHS parents– especially in regard to issues of wellness, connection and equity. Work to redefine student success beyond academic achievement, encourage them to enjoy their high school experience, and think beyond college admission. Prioritize the health and wellness of all stakeholders.

	A: Organization	B: Curriculum	C: Learning & Teaching	D: Assessment	E: Culture
Next Steps	AUHSD Board has signed off on Capital Facilities: Five-Year Modernization plan that will address MHS facilities repairs and updates (i.e., roofing, siding, painting, Wifi) Integrating our new Mission, Vision and SLOs by engaging in publicity as well as making our values prominent in our student and staff development (i.e. Academy Cohort meetings, staff meetings, student events, Leadership) Continue to partner with ONE Orinda and Parents' Club to fundraise thoughtfully while also allocating new state funding (i.e., Measure 28)	Strengthen CTE and STEAM pathways in order to increase student completion of pathways. (Audit the pathway to improve curriculum, communication, intervention, college/career planning, etc.) Review course offerings and add or delete courses, especially in CTE and STEAM. Support new staff, through departmental and Curricular Teams. Continue working together on parity between teachers on Curricular Team work: identifying essential standards, developing and analyzing common assessments, and implementing new teaching/learning strategies.	Admin facilitates PD opportunities (i.e. conferences, pull-out days, summits). Admin continues to support PLC time Friday mornings as a way to integrate fully into everyday curriculum. PLCs continue to explore how best to implement Standards Based Grading. Continue to deepen practices and structures around PLC systems. Strengthen partnership with parents and community to bridge school experience with college/career opportunities. Create/strengthen: ● Career Night ● College and Career discussions during Academy. ● Guest speakers for classes. ● Internship opportunities. ● Shadowing	Professional Development continues to focus on providing staff with opportunities to collaborate and share best intervention procedures to assist all student learning levels. Students' Mental Health - All courses provide monthly/quarterly information on how to remain successful in the course and improve on student's learning abilities through the use of wellness strategies. Provide time and training to support the creation of more common assessments in Curricular Teams. Deepen the analysis of assessment data and strategies for intervention. Increase consistency across Curricular Teams regarding homework, pacing, essential standards, and assessments.	Set up and meet with Orinda feeder schools each semester to discuss issues of wellness, connection and equity. (Counseling & Admin) Design and distribute parent feedback surveys once a year to solicit feedback (Admin & IC) Create various opportunities to shine the spotlight on students outside of the academic classroom monthly (i.e. VAPA spotlights on social media and bulletin boards, backups on the soccer team who are great teammates, etc.) (Department Chairs, AD, Leadership class) Rethink the use and value of finals weeks. Create more themed Alumni panels showcasing different paths and realities after high school. (Admin,

	A: Organization	B: Curriculum	C: Learning & Teaching	D: Assessment	E: Culture
			opportunities. ● Informational Interview opportunities.		Parents Club) During our monthly Staff meetings, present a wellness and/or self care (SEL) strategy to the staff that they can use for themselves AND teach to their students and use in their classrooms. (Admin, department chairs, wellness staff) Invite teachers who are interested to get trained in SEL strategies. (District, Admin)

Summary Analysis:

Themes that emerged from each Focus Group include:

FOCUS GROUP A

Strong commitment from all school groups surrounding our critical organizational materials such as the Single Plan for Student Achievement, the revised Mission, revised Schoolwide Learner Outcomes, and revised Motto.

FOCUS GROUP B

Clear motivation to, "initiate structures and systems to foster qualities and characteristics consistent with a learning-centered school." In particular, through the work of our Professional Learning Communities / Curricular Teams, deepen our focus on the four guiding principles and questions of the PLC system. Overall goal is to increase student achievement by aligning common courses

around shared essential standards, aligned lessons, common assessments, and unique interventions to support all students based on student results and data. This means aligning PLC/Curricular Team smart goals to district and site goals, and providing site time for PLCs to meet to regularly cycle through the four guiding principles and questions.

FOCUS GROUP C

Overwhelming support from all staff for continued professional development and PLC collaboration time that improves practices around effective lessons, equitable grading, intervention opportunities, and course alignment in order to support student learning. Utilize instructional strategies aligned with state standards, and district/site goals.

FOCUS GROUP D

A desire to create greater consistency across Curricular Teams to provide common assessments that measure student learning of essential standards and skills. Need for more time and training to develop common assessments and perform proper analysis of student results and data to allow for modifications of instruction and appropriate interventions.

FOCUS GROUP E

High levels of support by all school groups to continue to improve student connectedness, increase belonging, and foster positive academic engagement. Need to continue to train staff in ways to integrate wellness strategies into the classroom to support student and staff wellness. Overall, positive culture, but strong desire to continue to focus on ways to improve the environment for all students, particularly students who are traditionally marginalized, under-achieving, and/or struggling to cope socially-emotionally.

Chapter V: Schoolwide Action Plan

> **A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
>
> **B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
>
> **C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

NOTES: The Acalanes Union High School District and Miramonte High School have committed to the Professional Learning Community (PLC) framework, process, and systems of approach. We have aligned our WASC goals to fit the PLC framework, specifically aligning them to the guiding four questions (listed below). We have formatted the following Schoolwide Action Plan to align with the PLC framework and be more authentic with our daily/weekly all staff collaboration efforts.

The four questions that drive the work of a PLC are:

1. ***What is it we want our students to know and be able to do?*** *(Identify essential standards.)*
2. ***How will we know if each student has learned it?*** *(Create and utilize common formative and summative assessments.)*
3. ***How will we respond when some students do not learn it?*** *(Identify students who need additional support and provide appropriate interventions; Analyze and improve our instructional practices.)*
4. ***How will we extend the learning for students who have demonstrated proficiency?*** *(Identify students who have reached proficiency and provide extended learning opportunities.)*

GOAL 1: High Quality Teaching, Learning, and Academic Support: Ensure that all educational partners are accountable for every learner having full access to quality education, challenging curriculum, and appropriate support.

Action Plan Steps	Responsible Party	Resources Needed	Timeline
STANDARDS: Review state standards and identify "essential standards" in each curricular team.	Curricular Teams Department Chairs Administration	Pull-Out Days Essential Standards Master Index	Annually (2023-2027)

Action Plan Steps	Responsible Party	Resources Needed	Timeline
Clarify what proficient student work will look like for essential standards. Audit courses to ensure alignment with essential standards.	District		
CREATING: Create curriculum maps, pacing guides, and syllabi. (Fall 2023) Create instructional practices, goals, and grading structures that align to standard mastery in the subject area. (Fall 2023-2026) Create lessons, projects, activities, and assessments. (Ongoing)	Curricular Teams Department Chairs Administration District	Pull-Out Days Outside Professional Development Teacher Walkthroughs Reading Lists / Textbooks	2023-2027
ASSESSING: Utilize formative and summative common assessments to gather data about student proficiency towards essential standards. Analyzing assessment data in curricular teams to determine what students need next. Analyze student data to inform instructional practices and make improvements where appropriate.	Curricular Teams Department Chairs Administration District	Pull-Out Days Canvas (or other assessment / data software) Common Assessments CAASPP (IABs, FIABs) Training and Professional Development on assessments and data analysis	2023-2027
INTERVENTIONS: Identify students who need additional time and support to gain proficiency in an essential standard.	Curricular Teams Department Chairs Administration	Meeting Time Academy Peer Tutoring	2023-2027

Action Plan Steps	Responsible Party	Resources Needed	Timeline
Provide appropriate TIer 1-3 intervention(s) based on student need.	District	SRT Professional Development on RTI	
EXTENSIONS: Identify which students have achieved proficiency in essential standard(s) and would benefit from extended learning opportunities. Provide appropriate extensions based on student need.	Curricular Teams Department Chairs Administration District	Meeting Time Professional Development on extended learning opportunities	2023-2027

GOAL 2: Wellness and Safety: Implement curricular, instructional, student support and communication strategies to increase student connectedness, student belonging, and foster positive academic engagement in an equitable and inclusive school environment.

Action Plan Steps	Responsible Party	Resources Needed	Timeline
CURRICULUM Implement culturally relevant pedagogy and curriculum in all courses.	Administration Select Teacher Leaders Equity and Inclusion TOSA Intervention TOSA Department Chairs Curricular Team-Leads Challenge Success Team Curriculum Consultants	Pull-out days PLC Fridays ProfessionalDevelopment regarding instructional pedagogy	2023-2027
COURSE OFFERINGS Ensure ongoing refinement of course offerings to enable students to have a rigorous, engaging, accessible, and balanced course schedule.	Administration Select Teacher Leaders Equity and Inclusion TOSA Intervention TOSA Department Chairs Curricular Team-Leads Visual and Performing – Arts Teachers	Course Catalog Audit Parent and student Educational support to focus on course selection Audit by visual and performing arts department to analyze cause behind declining enrollment.	2023-2024

Action Plan Steps	Responsible Party	Resources Needed	Timeline
WELLNESS Provide training and collaboration time for teachers to implement wellness practices into their curriculum.	Administration Select Teacher Leaders Equity and Inclusion TOSA Intervention TOSA Department Chairs Curricular Team-Leads Challenge Success Team	Data and information about student needs vis a vis connectedness, belonging, and academic engagement Professional Development to strengthen teachers' ability to implement wellness into the curriculum Collaboration Time to share best practices, develop lessons, and update courses to show support for wellness work.	2023-2027
MINDFUL MONDAY Develop a "Mindful Monday" program to help students start their week in a more centered, organized, and supportive way.	Administration Teacher Leaders Wellness & Counseling	Collaboration time to develop and pilot Mindful Monday Analyze pilot program to determine effectiveness, needs, and next steps	Spring and Fall 2023 Annual audit
ACADEMIC ENGAGEMENT Analyze processes, systems, and policies to better support student engagement.	Administration Select Teacher Leaders Challenge Success Team	Provide time for select teacher leaders to analyze the following processes, policies and systems with the goal of utilizing them more consistently and effectively to support students: ● Homework Policy ● Grading for Equity Practice ● Assessment Calendar ● Canvas Norms	Spring and Fall 2023 Followed by an annual audit
PROFESSIONAL DEVELOPMENT Provide professional development for staff that focuses on student, staff, and community wellness, connectedness, and belonging.	Administration Department Chairs Intervention TOSA Equity and Inclusion TOSA Curricular Team Leads Selected Teachers	Retreat days with Responsible Parties Summer Institute AUHSD Staff Development days Create a yearly collaboration	2023-2026 2023-2026 2023-2027 2023-2024

Action Plan Steps	Responsible Party	Resources Needed	Timeline
		plan	
		Release time for off- campus conferences	2023-2024
		Grading for Equity Trainings Diversity, Equity, & Inclusion training	2023-2024
		Partner with Challenge Success to improve practice	2023-2024
PROFESSIONAL LEARNING COMMUNITIES Utilize Professional Learning Communities (PLC) collaboration on Fridays, and staff collaboration on Wednesdays to support improvements to the campus climate.	Administration Department Chairs Intervention TOSA Equity and Inclusion TOSA Curricular Team Leads Teachers	Curricular Team teams for PLC collaboration time on Fridays.	2023-2024
		Establish norms and SMART goals for Curricular Team teams	2023-2024
		Friday meeting time to share best practices, develop common assessments/ projects to foster engagement.	On-going
SURVEY DATA	Administration Department Chairs Intervention TOSA Equity and Inclusion TOSA Curricular Team Leads Teachers Site Advisory Committee	Analyze survey data and determine implications for designing curriculum & instructional practices that are inclusive of all students.	Quarterly 2023-2027
		Communicate to all students, staff, and parents information about survey results.	Quarterly 2023-2027
STUDENT UNION AND WELLNESS CENTER	Administration Wellness Staff	Increase open seating and outdoor capacity for students in the spaces.	2023-2024
		Increase confidential spaces for students and staff in the Student Union and Wellness Center.	2023
WELLNESS SUPPORT	Administration	Wellness staff will facilitate	2023-2024

Action Plan Steps	Responsible Party	Resources Needed	Timeline
	Wellness Staff	workshops around student mental health and support.	
		Wellness staff will research needs for groups on campus to support students.	2023-2024
		Offer Academy sessions that support student health and well-being.	2023-2024
9TH GRADE COHORT PROGRAM	Administration Select Teacher Leaders Intervention TOSA Equity and Inclusion TOSA Link Crew Advisors and Leaders	Provide time for teacher leaders to develop a 9th grade cohort program that will be implemented school-wide in the fall.	2023-2024
		Implement the 9th grade cohort program to support students as they transition to high school.	2022-2024
		Link Crew will promote transition to high school through activities such as Mats Day and 8th Grade visit.	2022-2024
REPORTING SYSTEMS	Administration BIRT Team Equity and Inclusion TOSA Site Advisory Committee	Use Bias Incident Reporting Team (BIRT) to support students harmed by bias and Exclusion.	Ongoing
		Review BIRT goals and process with all school groups.	Ongoing
		Publish and publicize monthly BIRT summary reports.	Ongoing
		Coordinate BIRT process with other initiatives to foster student support.	2023-2024

Action Plan Steps	Responsible Party	Resources Needed	Timeline
		Use *Say Something* Reporting system to support students who are at risk.	2023-2024
		Review *Say Something* process with all school groups.	2023-2024
		Coordinate *Say Something* process with other initiatives to foster student support.	2023-2024
CAMPUS ACTIVITIES	Administration Leadership class Wellness Staff Intervention TOSA Site Advisory Committee Equity and Inclusion TOSA	EquiTeam will promote inclusivity and events that honor diversity on campus.	2023-2027
		Guiding Coalition and Parents DEI Committee will collaborate with student equity leaders to enhance activities and events that strive to improve diversity, equity, and inclusion.	2023-2027
		Schoolwide breakouts, facilitated by leadership students, will be hosted to address topics of concern.	Quarterly through 2027
		EquiTeam and Guiding Coalition will develop strategies that support the AUHSD Equity work	2023-2027
EXTRA-CURRICULAR PROGRAMS	Administration Athletic Department Athletic Coaches Club Advisors ONE Leadership Teacher Visual and Performing Arts Teachers	Club Days utilized to promote club opportunities open to all students.	Fall and Winter, 2023-2027
		Publicize clubs during counselor meetings, Mats Day, Frosh Orientation, Back-to-School Night, and via the website.	Fall

Action Plan Steps	Responsible Party	Resources Needed	Timeline
		Expand the Club Leader Orientation to help Club Leaders expand and enhance what they offer.	2023-2027
		Athletics Fair utilized to promote sports programs and athletic opportunities.	Spring 2023-2027
		Upgrade and enhance Athletics' website to better promote programs, student-athletes, coaches, games, etc.	2023-2024
		Expand Athletic Boosters to better support all athletic programs and student-athletes.	Ongoing
COLLEGE AND CAREER	Administration College Career Center Staff	Presentations to students and families about the wide breadth of post-secondary options, including community college.	2023-2027
		Community College transition planning meetings with students and parents.	2022-2027
		Career Month and Career Night to help educate students about potential pathways after high school.	Annually
		Expanded College and Career Center staffing to support students with individual counseling appointments.	2022-2027

APPENDIX

A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP.

B. Results of student questionnaire/interviews
   a. Student Survey on Connection, Equity, and Wellness (Oct. 2022)
   b. District Pulse Survey Data Over Time (Spring 2021 - Fall 2022)

C. Results of parent/community questionnaire/interviews
   a. Parent Survey (Spring / Fall 2022)

D. California Healthy Kids Survey (2021 - 2022)

E. Master schedule

F. Approved AP course list

G. UC a–g approved course list

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
   a. Fuel Education
   b. College and Career Center
   c. Wellness Center
   d. AGATE

I. California School Dashboard performance indicators

J. School accountability report card (SARC)

K. CBEDS school information form

L. Graduation requirements

M. Budgetary information, including school budget
   a. District Budget (2022 - 2023)
   b. Miramonte Budget
   c. ASB Budget
   d. ONE Orinda Budget

N. Glossary of terms unique to the school.
   a. Equiteam
   b. BIRT
   c. Student Curriculum Consultants
   d. Academy / Teachmore