



MIRAMONTE HIGH SCHOOL SELF-STUDY REPORT

750 Moraga Way

Orinda, CA 94563

Acalanes Union High School District

March 20-March 23, 2011

WASC/CDE Focus on Learning Accreditation Manual, 2011 Edition

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CHAPTER 1

SCHOOL PROFILE

HISTORY & MISSION

Miramonte High School is one of four schools in the Acalanes Union High School District in Northern California's East Bay Area, serving students who live in the suburban residential communities of Orinda, Moraga, and surrounding communities. Miramonte was founded in the small city of Orinda in 1955 as a comprehensive high school for grades 9-12 and has maintained a tradition of excellence in academics, arts and sports for fifty five years. In 2010, Miramonte was ranked #89 out of the top 100 high schools in the nation by U.S. News & World Report. Miramonte also had the distinct honor of being named a California Distinguished School in 2009.

Vision and Mission

The Miramonte vision is for all of our students to achieve their highest potential within our rigorous and challenging curriculum. We promote successful integration into an increasingly technological, complex, and diverse world. We challenge our students to become concerned, knowledgeable citizens who actively participate in preserving and improving the global community. In order to see this vision through, Miramonte's mission is to provide a high level of intellectual, social and personal growth in each individual through the following Expected School Wide Learning Outcomes:

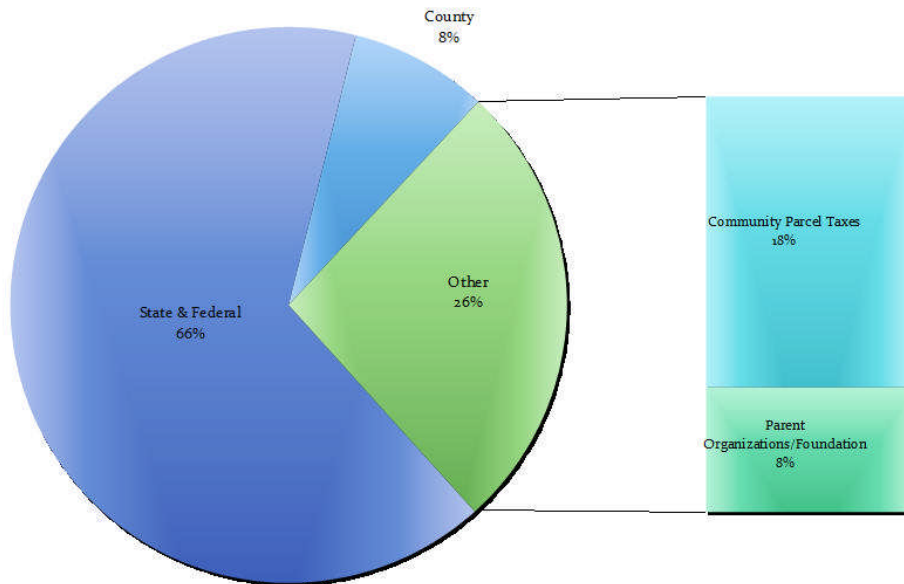
All students will have the opportunity to:

1. Acquire a common core of broad and diverse knowledge
2. Demonstrate critical thinking, problem-solving, research, and technological skills
3. Demonstrate effective communications skills
4. Work cooperatively and effectively with others
5. Explore educational and career opportunities

Miramonte's staff and student community, curricular and extra-curricular programs and overall climate support each student in obtaining these learning outcomes.

DISTRICT & COMMUNITY SUPPORT

Miramonte Funding per Student 2010-2011



Miramonte is part of the Acalanes Union High School district which ranks 77th of the 88 high school districts in California in terms of revenue limit funding received from the state. Per student state funding at Miramonte is about 20% less than comparably ranked schools in California and up to 40% less than comparable schools in other states such as Connecticut or Illinois.

In addition to federal and state funds, the Orinda community helps to finance Miramonte through parcel taxes and fundraising/donations from the following organizations: Educational Foundation of Orinda, Parents' Club, Athletic Boosters, Visual and Performing Arts.

Parcel Taxes

Measure E

On Tuesday, November 4, 2008 voters in the Acalanes Union High School District passed a \$93 million facilities bond to continue the community's investment in quality school facilities. Measure E passed with 63.08 percent vote.

Measure G

On Tuesday, November 10, 2009 the community also voted to pass Measure G which maintained a \$189 parcel tax for education that was due to expire on June 30, 2010. This tax generated approximately \$6.7 million for core and elective curricular student course offerings.

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Community Organizations

The school is fortunate to receive generous funding from the Parents' Club, Boosters, Visual Performing Arts, and the Educational Foundation of Orinda, which enhance student programs and provide extra help for struggling students. The funding is used for personnel and programs such as computer lab assistants, peer tutoring, music and dance coaches, support counseling, study skills, technology purchases, library materials, and college/career center resources. The Coordinating Council monitors the achievement of school wide goals and the budgets that align with those goals. The Council is composed of administrators, teachers, students, and parents.

Educational Foundation of Orinda (EFO)

Student Support Services

College Career Center, Computer Lab Assistants & Tech Mentor, Support Counselors, Library Instructional & Equipment Support and District contribution for Counseling, Librarian and Leadership Classes and Non-Core Arts Elective Class Sections.

Elective and Academic Support

Department Instructional Support, Enrichment Programs: Link Crew, Model UN, Mock Trial, Academic Decathlon, WISE Program, Supplies for Technology Education (Foods and Computer Aided Design)

Visual/Performing Arts Classroom Support

Art, 3-D Art, Digital Photography, Video Production, Choral Music, Instrumental Music, Drama, Musical & Public Speaking Programs

Parents' Club

Academic Support

College & Career Center, District Contribution for Academic Counseling, Librarian, Leadership and Non-Core Electives, Field Trips, Health Education, Instructional Materials, Science Lab Supplies and Teacher Collaboration.

Student Programs

Baccalaureate, Challenge Success, Graduation, Healthy Choices, Peer Tutoring, Post Senior Day, REACH, Senior Awards

Services

Emergency Supplies, Helping Hands, Hospitality, Legislative Support, Matador News, Website, Parent Education, Staff Appreciation and Student Directory.

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Boosters' Club

Athletic Trainer

Weight Room Supervisor

Medical Supplies

Admin, Cheer Coach, Eagle Scout Projects, Scholarships

Team Equipment: Balls, storage carts, nets, bats, equipment bags, pitching screen, teaching aids, pace clocks, swim fins

Capital Expenditures: Pitching machine, tackling sled, wind screens, ball hopper, pop-up tents, benches

Visual and Performing Arts Club (VPA)

Visual and Performing Arts Program Support-Classroom supplies, Instruments, Visiting Artists, Coaches, Scholarships

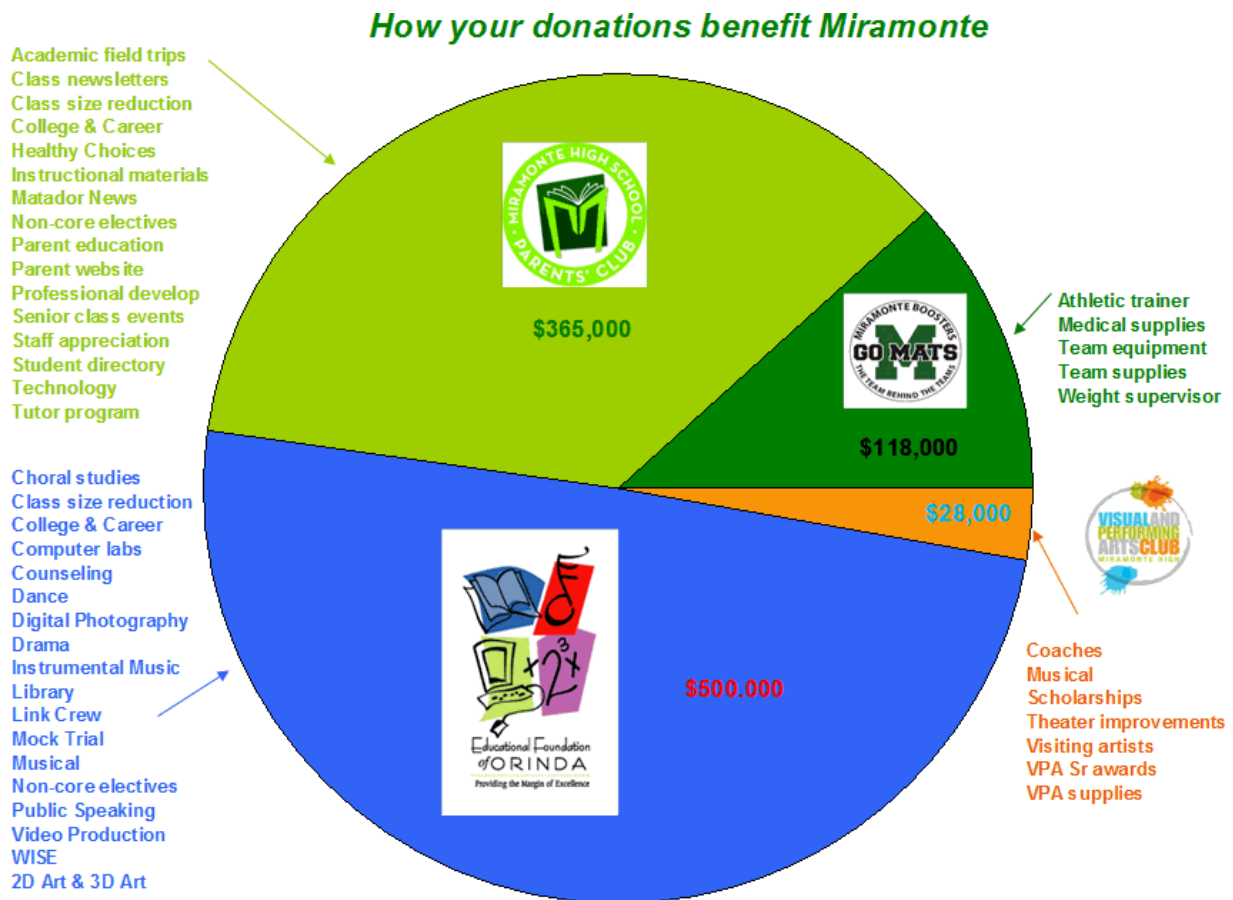
Musical, Sr. Art Show, Theater Improvements, Production Support

MATS TV

VPA Senior Awards

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A high level summary of funding by organization for 2010-2011 is shown below:



THANK YOU Miramonte parents for your generous support!

<http://www.miramonteparents.com/17631091018437887/site/default.asp>

STUDENT DEMOGRAPHICS

ENROLLMENT

Overall, Miramonte has experienced decreased enrollment in the past six years. However, the retention rate is high. Although the graduating classes of 2007, 2008, 2009, and 2010 entered into Miramonte at a higher number of students than when they graduated, the student loss of 15-20 is statistically low.

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Enrollment by Grade					
	9th	10th	11th	12th	Total
2005-06	374	347	375	356	1452
2006-07	323	370	338	360	1391
2007-08	359	324	374	326	1383
2008-09	311	353	324	362	1350
2009-10	276	315	340	312	1244

While the number of students identifying themselves as “white” has decreased, there has been a slight increase in the diversity of the student population. From 2005 to 2010, there was a 3% increase in both the student populations identifying themselves as “Asian” and “Hispanic.” Additionally, there was a statistically small increase in students enrolled identifying as “American Indian/Alaskan Native,” “Pacific Islander,” “Filipino,” and “African American.” Still, the largest ethnic make-up at Miramonte is “white” followed by “Asian.”

School Enrollment by Ethnicity (Number and % of Total)									
	Amer. Indian Alaska	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American	White	Multiple Or no response	Total Enrollment
2005-06	2 0.1%	212 14.6%	1 0.1%	7 0.5%	29 2.0%	7 0.5%	1095 75.4%	99 6.8%	1452
2006-07	1 0.1%	211 15.2%	2 0.1%	8 0.1%	41 2.9%	10 0.7%	1010 72.6%	108 7.8%	1391
2007-08	4 0.3%	213 15.4%	3 0.2%	14 1.0%	52 3.8%	9 0.7%	987 71.4%	101 7.3%	1383
2008-09	5 0.4%	216 16.0%	4 0.3%	13 1.0%	54 4.0%	7 0.5%	928 68.7%	123 9.1%	1350
2009-10	5 0.4%	222 17.8%	7 0.6%	20 1.6%	73 5.9%	12 1.0%	894 71.9%	53 4.3%	1244

*The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

Although overall numbers of students enrolled as “special needs” has decreased, the percentage of students remains the same between 6% and 8%; this is due to declining overall enrollment.

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Special Needs Enrollment				
	RSP	SDC	Total	% Student Population
2006	10	109	119	8%
2007	8	107	115	8%
2008	11	93	104	7.5%
2009	14	68	82	6%
2010	15	64	79	6%

Students' English Language Skills

At Miramonte, almost all students are considered to be proficient in English, compared with 86 percent of high school students in California overall. Please note that this table describes the home languages of just the two students classified as English Learners. At Miramonte, the languages these students most often speak at home are Portuguese or Mandarin (Putonghua).

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	0%	81%	84%
Vietnamese	0%	1%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	4%	1%
Korean	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
All other	100%	12%	8%

In the Acalanes School District, students who are identified as English Language Learners (ELL) are recommended to the ELL program at Las Lomas High School. Some parents choose to waiver the language proficiency so their children can attend Miramonte. As such, the number of ELL students at Miramonte is less than .5% of the student population.

	Total English Learners	Total Enrollment
2005-2006	3	1452
2006-2007	6	1391
2007-2008	2	1383
2008-2009	2	1350
2009-2010	4	1244

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Income

From 2005-2010, the students enrolled in the Free and Reduced Meal plan at Miramonte has remained very low with 0-10 students enrolled out of approximately 1250-1450, only 0-.8% of all students enrolled. This is slightly lower than the district average of 1.6% students enrolled in free and reduced price meals over the same time period but is significantly lower than the state whose enrollment of students in the program is 50% higher than Miramonte. With the Free and Reduced Price Meals program based on income level, the data gives somewhat of an idea on income level at Miramonte. For all five years, the salary for approximately 98.2% of Miramonte families is at least above \$35,798 (based on a family of four) similar to the district but in sharp contrast to the 50% of families state-wide who have an income level less than \$35,798.

Year	Miramonte Free & Reduced Price Meals	Acalanes School District Free and Reduced Price Meals	State Free and Reduced Price Meals	Salary (based on family of four) used to determine Free and Reduced Price Meals **
2005-6	n/a*	n/a*	3,164,384 (51.1%)	\$35,798
2006-7	0 (0.0%)	42 (0.7%)	3,160,957 (51.0%)	\$37,000
2007-8	3 (0.2%)	63 (1.1%)	3,152,330 (51.2%)	\$38,203
2008-9	6 (0.4%)	118 (2.1%)	3,289,526 (53.7%)	\$39,220
2009-10	10 (0.8%)	128 (2.3%)	3,434,026 (55.9%)	

The data in this report was collected in the fall of the year and represents the entire school's enrollment.

*Data not reported with 5 or fewer students

**Salary Data Source from SARC

CDE Free & Reduced Price Meals Data Source:

<http://data1.cde.ca.gov/dataquest/Cbeds4.asp?FreeLunch=on&cSelect=MIRAMONTE%5EHIGH--ACALANES%5EUNION%5E--0761630-0734244&cChoice=SchProf1&cYear=2009-10&cLevel=School&cTopic=Profile&myTimeFrame=S&submit1=Submit>

Parent Education Level

From 2005-2009, approximately 70% of students responding to the STAR demographics questions have identified that 90 to 95% of their parents have a college degree. This remains around 30% higher than the state average over the past four years.

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	Miramonte		Percentage of students providing this information	State	
	Parents with some college	Parents with college degree		Parents with some college	Parents with college degree
2005-6	99%	95%	72%	58%	34%
2006-7	95%	91%	71%	57%	33%
2007-8	94%	90%	71%	56%	32%
2008-9	98%	92%	67%	56%	32%

Source: SARC Reports 2005-6, 2006-7, 2007-8, 2008-9

One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate.

GRADUATION RATE

Miramonte consistently has a high graduation rate of 99-100%

Graduation rate (four year)

	MHS	District	State
2008-2009	99%	97%	78%
2007-2008	99%	86%	85%
2006-2007	99%	89%	85%
2005-2006	100%	91%	87%

In the past, the counseling office referred students who are at risk of not graduating to Del Oro Alternative High School. However, due to budget cuts, the Del Oro campus was closed and Del Oro students were integrated into all four district high schools in 2010-11 school year or opted for independent study. Students may request appointments with their counselors to address academic, personal, emotional, or social issues that may be interfering with school success. Counselors meet with students one on one to make a plan for improving their experience at school. Teachers and parents can refer students who are at risk to the students' counselors or to one of the two part-time support counselors where there is a Response to Intervention program in place.

ATTENDANCE & TRUANCY

Students are required to attend school per the Education Code. Students must attend school at least half a day in order to practice or participate in any sport or after school event (i.e.: performing arts). If the event is held on Saturday, the student must attend at least half of the school day on Friday. Any exception will only be granted with a written note from the principal. When students reach the age of 18, they are permitted, by California Education Code 46012, to verify their own absences from school and to assume those responsibilities formerly charged to the parent/guardian. As a courtesy to parents we require permission forms which are available in

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the Attendance Office. A meeting must be held with the parent, student and administration before approval.

Teachers submit attendance for each period through the Aeries Reporting system. Weekly confirmation reports are printed by the Attendance Office and signed by all teachers for each class period.

Pursuant to Education Code 48260, students with habitual tardies, cuts and excessive excused or unexcused absences will be referred to the School Attendance Review Board (SARB). Nine tardies in one class result in detention, 11 tardies in a Saturday School and the initiation of the SARB process. Eight excused and three unexcused absences results in the SARB process.

The yearly attendance rate has been constant from 2006-2010 at almost 97%. The truancy rate for 2007-08 seems unusually high and there seems to be an error with the data. None of our site data supports that number.

<http://www.acalanes.k12.ca.us/miramonte/lib/miramonte/mhs%20files/handbook%202010.pdf>

	Enrollment	Yearly Attendance Rate	Truancy Rate
2006-07	1391	96.84%	1.94%
2007-08	1383	96.77%	16.4%*
2008-09	1350	96.97%	2.15%
2009-10	1244	96.81%	1.02%

*data in question

<http://data1.cde.ca.gov/dataquest/Expulsion/ExpReports/SchoolExp.aspx?cYear=2009-10&cChoice=SchExp1&cCounty=07&cDistrict=0761630--Acalanes+Union+&cNumber=0734244&cName=Miramonte+High>

SUSPENSIONS, EXPULSIONS, DROP OUT

Miramonte follows Governing Board policy, backed by the California Education Code, and uses an “expected student behaviors” guide for determining consequences in disciplinary matters. Disciplinary policies are outlined in the student handbook and presented to parents and students through the parent e-newsletter, and during parent evenings and classroom visits. Several student clubs and organizations, including Student Leadership, address school climate and focus on positive school themes. Our associate principals work in conjunction with support counselors to address student behavior.

At times it is necessary to suspend students who break school rules. Only suspensions in which students are sent home for a day or longer are reported. In-school suspensions, in which students are removed from one or more classes during a single school day are not reported. Expulsion is

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the most serious consequence that can be imposed. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Suspensions and Expulsions

	Enrollment	Suspensions	Expulsions
2005-06	1452	146 (10%)	0
2006-07	1391	75 (5%)	3
2007-08	1383	40 (3%)	2
2008-09	1350	80 (6%)	0
2009-10	1244	59 (5%)	1

Source: Aeries

Suspensions by Category

All of the following types of suspensions declined from 2007-2010: Suspensions due to attempt or threat to physical injury (Category A), possession of a dangerous object (Category B), attempt to damage, steal, or knowingly received stolen school or private property (Categories F, G, L), and harassing a student witness (Category O). From 2007 to 2010 the highest percentage of suspensions were in disruption or defiance of authority, category K, averaging 43% of all suspensions in the three year period but only 1-2% of the student population. A further breakdown of this data in Aeries shows that most of these category K suspensions were the result of not showing up to Saturday school. Suspensions where the cause was possession of or under the influence of a controlled substance, category C, has risen by 13%. However, suspensions in this area represent only .3 - .7% of the student population. Suspensions due to the possession or use of tobacco or nicotine products increased 13.6% but again represents only .1 to .6% of the student population. There was a slight variation in 2008-9 in suspensions due to obscene act or habitual vulgarity and profanity, but they remain low at 1.7% of the suspensions and only 1% of the student population.

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	Causes for Suspension	2007-08 (% of total suspensions)	2008-09 (% of total suspensions)	2009-10 (% of total suspensions)
A	Caused, attempted to cause, or threatened to cause physical injury to another person (mutual combat)	8 (20%)	9 (11.25%)	7 (11.7%)
B	Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object	2 (5%)	3 (3.75%)	0
C	Possessed, used, sold or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage or intoxicant	5 (12.5%)	18 (22.5%)	15 (25.4%)
F	Caused or attempted to cause damage to school property or private property	2 (5%)	0	0
G	Stole or attempted to steal school or private property	3 (7.5%)	4 (5%)	3 (5.1%)
H	Possessed or used tobacco, or any products containing tobacco or nicotine product	0	2 (2.5%)	8 (13.6%)
I	Committed an obscene act or engaged in habitual profanity or vulgarity	1 (2.5%)	6 (7.5%)	1 (1.7%)
J	Possessed, offered, arranged or negotiated to sell any drug paraphernalia	0	3 (3.75%)	0
K	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators school officials, or other school personnel engaged in the performance of their duties	17 (42.5%)	37 (46.3%)	25 (42.4%)
L	Knowingly received stolen school or private property	1 (2.5%)	1 (1.25%)	0
O	Harassed, threatened or intimidated a student witness	1 (2.5%)	0	0
	Total	40	80	59

Source: Aeries

Drop Out Rate

The drop-out rate at Miramonte has remained less than 1% from 2005-2009 on par with the District and 2-3% +/- lower than the state average. Until 2006-7, however, the drop-out rate did not account for transfers. Even so, Miramonte's adjusted drop out rate from 2007-2009 as well as the District's still remained lower than 1% but 4-5% less than the state.

Dropout Formulae: 1-year Rate Formula: (Adjusted Gr. 9-12 Dropouts/Gr. 9-12 Enrollment)*100

	Miramonte	District	State
2005-6	0%	.2%	3.3%
2006-7	.2%	.4%	4.2%
2007-8	.7%	.9%	3.5%
2008-9	.2%	.9%	4.5%

Adjusted Dropouts - Reported Grade 9-12 Dropout Total minus Reenrolled Grade 9-12 Dropouts plus Grade 9-12 Lost Transfers.

	Miramonte	District	State
2005-6	n/a	n/a	n/a
2006-7	.3%	.5%	5.5%
2007-8	.8%	.9%	4.9%
2008-9	.2%	.8%	5.7%

Source: <http://data1.cde.ca.gov/dataquest/Schlrpt.asp?cSelect=MIRAMONTE%5EHIGH--ACALANES%5EUNION%5E--0761630-0734244&cChoice=EthOnly&cYear=2005-06&cLevel=School&cTopic=Dropouts&myTimeFrame=S&submit1=Submit>

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Identifying drop-outs has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID) which will increase their ability to find students who stop coming to school. This system also helps districts identify students who were considered a drop-out at a school they left but in fact were enrolled in a different district. The data also allows the CDE to identify students reported by a school district as transferring to another California school district but who cannot be found enrolled elsewhere. These students are now properly counted as drop-outs rather than transfers. It will take a couple of years for the data to be completely accurate, because students needed to be tracked from the time they enter high school. Once this tracking system has been in place for four years, our information will be much more accurate.

STUDENT COMMUNITY

CLUBS

Miramonte High School offers many opportunities beyond academics and athletics for students to share their gifts and talents with others. There are approximately 60 student run clubs on campus that provide students with the opportunity to diversify their knowledge and attain social and personal growth and communication and teamwork skills that Miramonte values in its students. These clubs emphasize the Miramonte mission to promote students to actively participate in the community and world.

Academic Decathlon	Environmental	Model United Nations
Anthropology & Culture	Freestyle Music	Peace Love Unity Respect (PLUR)
Badminton	French	Pep Band
Be the Change	Gay-Straight Alliance (GSA)	Philosophy
Beatnik Book	Healthy Choices	Physics of Basketball
Beekeeper's Society	Hip-Hop/Breakdance	REACH
Book	Indian	Robotics
Bridge	Interact	Room to Read
Bull Pen (6 th & 12th Man)	Invisible Children	Save the Earth
California Scholarship Federation	Jazz Band	Save the Turtles
Christian	Korean Culture	Society for the Study of the Modern Visual Arts in Asia
Cricket	Lacrosse	Super Smash Bros
Cult of Man	Latin Club (Junior Classical League)	Sweater Thursday
Cycling	Leisurely Studies	Think Tank
Discuss	Longboarding	Ultimate Frisbee
Diversity	Math	
Documentary Film	Microloans	
Dungeons and Dragons	Mock Trial	

SPORTS

Miramonte offers over 20 competitive sports teams that compete in the Diablo Foothill Athletic League for both boys and girls. Each year over two thirds of Miramonte students participate in sports.

Fall

Cross Country
Football
Girl's Golf
Girls Tennis
Girl's Volleyball
Girls/Boys Water Polo

Winter

Girls/Boys Basketball
Girls/Boys Soccer
Wrestling

Spring

Baseball
Boy's Golf
Girls/Boys Lacrosse
Softball
Swimming & Diving
Boy's Tennis
Track
Boy's Volleyball

FACULTY AND STAFF DEMOGRAPHICS

Miramonte High School welcomed a new principal in 2009-2010, the third since 2006-7. As is the policy in the Acalanes School District, associate principals rotate within the four high schools, resulting in a turnover at that level as well. However, Miramonte has retained the two associate principals for three years.

The Miramonte staff also includes a strong administrative support team. An attendance technician, attendance/health assistant, finance technician, administrative assistant to the principal, and computer technician, as well as a registrar, part-time testing coordinator and part-time technology coordinator assist with the general administration of the school.

The student support staff consists of four academic counselors with one who doubles as head counselor. Miramonte has a psychologist (4/5 time) and two support counselors who are on campus 2.5 days each. A school nurse is also on campus 2.5 days per week and a speech pathologist 1 day a week.

A full time librarian, an assistant to the librarian, and a part-time college/career coordinator also provide student support. Part-time instructional assistants also make up the Miramonte staff with two overseeing the computer labs, one staffing study hall, and 4 part-time instructional assistants to assist in special education classes.

Operations at Miramonte are staffed by a campus supervisor, 2 food service personnel members, 4 custodians, and a grounds keeper.

TEACHER DEMOGRAPHICS

Teaching staff has declined from 2005-6 by 9% due to both declining enrollment as well as budget cuts and increased class size. The gender ratio of teachers at Miramonte is around 60%/40% female to male. This has increased only slightly in the past six years. The ethnicity, as well, remains constant with a majority of the staff identifying as “white” and 5 to 7 teachers each year representing a different ethnicity.

Staff Ethnicity and Gender				
	06-07	07-08	08-09	09-10
Certificated	72	72	71	65
Gender	40 Female 32 Male	44 Female 28 Male	44 Female 27 Male	39 Female 26 Male
Ethnicity	1 Black 1 Hispanic 3 Asian 67 White	1 Black 1 Hawaiian 2 Hispanic 3 Asian 65 White	1 Black 1 Hawaiian 2 Hispanic 3 Asian 64 White	1 Black 1 Hawaiian 2 Hispanic 3 Asian 58 White

Source: <http://data1.cde.ca.gov/dataquest/http://data1.cde.ca.gov/dataquest/page2.asp?level=School&subject=Paif&submit1=Submit>

Number of Years of Service

Since 2005-6, our teachers have, on average, 15 years of teaching experience and 9.84 years of teaching in the District. The number of first year staff, each year, has declined from 5 in 2005-6 to 1 in 2009-10 while the number of second year teachers was zero for the past two years due to budget cuts and layoffs.

Year	Total	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
2005-6	71	14.9	9.7	5	4
2006-7	72	15.4	9.7	2	5
2007-8	72	13.9	8.9	2	2
2008-9	72	14.9	9.7	2	0
2009-10	65	16.5	11.2	1	0

Source: <http://data1.cde.ca.gov/dataquest/http://data1.cde.ca.gov/dataquest/page2.asp?level=School&subject=Paif&submit1=Submit>

Teacher Qualifications

Currently, all of the faculty at Miramonte hold a full credential (compared with six percent of teachers in high schools statewide working without one) in a secondary single subject (this number is the same as the average for high schools in California). Emergency credentials are no

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longer optional and thus have decreased from 5.6% in 2006-7 to 0% in 2009-10. There is an error in the state data as in 2008-9 there were 9 teachers indicated as having an “Emergency Credential” but at the same time, 100% of the teachers were listed as fully credentialed. The federal No Child Left Behind (NCLB) requires teachers to be “highly qualified” by holding a full credential, having a bachelor’s degree, and if they are teaching a core subject, they must also date expertise in that field through the High Objective uniform state Standard of Evaluation (HOUSEE). All teachers are NCLB certified. About four percent of core courses are taught by teachers teaching out of their field of expertise (compared with 13 percent of core courses taught by such high school teachers statewide). This has been consistent for the past three years. All but one teacher is CLAD certified which is an increase since 2007-8 due to state and district requirements. Almost half of the teachers currently at Miramonte hold advanced degrees which has remained consistent since 2007.

Teacher Qualifications				
	06-07	07-08	08-09	09-10
Total # of teachers	72	72	71	65
Certificated	70 (97.2%)	71 (98.6%)	71 (100%)	66
NCLB qualified		63	63	58
Teaching outside of credential		3 (4%)	4	4
Emergency credential	4 (5.6%)	1 (1.4%)	0	0
Advanced degrees		31	30	28
CLAD certified		54	62	65
BTSA certified		8	4	2

Source: CDE

The education level of Miramonte teachers is high. Approximately one third of the teaching staff holds an advanced degree.

Education Level

School	Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's Degree	None Reported	Total
2005-6	1 (1.4%)	18 (25.4%)	15 (21.2%)	29 (40.8%)	8 (11.3%)	0	0	71
2006-7	1 (1.4%)	18 (25%)	12 (16.7%)	37 (51.4%)	4 (5.6%)	0	0	72
2007-8	2 (2.8%)	27 (37.5%)	2 (2.8%)	39 (54.2%)	2 (2.8%)	0	0	72
2008-9	4 (5.6%)	25 (35.2%)	1 (1.4%)	40 (56.3%)	1 (1.4%)	0	0	71
2009-10	2 (3%)	25 (38.5%)	1 (1.5%)	35 (53.9%)	2 (3%)	0	0	65

Source: <http://data1.cde.ca.gov/dataquest/>
<http://data1.cde.ca.gov/dataquest/page2.asp?level=School&subject=Paif&submit1=Submit>

FACULTY AND STAFF COMMUNITY

Staff Development

Historically, there have been three staff development days scheduled annually; one district wide and two on-site. This was reduced in 2010-11 to one on site development day through the next contract negotiations in 2012.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	3.0
2007–2008	3.0
2006–2007	3.0

Staff development is also provided monthly to help meet school wide goals in pairs or by department. Wednesday morning classes begin 35 minutes later than the rest of the week, allowing staff members to meet for 50 minutes. Every month, at least one Wednesday is devoted to a full staff meeting and two Wednesdays are designated for department meetings. The fourth Wednesday is used for Mats Teams (specific group work), accreditation planning, and/or special topics.

Evaluating and Improving Teachers

Teacher evaluations are based on California Standards for the Teaching Profession, California Content Standards, and observation of teaching strategies. After year two, permanent certificated staff members with an overall satisfactory rating are evaluated every other year. At year eight and beyond, these teachers have the option of participating in an evaluation option. At ten years, these teachers can opt to be evaluated every five years.

New teachers are part of the New Teacher Group that meets monthly, led by a veteran teacher, to discuss classroom teaching techniques, student and parent communication as well as provide assistance with school policies and procedures. The New Teacher Group leader also visits each new teacher for an informal observation prior to the teacher’s official observation.

Teachers have the opportunity to attend conferences and workshops to continue professional development. Miramonte has a technology coordinator who provides training and support to advance the use of technology in curriculum and instruction. In addition, teacher collaboration is funded through a memorial fund for a former Miramonte teacher, Paul Yriberri. On “Yriberri” Days teachers dedicate a day to analyze test data, create department-wide tests or rubrics, obtain curriculum training as well as any other activity that fosters professional development that leads to enhanced student learning.

SCHOOL HEALTH AND SAFETY

SCHOOL SAFETY

Campus Security

Miramonte employs a campus supervisor to provide security during school hours and also has cameras spread throughout campus. In addition, the three administrators as well as several staff members monitor the campus during break times.

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Emergency Plans

Miramonte's emergency plans are updated annually. Installation of a new fire alarm system was completed in the summer of 2008. Fire drills and disaster and lockdown drills are held each year. Miramonte is a closed campus, and visitors are required to sign in at the main office and wear identifying badges. Miramonte participates in a district wide safety plan in partnership with local agencies.

Building Maintenance and Safety

New heating, ventilation and air conditioning were installed in the summer of 2008. With the passage of a new bond measure, improvements to the infrastructure and technology are in progress.

SCHOOL HEALTH

School Nurse

The part-time school nurse has a drop-in office and provides physical and emotional support for urgent student health concerns. The nurse communicates with parents and physicians and provides individualized health care plans for students with chronic episodic health problems. The nurse collaborates and assists parents, teachers, and staff in addressing individual student health needs via specific classroom and campus interventions. The nurse also tests students for hearing and vision problems and refers students for health problem resolution.

Support Counselors

The Miramonte counseling office is augmented with two part-time support counselors, constituting one full-time position. Support Counselors help students deal with a variety of issues, including feelings of anxiety, depression or stress. Counselors can also help students organize their time and find more efficient ways to study. If needed, Support Counselors can provide appropriate referrals for additional resources in the community.

Speech Pathologist

The speech and language pathologist assesses diagnoses and provides therapy for students with speech and language disorders. The specialist meets individually or in small group settings to develop higher level communication and cognitive language skills. A growing area of need is working with students with fluency issues, such as stuttering.

504 Coordinator

The 504 coordinator responds to requests for Section 504, develops evaluation plans, schedules and facilitates Section 504 meetings/yearly 504 review meetings, participates in determination of eligibility, supports teachers in the implementation of accommodation plans, and oversees that accommodation plans are being met in the general education setting. The coordinator attends legal workshops on recent case law and shares that information with staff.

Healthy Choices at Miramonte

Healthy Choices is a Parents' Club sponsored program with the goal to educate, promote, and reinforce to students, parents and the community the importance of making decisions that maintain physical and mental health. They sponsor events and speakers toward that end. The PE program has Health and Nutrition Curriculum component. There is also an annual Health Fair in May.

Alcohol and Drug Prevention

Miramonte promotes events to educate our students about the dangers of alcohol and other drug use, and to address use when it occurs. These include:

- Zero Tolerance Policy
- Student Athletic Policy
- Red Ribbon Week activities Red Ribbon Week website
- Freshman PE/Health instruction with outside experts
- Annual Conference: Teens Tackle Tobacco, Alcohol, and Drugs
- Forum on Underage Drinking in our Community
- Advanced Alcohol Education presentation to the Juniors and Seniors in November
- Internet Education on alcohol use through Alcohol Edu
- Freshman lectures and evening parent ed night by Ralph Cantor, MA

Emotional Health

Miramonte is dedicated to find ways to help students manage their stress. Here are some of the events and programs underway:

- [Challenge Success](#)
- [Time Management Inventory](#)
- Test Schedule by subject

According to the faculty, student and parent surveys, the Miramonte learning environment is one of high expectations, but the environment is also stressful. Additionally, in the open-ended student comments of the student survey, students expressed being stressed by their load of activities, both in school and outside of school.

In addition, 65% of students surveyed felt that we there is a problem with racial/ethnic/gender prejudice or discrimination. Whether this affects feeling of safety, the learning environment or both is unknown. Bullying was not a question item on the survey.

CURRICULAR PROGRAMS

The Miramonte mission to provide opportunities for students to achieve their highest potential within a rigorous and challenging curriculum is apparent in the variety and depth of course offerings. Miramonte's course offerings have remained consistent for the past six years. Minimal changes to the curricular offerings can be attributed to a solid foundation of courses prior to 2006-07, keeping in the tradition of providing Miramonte students with a challenging curriculum. Students take courses during a seven period day that begins at 8 a.m. and ends at 3:05 p.m. Courses are taught during 180 days of instruction.

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Core Course Offerings

Miramonte offers 66 core academic courses. Many core courses have both advanced options as well as preparation or support courses, 3 are preparatory or support classes, 6 are Honors, and 15 Advanced Placement.

Elective Courses

Non core-academic elective offerings at Miramonte include 6 Career/Tech Ed courses and 5 ROP. With support from the community, Miramonte also offers Yearbook, Leadership and 26 Visual and Performing Arts courses.

Advanced Courses

Miramonte offers more than 16 different AP courses. Acalanes GATE programs are offered district wide for selected and interested students. Please see the Advanced Placement data in the Student Performance section.

Support Courses

In addition to the core academic preparatory/support classes, Miramonte and Acalanes School District offer Support Courses for Special Education and English Language Learners.

Special Education Program

Four full-time resource specialists and seven instructional assistants work with students to help them accomplish the goals in their Individualized Education Programs (IEPs). The students are mainstreamed into regular classrooms as much as possible and work with their resource specialist during one or more learning skills periods per day.

English Language Learner Program

Although most English Learners attend a program housed on another district high school campus, the school and district hire teachers credentialed in Cross-cultural Language and Academic Development (CLAD) to support English Learners.

CORE ACADEMIC COURSES

Class Size in Core Academic Courses

All core course class sizes have varied from 2005-2010 but there was an overall decrease in student class size in the 5 year period: English decreased by 5 students, History by 3, Math by 2 and Science by 3. Miramonte's average class size in all core classes for all years, 2005-2010, has been at the same number or less than state average.

2005-6 AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	23	25	26
History	26	30	30
Math	28	27	28
Science	29	29	30

Chapter 1: School Profile

2006-7 AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	24	24	26
History	25	29	30
Math	27	26	27
Science	29	28	29

2007-8 AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	17	24	25
History	21	28	29
Math	24	27	27
Science	22	28	29

2008-9 AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	19	25	25
History	23	28	29
Math	26	26	27
Science	26	27	28

Source: SARC from CBEDS

Core Academic Course Offerings

Miramonte offers English for each grade level including Honors options for English 3 and Advanced Placement option for English 4. In 2006-7, the English department had an English 4 Composition class in addition to a regular English 4 and English 4 AP class. Public Speaking is an English elective that continues years of Miramonte tradition in preparing students to compete in state and national competitions. As of 2009-10, Journalism 2, 3, and 4 are now funded through the ROP program while Journalism 1 remains an English elective.

In Social Studies, World History is offered at the 9th grade level although 10th graders can take the course. Although most of California places World History at the 10th grade, Acalanes School District enrolls 9th graders because of their capabilities and so that students have the opportunity to then take more history electives in later years such as Advanced Placement European History. United States History is offered at the 11th grade level with an Advanced Placement U.S. history option. All 12th graders take Government for a semester and Economics for the other semester. Prior to the 2007-8 school year, the course was year long and both Government and Economics were taught by the same teacher. The district changed this in 2007-8 to semester courses so that teachers could specialize in one area. Psychology remains a consistently popular Social Studies elective. A Contemporary Issues and Public Policy Course was introduced in 2007-8 and offered again in 2008-9 but is no longer a history elective. This is due to staff turnover.

Chapter 1: School Profile

Miramonte offers a large range of Math courses. While there are the traditional courses such as Algebra 1, Geometry, Algebra 2 and Pre Calculus, there are more course offerings to better prepare those who may struggle in mathematics, such as Algebra A and B. In 2008-9 there was a Math Intervention class that was designated as non-departmental that was not offered the following year. Math Intervention has been reinstated for 2010-2011 and is offered as a parallel class for those who struggle in regular geometry. There are also advanced options for each core math course such as Geometry Honors, the addition of Trig to Algebra 2 as well as Algebra 2/Trig Honors and Calculus AB and BC Advanced Placement. In addition, math electives offered are Math Analysis and Statistics AP.

The World Language department at Miramonte boasts three levels each for French, Latin, and Spanish as well as Honors or Advanced Placement for 4th and 5th levels (with the exception of Latin 5 AP (Literature) that was discontinued in 2009-2010). The department also saw the addition of Mandarin 1 as a course option in 2008-9 and the subsequent addition of Mandarin 2 in 2009-10. Students who are interested in other World languages not offered at Miramonte may attend the class at any of the other three high schools in the district. For example, some students take Japanese at Las Lomas High.

The Physical Education Department has seen much change. While PE and Health for 9th graders and PE for 10th graders has remained consistent in the past six years. Weight training was discontinued in the 2009-2010 school year. Aquatic Life/Training was not offered after 2007 and Aerobic Conditioning was not offered after 2008. However, Lifetime Sports Activities was introduced in 2008-9 school year as was Yoga, Pilates and Fitness Training. Unfortunately, the latter is no longer an option. Yoga is now offered after school once a week through the Healthy Choices program. In 2006-7, Dance 1 was offered in the Physical Education Department but was unable to be funded in 2007-8. However, the Visual and Performing Arts Foundation brought the class back funding it as a VPA elective in 2008-9.

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ENGLISH

E0001P English 1	9
E0005P English 2	10
E0010P English 3	11
E0010H English 3 Honors	11
E0020P English 4	12
E0020A AP English Literature	12
E0035P Eng 4 WISE	12
E0075P Journalism 1	9 10 11 12
E0076R Journalism 2 ROP	10 11 12
E0077R Journalism 3 ROP	11 12
E0078R Journalism 4 ROP	12
E0086P Pub Speaking 2	10 11 12
E0087P Pub Speaking 3	11 12
E0088P Pub Speaking 4	12

HISTORY/SOCIAL STUDIES

H0140P World History/Geography	9 10
H0187A European History AP	10 11 12
H0144P US History	11
H0144A US History AP	11
H0153P US Government	12
H0150P Economics	12
H0189P Psychology	12

MATHEMATICS

M0451N Algebra A	9 10
M0456P Algebra B	9 10 11
M0453P Algebra 1	9 10 11 12
M0460P Geometry	9 10 11 12
M0460H Geometry Honors	9 10 11 12
M0465P Algebra 2	10 11 12
M0470P Algebra 2/Trig	9 10 11 12
M0470H Algebra 2/Trig Honors	9 10 11 12
M0477P Math Analysis	11 12
M0479P Pre Calculus	10 11 12
M0480A Statistics AP	10 11 12
M0482A Calculus AB AP	10 11 12
M0483A Calculus BC AP	11 12

SCIENCE

S0700P Biology	9 10 11 12
S0700A Biology AP	11 12
S0701R Biotechnology ROP	11 12
S0702P Physiology	11 12
S0704P Geology	10 11 12
S0706P Chemistry	10 11 12
S0706A Chemistry AP	11 12
S0708P Physics	10 11 12
S0709A AP Physics C	11 12
S0710R Environmental Science AP ROP	11 12

WORLD LANGUAGES

L0301P French 1	9 10 11 12
L0302P French 2	9 10 11 12
L0303P French 3	10 11 12
L0304H French 4 Honors	11 12
L0305A French 5 AP	12
L0331P Latin 1	9 10 11 12
L0332P Latin 2	10 11 12
L0333P Latin 3	11 12
L0334A Latin 4 AP (Vergil)	12
L0351P Mandarin 1	9 10 11 12
L0352P Mandarin 2	9 10 11 12
L0353P Mandarin 3	10 11 12
L0341P Spanish 1	9 10 11 12
L0342P Spanish 2	9 10 11 12
L0343P Spanish 3	10 11 12
L0344H Spanish 4 Honors	11 12
L0345A Spanish 5 AP	12

PHYSICAL EDUCATION

P0600N PE 9	9
P0610X PE 10	10
P0615N PE Weight Training	11 12
P0617N PE Lifetime Sports Activities	11 12
P0642N PE Yoga, Pilates & Fitness Training	11 12

Chapter 1: School Profile

Elective Courses

A broad array of elective course offerings provides enrichment opportunities for students beyond core academic classes. The 6 Career/Tech Ed courses are funded through the District and the ROP courses directly from the state. A portion of the Yearbook, Leadership and other Visual and Performing Arts courses are funded by the Education Arts Foundation of Orinda and other parent groups.

CAREER/TECHNOLOGY

T0810E Foods 1	9	10	11	12
T0811E Foods 2*		10	11	12
T0838E Engineering Drawing	9	10	11	12
T0829E Comp. Assisted Drafting (CAD)	10	11	12	
T0825R Auto Tech ROP (Campolindo HS)	11	12		
T0805E Work Experience Education (LLHS)	12			

VISUAL AND PERFORMING ARTS

V0820R Arch Design ROP*	11	12		
V0901P Art 1	9	10	11	12
V0902P Art 2		10	11	12
V0965H Advanced Art w/ Honors		11	12	
V0906A Studio Art AP		11	12	
V0907P 3-D Art 1	10	11	12	
V0908P 3-D Art 2		11	12	
V0909P 3-D Art 3			12	
V0910E Independent Art Portfolio		11	12	
V0913P Video Production	9	10	11	12
V0914P Video Production 2	10	11	12	

V0918P Photo/Digital Design	10	11	12	
V0919R Adv Digital / Photography ROP		11	12	
V0920P Digital Arts/Web Design	9	10	11	12
V0921P Drama 1	9	10	11	12
V0922P Drama 2		10	11	12
V0926P Advanced Drama*		11	12	
V0932P Symphonic Band*		10	11	12
V0933P Jazz Ensemble*	9	10	11	12
V0934P Orchestra (Strings only)*	9	10	11	12
V0936A Music Theory AP		10	11	12
V0940P Mixed Chorus*	9	10	11	12
V0943P Women's Ensemble*		10	11	12
V0945P Concert Choir*		10	11	12
V0946P Chamber Singers*		10	11	12
V0951P Dance 1	9	10	11	12
V0971P Oral Interpretation	9	10	11	12

NON-DEPARTMENTAL

I0262E Yearbook *	9	10	11	12
I0225R Sports Medicine ROP*		11	12	
O0535E Staff Assistant*(max 2 ye		11	12	
O0540N Study Hall (no credit)	9	10	11	12
O0513E Leadership**		11	12	

SUPPORT SERVICES

Miramonte provides a variety of special programs to support student learning. These include academic and support counseling, library programs, peer and after school tutoring, and special education. These programs are provided by four counselors, two support counselors, librarian/media specialist, four resource specialists (each with six-hour instructional assistants), part-time psychologist, and speech/language/hearing specialist.

Counseling Services

Miramonte has four full-time academic counselors who are assigned to students based on alphabetical groups. Beginning in the ninth grade, students meet regularly with counselors in individual appointments, in small groups, and in the classroom. Counselors help students progress toward graduation, meet college eligibility requirements, and/or prepare for vocational school. In addition, counselors work with teachers in assisting students in need through the Student Study Team and Student Review Team.

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College and Career Center

The College and Career Center offers many services to the Miramonte community, including job postings, information about colleges, visits by college representatives, and instruction in researching career opportunities.

Library Services

The library is open from 7:30 a.m. (8:30 a.m. Wednesday) until 6 p.m. Monday through Thursday and 7:30 a.m. to 4 p.m. on Friday. A full-time library media teacher and 1.25 full-time library assistants support student and staff use of books, periodicals, multi-media, and electronic resources. The library is equipped with 34 Internet-connected computers.

Computer Lab Services

Computers are available in the library and two labs for scheduled classes and drop-ins. In addition there are two class sets of laptops on mobile carts for use in the classroom. Students use computers regularly for the following electives: Journalism, Yearbook, Digital Photo, Video Production, Web Design, and Computer Art Animation courses. In addition, the computer labs serve all the other courses.

Tutoring Services

A Peer tutoring course is offered to help students learn how to help their peers. Peer tutors are available in the library after school. Community funding has also allowed for teachers to tutor in math, writing and social studies one day per week in the library from 3:15 – 4:15 p.m.

STUDENT ACHIEVEMENT DATA

Students Meeting CSU/UC Requirements

The number of students who are meeting CSU/UC requirements by the time they graduate has increased by 8% since 2005. While the percentage of both males and females completing all courses required for CSU and/or UC entrance has varied in range from 2 – 12% from 2005-6 to 2008-9. Females, however, have continued to outperform males in course completion for the CSU and/or UC Entrance by 5-16% over the four year time span.

12 Grade Graduates completing all Courses Required for CSU and/or UC Entrance

	Male	Female	Total
2005-2006	71.1% (123/1730)	76.3% (135/177)	73.7% (258/350)
2006-2007	81.4% (140/172)	88.6% (156/176)	85.1% (296/348)
2007-2008	74.1% (126/170)	90.3% (139/154)	81.8% (256/324)
2008-2009	77.8% (130/167)	83.9% (156/186)	81.0% (286/353)

Source: <http://data1.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2008-09&cName=miramonte&Topic=Graduates&Level=School&submit1=Submit>

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National Merit Scholars

Approximately 28-31 Miramonte seniors have been commended each year since 2006 for being National Merit Scholars with a range of 5-12 students identified as finalists.

CLASS OF 2010
Finalists 12
Commended Students 31

CLASS OF 2009
Finalists 9
Commended Students 33

CLASS OF 2008
Finalists 5
Commended Students 30

CLASS OF 2007
11 Semi-finalists and 13 finalists
28 Commended Students

CLASS OF 2006
14 Semi-finalists and 13 finalists
29 Commended Students

Students Attending College After Graduation

The percentage of students going to college after Miramonte has increased to almost 100% with 80% of those students consistently going to a four year college, and an average of 15% attending a two-year college. Of those colleges, since 2006, Miramonte students have again been consistent with approximately 70% of the colleges they attend being public and 30% private.

Follow-up Study Graduating Seniors 2006-2010						
	Number of Graduates	% Going to College	% 4 Year College	% 2 Year College	% Public College	% Private College
2006	348	97%	80%	17%	70%	30%
2007	346	99%	85%	14%	70%	30%
2008	325	98%	85%	13%	68%	32%
2009	353	99%	81%	18%	71%	29%
2010	312	96%	80%	16%	66%	30%

STUDENT PERFORMANCE DATA

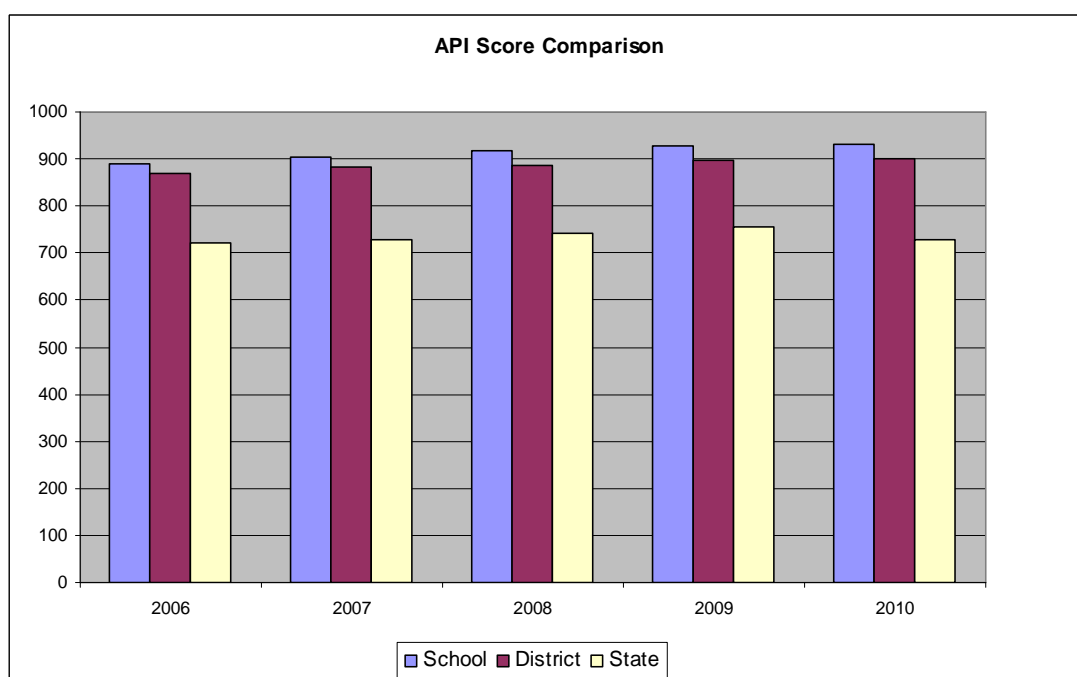
ADEQUATE YEARLY PROGRESS (AYP)

Miramonte met all 10 of its 10 requirements for AYP in 2010. Miramonte exceeded the Federal requirement of 95% participation on the 2010 CSTs, the 10th grade CAPA and the CAHSEE with 100% participation rate. Miramonte also exceeded the Federal requirements of students performing at or above proficient on the 2010 CSTs, the 10th grade CAPA and the CAHSEE by approximately 35% (Federal Target of 55.6% versus Miramonte’s score of 91.9% proficient and above in English Language Arts) (Federal Target of 54.8% versus Miramonte’s score of 90.7% proficient and above in Mathematics). Miramonte’s 2010 Growth API exceeds the 680 federal requirement with a 930 API score and thus is subject to have at least one point growth in API from 2009-2010. Miramonte had a 2 point growth, again exceeding the federal API requirements. Miramonte’s graduation rate for 2010 was at 99%, thus meeting the federal requirements of a 90% graduation rate.

Year	Number of AYP Requirements	Number of AYP Requirements Met	AYP Met
2006 – 2007	14	14	Yes
2007 – 2008	14	14	Yes
2008 – 2009	14	14	Yes
2009 – 2010	10	10	Yes

ACADEMIC PERFORMANCE INDEX (API)

Miramonte’s API scores consistently remain the highest in the Acalanes School District and approximately 200 points higher than the California state average.



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API Comparison to State and Similar Schools

Compared with ALL schools in CA, Miramonte ranks in the top 10%. This is an improvement from 2006. The school also received a second ranking that compared it with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, Miramonte also ranks in the top 10%, another improvement from 2006.

Academic Performance Index				
	API Score	Statewide Rank	Similar Schools Rank	Met API Target? (=/- target)
2006	890	8	9	Yes
2007	905	10	9	Yes
2008	916	10	10	Yes
2009	927	10	10	Yes
2010	930	10	10	Yes

API Score Comparison by Ethnicity

API Scores for All students have increased 4.5% (890 to 930) from 2006-2010. For students who identified themselves as African American, Hispanic/Latino, Socioeconomically Disadvantaged, English Language Learner or with Disabilities, the number of students is less than 100 and thus the data is not available. API scores for those identified as Asian increased 4% (910 to 947) from 2006-2010 while for students who identified themselves as white, the API increased 5.4% (888 to 936) during the six years. Those who identified themselves as Asian have consistently had slightly higher API scores than those who identified themselves as white from 2006-2010; the gap is relatively insignificant as scores between the two subgroups varied

Total API Score	2006		2007		2008		2009		2010	
	#of Students	API Score	#of Students	API Score	#of Students	API Score	#of Students	API Score	#of Students	API Score
	1059	890	1003	905	1002	916	938	927	938	930
African American	8	n/a*	9	n/a*	7	n/a*	4	n/a*	6	n/a*
Asian	190	910	172	936	174	935	162	955	159	947
Hispanic/Latino	33	n/a*	45	n/a*	48	n/a*	55	n/a*	58	n/a*
White	803	888	750	904	719	916	634	923	652	936
Socioeconomically Disadv.	5		44	n/a*	41	n/a*	6	n/a*	17	n/a*
Students with Disabilities	55	n/a*	79	n/a*	74	n/a*	74	n/a*	73	n/a*
English Learners	8	n/a*	10	n/a*	1	n/a*	4	n/a*	13	n/a*

throughout the six year period from +/- 1-2%.

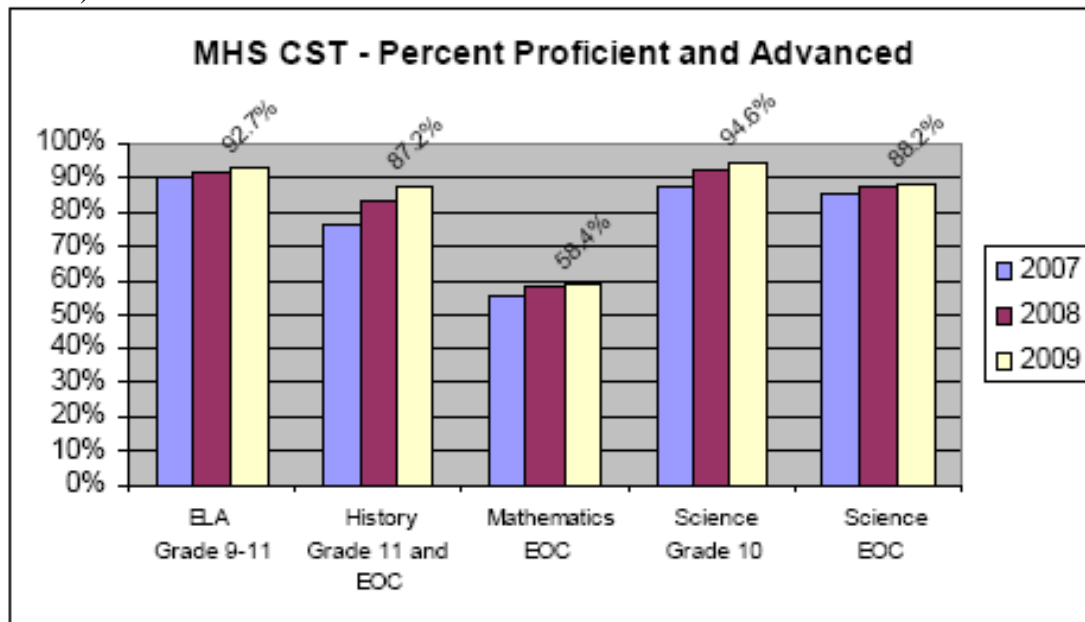
*n/a less than 100 students

STUDENT PERFORMANCE

STAR TESTS

CST Proficient or Advanced – Year to Year Comparison for All Subjects Grade Levels Combined

At least 85% of Miramonte scored Proficient or Advanced on all English Language Arts, History, Science and Science EOC CSTs in 2008-9. This has been consistent since the 2006-7 school year. Although the levels of Proficient and Advanced for all math students at Miramonte were 58% in 2009, it still showed an increase from prior years (see full analysis in CST section below).



STAR TESTS – Overall Analysis

ENGLISH AND LANGUAGE ARTS

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	364	339	359	320	364	325	351	309	358
% Advanced	75%	59%	58%	72%	60%	63%	79%	64%	64%
% Proficient	18%	27%	22%	23%	29%	22%	17%	26%	23%
% Basic	6%	8%	11%	3%	8%	7%	3%	7%	9%
% Below Basic	1%	4%	5%	1%	2%	4%	1%	1%	4%
%Far Below Basic	0%	2%	3%	0%	1%	3%	0%	1%	1%

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	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested	303	340	292	284	316	330
% Advanced	76%	67%	69%	68%	68%	70%
% Proficient	19%	27%	21%	23%	21%	22%
% Basic	4%	6%	8%	7%	8%	6%
% Below Basic	1%	0%	2%	1%	2%	1%
%Far Below Basic	0%	1%	0%	1%	1%	1%

Analysis of a Year-to-Year Comparison Main Points:

From 2006 to 2010, a greater percentage of 9th graders consistently scored at a higher level of proficiency than the 10th or 11th-graders, with the exception of the 9th graders in 2010 (the class of 2013). We believe the cause for the higher scores from 2006-2009 is that the test for 9th graders is comparatively easier than the test for 10th- and 11th-graders. For example, 75% of the students in the class of 2009 scored in the Advanced Proficiency level during their freshman year (2005-2006), but the next year, as sophomores, only 60% of the same set of students scored in the Advanced Proficiency level for the 10th-grade exams. It's unlikely that 15% of them lost whatever made them score in the Advanced Proficiency category before. The simplest hypothesis is that the test matter for those four years was more challenging for the students in 10th grade than it was for them in 9th grade. In 2010, however, the test scores for the 9th graders were not dramatically better than the other grade levels of the same year.

That the freshmen test was easier from 2006 to 2009 is further supported by the consistency across the other graduating years: throughout all four years, the percentage of 9th-graders who scored in the Advanced Proficiency category was considerably higher than in their later years, hovering around 75% regardless of graduation year. Indeed, by proficiency level, freshmen generally scored 75% Advanced, 20% Proficient, 4% Basic, 1% Below Basic, and 0% Far Below Basic, with only minor variations from year to year. This situation is different in higher grades, as described below. In 9th grade, students also may be more likely to concentrate on STAR testing rather than the AP tests that many of the students take during their 10th and 11th-grade years, which may divide attention between preparing for STAR testing and AP tests. This, however, does not account for the one set of lower freshmen scores in 2010.

Until the class of 2013 is tested in April and we get the data, we cannot be sure whether the test for freshmen has been made more difficult, or that this particular graduating class has lower overall scores.

Unlike 9th-grade test scores, which have stayed stable throughout graduation years from 2006-2009, 10th- and 11th-grade scores have improved. For example, only 59% of the sophomores from the class of 2008 scored at Advanced Proficiency when they took the test in 2005-2006. By contrast, 67% of the sophomores from the class of 2011 scored at Advanced Proficiency when they took it in 2008-2009. 68% of the sophomores (the class of 2012) scored at Advanced Proficiency when they took it in 2009-2010, an increase of one percent on the performance from the class of 2011 over the performance in 2009.

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The numbers are similar for the juniors taking the tests in those years (the classes of 2007 and 2010, respectively): the percentage scoring at Advanced Proficiency improved from 58% to 69%. In 2010, it improved to 70%, an increase of 1% from the previous year's juniors. The percentage scoring poorly dropped over time, as well. The percentage of Sophomores from those years scoring at Basic Proficiency or lower (Below Basic or Far Below Basic) dropped from 14% to 7% in 2009, but unfortunately rose to 11% in 2010. For juniors, the analogous numbers are 21% and 10% in 2009, and even lower to 8% in 2010, an even more sizable difference.

FRESHMAN WRITING FOCUS GROUP AND COLLABORATION

When the class of 2009 were freshmen, during the 2005-2006 school year, the Freshmen teachers met several times during the year to discuss Freshman-level analytical essay writing. Teachers shared prompts, rubrics, and writing strategies. Throughout the next year, freshmen teachers continued to meet, culminating in a departmental collaboration day on March 20th, 2007. This day included two important things: articulation with a local middle school's English and Language Arts members, and a department-wide reading of a set of analytical essays that were a common assessment across the grade level. During this meeting, department members brainstormed the most common errors, problems, and strengths, and created a list of areas the class of 2009 needed most to work on. This was distributed before the year ended. Also distributed was the "grammar year-by-year" suggestions of another high school in our district (for example, that freshmen needed to master "subject/object agreement" whereas seniors needed to work on "passive voice").

NEW GRAMMAR TEXTBOOKS

In 2006-2007, Miramonte purchased and began using new grammar textbooks with the classes of 2009 and 2010. These books were far superior to the older grammar workbooks. Since the textbooks were purchased, scores on "Written Conventions," which include grammar, rose from 81% to 87% for the class of 2009, and from 84% to 89% for the class of 2010, and 83% to 87% for the class of 2011.

NEW VOCABULARY WORKBOOKS

In 2006, the vocabulary workbook series published an updated version of each grade level's course. This new, revised version was adopted in 2006-2007, with the freshmen, sophomores, and juniors (the classes of 2010, 2009, and 2008). Scores for the class of 2010 in the three years of STAR testing since had average vocabulary scores of 80%, 90%, and 87% correct.

GREATER DEPARTMENTAL COLLABORATION

The English Department has taken advantage of many collaboration days in the past four years, both as small subject clusters (Junior teachers on the term paper projects, Freshmen teachers on analytical writing, and WISE and AP or Honor teachers meeting to calibrate and coordinate) and as an entire department (including articulation with middle schools and a local community college, discussion of Honors and AP courses, a continuity of grammar curriculum throughout the four grades, writing assessments and rubrics, and many more topics). Additional core text books were ordered so more teachers could work on particular works at the same time (for example, enough *Hamlet* books for every senior to read *Hamlet* at the same time). This has encouraged collaboration as teachers have worked together on the same unit at the same time. An English Department handbook was created that compiled data, included many handouts (rubrics,

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grammar foci year by year, lists of media resources [such as DVDs], and other materials), and gave newer department members a greater opportunity for calibration.

INCREASE IN NUMBER OF BOOKS (BOTH NEW TITLES AND NEW COPIES OF BOOKS)

The different titles of books taught was increased, while additional copies of books already taught was also increased.. This includes the 2004-2005 *Impact* book. As stated above, this means multiple teachers can teach the same book at the same time. It also means that teachers can collaborate with the Social Studies department to link particular books to the topics they are studying in their history classes; for example, having a lot more *The Things They Carried* books has meant that more teachers can teach the book in the final month of the school year, when the students are also studying Vietnam. In addition, having a more diverse reading list has led to greater collaboration between department members in conversations about why and how we should get these new titles, and more opportunities for students to connect with literature (because different books can appeal to different populations).

INCREASE IN LIBRARY RESOURCES

We also have greater library resources (books on tape, secondary resource and research books, and librarian support). Additionally, our librarian keeps Junior Term Paper assignments on file, and adds support materials throughout the year. There are many databases available to our students that provide authentic research opportunities throughout the entire four years of education here. These have increased throughout the past four years.

INCREASE IN TECHNOLOGY SUPPORT

The district Technology Coordinator has visited the department many times in the last four years. This has included hands-on training on particular devices (for example, the iPod Touch) as well as more general instruction (using the plagiarism search engine or ways to use discussion boards and blogs as productive tools for learning and assessment).

INCREASE IN OUTSIDE OPPORTUNITIES FOR AUTHENTIC GROWTH

Poetry Out Loud: Students began participating in the 2006-2007 school year in a nation-wide poetry competition in which students memorized and recited particular poems of their choice (from a selection). There was both district- and school-wide participation.

Freshman Anthology: Students in some freshmen classes wrote pieces and published a book of short essays and other works, during the years 2007-2008 and 2008-2009.

Senior College Essays: Some Senior teachers have worked with their seniors on writing reflectively and preparing, writing, and editing college entrance essays. This may not directly affect STAR scores because only grades 9, 10, and 11 are tested, but most teachers teach both upper- and lower-division students, and there has been collaboration between all grades on reflective writing.

STAR TESTS – Strand Analysis

ENGLISH AND LANGUAGE ARTS

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Word Analysis/ Vocabulary	Reading Comprehension	Literary Response/ Analysis	Written Conventions	Writing Strategies
Grade 9	75	86	86	78	83	77
Grade 10	75	92	87	80	85	83
Grade 11	75	91	85	79	87	85

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Word Analysis/ Vocabulary	Reading Comprehension	Literary Response/ Analysis	Written Conventions	Writing Strategies
Grade 9	75	85	86	85	84	77
Grade 10	75	92	87	82	84	84
Grade 11	75	87	83	80	89	84

2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Word Analysis/ Vocabulary	Reading Comprehension	Literary Response/ Analysis	Written Conventions	Writing Strategies
Grade 9	75	89	84	86	83	77
Grade 10	75	90	84	79	86	84
Grade 11	75	84	79	80	87	80

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Word Analysis/ Vocabulary	Reading Comprehension	Literary Response/ Analysis	Written Conventions	Writing Strategies
Grade 9	75	80	84	87	84	76
Grade 10	75	85	82	80	81	85
Grade 11	75	86	79	75	88	84

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Analysis of Strand Performance for the 3-year period

Miramonte performance has been excellent in all categories. There is only one statistically important difference from one year to another: “Word Analysis/Vocabulary” has improved. Miramonte students in 2007 got on average 83.7% of the “Word Analysis/Vocabulary” questions correct. By 2009, that number had jumped to 88%. In 2010, the three grades averaged 89.7% correct. This may perhaps be attributed back to the revised Vocabulary workbooks.

CAHSEE

ENGLISH LANGUAGE ARTS

March 2006 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis %	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	337	334	99%	421	93	89	93	88	90	3.2
Male	175	172	98%	416	92	88	91	87	89	3
Female	162	162	100%	427	93	91	94	89	91	3.3
Asian	54	53	98%	425	95	89	92	89	93	3.2
His/Lat	15	14	93%	407	90	84	89	85	90	3
White	257	257	100%	423	92	90	93	89	90	3.2
Afr-Am	3	-	-	-	-	-	-	-	-	-
Spec Ed	27	26	96%	386	82	75	84	78	79	2.6

February 2007 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis %	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	357	353	99%	421	94%	93%	92%	84%	91%	2.9
Male	170	167	98%	416	93%	92%	91%	83%	89%	2.9
Female	187	186	99%	426	94%	94%	93%	85%	93%	3
Asian	65	65	100	426	94%	94%	94%	86%	92%	3
His/Lat	11	10	91%	413	87%	89%	90%	81%	84%	3
White	268	266	99%	422	94%	93%	93%	84%	91%	2.9
Afr-Am	4	-	-	-	-	-	-	-	-	-
Spec Ed	32	29	91%	389	89%	83%	83%	74%	77%	2.5

Chapter 1: School Profile

February 2008 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis %	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	312	307	98%	423	93%	93%	95%	89%	92%	2.9
Male	149	145	96%	417	91%	92%	95%	86%	90%	2.7
Female	162	162	99%	428	94%	94%	96%	91%	93%	3
Asian	55	54	98%	426	94%	94%	95%	90%	91%	2.9
His/Lat	18	17	94%	415	91%	89%	96%	87%	88%	2.7
White	230	227	99%	423	93%	93%	95%	88%	92%	2.8
Afr-Am	1	1	100%	-	-	-	-	-	-	-
Spec Ed	15	12	80%	383	81%	79%	86%	65%	79%	2.5

February 2009 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis %	Read Comp %	Lit Resp Analysis %	Writing Strat %	Writing Conv %	Essay Rubric Score 1-4
All	341	340	100%	428	95%	92%	95%	91%	91%	3.1
Male	178	178	100%	423	95%	91%	94%	91%	89%	3
Female	163	162	99%	433	95%	93%	96%	92%	93%	3.2
Asian	65	65	100%	431	96%	92%	96%	91%	93%	3.2
His/Lat	16	16	100%	414	90%	87%	93%	88%	86%	2.9
White	223	222	100%	429	95%	92%	95%	92%	91%	3.1
Afr-Am	-	-	-	-	-	-	-	-	-	-
Spec Ed	20	19	95%	386	86%	79%	87%	79%	78%	2.4

February 2010 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# passed	% Passed	Mean Scale Score	Word Analysis % Correct	Read Comp % Correct	Lit Resp Analysis % Correct	Writing Strat % Correct	Writing Conv % Correct	Essay Rubric Average Score 1-4
All	313	310	99%	424	95%	89%	93%	93%	91%	3.1
Male	165	163	99%	418	95%	88%	92%	89%	89%	2.9
Female	148	147	99%	430	96%	90%	94%	91%	93%	3.2
Asian	46	46	100%	427	93%	90%	94%	93%	94%	3.1
His/Lat	21	19	90%	407	95%	81%	87%	83%	84%	2.9
White	226	225	100%	426	96%	90%	94%	90%	91%	3.1
Afr-Am	3	--	--%	--	--%	--%	--%	--%	--%	--
Students Receiving Services	22	19	86%	386	94%	76%	82%	74%	75%	2.5

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CAHSEE scores are exceptionally consistent through all years and almost all categories.

There was a one-year dip in “Writing Strategy” percentages (which usually hovers around 90%, but in 2007 was at 84%), with an increase to 93% in 2010. There was a two-year dip in “Essay Rubric Score”: in 2006, it was 3.2, and in 2009 and 2010, it was 3.1, but in both 2007 and 2008, it was 2.9. The same classes that do so well and have improved on STAR tests had a dip in their “Essay Rubric” scores (the classes of 2009 and 2010). However, these are minor statistical changes that could be attributed to random chance. Indeed, the mean scale score has not decreased in any year, and no more than 5 out of 300+ students have failed the test in any year.

ADVANCED PLACEMENT TESTS

ENGLISH

English Literature						
Score	5	4	3	2	1	School Total
2006	19	17	5	1	0	42
2007	13	24	19	5	0	61
2008	18	24	17	1	0	60
2009	13	30	18	4	0	65
2010	14	21	12	2	0	49
Score Total	77	116	71	13	0	277
% of School Total 06-09	28%	42%	25%	5%	0%	100%

The first statistically important factor is the number of students who take the AP English Literature exam per year. This number has increased from 42 in 2006 to over 60 (61 in 2007, 60 in 2008, and 65 in 2009), where it remained in 2008 and 2009. In 2010, however, only 49 students took the AP Literature exam, and the students had much better test results. In the class of 2010, there was, however, a greater percentage of students who took the AP English 4 course, but chose not to take the exam. There may be some selection bias here, because unlike other years, many students who may not have done well on the exam chose not to attempt it; in prior years, a greater percentage of students elected to take the test.

Once that increase in scores for the class of 2010 is taken into account, the lower scores of 2007-2009 may be a result of this increase in students taking both the course and the tests, as the average score has declined markedly. In 2006, a “5” was the most common score. There were 19 “5”s, 17 “4”s, and only 5 “3”s. In 2007 through 2009, a “4” was the most common score (a total of 78), with more “3”s (a total of 54) than “5”s (a total of 44). In 2010, however, there were more “5”s (14) than “3”s (12), for the first time since 2008.

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CONCLUSION:

There are two factors of importance: more students taking the AP class and test in 2007-2009, and a higher number of students in each class period. The comparatively higher scores for the class of 2010 can at least partially be accounted for by the lower percentage of total English 4 AP students taking the test.

INCREASE IN THE NUMBER OF STUDENTS TAKING THE AP CLASSES AND TESTS

The change in scores is probably primarily due to 20 new students in the AP classes, meaning the class became less exclusive. Many of these students would traditionally have been in regular English 4 classes. Again, the comparatively higher scores for the class of 2010 can at least be partially accounted for by the lower percentage of total English 4 AP students taking the test.

INCREASED CLASS SIZES WITHIN AP CLASS PERIODS

Class size is also a major factor. In 2006, the average class size was 21 students per class period, whereas in 2007 to 2009, the class size was about 30-32 students for each class period.

STAR TESTS – Strand Analysis

ENGLISH AND LANGUAGE ARTS Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total # of Questions	Word Analysis/ Vocab.	Reading Comprehension	Literary Response/ Analysis	Written Conventions	Writing Strategies
Grade 9	75	86	86	78	83	77
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Grade 10	75	85	82	80	81	85
Grade 11	75	86	79	75	88	84

Analysis of Strand Performance

Miramonte performance has been excellent in all categories. There is only one statistically important difference from one year to another: “Word Analysis/Vocabulary” has improved. Miramonte students in 2007 got on average 83.7% of the “Word Analysis/Vocabulary” questions correct. By 2010, that number had jumped to 89.6%. This may perhaps be attributed back to the revised Vocabulary workbooks.

STAR TESTS

ALGEBRA I

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9 th	10th	11th
Students Tested	97	39	1	130	47	3	127	12	4
% Advanced	8%	3%	*	2%	0%	*	3%	0%	*
% Proficient	33%	21%	*	42%	17%	*	43%	8%	*
% Basic	51%	41%	*	32%	51%	*	40%	50%	*
% Below Basic	7%	26%	*	17%	15%	*	13%	33%	*
% Far Below Basic	1%	10%	*	7%	17%	*	1%	8%	*

	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested	95	18	3	67	16	5
% Advanced	5%	0%	*	9%	0%	*
% Proficient	41%	22%	*	30%	31%	*
% Basic	40%	50%	*	36%	13%	*
% Below Basic	12%	11%	*	13%	31%	*
% Far Below Basic	2%	17%	*	12%	25%	*

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First year algebra is taught at two different paces at Miramonte. Algebra I is the traditional one year course. Algebra A/B is a two-year program for students who need to progress at a slower pace. Algebra A covers the same material as 1st semester Alg. I while Algebra B covers semester 2. All three courses use the same textbook.

The overall percentage of Miramonte Algebra I students who are at or above proficient has remained fairly constant at approximately 40%. The Advanced, Proficient, Basic and Below Basic Levels remained stable from 2007 to 2010. In 2007, there was a higher number of Far Below Basic than in prior years. This could possibly be attributed to the fact that the number of Algebra I classes decreased from 2 to 1 resulting in a larger class size. In addition, the class that year had a higher number of resource/special needs students than normal. The increases in the Below Basic and Far Below Basic percentages in 2010 can be explained by structural changes due to budgetary constraints (elimination of class size reduction, loss of intervention program, loss of Algebra A) and misalignment of the Algebra A/B curriculum by feeder school. More directly, the data from 2007, 2009 and 2010 show an increase in the percentages of Far Below Basic. This data corresponds to the years that an Intervention class was not offered.

It should also be noted that small sample sizes can produce misleading percentages.

In addition to the STAR test, Algebra I courses at Miramonte prepare students to move on in mathematics and allow them to exceed the 2-year requirement.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Number Properties, Operation, Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions
Grade 9	66%	51%	59%	41%
Grade 10	63%	45%	46%	38%
Grade 11	76%	43%	54%	41%
Total	66%	50%	57%	40%

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Number Properties, Operation, Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions
Grade 9	70%	57%	38%	38%
Grade 10	69%	47%	36%	36%
Grade 11	50%	18%	50%	50%
Total	70%	55%	55%	38%

Chapter 1: School Profile

2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Number Properties, Operation, Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions
Grade 9	72%	55%	55%	39%
Grade 10	56%	40%	45%	30%
Grade 11	35%	36%	43%	8%
Total	71%	54%	54%	38%

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Number Properties, Operation, Linear Equations	Graphing and Systems of Linear Equations	Quadratics and Polynomials	Functions and Rational Expressions
Grade 9	71%	52%	51%	41%
Grade 10	63%	45%	45%	43%
Grade 11	35%	43%	19%	31%
Total	69%	51%	49%	41%

While Algebra I students perform well on the “Number Properties, Operations, Linear Equations” strand, they perform poorly on “Functions and Rational Expressions.” This contrast in performance can be explained by strong, early emphasis on Linear Equations and by the fact that Rational Expressions are not covered until after the STAR test administration.

Teachers also noted difficulty in analyzing the data as it is not broken down by Algebra A, Algebra B and Algebra I students. This is important as topics not covered in Algebra A are addressed in Algebra B.

GEOMETRY

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	204	84	24	165	85	32	195	112	30
% Advanced	40%	2%	0%	41%	4%	3%	42%	4%	0%
% Proficient	48%	55%	13%	42%	27%	6%	43%	31%	10%
% Basic	12%	35%	25%	16%	53%	38%	14%	43%	37%
% Below Basic	0%	8%	46%	1%	14%	31%	2%	19%	50%
% Far Below Basic	0%	0%	17%	0%	2%	22%	0%	3%	3%

Chapter 1: School Profile

	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested	188	106	8	198	85	11
% Advanced	43%	6%	*	32%	4%	0%
% Proficient	42%	42%	*	55%	32%	27%
% Basic	13%	43%	*	12%	48%	36%
% Below Basic	2%	8%	*	1%	11%	18%
% Far Below Basic	1%	0%	*	1%	6%	18%

Overall, Miramonte students have grown from 60% achieving proficiency or better in Geometry to 70% in 2009. Geometry Advanced Levels of performance increased slightly at 3% from 2007-2009. There was a steady increase from 34 to 41% at the Proficient level. The decrease in Basic, Below Basic and Far Below Basic scores from 2007-10 can be attributed to the gain in the Proficient and Advanced levels. The overall result could be due to students entering into Geometry better prepared.

If broken down by grade level, 11th graders, although fewer in number, find geometry the most challenging. This is shown by the significantly higher percentages of Below Basic students among 11th graders.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Logic and Geometric Proofs	Volume and Area Formulas	Angle Relationships, construction, and Lines	Trigonometry
Grade 9	83%	75%	76%	79%
Grade 10	67%	55%	59%	63%
Grade 11	63%	45%	53%	59%
Total	78%	69%	70%	74%

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Logic and Geometric Proofs	Volume and Area Formulas	Angle Relationships, construction, and Lines	Trigonometry
Grade 9	82%	82%	78%	81%
Grade 10	70%	68%	64%	67%
Grade 11	48%	43%	38%	49%
Total	77%	76%	72%	75%

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2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Logic and Geometric Proofs	Volume and Area Formulas	Angle Relationships, construction, and Lines	Trigonometry
Grade 9	82%	80%	76%	84%
Grade 10	64%	60%	60%	68%
Grade 11	54%	48%	50%	51%
Total	73%	71%	68%	76%

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Logic and Geometric Proofs	Volume and Area Formulas	Angle Relationships, construction, and Lines	Trigonometry
Grade 9	86%	80%	75%	75%
Grade 10	69%	57%	55%	58%
Grade 11	56%	47%	43%	47%
Total	78%	70%	66%	67%

Students perform uniformly well on all strands. As expected, the 9th graders in Honors Geometry perform at the highest level while the juniors face the biggest challenge. The total percentages have remained steady or improved in each strand from 2007 to 2010.

ALGEBRA II

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	19	185	109	19	209	81	21	164	83
% Advanced	53%	12%	1%	53%	21%	0%	62%	12%	0%
% Proficient	42%	49%	12%	37%	42%	14%	33%	46%	2%
% Basic	0%	31%	38%	5%	29%	53%	5%	37%	43%
% Below Basic	5%	8%	31%	5%	7%	27%	0%	4%	34%
% Far Below Basic	0%	1%	18%	0%	0%	6%	0%	2%	20%

Chapter 1: School Profile

	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested	19	194	98	17	190	99
% Advanced	74%	18%	0%	71%	24%	1%
% Proficient	21%	34%	10%	29%	36%	20%
% Basic	5%	38%	41%	0%	34%	44%
% Below Basic	0%	9%	40%	0%	5%	26%
% Far Below Basic	0%	3%	9%	0%	1%	8%

Students who take this exam are enrolled in one of three classes: Algebra II, Algebra II/Trig. or Honors Algebra II/Trig. From 2007 to 2010, 9th grade performance has improved steadily, with 100% proficient or better in 2010. 10th grade results have been relatively steady while 11th grade have been more sporadic.

Possible reasons for this increase in the Below Basic level may be due to several factors:

- 1) Some students signed up for math courses that were at higher levels than what had been recommended by their math teachers, and
- 2) Some students who took Algebra I in middle school did not master the concepts well enough to prepare them for the curriculum in Algebra II.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Polynomials and Rational Expressions	Quadratics, Conics, and Complex Numbers	Exponents and Logarithms	Series, Combinatorics, Probability, Statistics
Grade 9	89%	76%	90%	81%
Grade 10	73%	62%	70%	66%
Grade 11	56%	48%	57%	48%
Total	69%	58%	67%	61%

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Polynomials and Rational Expressions	Quadratics, Conics, and Complex Numbers	Exponents and Logarithms	Series, Combinatorics, Probability, Statistics
Grade 9	88%	86%	84%	79%
Grade 10	73%	55%	65%	62%
Grade 11	55%	39%	46%	48%
Total	68%	52%	60%	58%

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2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Polynomials and Rational Expressions	Quadratics, Conics, and Complex Numbers	Exponents and Logarithms	Series, Combinatorics, Probability, Statistics
Grade 9	89%	79%	84%	80%
Grade 10	77%	60%	61%	63%
Grade 11	55%	40%	37%	44%
Total	72%	56%	56%	59%

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Polynomials and Rational Expressions	Quadratics, Conics, and Complex Numbers	Exponents and Logarithms	Series, Combinatorics, Probability, Statistics
Grade 9	87%	76%	81%	73%
Grade 10	76%	62%	69%	61%
Grade 11	57%	47%	54%	45%
Total	72%	59%	66%	58%

Students in Algebra II do best with Polynomials and Rational Expressions strands and score high on Exponential and Logarithmic Equations, and Series Combinations. Students fare less well with Probability and Statistics and their lowest scores are in Conics and complex numbers. For the Algebra II/Trig courses, this is due in part to time constraints that limit covering Probability and Statistics in order to address Trigonometry.

BIOLOGY

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	189	152	24	174	68	9	222	136	20
% Advanced	43%	23%	83%	63%	38%	*	77%	45%	70%
% Proficient	50%	44%	8%	33%	40%	*	23%	39%	25%
% Basic	7%	24%	0%	3%	17%	*	1%	15%	5%
% Below Basic	0%	8%	4%	0%	4%	*	0%	1%	0%
% Far Below Basic	1%	1%	4%	1%	2%	*	0%	1%	0%

Chapter 1: School Profile

	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested	205	122	20	220	103	24
% Advanced	79%	49%	80%	78%	38%	100%
% Proficient	18%	39%	15%	18%	40%	0%
% Basic	3%	8%	5%	3%	19%	0%
% Below Basic	0%	3%	0%	0%	1%	0%
% Far Below Basic	0%	0%	0%	0%	2%	0%

In Biology from 2006 to 2010 the percentage scoring in the advanced range increased for 9th, 10th, and 11th grades by almost 20% at each of these levels. There was a drop in proficient for 9th grade due to more scoring in the advanced range. In 2010, no 9th graders scored below or far below basic and all 11th graders scored in the advanced range. The changes in the other ranges were small enough to be statistically insignificant for the sample sizes. In Biology, areas taught that don't appear on the CST are animal behavior and diversity, human evolution, and data analysis. These are assessed using student driven projects, class presentations, and Blackboard pages. The students do just as well on these.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Cell Biology	Genetics	Ecology and Evolution	Physiology	Investigation and Experimentation
Grade 9	60	83	85	89	88	83
Grade 10	60	70	75	77	80	73
Grade 11	60	96	95	95	96	92

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Cell Biology	Genetics	Ecology and Evolution	Physiology	Investigation and Experimentation
Grade 9	60	83	88	86	86	89
Grade 10	60	70	80	75	80	79
Grade 11	60	87	87	89	94	88

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2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Cell Biology	Genetics	Ecology and Evolution	Physiology	Investigation and Experimentation
Grade 9	60	81	90	87	88	90
Grade 10	60	71	81	79	79	81
Grade 11	60	75	89	83	90	92

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Cell Biology	Genetics	Ecology and Evolution	Physiology	Investigation and Experimentation
Grade 9	60	77	79	83	84	83
Grade 10	60	68	69	73	76	72
Grade 11	60	90	85	87	87	91

The best performance is in Investigation and Experimentation, Genetics, Ecology/Evolution and Physiology. They are taught using the same methods as the remaining strands. The students' scores on Cell Biology/Biochemistry were slightly lower (79%). Those units are taught early in the year, and some of the material may be forgotten, therefore teachers may experiment with reordering some topics.

CHEMISTRY

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested		156	97		164	104		146	96
% Advanced		13%	5%		36%	23%		43%	23%
% Proficient		62%	28%		50%	48%		44%	35%
% Basic		24%	57%		14%	25%		12%	39%
% Below Basic		1%	8%		0%	4%		0%	1%
% Far Below Basic		0%	2%		1%	0%		1%	2%

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	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested		184	88		163	79
% Advanced		40%	24%		56%	37%
% Proficient		50%	35%		33%	43%
% Basic		10%	36%		10%	18%
% Below Basic		0%	5%		1%	3%
% Far Below Basic		0%	0%		0%	0%

In Chemistry, there were no prominent trends over those years, except a jump in the number of advanced and basic and a drop in the number of proficient students between 2007 and 2008. The reasons are unknown.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Investigation and Experimentation	Atomic and Molecular Structure	Chemical Bonds, Biochemistry	Kinetics, Thermodynamics	Chemical Reactions	Conservation of Matter and Stoichiometry
Grade 9	-	-	-	-	-	-
Grade 10	90	81	86	85	72	89
Grade 11	89	77	80	82	74	82

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Investigation and Experimentation	Atomic and Molecular Structure	Chemical Bonds, Biochemistry	Kinetics, Thermodynamics	Chemical Reactions	Conservation of Matter and Stoichiometry
Grade 9	-	-	-	-	-	-
Grade 10	85	74	88	85	69	86
Grade 11	80	67	81	79	63	73

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2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Investigation and Experimentation	Atomic and Molecular Structure	Chemical Bonds, Biochemistry	Kinetics, Thermodynamics	Chemical Reactions	Conservation of Matter and Stoichiometry
Grade 9	-	-	-	-	-	-
Grade 10	89	80	88	83	75	80
Grade 11	82	72	80	77	69	70

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Investigation and Experimentation	Atomic and Molecular Structure	Chemical Bonds, Biochemistry	Kinetics, Thermodynamics	Chemical Reactions	Conservation of Matter and Stoichiometry
Grade 9	-	-	-	-	-	-
Grade 10	91	77	76	75	74	82
Grade 11	87	72	74	71	69	76

The best scores were in Conservation of Matter/Stoichiometry, Investigation and Experimentation, and Chemical Bonds/Biochemistry. The lowest scores are Chemical Reactions since they are covered after STAR testing. (see data table in Appendix)

EARTH SCIENCE

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested		10	82		1	50		8	59
% Advanced		*	26%		*	26%		*	37%
% Proficient		*	40%		*	40%		*	32%
% Basic		*	31%		*	30%		*	25%
% Below Basic		*	1%		*	2%		*	3%
% Far Below Basic		*	1%		*	2%		*	2%

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	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested		12	44		25	79
% Advanced		83%	41%		48%	51%
% Proficient		0%	43%		48%	38%
% Basic		17%	16%		4%	10%
% Below Basic		0%	0%		0%	0%
% Far Below Basic		0%	0%		0%	1%

In Geology, advanced and proficient numbers have increased, while they have decreased in the three lower groups. Better sequencing of the topics so that they are covered by the time of the CST exam is the primary reason.

In Geology, erosion and glaciers weren't emphasized on the CST, but are covered more completely at Miramonte. They are assessed using unit tests and labs, and the teaching methods include many labs and guided practice in this fairly long unit.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Astronomy and Cosmology	Solid Earth	The Earth's Energy	Investigation and Experimentation
Grade 9	-	-	-	-	-
Grade 10	60	78	77	83	95
Grade 11	60	78	75	81	89

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Astronomy and Cosmology	Solid Earth	The Earth's Energy	Investigation and Experimentation
Grade 9	-	-	-	-	-
Grade 10	60	83	83	84	90
Grade 11	60	76	80	77	85

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2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Astronomy and Cosmology	Solid Earth	The Earth's Energy	Investigation and Experimentation
Grade 9	-	-	-	-	-
Grade 10	60	86	79	80	90
Grade 11	60	75	77	72	81

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Total Number of Questions	Astronomy and Cosmology	Solid Earth	The Earth's Energy	Investigation and Experimentation
Grade 9	-	-	-	-	-
Grade 10	60	92	71	86	100
Grade 11	60	71	69	69	74

Investigation and Experimentation and Solid Earth are the best strands, with many assignments, labs, models, and maps used to reinforce these first semester topics. Earth's energy and Astronomy are the strands with the lowest scores.

PHYSICS

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested		9	91	1	19	88		15	107
% Advanced		*	60%	*	89%	72%		80%	58%
% Proficient		*	35%	*	11%	27%		20%	41%
% Basic		*	4%	*	0%	1%		0%	1%
% Below Basic		*	0%	*	0%	0%		0%	0%
% Far Below Basic		*	0%	*	0%	0%		0%	0%

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	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested		11	71	1	11	62
% Advanced		100%	85%	*	100%	77%
% Proficient		0%	11%	*	0%	21%
% Basic		0%	4%	*	0%	2%
% Below Basic		0%	0%	*	0%	0%
% Far Below Basic		0%	0%	*	0%	0%

In Physics, there was a one year dip in 2008 in the number of advanced students and a corresponding jump in the number of proficient students. That year, there were two teachers in Physics, and the students in two sections out of six did not make it to some of the circuit and magnetism topics that were covered on the CST test.

In Physics, ray and wave optics, atomic physics, nuclear physics, particle physics, and special relativity are covered in class but not on the CST. Concept check questions, lab reports, and unit tests are used for assessment, and students do reasonably well on these challenging topics. Many labs, demonstrations, and concept check questions supplement the homework problems in these areas.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Motion and Forces	Conser- vation of Energy and Momentum	Heat and Thermo- dynamics	Waves	Electric and Magnetic Phenomena	Investigation and Experimentation
Grade 9	*	*	*	*	*	*
Grade 10	97	93	99	98	91	95
Grade 11	84	87	91	91	80	84

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2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Motion and Forces	Conser- vation of Energy and Momentum	Heat and Thermo- dynamics	Waves	Electric and Magnetic Phenomena	Investigation and Experimentation
Grade 9	-	-	-	-	-	-
Grade 10	92	97	99	92	93	98
Grade 11	81	88	92	85	84	94

2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Motion and Forces	Conser- vation of Energy and Momentum	Heat and Thermo- dynamics	Waves	Electric and Magnetic Phenomena	Investigation and Experimentation
Grade 9	-	-	-	-	-	-
Grade 10	87	93	90	78	85	94
Grade 11	82	84	87	84	72	88

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Motion and Forces	Conser- vation of Energy and Momentum	Heat and Thermo- dynamics	Waves	Electric and Magnetic Phenomena	Investigation and Experimentation
Grade 9(1person)	67	67	56	50	55	67
Grade 10	88	85	93	85	91	85
Grade 11	85	79	91	81	84	83

There was no statistically significant difference between strands, and the performances were robust. The strong lab component in all our courses is reflected in the outstanding performance across the board on the Investigation and Experimentation strand.

WORLD HISTORY

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	338			319	363	2	345	33	3
Advanced	40%			42%	37%	*	49%	7%	*
Proficient	38%			34%	31%	*	34%	36%	*
Basic	19%			19%	26%	*	15%	7%	*
Below Basic	1%			3%	4%	*	1%	0%	*
Far Below Basic	1%			2%	1%	*	1%	50%	*

	2009			2010		
	9th	10th	11th	9th	10th	11th
Students Tested	301	23	3	282	12	*
Advanced	53%	8%	*	62%	42%	*
Proficient	36%	17%	*	24%	8%	*
Basic	9%	8%	*	11%	50%	*
Below Basic	1%	17%	*	1%	0%	*
Far Below Basic	2%	50%	*	1%	0%	*

Student scores on the CST/STAR test went up from 2006 to 2010 with 89% overall “advanced” or “proficient”.

There are numerous topics that were covered in World History that aren’t assessed on the CSTs. As revision of history standards have been put on hold at the state level, the CSTs emphasis is still only on Western Europe. While all the standards are covered, non-western regions of the world such as Asia, Africa, Latin America and the Middle East are also emphasized.

Per the state standards for social studies, additional skills and historical thinking are required for World History. As such essay writing is emphasized culminating in an end of the year district essay, research skills through and introduction to the library and training in sources and point of view by the librarian, and analysis of primary documents per a district-wide initiative being piloted to alter the district essay to a document based essay. To address communication skills and analytical thinking, group work, group and individual oral presentations are also used.

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Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Modern Political Thought	Industrial Expansion & Imperialism	Causes & Effects of WWI	Causes & Effects of WWII	Internatn'l Post-WWII
Grade 9	82%	80%	85%	84%	79%
Grade 10	65%	78%	77%	74%	83%
Grade 11					
Total	81%	80%	85%	84%	79%

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Modern Political Thought	Industrial Expansion & Imperialism	Causes & Effects of WWI	Causes & Effects of WWII	Internatn'l Post-WWII
Grade 9	79%	83%	83%	74%	73%
Grade 10	41%	37%	39%	33%	39%
Grade 11	23%	40%	57%	23%	10%
Total	77%	81%	81%	73%	72%

2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Modern Political Thought	Industrial Expansion & Imperialism	Causes & Effects of WWI	Causes & Effects of WWII	Internatn'l Post-WWII
Grade 9	75%	75%	78%	73%	76%
Grade 10	34%	44%	43%	38%	36%
Grade 11					
Total	73%	74%	77%	72%	74%

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Modern Political Thought	Industrial Expansion & Imperialism	Causes & Effects of WWI	Causes & Effects of WWII	Internatn'l Post-WWII
Grade 9	73%	72%	76%	70%	63%
Grade 10	72%	70%	69%	71%	64%
Grade 11	31%	20%	0%	19%	10%
Total	72%	70%	72%	70%	63%

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In 2010 the best performance of students were in Modern Political Thought, Expansion and Imperialism, Cause and Effects of WW I, and WW II were they averaged over 82% correct. While 82% may not seem satisfactory for the Miramonte rigor, this is laudable as the students are 9th graders taking a test designed for 10th graders. International Developments Post WW-II Era was the lowest scoring strand at 79%. This can be accounted for due to not enough time to finish the course standards and benchmarks before the mid-April test, seven weeks before the end of the school year. It is a testament to our success that the one strand that is the lowest is the one where much of the content taught takes place after the CST date.

US HISTORY

Overall by Grade & Proficiency Level

	2006			2007			2008		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested			359			323			329
Advanced %			46%			44%			55%
Proficient %			36%			40%			31%
Basic %			14%			11%			9%
Below Basic %			2%			4%			3%
Far Below Basic %			2%			2%			2%

	2006			2007		
	9th	10th	11th	9th	10th	11th
Students Tested			281			330
Advanced %			63%			72%
Proficient %			26%			24%
Basic %			8%			2%
Below Basic %			2%			2%
Far Below Basic %			2%			0%

Over the past six years grades at the Advanced Level have improved. Scores at this level were 10% higher in 2008 than in 2006 and 2007 and improved through 2010. Consequently, scores at the Proficient Level went down as more students achieved at the highest level. Scores at the bottom levels have decreased.

As with World History, per the state standards for social studies, additional skills and historical thinking are required. As such essay writing is emphasized culminating in an end of the year

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district essay, research skills through a mandatory junior historical research paper, and analysis of primary documents per a district-wide initiative pilot in World History to alter the district essay to a document based essay to address communication skills and analytical thinking. Group work, group and individual oral presentations are used.

Strand by Grade Level

2010 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Foundations of American Political & Social Thought	Industrialization & the US as a World Power	United States Between the World Wars	World War II and Foreign Affairs	Post-World War II Domestic Issues
Total	86%	88%	84%	83%	83%

2009 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Foundations of American Political & Social Thought	Industrialization & the US as a World Power	United States Between the World Wars	World War II and Foreign Affairs	Post-World War II Domestic Issues
Total	83%	83%	85%	76%	83%

2008 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Foundations of American Political & Social Thought	Industrialization & the US as a World Power	United States Between the World Wars	World War II and Foreign Affairs	Post-World War II Domestic Issues
Total	76%	78%	74%	74%	71%

2007 CST Results by Strand/Reporting Cluster -- Reported as Percent Correct	Foundations of American Political & Social Thought	Industrialization & the US as a World Power	United States Between the World Wars	World War II and Foreign Affairs	Post-World War II Domestic Issues
Total	73%	72%	70%	72%	73%

Students generally score well on Foundations of American Political and Social Thought, Industrialism and the US role as a foreign power, the US between the World Wars, and Post WW II domestic issues while WW II and Foreign Affairs was the lowest strand score.

Nevertheless, students actually did quite well and improved throughout the years. Why scores in those areas are lower is not clear, but it was concluded that 1) the test date precedes teaching some of the content here and 2) there are so many areas of foreign policy to study, it is difficult to know which country to cover.

SPECIAL EDUCATION

CAPA ANALYSIS

ELA CAPA LEVEL V-Math

	2007						2008						2009					
	9th		10 th		11 th		9 th		10 th		11 th		9 th		10 th		11 th	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	1	100	3	100	1	100	5	100	1	100	3	100	4	100	5	100	2	100
Advanced	1	100	1	33	1	100	3	60	1	100	1	33	1	25	3	60	1	50
Proficient			1	33							1	33	1	25	1	20	1	50
Basic			1	33			2	40			1	33	2	50	1	20		
Below Basic																		
Far Below Basic																		

ELA CAPA LEVEL V-ELA

	2007						2008						2009					
	9th		10 th		11 th		9 th		10 th		11 th		9 th		10 th		11 th	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total	1	100	3	100	1	100	5	100	1	100	3	100	4	100	5	100	2	100
Advanced	1	100	1	33			4	80	1	100	1	33	1	25	4	80	1	50
Proficient			2	67	1	100	1	20			2	67	3	75	1	20	1	50
Basic																		
Below Basic																		
Far Below Basic																		

ELA CAPA LEVEL V-Science**

	2007						2008						2009					
	9th		10 th		11 th		9 th		10 th		11 th		9 th		10 th		11 th	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total															5	100		
Advanced															1	20		
Proficient															2	40		
Basic															2	40		
Below Basic																		
Far Below Basic																		

**Science data only provided for 2009.

The California Alternate Performance Assessment (CAPA) is designed to assess those students with significant cognitive disabilities who cannot participate in the California Standards Tests even with accommodations and modifications. The California Department of Education (CDE) developed the CAPA to comply with the requirements of the Elementary and Secondary Education Act (ESEA).

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The CAPA is given one on one to each student. The number of students given the CAPA is relatively small at Miramonte High School due to the fact that the maximum number of students in the Service Specific Class is 15 and the CAPA is not given to those students designated in 12th grade. The results of the test are consistent with the cognitive abilities of the students; most of whom are at the pre K or K level and a significant number are non readers.

The CAPA links directly to the California academic content standards at each grade level. These blueprints have been developed to accurately reflect the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities.

The CAPA is administered at five different levels in English–language arts (ELA) and mathematics and at four different levels in science. The level at which a student is assessed is dependent upon the grade in which he or she is enrolled; Level I is the exception and is administered to any student enrolled in grades two through eleven as designated in the student’s individualized education program (IEP).

The blueprint for each level lists the California content standards for use on the CAPA. Standards assessed are listed by strand, and the focus of the California content standards for the alternate assessment is denoted by a check mark. The focus for the alternate assessment describes what CAPA students should know and be able to do in relationship to the content standards. One or more focuses may be targeted for assessment in an individual task. Each standard has an equal opportunity for representation on the CAPA operational form in a given administration.

CAPA Level V is designed to assess students enrolled in grades nine through eleven in English–language arts, mathematics, and science. The CAPA in science during 9th-11th grades is only given in 10th grade.

Only a small group of students take CAPA at Miramonte: 5 in 2007, 9 in 2008, and 11 in 2009 (.3% to .8%) Since the students who take the CAPA are at the K or pre K level and often cannot read, they cannot take the CSTs. There has been a slight rise in the numbers taking it, but Miramonte is limited to 15 students in the Service Specific Class and numbers will not change significantly in the future. Across the levels and years the majority of the students have tested at Proficient or Advanced.

CAHSEE**ENGLISH LANGUAGE ARTS**

March 2006 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis % Correct	Read Comp % Correct	Lit Resp Analysis % Correct	Writing Strat % Correct	Writing Conv % Correct	Essay Rubric Score 1-4
All	337	334	99%	421	93	89	93	88	90	3.2
Male	175	172	98%	416	92	88	91	87	89	3
Female	162	162	100%	427	93	91	94	89	91	3.3
Asian	54	53	98%	425	95	89	92	89	93	3.2
His/Lat	15	14	93%	407	90	84	89	85	90	3
White	257	257	100%	423	92	90	93	89	90	3.2
Afr-Am	3	-	-	-	-	-	-	-	-	-
Spec Ed	27	26	96%	386	82	75	84	78	79	2.6

February 2007 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis % Correct	Read Comp % Correct	Lit Resp Analysis % Correct	Writing Strat % Correct	Writing Conv % Correct	Essay Rubric Score 1-4
All	357	353	99%	421	94%	93%	92%	84%	91%	2.9
Male	170	167	98%	416	93%	92%	91%	83%	89%	2.9
Female	187	186	99%	426	94%	94%	93%	85%	93%	3
Asian	65	65	100	426	94%	94%	94%	86%	92%	3
His/Lat	11	10	91%	413	87%	89%	90%	81%	84%	3
White	268	266	99%	422	94%	93%	93%	84%	91%	2.9
Afr-Am	4	-	-	-	-	-	-	-	-	-
Spec Ed	32	29	91%	389	89%	83%	83%	74%	77%	2.5

February 2008 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis % Correct	Read Comp % Correct	Lit Resp Analysis % Correct	Writing Strat % Correct	Writing Conv % Correct	Essay Rubric Score 1-4
All	312	307	98%	423	93%	93%	95%	89%	92%	2.9
Male	149	145	96%	417	91%	92%	95%	86%	90%	2.7
Female	162	162	99%	428	94%	94%	96%	91%	93%	3
Asian	55	54	98%	426	94%	94%	95%	90%	91%	2.9
His/Lat	18	17	94%	415	91%	89%	96%	87%	88%	2.7
White	230	227	99%	423	93%	93%	95%	88%	92%	2.8
Afr-Am	1	1	100%	-	-	-	-	-	-	-
Spec Ed	15	12	80%	383	81%	79%	86%	65%	79%	2.5

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February 2009 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis % Correct	Read Comp % Correct	Lit Resp Analysis % Correct	Writing Strat % Correct	Writing Conv % Correct	Essay Rubric Score 1-4
All	341	340	100%	428	95%	92%	95%	91%	91%	3.1
Male	178	178	100%	423	95%	91%	94%	91%	89%	3
Female	163	162	99%	433	95%	93%	96%	92%	93%	3.2
Asian	65	65	100%	431	96%	92%	96%	91%	93%	3.2
His/Lat	16	16	100%	414	90%	87%	93%	88%	86%	2.9
White	223	222	100%	429	95%	92%	95%	92%	91%	3.1
Afr-Am	-	-	-	-	-	-	-	-	-	-
Spec Ed	20	19	95%	386	86%	79%	87%	79%	78%	2.4

February 2010 Sophomore Results English-Language Arts – Miramonte High School										
Students	# tested	# pass	% pass	Mean Scale Score	Word Analysis % Correct	Read Comp % Correct	Lit Resp Analysis % Correct	Writing Strat % Correct	Writing Conv % Correct	Essay Rubric Average Score 1-4
All	313	310	99%	424	95%	89%	93%	93%	91%	3.1
Male	165	163	99%	418	95%	88%	92%	89%	89%	2.9
Female	148	147	99%	430	96%	90%	94%	91%	93%	3.2
Asian	46	46	100%	427	93%	90%	94%	93%	94%	3.1
His/Lat	21	19	90%	407	95%	81%	87%	83%	84%	2.9
White	226	225	100%	426	96%	90%	94%	90%	91%	3.1
Afr-Am	3	--	--%	--	--%	--%	--%	--%	--%	--
Spec Ed	22	19	86%	386	94%	76%	82%	74%	75%	2.5

CAHSEE scores are exceptionally consistent through all years and almost all categories.

There was a one-year dip in “Writing Strategy” percentages (which usually hovers around 90%, but in 2007 was at 84%). There was a two-year dip in “Essay Rubric Score”: in 2006, it was 3.2, and in 2009, it was 3.1, but in both 2007 and 2008, it was 2.9. The same classes that do so well and have improved on STAR tests had a dip in their “Essay Rubric” scores (the classes of 2009 and 2010). However, these are minor statistical changes that could be attributed to random chance. Indeed, the mean scale score has not decreased in any year, and no more than 5 out of 300+ students have failed the test in any year.

Chapter 1: School Profile

MATH

March 2006 Sophomore Results Math – Miramonte High School									
Students	# tested	# pass	% pass	Mean Scale Score	Prob& Stats % Correct	Num Sense % Correct	Alg & Function % Correct	Meas & Geom % Correct	Alg 1 % Correct
All	334	332	99%	425	91%	89%	91%	89%	84%
Male	172	171	99%	425	91%	90%	91%	89%	85%
Female	162	161	99%	425	90%	89%	91%	89%	84%
Asian	54	53	98%	431	92%	91%	92%	92%	86%
His/Lat	15	15	100%	416	86%	87%	89%	82%	84%
White	254	253	100%	425	91%	90%	91%	89%	84%
Afr-Am	3	-	-	-	-	-	-	-	-
Spec Ed	24	23	96%	400	81%	77%	84%	79%	76%

February 2007 Sophomore Results Math – Miramonte High School									
Students	# tested	# pass	% pass	Mean Scale Score	Prob& Stats % Correct	Num Sense % Correct	Alg & Function % Correct	Meas & Geom % Correct	Alg 1 % Correct
All	356	352	99%	426	90%	92%	91%	89%	83%
Male	170	168	99%	426	90%	93%	91%	89%	82%
Female	186	184	99%	426	91%	91%	91%	89%	85%
Asian	65	65	100%	435	90%	95%	93%	93%	88%
His/Lat	-	-	-	-	-	-	-	-	-
White	270	267	99%	425	91%	91%	91%	89%	83%
Afr-Am	3	-	-	-	-	-	-	-	-
Spec Ed	29	25	86%	385	79%	79%	73%	71%	62%

February 2008 Sophomore Results Math – Miramonte High School									
Students	# tested	# pass	% pass	Mean Scale Score	Prob& Stats % Correct	Num Sense % Correct	Alg & Function % Correct	Meas & Geom % Correct	Alg 1 % Correct
All	314	312	99%	424	90%	93%	91%	88%	81%
Male	151	149	99%	424	90%	93%	91%	88%	81%
Female	163	163	100%	424	91%	93%	91%	88%	81%
Asian	55	54	98%	435	92%	94%	94%	93%	87%
His/Lat	19	18	95%	419	89%	89%	88%	84%	79%
White	231	231	100%	422	90%	93%	90%	87%	80%
Afr-Am	1	1	100%	-	-	-	-	-	-
Spec Ed	15	14	93%	393	83%	84%	75%	76%	63%

Chapter 1: School Profile

February 2009 Sophomore Results Math – Miramonte High School									
Students	# tested	# pass	% pass	Mean Scale Score	Prob& Stats % Correct	Num Sense % Correct	Alg & Function % Correct	Meas & Geom % Correct	Alg 1 % Correct
All	336	335	100%	427	91%	92%	93%	87%	86%
Male	176	176	100%	428	90%	93%	94%	88%	87%
Female	160	159	99%	425	91%	91%	92%	86%	86%
Asian	65	65	100%	432	91%	94%	94%	90%	89%
His/Lat	15	15	100%	415	88%	87%	89%	83%	85%
White	220	219	100%	426	91%	92%	93%	86%	86%
Afr-Am	-	-	-	-	-	-	-	-	-
Spec Ed	20	19	95%	394	82%	79%	82%	71%	71%

March 2010 Sophomore Results Math – Miramonte High School									
Students	# tested	# pass	%	Mean Scale Score	Prob& Stats%	Num Sense %	Alg & Function %	Meas & Geom %	Alg 1 %
All	313	309	99%	422	89%	93%	92%	87%	82%
Male	166	164	99%	425	89%	95%	92%	88%	83%
Female	147	145	99%	419	90%	91%	92%	85%	81
Asian	46	46	100%	433	93%	95%	94%	91%	90%
His/Lat	21	19	90%	413	88%	88%	86%	80%	78%
White	225	224	99%	423	89%	94%	92%	88%	82%
Afr-Am	3	--	--%	--	--%	--%	--%	--%	--%
Students Receiving Services	22	18	81%	377	75%	74%	78%	65%	57%

The mathematics department is very proud of the achievements of its sophomores on the CAHSEE. In the four year span including 2006, 2007, 2008, 2009, and 2010 the overall passing rate has remained at 99-100%. On the individual strands, consistency is again the standard with scores of:

- 1) Prob. and Stat. ----(91 +- 1)%
- 2) Number Sense -----(91 +- 1)%
- 3) Alg. & Function----(91 +- 0)%
- 4) Meas. & Geom.-----(88 +- 1)%
- 5) Alg. 1 -----(83 +- 2)%

Special Ed. students, who face the biggest challenge, have, with the aid of their Special Ed. teachers, achieved an overall passing rate of (91 +- 5)%

CELDT

California English Language Development Test (CELDT) 2006-2010				
	# of Students Initially FEP (Fluent English Proficient)	# of Students English Learners	# of Students Re-designated FEP (Fluent English Proficient) *waiver	Total
2006-07	9	4	2	15
2007-08	11	3	6	20
2008-09	22	3	1	26
2009-10	21	8	0	29

California English Language Development Test (CELDT) 2006-2010 By Grade													
	# of Students Initially FEP				# of Students English Learners				# of Students Redesignated FEP *waiver				Total
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	
2006-07	1	2	4	2	1	0	3	0	0	1	0	1	15
2007-08	1	3	4	3	0	2	1	0	0	0	2	4	20
2008-09	4	5	11	1	0	0	1	3	0	0	0	1	26
2009-10	2	4	5	10	0	0	6	2	0	0	0	0	29

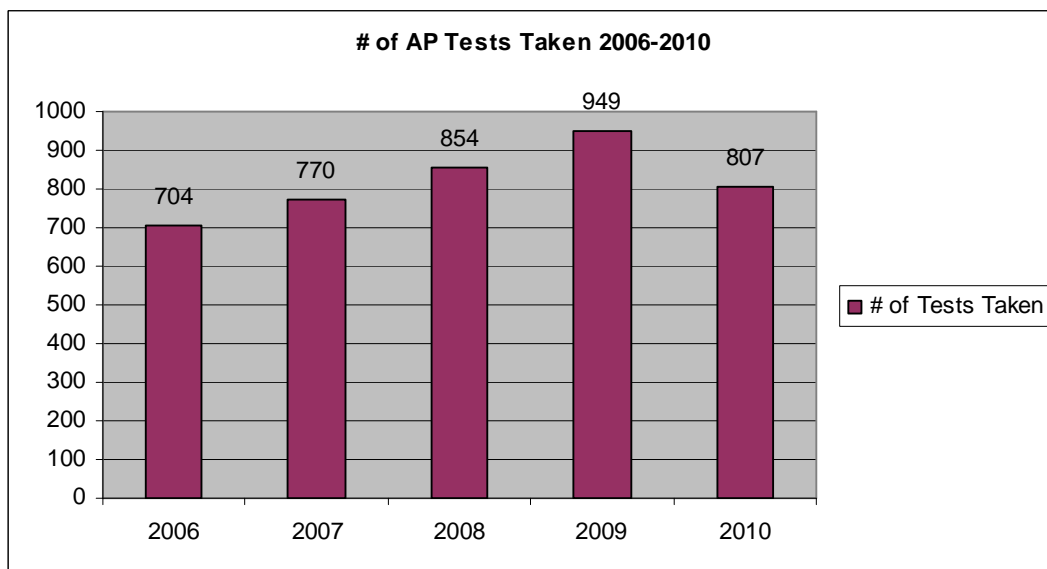
The number of Miramonte students taking CELDT has almost doubled from 2006 to 2010. While this increase doesn't represent a significant percentage of total enrollment, the staff is mindful of the increase and are aware that some of these students will need additional support.

ADVANCED PLACEMENT TESTS

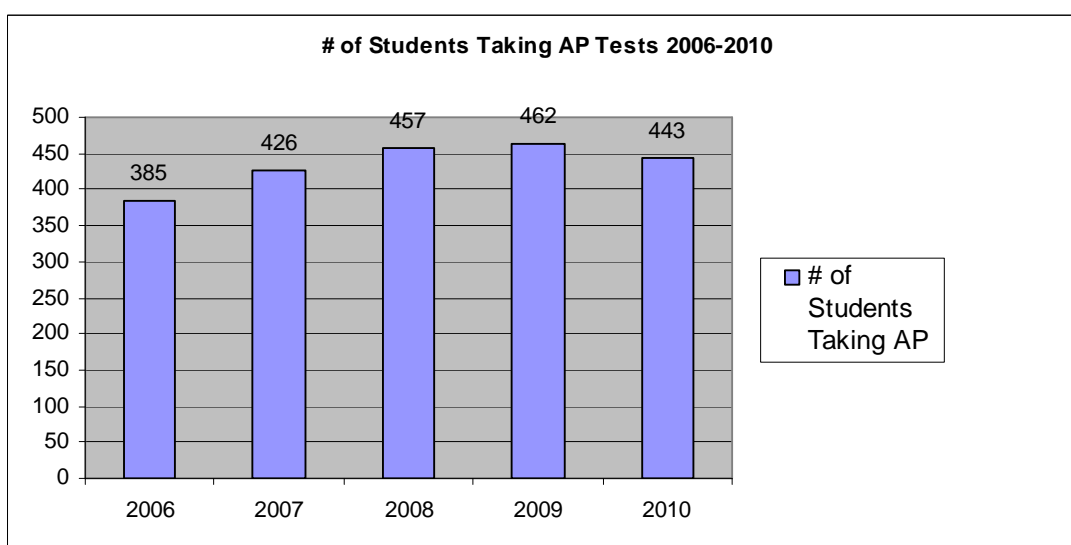
OVERALL

Over the past years the percentage of students taking AP courses has increased as well as the percentage of the amount of exams given. Also we have increased passing rate for those students.

Chapter 1: School Profile

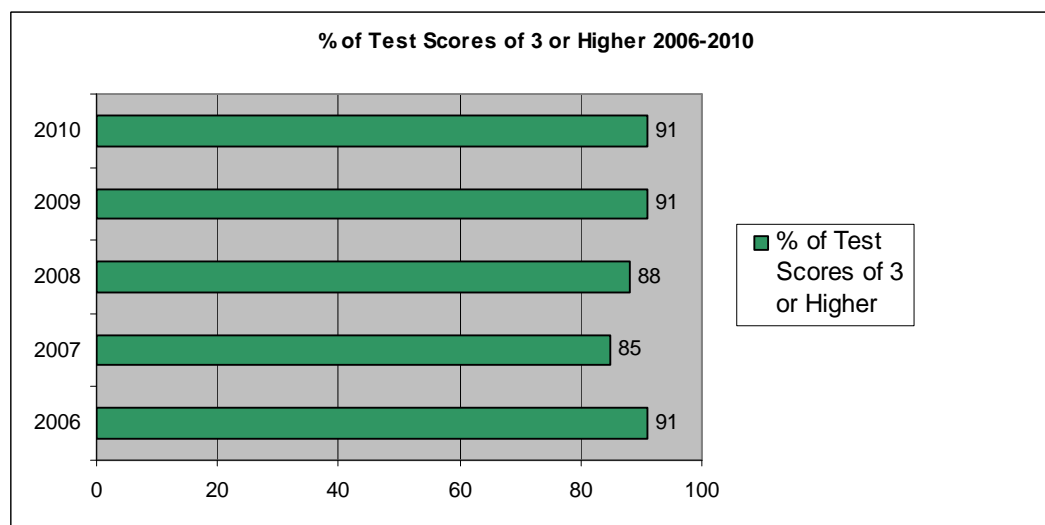


There has been a steady increase of the number of AP Tests taken at Miramonte from 704 in 2006 to a high of 949 in 2009.



The general rise in the number of students taking AP Exams has risen from 390 in 2006 to 460 in 2009 and 443 in 2010, resulting in almost a quarter of the student body participating in the College Board AP Exams. This is also a direct correlation between the number of students taking AP Exams and the increase in AP course offerings.

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There was a drop in the percentage of AP test scores of 3 (passing) or higher in 2007 from 2006 figures. However, scores of 3 and above increased dramatically in 2008 and again in 2009 and 2010 where they are back at 2006 levels.

ENGLISH

English Literature						
Score	5	4	3	2	1	School Total
2006	19	17	5	1	0	42
2007	13	24	19	5	0	61
2008	18	24	17	1	0	60
2009	13	30	18	4	0	65
2010	14	21	12	2	0	49
Score Total	77	116	71	13	0	277
% of School Total 06-10	28%	42%	25%	5%	0%	100%

The first statistically important factor is the fact that the number of students who take the AP English Literature exam per year has increased from 42 in 2006 to 65 in 2009. There was a drop to 49 in 2010. Throughout the period of 2006-2010 95% of students taking the exam scored a 3 or above.

CONCLUSION:

There are two factors of importance: more students taking the AP class and test, and a higher number of students in each class period.

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INCREASE IN THE NUMBER OF STUDENTS TAKING THE AP CLASSES AND TESTS

Changes in scores are probably primarily due to more new students in the AP classes, meaning that the class became less exclusive. Many of these students would traditionally have been in regular English 4 classes.

INCREASED CLASS SIZES WITHIN AP CLASS PERIODS

Class size is also a major factor. In 2006, the average class size was 21 students per class period, whereas in 2007 to 2010, the class size was about 30-32 students for each class period.

MATH

Calculus AB						
Score	5	4	3	2	1	School Total
2006	48	35	12	4	2	101
2007	49	36	17	7	3	112
2008	55	26	13	6	1	101
2009	56	20	18	7	1	102
2010	57	26	15	8	2	108
Score Total	256	143	75	32	9	524
% of School Total 06-10	51%	27%	14%	6%	2%	100%

In Calculus AB, the four year span shows a consistent passing rate (scores of 3 or better) of (93 +- 2)%, with the number of students earning the highest score of 5 steadily increasing.

Calculus BC						
Score	5	4	3	2	1	School Total
2006	24	9	11	4	4	52
2007	14	12	21	6	4	57
2008	42	9	7	1	1	60
2009	42	10	4	0	0	56
2010	37	4	1	1	0	43
Score Total	159	44	44	12	9	256
% of School Total 06-10	59%	16%	16%	5%	4%	100%

In Calculus BC, the passing rate climbed from 85% in 2006 to 100% in 2009 and 97.6% in 2010, with the number of students earning a 5 rising from 24 to 37. The one dip in the scores came in 2007 when the Calc. BC teacher took ill and retired mid-year. A capable replacement was difficult to find and the scores reflected that difficulty.

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Statistics						
Score	5	4	3	2	1	School Total
2006	15	19	20	7	6	67
2007	6	11	37	22	12	88
2008	5	24	36	12	11	88
2009	11	35	25	9	0	80
2010	17	29	13	1	0	60
Score Total	54	118	131	51	29	383
% of School Total 06-10	14%	31%	34%	13%	8%	100%

A.P. Statistics was a new program in 2002-2003. It was brought on board primarily to serve two groups of students: the group who finished Calc. BC as juniors and the group who took Pre-Calculus as juniors and was not ready for more advanced math in high school. A.P. Stat. now serves a very diverse population of students who come from Alg.II/Trig., Math Analysis, Pre-Calculus and Calc. AB and BC. Since its inception, AP Stat. has become a highly regarded course by Miramonte Students. AP scores for AP Statistics are a bit more volatile and tend to reflect the overall mix of backgrounds of the students from year to year. The passing rate for this group ranges from a low 61% in 2007 to a high of 98% in 2010.

SCIENCE

Biology						
Score	5	4	3	2	1	School Total
2006	29	12	8	1	0	50
2007	22	9	3	1	0	35
2008	19	13	7	6	0	45
2009	26	17	5	2	0	50
2010	29	18	5	0	0	52
Score Total	125	69	28	10	0	232
% of School Total 06-10	54%	30%	12%	4%	0%	100%

AP Biology is a science elective open to students who have completed Biology and Chemistry. There have been two sections for the past several years. The course maintains college-level academic and laboratory rigor, with student designed experiments and full scale lab reports. Approximately 80-85% of the students take the AP exam, and the mean score has been greater than 4, with a 96% pass rate.

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Chemistry						
Score	5	4	3	2	1	School Total
2006	-	-	-	-	-	-
2007	19	26	18	7	1	71
2008	24	14	9	1	0	48
2009	10	7	4	1	1	23
2010	20	10	7	2	0	39
Score Total	53	47	31	9	2	181
% of School Total 06-10	49%	31%	21%	6%	2%	100%

AP Chemistry is a science elective open to all students who have taken college prep Chemistry and who have taken or are currently enrolled in college prep Physics. The course maintains college-level rigor. Over the last three years, 98% of the students took the exam, and the pass rate was over 90%.

Environmental Science						
Score	5	4	3	2	1	School Total
2006	-	-	-	-	-	-
2007	7	17	16	7	4	51
2008	5	10	17	16	6	54
2009	5	18	19	9	6	57
2010	10	17	7	12	11	57
Score Total	27	62	59	44	27	219
% of School Total 06-10	13%	28%	27%	20%	12%	100%

AP Environmental Science is an applied science class open to all Juniors and Seniors. The course includes curricular material, lab work, and field studies. The AP passing rate is 68%. For many students, this is their only AP science experience. The national passing rate for the AP exam is about 50%.

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Physics - Mechanics						
Score	5	4	3	2	1	School Total
2006	27	6	5	0	0	38
2007 (no class)	-	-	-	-	-	0
2008	14	7	4	0	0	25
2009	7	11	1	0	0	19
2010	9	2	0	0	0	11
Score Total	57	26	10	0	0	93
% of School Total 06-10	61%	28%	11%	0%	0%	100%

Physics – Electricity and Magnetism						
Score	5	4	3	2	1	School Total
2006	17	9	4	4	0	34
2007 (no class)	-	-	-	-	-	0
2008	9	6	5	3	1	24
2009	7	8	2	1	0	18
2010	4	5	0	1	0	10
Score Total	37	28	13	9	0	85
% of School Total 06-10	44%	33%	11%	11%	0%	100%

AP Physics C is a science elective open to students who have had Physics, Chemistry, and Algebra 2/Trig. Before the 2007-2008 school year, AP Physics was offered every other year, alternating with AP Chemistry. Students take two AP exams: one in Mechanics and the other in Electricity and Magnetism. Each year, all but one or two students take the AP exams. The pass rate averaged over the last four years was 100% for Mechanics and 89% for Electricity and Magnetism.

SOCIAL STUDIES

European History						
Score	5	4	3	2	1	School Total
2006	30	19	11	1	0	61
2007	27	25	10	0	0	62
2008	31	24	8	2	1	66
2009	41	14	5	0	0	60
2010	36	29	10	2	0	68
Score Total	165	102	44	5	1	249
% of School Total 06-10	52%	32%	14%	1.6%	0.40%	100%

AP Euro is a gateway course for the elite students at the sophomore level who wish to be challenged by college level work. Successful completion of the course is the equivalent of two quarters or semesters of the western civilization requirement at most US colleges.

For the past eight years, there have been three sections of AP European History taught by three different teachers. Approximately 80% of the students earned 4's or 5's. Skills learned in World History and in other disciplines helped to build a base for these students. Additionally, collaboration among AP Euro teachers has resulted in a solid curriculum.

U.S. History						
Score	5	4	3	2	1	School Total
2006	25	21	9	7	1	63
2007	23	21	12	5	1	62
2008	19	24	26	7	1	77
2009	48	44	33	12	1	138
2010	38	27	15	5	0	85
Score Total	153	137	95	36	4	425
% of School Total 06-09	36%	32%	22%	9%	1%	100%

	% of Students Scoring 5	% of Students Scoring 4	% of Students Scoring 3	% of Students Scoring 2	% of Students Scoring 1
2010	44.7	31.7	17.6	5.8	0
2009	34	31.8	23.9	11.1	7
2008	24.6	31.1	33.7	8	1.2
2007	37	33.8	19.35	9	1.6
2006	39	33	14.2	8.6	1.6

Chapter 1: School Profile

AP US History is nationally recognized as the exam taken most by students. As US History is a graduation requirement, many students opt to take AP US to meet that requirement. Successful completion of the course is the equivalent of two quarters or semesters of the western civilization requirement at most US colleges.

In part, this may be due to the fact that over the past six years there has been a huge teacher turnover in AP US History with six teachers teaching the subject. In particular, for the 2008-9 school year, there were three different teachers teaching AP US as there were six sections of the course, double number of students taking the course and the exam than in previous years. Fortunately, through good counseling, there are only three sections this year.

Psychology						
Score	5	4	3	2	1	School Total
2006	28	22	3	0	0	53
2007	16	24	17	6	0	63
2008	19	43	11	1	0	74
2009	48	43	6	1	0	98
2010	40	31	9	3	0	83
Score Total	151	163	46	11	0	371
% of School Total 06-10	41%	44%	12%	3%	0%	100%

Psychology is a Social Studies elective open to all seniors. There have been four or five sections of the course the past several years, allowing all who sign up the opportunity to take the course. Although not designated as an AP course, the course maintains college-level rigor and thus each of the past six years approximately two-thirds of the students have taken the AP exam with a pass rate over 90%. In 2010, 80 students took the exam with only three students not passing.

WORLD LANGUAGE

French						
Score	5	4	3	2	1	School Total
2006	8	7	7	4	0	26
2007	3	3	10	10	0	26
2008	5	6	11	4	1	27
2009	6	8	7	6	0	27
2010	2	8	6	1	0	17
Score Total	24	32	41	25	1	123
% of School Total 06-10	20%	26%	33%	20%	1%	100%

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Bearing in mind that each AP subject matter has its unique correction philosophy and national pass rate, it is difficult to compare French AP results to those of another subject. As an AP corrector since 2005, the Miramonte AP French teacher has heard repeatedly that the AP French committee feels that a 3 is a very good grade for a classroom student of French, i.e. without prolonged contact abroad in a francophone environment. The national pass rate hovers around 55%, the grades of 4 and 5 being rather rare (there are not very many native speaker candidates in the grading pool). We also encourage all AP students at Miramonte to try the AP examination of their AP classes.

Latin Vergil						
Score	5	4	3	2	1	School Total
2006	1	4	7	7	5	24
2007	3	3	1	0	2	9
2008	4	1	11	5	3	24
2009	6	2	7	5	4	24
2010	6	6	5	2	1	20
Score Total	14	10	26	17	14	81
% of School Total 06-10	19.8%	15.8%	30.7%	18.8%	14.9%	100%

AP Latin is taught in the fourth year of study at Miramonte since the local middle schools do not offer Latin courses. Therefore, Latin students do not have the same years of experience as other world language students who have studied two years of a language in middle school. Before 2002 very few Latin students took the AP exam and those who did were unsuccessful, but after setting up a rigorous academic program, the majority of the Latin 4 students each year has taken the exam and has passed each year. Throughout the years the pass rate of Latin students has been on par with the national average of approximately 65% with a steady increase in scores in the 5 range. The Latin AP exam is comparable to a final in an upper division Latin course at the college level.

Spanish						
Score	5	4	3	2	1	School Total
2006	24	22	12	0	0	58
2007	16	16	5	1	0	38
2008	17	16	6	1	0	40
2009	27	27	6	3	0	63
2010	11	27	11	2	2	53
Score Total	95	108	40	7	2	252
% of School Total 06-10	37.7%	42.9%	15.9%	2.7%	0.8%	100%

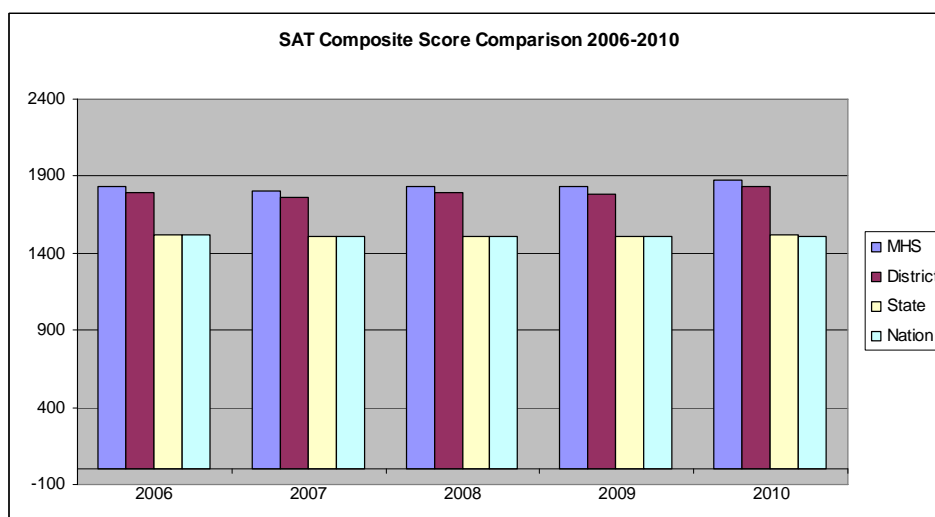
Chapter 1: School Profile

The Miramonte Spanish Department has a long history of success at the Advanced Language Placement Level. Normally two or three sections a year of Spanish Language AP are offered, but due to budgetary constraints and section reduction, many students may not be able to take Spanish Language AP in the 2010-2011 school year. In the year 2006 the College Board made changes to the Spanish Advanced Language Placement Exam. These changes included more emphasis on listening and reading comprehension and less on grammar analysis. Including the 2010 results the passing grade is 96%.

SAT TESTS

SAT Composite Scores – District, State, National Year to Year Comparison

Miramonte's SAT composite scores from 2006-2010 are consistently higher than other schools in the Acalanes Unified School District, and schools in both California state and across the nation.



SAT Scores - Year to Year Comparison

Miramonte's Overall SAT scores in Critical Reading remained fairly consistent between 2006 and 2010, with a high score of 617 in 2010. Math SAT scores have increased slightly while Writing has remained about the same over the six-year span. Overall, students' SAT scores remain consistently high.

Miramonte SAT Scores					
	2006 (356)	2007 (345)	2008 (300)	2009 (308)	2010 (292)
Total Tests					
Crit Read	601	594	599	593	617
Math	618	609	621	625	629
Writing	612	602	616	613	624
Comp	1831	1805	1836	1830	1870

SAT SUBJECT TESTS						
	English Lit	US Hist.	World Hist.	Math 1C	Math 2C	Bio Env
2010	614	648	595	631	641	593
2009	608	628	653	514	645	635
2008	596	613	640	566	644	570
2007	602	600	632	540	630	615
2006	613	623	671	583	649	593
2005	609	597	629	593	698	604

SAT SUBJECT TESTS					
	Bio-Mol	Chem	Physics	Spanish	French
2010	666	652	700	640	665
2009	677	664	668	645	649
2008	643	627	669	643	613
2007	653	600	692	619	631
2006	663	653	681	632	628
2005	635	607	710	582	640

SAT Subject Test Scores – Year to Year Comparisons

SAT Subject test scores varied slightly between 2005 and 2010. Overall, students' SAT Subject scores remain consistently high.

STUDENT, PARENT, FACULTY and Staff PERCEPTIONS

Survey

In the spring semester of 2010, students, parents, faculty, and staff took surveys about the concerns and issues of the Miramonte community. The full survey results may be found in the appendix.

Student Survey:

877 students took the survey about 70% of those eligible to do so. The 877 students were evenly spread amongst the four grades. In the survey the students expressed that Miramonte is a clean and safe school and that they value education. 88% of the students rated Miramonte as either a good or excellent school. The students thought that the individual departments were teaching them effectively and that homework for individual classes was appropriate and useful for acquiring the life long skills needed to be successful in the future. They also felt respected by faculty and staff. The survey was overall very positive about Miramonte. There are some areas for potential growth. 61% of the students felt that school efforts had no effect on their drug or alcohol use and 65% felt that racial/ethnic/gender prejudice or discrimination was a problem. Although they felt that work for individual classes was appropriate, 88% of the students felt that school expectations were high or too high and 62% felt that there was too much work. Additionally, in the open-ended student comments they expressed being stressed by their load of activities both in school and outside of school.

Parent Survey:

335 parents took the survey. That is about 13% of the total parent population. The parents agreed that Miramonte is a safe and pleasant place with high expectations and rigorous curricula with a focus on student improvement in a stimulating and engaging classroom environment. In addition they felt that students learn to take responsibility for their own learning. The parents also expressed that the administration provides leadership and that Miramonte works with parents to confront societal problems. For the parent survey there were few questions that exceed 10% in negative feedback. Approximately 18% of parents felt that Miramonte does not help students reach their potential; 30% of parents were neutral on whether Miramonte helps students feel respected and value while 58% felt that Miramonte helps students feel respected and valued.

In the comment section parents expressed various feelings about Miramonte. Some were upset with individual teachers and at times the lack of kindness expressed by the faculty and also other students. Some parents felt that there was an adversarial relationship between the faculty, parents and students. Others were extremely pleased with Miramonte and the education Miramonte provides.

Chapter 1: School Profile

Faculty Survey:

36 faculty members took the survey, about half of those eligible to do so. Most of the faculty agreed that Miramonte provides a challenging environment with an atmosphere for student success and with quality expected of all students. They also agreed that Miramonte is a safe place that fosters respect and where teachers have the resources needed to be effective. Besides having respectful students and professional staff, over the past few years Challenge Days has been attended by both students and faculty. Challenge Day program works to break down the barriers between members of the community while focusing on shared humanity and experiences. There have also been simple changes in the way school supplies have been distributed that allows faculty to get needed school supplies within a day or two. In addition technology has been given to faculty who has requested it in the classroom. The faculty also felt respected and supported by the school site administration because of the collaborative processes for making school decisions.

45% of faculty thought the morale was low and 42% felt supported by District Administration. The faculty, over the past few years, has been under pressure from declining enrollment as well as from decreased funding from Sacramento with many of the faculty unsure of their future positions in the district. Moreover, the faculty expressed that they need more time to meet and collaborate with colleagues.

Staff Survey:

11 staff members took the survey. That is about a third of those eligible to do so. With such a small number of participants everyone's input had a great deal of weight. Most responses were positive with staff feeling supported, respected and valued and that learning was important in the school community. However 45% of the staff disagreed that the morale was high at Miramonte and 36% disagreed that the district administration is supportive of faculty and staff. Together with declining enrollment the reduced funding from the state has placed strain on the staff since staff positions have been eliminated or moved to other sites. Another area of concern is the dress of the students with 45% saying that the students' dress interferes with students' learning in the classroom.



CHAPTER 2

IMPLICATIONS OF SCHOOL PROFILE

IMPLICATIONS OF SCHOOL PROFILE

Overall Summary

After the school profile was assembled in fall 2009, it was posted on the Blackboard system WASC page for all faculty and students and parents involved in WASC to access. Faculty in Focus Groups then analyzed the School Profile and created the basis for Chapter II in spring of 2010. Data was again updated in fall 2010 and leadership and departments added analysis of the 2009-10 data.

Due to transitions in the past, it was of utmost importance to have Miramonte stakeholders as much involved in the writing of the report as we could. First, we created an online form for each section of Chapter I that asked Miramonte stakeholders to draw conclusions for that part of the school profile, identify any Potential Challenges the information revealed (if any), and offer suggestions to deal with the Potential Challenges. In adding the latter task, we began the process of developing the new Critical Academic Needs based off the School Profile.

Second, the WASC Focus Groups were utilized to administer the analysis. Due to time constraints, because of budget cuts in professional development days and the overwhelming length of Chapter I, we took the “divide and conquer” approach to the analysis of Chapter I School Profile. Members in each Focus Group were put in pairs and assigned a section to analyze. Using a hard copy of Chapter I, they accessed the electronic form and typed in their input during two Wednesday morning WASC Focus Group meetings. The form generated an Excel report that compiled the analysis of each section from all the Focus Groups. The WASC co-chairs transferred this information into word processing format.

Finally, all stakeholders in the Focus Groups (parents and students included) reviewed Chapter II in Fall 2010. Thus, the information in Chapter II below is derived directly from the analysis of the faculty and review by stakeholders. Final edits were made by the WASC co-chairs and administration and the final copy posted on the Blackboard system WASC page for all faculty and students and parents involved in WASC to access.

DISTRICT COMMUNITY PROFILE

Conclusions

State funding for the Acalanes School District has consistently been less than for comparable school districts by approximately \$1000 to \$3000 in per pupil spending. The gap in funding is closed by the dedication of the Orinda community to quality education. Sixty-six percent of funding for Miramonte is derived from the state while the other twenty percent comes from community sources: Parcel Taxes (Measure G bond to maintain the parcel tax and Measure A bond to raise the parcel tax for a limited time), the Parents’ Club, Boosters, Visual Performing Arts, and the Educational Foundation of Orinda. Miramonte is able to maintain the extensive student offerings and support beyond the core curricular program, largely because of this private funding. These monies are critical to maintaining the quality of education offered at Miramonte.

Chapter 2: Implications of School Profile

Potential Challenges

As the amount of community funding increases, so does the influence of the community organizations (EFO, PC, VPA, Boosters) in what the schools do with the funds. It is important that the good relationship between Miramonte administration, faculty and these community support organizations is maintained so that all stakeholders have input in developing curricular and extra-curricular programs based on analysis of student needs.

While the community passed the Measure E facilities bond in 2008, the Measure G bond in 2009, and the Measure A bond in 2010, it remains to be seen how much more money the community is going to be willing to donate to support the schools. As funding from other sources continues to be a critical issue (state funds), at some point the community may not be able to contribute to another parcel tax.

Suggestions

Make sure that parents are publicly acknowledged for their support and commitment and that the community knows of teacher sacrifices with salary cuts, furloughs and health benefit cuts. Educators and parents must continue to work together to lobby the state for appropriate funding because the school can't continue to rely on the community to continue to fund programs. The community should be well informed of the analysis of school needs in order to support student learning.

STUDENT DEMOGRAPHICS

ENROLLMENT

Conclusions

Overall Miramonte enrollment is declining. While a majority of students enrollment at identify themselves as “white,” it is becoming slightly more ethnically diverse with an increase in students who identify themselves as “Asian” as well as students who identify themselves as “Hispanic.” The percentage of students enrolled as “special needs” remains the same (at 6 to 8% of students enrolled). Miramonte students have few students who identify themselves as English language learners (1-2 per year) compared with the rest of the state. This is likely due to the fact that the students must first identify themselves as an ELL, then take a test to determine their level of English proficiency, and finally decide if they will attend the ELL program for the district which is located at another school in the district (Las Lomas).

In the past, Miramonte has had no students who qualify for the Free and Reduced Price lunch but this has increased ever so slightly (.8%). Based on the income level needed to receive the Free and Reduced Price lunch, Miramonte consistently maintains at least above the poverty level. While there is no “official” data to show exact income level, this seems low. The California Budget Project “Making Ends Meet” shows that \$75,500 is needed to maintain a modest standard of living in California and that the median income in Contra Costa County is \$78,000. According to SARC data, parents of students enrolled in Miramonte are well educated with 90% having a college degree.

Chapter 2: Implications of School Profile

Potential Challenges

Declining enrollment at Miramonte may lead to more conflicts in master scheduling, limiting student choices and potentially resulting in fewer electives.

As three fourths of our students identify themselves as "white," the challenge for our students is to go from a relatively homogeneous environment into an ethnically diverse one when they leave Miramonte. In the 2009-10 student survey, 65% of students surveyed identified racial and ethnic discrimination as a problem on campus. We need to address the needs of our changing population through tolerance education.

Miramonte must continue to develop and implement programs that support students identified as special education.

While many ELL students go to Las Lomas for the immersion program, there may be students who are bi-lingual but don't admit it in order to avoid the ELL testing process and offer to attend Las Lomas. In addition, for those who test as ELL and do not go to Las Lomas, there are questions about whether teachers are appropriately notified.

Income Level and Educational Level of parents' data isn't reliable with only 70% of students responding on behalf of their parents.

***Suggestions:** Discuss how to maintain the high level of course offerings in an environment where the student population continues to decline. Assess the effectiveness of existing programs such as the Diversity Club and the Link Crew's "Be the Change" assembly, investigate new programs for school-wide tolerance education and annual events such as a United Nations cultural night, and explore partnerships with diverse groups. Develop a more comprehensive support system for ELL students who remain at Miramonte. For example, use Aeries to generate lists of students who test as ELL as well as those who speak a different language to provide each teacher at the beginning of the school year. Add an option on the parent survey for education level and household income level.*

GRADUATION RATE

Conclusions

Miramonte consistently has a high graduation rate of 99%. Student drop-out at Miramonte is not a large issue with 0-1% of students dropping out per year. Even with the new tracking system from the CDE, it is unclear, however, if the numbers actually represent a drop out from school versus a transfer to another school.

Potential Challenges

Identifying drop-outs is difficult because students often do not let a school know why they are leaving or where they are going.

With the Del Oro Continuation School campus closing in 2009 and the students integrated into the four district high schools in 2010, there could be issues with students who are not able to get their needed credits once placed in the rigorous Miramonte curriculum and thus, don't graduate.

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Suggestions: *Identify who the 1% of students are who do not graduate and why. Determine if the district is using Statewide Student Identifiers (SSID system) to find students who stop coming to school as well as identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. Create a plan like the freshman preliminary plan designed by the counseling department but for students transferring from Del Oro to Miramonte to ensure that each student is given the support that they need to graduate from Miramonte.*

ATTENDANCE & TRUANCY

Conclusions

The attendance rate at Miramonte is high and truancy has been low since 2005.

Potential Challenges

There has been no collection and analysis data of the number of students who are SARB-ed.

Teachers felt that the attendance data does not reflect the number of students who are absent from class and not from school. For example, a student may attend school, but be absent from a class or classes for sports, field trips, assemblies, administration or counselor visits, etc. which affects instructional time.

Too many student absences cause stress to students and additional workload for teachers.

Suggestions: *Continue with the SARB process, but add documentation to Aeries regarding when students are SARB-ed (like is done with the SST), so that teachers are aware of the administration's actions towards the excessive absences and so that a report can be generated to tally the students who underwent SARB. Generate a report from Aeries that delineates the types of absences identified – Illness (I), Religious (R), Activity (X), etc. Include questions about absences and stress on student, parent and teacher survey.*

SUSPENSIONS AND EXPULSIONS

Conclusions

Suspensions have decreased since 2005 from 10% to an average of 5% of the student body being suspended. Expulsion rates have varied slightly during the past few years but remain between 0 and 3 per year. The most common reason for suspension from 2007 to 2010 was for disruption or defiance of authority, category K. The next common category was possession or under the influence of a controlled substance, category C.

Potential Challenges

While tracking the type of suspensions and expulsions began in 2007-8 school year, it is still somewhat difficult to identify patterns (if any) of reasons for suspension. For example, there is no category for academic dishonesty.

Suggestions: *Re-work the current categories, tracking the causes of suspension and expulsions; tracking to include academic dishonesty. Communicate data on nature of suspensions and expulsions and share findings with parents to solicit parent involvement. Develop alternative consequences to suspension for some infractions.*

Chapter 2: Implications of School Profile

STUDENT COMMUNITY

Conclusions

There are 52 widely diverse clubs organized on campus, including academic, athletic, political, recreational, ethnic and linguistic, religious, artistic, and community outreach that contribute to a more well rounded Miramonte student.

The diversity of clubs matches a variety of student interests. Some are community based while others are academically based. Others are more social, to bring students together or are service clubs designed to facilitate fund raising for those in need.

Miramonte Athletics offers fall, winter and spring sports for both male and female students, in all 24 varsity programs. Some of these include junior varsity and freshmen teams.

Potential Challenges

There is a concern among some staff members that students' over commitment to clubs and sports and lack of time management causes stress and distracts from study time.

Fewer clubs or students involved in fewer extra-curricular activities may encourage better participation.

Some of the clubs listed don't meet regularly and are poorly run. Other clubs are started for resume building rather than for fulfilling the mission of the club.

Given the increasingly demanding schedules of teachers and the Education Code that requires a staff member to be present at all off-campus club activities, clubs are having greater difficulty in finding staff advisors. Thus, the variety of extracurricular activity will be harder to maintain. In the past, Miramonte parent groups offered to provide extra funding for staff advisors but due to the necessity for all schools in the district to have equal staff advisor stipends, the Miramonte parent groups' additional stipends were denied.

As for the athletic programs, budget cuts will impact transportation, field maintenance and coaching stipends. Recruitment of outside coaches may be impeded by salary cuts and with increasing teaching demands staff coaches will perhaps elect to discontinue coaching duties.

Suggestions: Survey student body to assess the number of extra-curricular activities to which students are committed and the time spent on each one. With the assistance of all stakeholders, create a system to monitor club and sports membership numbers each year, number of meetings/time commitment, and grade point average of the members. With community groups, assist clubs in running (maybe a goal for each year) and, for those who don't meet or have declining membership, revoke their club charter. Re-open discussion with district/union about increasing stipends for club advisors and/or offering the club advisor role as the union negotiated extra duty assignments. Investigate adding a parent advisor to each club in addition to the California Education Code mandated staff advisor. Look to Leadership to create a master calendar for all club and sport fundraisers. For athletics, fundraising efforts must increase in the future with greater community involvement to cover program needs so that the district can maintain or raise the current level of coaching stipends.

FACULTY & STAFF DEMOGRAPHICS

Conclusions

The Miramonte staff is predominately white and female. However, the district hiring practice has always been to recruit the best new staff members for the positions at hand. Therefore is not a question of ethnicity or gender that would trump qualification. The Miramonte staff has an average of 15 years of teaching experience, allowing for both an experienced staff but also a staff with new ideas. Miramonte teachers average 7.5 teaching years in the Acalanes district providing stability of staff in the district and school. All Miramonte teachers are certificated and all but 8 are NCLB certified meaning that they are “highly qualified” to teach in various subject areas within their larger discipline (ie. a History major teaching Economics). All but one teacher possesses the CLAD credential. The education level of Miramonte teachers is very high with approximately 42% of teachers holding a master’s degree or higher. The qualifications and education of Miramonte teachers creates a level of professionalism between parents, students, and teachers.

Potential Challenges

While gender and ethnicity are not qualifications of teaching, the gender and ethnic makeup of the faculty may affect our students’ ability to connect with their teachers.

With teacher furloughs and health benefit cuts, teachers will find it more difficult to finance advanced degrees or increase their qualifications such as becoming Nationally Certified.

Recruitment of new, young teachers who are committed to education and have high caliber training will be difficult as salaries decrease and health benefits are cut. This hiring will be essential as a large percentage of the Miramonte faculty is approaching retirement.

***Suggestions:** Diversity of teachers in the classroom can be addressed by bringing in guest speakers, having students watch podcasts of professors of different race, ethnicities, and gender. However, none of this should be secondary to the educational goals for the Miramonte student.*

To assist teachers in advancing their education, the school could add a professional development forum on the staff page of the Miramonte Blackboard system where administrators, teachers and other staff members could post educational opportunities.

To promote new teacher interest in Miramonte, administration and district administration could create a "job-shadowing" program for prospective teachers in local Schools of Education and/or current teachers in other Bay Area school districts. Communication to staff about the current district and school policy regarding partnerships with Schools of Education for student teacher training must be transparent. Another idea is to create a partnership offering Miramonte teachers as guest speakers to local Schools of Education.

FACULTY & STAFF COMMUNITY

Conclusions

The district, along with Acalanes Education Association (the teachers union), developed a guideline for teacher evaluations with due dates that Miramonte administration and teachers follow. The process is carried out every year. Evaluations of new and veteran teachers are systematically done with results discussed in a cooperative spirit.

Potential Challenges

It seems as if the community and the public at large are not aware that teachers are evaluated on a regular basis and are assigned Peer Assistance Review if the evaluations are unsatisfactory. This is a challenge because the perception is that teachers, whether good or bad, get a free pass unlike other people in the working world.

With fewer staff development days, teachers who have opted for the project evaluation (after 8 years) have not had the opportunity to present their findings to the faculty members except in a rushed faculty meeting.

***Suggestions:** While there are many reports the schools posts on the website that document teacher credentials, the school needs to inform the community that an evaluation process exists as well as market the other qualifications of their teaching staff. Time needs to continue to be dedicated for teacher evaluation projects to be shared for the mutual benefit of the entire staff. Doing this inspires other teachers to try out some of the instructional strategies presented. Since many of the evaluation projects are subject-based, an annual department meeting could be designated to share and discuss the projects more in depth.*

EVALUATING AND IMPROVING NEW TEACHERS

Conclusions

New teachers are mentored by seasoned teachers. Informal observation by the latter before the official administrative evaluation allows new teachers to improve their instruction and class management.

Potential Challenges

Teachers' time is stretched thin with increased workloads (letters of recommendation, clubs, sports and other advisory roles, school improvement initiatives, larger class sizes and resulting increased parent and student conferencing) with the result that veteran teachers will find it hard to mentor newer teachers as much as was previously possible.

***Suggestions:** Implement the “buddy” system where all staff members are assigned a partner with whom to collaborate in or outside their field of study. Offer time for buddies and new teacher mentors to meet during Wednesday morning collaboration days.*

PROFESSIONAL DEVELOPMENT

Conclusions

Dedicated staff development days within the district have been cut from 3 to 1 due to budget reductions and imposition of furlough days. Monthly faculty meetings, department meetings, and MATS Teams meetings for the study of various pedagogy and campus climate issues are still in existence every Wednesday during a late start day. The faculty also attends numerous conferences and seminars during the school year and summer months, such as district 3-day Summer Institute in August. For teacher collaboration days “Yriberri Days” teachers meet in groups to work on projects and curriculum. These are funded through community donations in honor of Paul Yriberri. The district has also attempted to provide lower cost opportunities for teachers to expand their knowledge base and develop professionally through on-site training.

Potential Challenges

The lack of funding limits the opportunities for staff development. This will impact departments, cross-curricular and intercampus collaboration on best practices for instruction and support of students. It will be of utmost importance to secure collaboration time within the framework of Wednesday morning meetings and Yriberri days and to allocate the time appropriately.

District driven professional development is heavily focused on technology. The school and the district do not tap into the knowledge, experience and background of staff to lead other types of workshops on teaching methodologies, content, etc.

Teachers are constantly engaged in professional development. However, there is no current documentation of seminars attended, online courses taken, academic research articles or books read or individual projects in their own classrooms to improve student learning.

***Suggestions:** Department collaboration time could be extended during which mini-technology sessions or other professional presentations related to curriculum could be presented (Cheryl Davis, district technology coordinator, has done this with the iPod touch classroom cart, demonstrating interesting applications for the World Language classroom). Or, one of the monthly department meetings (there are 2 per month) could be dedicated to collaboration and professional development (both departmental and other) as it is at some other schools in the district. Faculty presentations at staff meetings could be also be expanded (this has been implemented to a small extent), thus sharing cross-curricular information and best practices.*

The district and school could tap into the strengths and experience of their staff to develop and lead professional development seminars in other areas as they do for the technology seminars. The district, school and union could work with parent groups to compensate teachers for leading school or district seminars.

Annual teacher surveys could include questions on specific professional development. Departments could document professional development in their annual department profile, the school or district could establish a professional development forum with opportunities and create subject specific forums with lesson plans, articles, strategies and other items to assist in teacher professional development.

SCHOOL SAFETY & CLIMATE FOR LEARNING

SCHOOL SAFETY

Conclusions

According to the WASC faculty, student and parent survey results, Miramonte is perceived as a safe environment by both students and staff. A campus security advisor and cameras around campus monitor activity. Safety plans are routinely updated and drills are conducted regularly. Every classroom has evacuation plans, a fire extinguisher, and first aid kits. The first aid kits were placed in each classroom a few years ago.

Potential Challenges

There has been some concern about vandalism, theft, and safety on campus after dark and whether there are enough security cameras to monitor these issues. However, there are also questions whether campus cameras have been effective in improving safety and reducing vandalism, theft, and drug and alcohol use on campus. In the faculty survey, some felt that certain emergency procedures, such as the staff phone tree do not seem to be well publicized.

***Suggestions:** Evaluate the effectiveness of cameras in improving safety and reducing vandalism and drug and alcohol use on campus and explore the need for situating or adding new cameras at different angles/different locations. This could be easily done by the administration on a weekly or monthly basis, tracking what the cameras reveal and documenting it in the annual school profile. Continue to evaluate implementation and training on safety with fire, shelter-in-place and earthquake drills. Research new technologies for emergency communication such as a digital board on the field, mass texting to students and parents, etc. Promote certification or updates on certification for CPR for all staff.*

SCHOOL HEALTH

Conclusions

Miramonte has a support staff to help ensure the physical and mental health of students: a school nurse, support counselors, and a speech pathologist. They provide a variety of health services. They not only work and consult with staff about student health, but they also help students and their families find appropriate resources in the community.

The Healthy Choices program has funded class speakers for the Health units in 10th grade Physical Education classes, Challenge Day and Red Ribbon Week. It has also provided for parent education programs.

Potential Challenges

With state funding and budget cuts Miramonte may struggle to maintain the same level of support services to keep the students healthy. In addition, staff is at times unclear what services the school nurse, the support counselors, and the speech pathologist provide to students. Healthy Choices is a program that exists but it is unclear to what extent it is well known and effective with both students and staff.

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Suggestions: *Explore new ways to share the roles of support services provided by the school nurse, the support counselors and speech pathologist. Evaluate the perceived effectiveness of the Healthy Choices program by including it on the faculty, student and parent surveys. Generate more awareness of the Healthy Choices program. Educate faculty, students and parents on the program through an annual online update or create a link on the Miramonte web site for Student Support programs.*

DRUG AND ALCOHOL USE

Conclusions

According to the 2009-10 student survey, the presence of drugs and alcohol on and off campus remains an issue. Of 70% percent of students who took the survey 61% felt that the school had no impact on their drug or alcohol use.

Potential Challenges

As the student survey suggested, the school does not have much impact on student drug or alcohol use. It is unclear whether parents and peers have the most impact.

Programs at Miramonte for drug and alcohol awareness are not as consistent as in other schools. The Every 15 Minutes program was implemented for a couple of years, but has not been maintained from year to year. Red Ribbon week isn't publicized well to the school community. While guest speakers have come to campus for both parents and students, again, it too is not on a consistent basis. In addition, the effectiveness of each of these programs is not addressed.

Suggestions: *Perhaps more parent education on drug and alcohol use at major parent events – like Back to School Night. Include parent and peer influence on student drug and alcohol use on the student survey. List specific school programs that address drug and alcohol issues (Every 15 Minutes, Red Ribbon Week, assemblies with speakers, etc.) on the student survey and ask students to assess their perceived effectiveness of these programs.*

EMOTIONAL HEALTH

Conclusions

According to the faculty, student and parent surveys, the Miramonte learning environment is one of high expectations, but the environment is also stressful. The comments about stress appeared in the open-ended comments on the student survey. Challenge Days have been one approach to deal with the stresses of this environment as well as a Students Challenge Success program which has now transitioned into a club.

Another area of concern for the emotional health of Miramonte students is racial/ethnic/gender prejudice or discrimination. 65% of students surveyed felt that there is a problem with racial/ethnic/gender prejudice or discrimination. Whether this affects feelings of safety, the learning environment or both is unknown. Bullying was not a question item on the survey.

Potential Challenges

It seems that there is a dichotomy of appreciating Miramonte as a place that offers an excellent education but concern for the stress which accompanies this. Can these two be reconciled? Programs initiated to deal with these issues have not been maintained from year to year, nor has

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their effectiveness been analyzed. Budget cuts affect electives for upper classmen to relieve stress – ie. upper class physical education electives.

A challenge with prejudice is to determine what students perceive as racial/ethnic/gender prejudice, identify how it impacts the school and learning climate, and determine how to develop a school-wide sustainable program to address the findings.

Some question whether students prefer to separate their academic concerns from social pressures they feel outside and wonder if the school is a students' safe place or a place to help students deal with these issues?

Suggestions: *To address the issue of high expectations and stress, include in the student survey the number of extra-curricular activities to which students are committed to and time spent on each one, as well as course schedule (academic, electives, AP classes).*

Make better use of the counseling workload tools when scheduling. Have parents and students sign a form that they understand the school's recommendation if the counseling department has recommended a different class or workload schedule. Improve communication between staff regarding major projects, test days, etc. to help spread out work load.

Evaluate the impact of current programs such as Students Challenge Success and assess the need for program revisions such as including parents and teachers. Evaluate student interest in electives, after school programs (Yoga, or workshops time management, study skills) that can potentially reduce stress. Work with Healthy Choices and parent clubs to provide for student needs in these areas.

To address the concern of discrimination, assess the effectiveness of existing programs such as the Diversity Club and the Link Crew's "Be the Change" assembly in the student survey. Investigate new programs for school-wide tolerance education and annual events such as a United Nations cultural night, and explore partnerships with diverse groups.

Add to the student survey a question on whether or not they want support programs in these areas of discrimination, prejudice and stress.

Challenge

The overall challenge with School Safety and Climate is finding money & staff to keep programs going as well as creating sustainable student programs (involving new students after original students graduate, creating a solid foundation in case administration changes or teacher advisors leave).

Suggestions: *Get Leadership involved in these types of programs. In other schools, each leadership student in the class has a school-wide special project for which he or she is responsible.. It then passes onto someone new in the Leadership class the following year or when a student graduates. Thus, program consistency is sustained. Staff and parent education in these programs needs to be addressed which may increase staff and parent involvement.*

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Some of these programs may also be implemented in subject areas. For example, drug and alcohol awareness is reinforced in the Health portion of Physical Education classes, but could also be addressed in Psychology and Biology. Diversity groups and tolerance programs such as “Teaching Tolerance” could be implemented in Social Studies and English classes with particular units of study.

CURRICULAR PROGRAMS

CORE ACADEMIC PROGRAMS

Conclusions

Miramonte has a large number of curricular offerings to support student learning: 66 academic courses including 15 Advanced Placement, 6 Honors and 3 support classes.

Class sizes at Miramonte in all core subjects from 2005-2010 vary from year to year, but overall decreased slightly. For all core classes in the past five years, class size average is lower than 30 which is smaller than both the county and state averages.

Potential Challenges

While there are 17 advanced courses in the core subjects (English – 2, Social Studies – 2, Math - 5, Science – 4, World Languages - 5), there are 9 non-advanced elective course options in the academic subjects (English – 2, Social Studies – 2, Math - 2, Science – 3, World Languages - 0). While 9th and 10th grade Physical Education is a graduation requirement, the Physical Education electives for 11th and 12th grade are limited (Dance and Lifetime Sports are currently offered).

As for support courses in the core subjects, only Math has such classes: Algebra A and B. In 2008-9 and again in 2009-10 or 2010-11 a Math Intervention class offers support for struggling students.

Budget constraints will limit the ability to increase core academic electives. Maintaining high quality elective courses is difficult due to staff transition. Adding a new elective course to teacher workload could result in teacher burnout.

***Suggestions:** Discuss capabilities of district to offer academic electives (due to funding issues). Survey students on the desire for academic electives. Possibly bring to the attention of Miramonte foundations if there is need. If money can't be found, start class as a club.*

NON-CORE ACADEMIC ELECTIVE COURSES

Conclusions

Miramonte offers 39 electives including 6 Career/Tech Ed courses, 5 ROP, 26 Visual and Performing Arts courses, Yearbook and Leadership. The Education Foundation of Orinda (EFO) has a long tradition of supporting the arts at Miramonte through funding. The 5 ROP courses are state funded and add to the 6 Career and Tech Ed courses funded by the school monetary allocations.

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Potential Challenges

The biggest challenge facing curricular programs at Miramonte will be the on-going funding crisis. As state funds for schools are cut, program cuts in elective courses are inevitable. The Miramonte community also funds many of the elective programs and this may not be possible in the future. The ROP courses, a state program, may also be facing budget cuts in the future.

A majority of the electives offered at Miramonte are Visual and Performing Arts (25); courses to support students who are not interested in visual and performing arts are limited.

***Suggestions:** Survey students to find what programs are most needed given reduced financial resources. Investigate grants to fund a wider range of vocational education courses to support all student needs. Explore curricular programs, materials and guest speakers that incorporate practical implementation of academic subjects into standards-based curriculum – ie. Architect guest speaker discussing geometry and physics, cross-curricular unit with foods and physical science.*

ADVANCED COURSES

Conclusions

Advanced courses are in high demand at Miramonte with 1/3 of our students enrolled in the various 16 AP courses offered.

Potential Challenges

Some students are pressured into taking Advanced Placement classes by peers and parents and are not qualified for the courses. Since the Williams Act calls for equal access to all classes for all students, requirements for AP courses have been deemed illegal. Students who are not qualified to meet the demands and are academically unprepared to take a course, get in over their heads, lose self confidence and become emotionally stressed. It is difficult to keep the level of rigor high when all students are allowed to take a given AP course, even if they have limited skills or background knowledge.

Students miscalculate life-work balance and take too many AP courses at once. Students are becoming increasingly stressed due to taking on so much college level work (AP classes) while still in high school.

District policy allows for students to drop a class, but if they do so, they are not given the same opportunity as others who fail courses to make it up in summer school. For some AP courses, students can drop the course and transfer into another elective class. For AP courses that replace the graduation requirement (such as AP US History takes the place of the US History course requirement), their only option is to re-take the course the following year.

Advanced Placement courses have their own set of standards. Teachers who teach AP courses are asked to write an extensive course syllabus based on College Board (AP) requirements that must be approved by the College Board. Since the courses are aligned with college course requirements, they usually cover more and in greater depth. In some cases, however, depth is sacrificed for breadth which means certain state standards are not being addressed.

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As AP courses are essentially designed to pass a test, it follows that the curriculum teaches to the test. Time is limited and instruction results in less diversity in instructional methods such as projects, presentations, simulations, guest speakers, etc (until after the AP test). How do we make sure students are well placed for success in the AP exam but also offer a challenging curriculum that gives them many opportunities to learn the material.

As the number of students taking AP courses continues to rise, de facto tracking in classes occurs.

Because so many more students are electing to take a more advanced option of required courses (AP US History instead of US History, or English 4 AP instead of English 4), what is happening in the regular courses? For example, is there grade deflation in the non-AP course? What is happening in terms of classroom discussions in these courses?

The selection of staff who teaches AP classes is determined collaboratively between administration and department chairs. In some cases, teachers volunteer and in others, they are asked. Sometimes teachers who have no desire to teach the course, for a variety of reasons, are given the assignment in order to share department responsibilities.

Teachers are not compensated for the extra work required by AP courses: training, syllabus creation, intensive content knowledge required, and increased grading workload.

***Suggestions:** In the student survey, when assessing the stress level, have students identify the number of AP courses they are taking. Have students rank the level of stress between their non-AP and AP classes. Hold informational meetings for every AP class that stress the academic requirements and workload, both verbally and in writing. For students whose counselors and former teachers do not recommend them to the course, have parents sign off that the school strongly suggests the course not be taken – just like when proposing IEPs. When a student signs up with too many AP courses at once, the school could state the concern and recommend an AP course in the student's area of focus.*

Work with the District on the policy of AP drops and summer school. Initiate discussion with the District regarding AP standards and district standards. Stability in those teaching the course is very helpful. Also, look closely at teacher qualifications and the process of teacher assignment.

SUPPORT COURSES

Conclusions

There are sixteen sections of Learning Skills (Resource) and five Life Skills courses offered as support courses for students who are identified with learning or emotional challenges. The Resource and Life Skills courses are taught by four full-time Special Education teachers and supported by seven instructional assistants.

Although all Miramonte teachers are CLAD certified, there is no support course at Miramonte for students who identify English as their second language. Instead, students who identify themselves as English Language Learners are given the CELDT test and if the assessment

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reveals that the students are not English language proficient, they must decide to attend the District English Language Learner program at Las Lomas or they may sign a waiver to stay at Miramonte without a designated support course.

Support course offerings for struggling students in the core academic subjects are Algebra A and B and Math Intervention class.

Potential Challenges

The Learning Skills curriculum and course covers organizational skills and assists students in completing assignments and assessments for their academic courses. However, there is less time to focus on supporting students with the appropriate tools to assist them with their specific learning disability. Time is also an issue for the Learning Skills class being able to support students with homework, quizzes, tests, and writing assignments for all six or seven of the students' courses in a fifty minute class period.

Some teachers are concerned about ELL students who opt to stay at Miramonte rather than attend the EL program at Las Lomas or do not accurately report English as a second language to avoid testing. Besides teachers' CLAD certification and the dedication of teachers to work with these students one-to-one, Miramonte has no other support to aid these students in their language development. Literacy courses designed for all students that may assist these learners are not available at Miramonte as they are at other schools in the district. This may be due to the small number of students at Miramonte identifying themselves as ELL.

As for support courses in the core academic subjects, only Math has such classes to support struggling students.

***Suggestions:** Establish better expectations with parents of students in Resource about what will be covered in the Resource classroom. In addition to the Resource program, Miramonte can assist students with special needs in this area by offering more after school tutoring, and intervention or shadow classes in academic courses.*

Be explicit with teachers in identifying ELL students. Use Aeries to generate a list for teachers of these students at the beginning of the year or establish a system in counseling to automatically initiate an SRT for these students. Share instructional strategies in department meetings to assist these learners.

Identify if there is a need to have support classes for social studies/English, math/science and/or general study skills support.

SUPPORT SERVICES

Conclusions

Miramonte has four full-time academic counselors who are assigned to students based on alphabetical groups. Our College and Career Center offers information about colleges, visits by college representatives, and instruction in researching career opportunities.

A full-time library media teacher and 1.25 full-time library assistants support student and staff use of books, periodicals, multi-media, and electronic resources. Computers are available in the

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library and two labs for scheduled classes and drop-ins. Community funding has paid for teachers to tutor in Math, Science and other subjects for one hour, three days a week after school.

Potential Challenges

As state funding for education continues to be cut, funding for Miramonte counseling, Career and College Center, library, computer labs and technicians and tutoring support services will continue to be at risk.

Counselors and the College and Career Center offer support to students experiencing emotional or academic issues and preparing for their future. If these positions are cut, students will lose guidance and support in taking the right classes to graduate or to get into a UC, exploring a variety of college options, finding alternatives to college. Students will also lose support in dealing with emotional and academic issues as well as an advocate who monitors their progress and coordinates intervention when necessary.

Cuts to the librarian position would result in a loss of support to both teachers and students in current research documentation styles, new tools for research and aid to students and teachers for research-based assignments.

Cuts to the support services of the computer labs and the technicians would result in students not being as prepared to go into the world with technology skills, teachers not having as many resources for instruction, and students having to rely on personal computers or public library computers to assist them with their technology needs.

***Suggestions:** District, school, parents, teachers, and students need to work together to promote the importance of funding schools to provide for these support services.*

STUDENT ACHIEVEMENT

CSU/UC REQUIREMENTS

Conclusions

The number of students completing courses required for entrance into CSU and UC schools has risen since 2005 by 7% (73.7 to 81% in 2009-10). Females increasingly complete more CSU and UC course requirements than males (a 5-7% difference in 2005-6, 2006-7 and in 2008-9; there was a 14% difference in 2007-8). The number of National Merit Scholars has remained basically the same from 2005-2010 (28-30 students commended annually) while the number of finalists in the past five years varies from year to year (ranging is 5 to 13). Almost all students who have attended Miramonte since 2005 were accepted into college (96-99%). A majority of students was accepted to a four year school (80-85%) versus a two-year college (13-17%). Most chose to attend public over private colleges and these numbers tend to remain static (66-70% versus 29-32%).

Potential Challenges

Males are not completing as many CSU/UC course requirements as females; it is not known whether this is due to lack of enrollment in CSU/UC requirements or “D” and “F” grades which result in a designation of not completing the CSU/US requirement. Students who arrive from the

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closing of Del Oro Continuation School and may not be on the college path will impact the CSU/UC requirement and college acceptance data.

The National Merit Scholars program is not well publicized but individual students are kept informed by their counselors.

This success has generated a climate at Miramonte focused heavily on getting into college, resulting in stress for many students, counselors, and teachers who assist in the college application process. While most of the Miramonte student body attends college, there are some who go to junior college first and work, and some who don't go to college at all. For these students there are few curricular classes and support programs.

Data does not exist that tracks whether or not a student attends and completes college.

***Suggestions:** Evaluate the past impact of the former Stressed Out Students program, now called the Students Challenge Success, to include parents, counselors and teachers. Discuss offering courses and programs for students that will help them be successful if they don't go to college. Investigate community resources to offer more life skills options.*

Investigate whether or not the male completion rate of CSU/UC requirement is due to lack of enrollment or "D" and "F" grades. Evaluate if there is a trend in the CSU/UC courses that males are not completing, or in the demographics of these males, including GPA.

AYP

Conclusions

Since 2005, Miramonte has met all the Annual Yearly Progress (AYP) criteria designated by the federal No Child Left Behind (NCLB) law. For the API indicator in AYP, Miramonte consistently exceeded the required API number as well as the growth target from year to year. From 2006 to 2009, Miramonte surpassed the target growth with an 11-12 point increase each year. By 2010, the API was 930 and thus the growth more difficult to achieve, resulting in a growth point of 3.

Potential Challenges

The challenge in the future will be to continue to score high in all areas; at some point, the score can't be perfect as shown in the 2 point increase in 2009-2010.

Many teachers, parents and students are not clear on how these scores are determined and what the numbers mean. What is the "perfect" score.

Suggestions:

Set realistic expectations of our scores. Educate the Miramonte community about the scores, what they mean and how they are calculated.

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API

Conclusions

API data is only available for populations over 100, therefore, Miramonte scores are based on those who identified themselves as “white” and “Asian.” The increase in the API for Miramonte from 2006-2010 is 4.5 percent. In subgroup analysis, those identified as “Asian” consistently score higher than those identified as “white” but the gap is insignificant.

Potential Challenges

The challenge is the same as with AYP: can we continue to score higher in all areas? At some point, the score can't be perfect.

Many teachers, parents and students are not clear on how these scores are determined and what the numbers mean. What is the “perfect” score?

Although data isn't collected by the state on the small percentage of students who don't identify themselves as “white” or “Asian,” it does not mean that their scores aren't important.

***Suggestions:** Set realistic expectations of our scores. Educate the Miramonte community about the scores, what they mean and how they are calculated. Make sure that data analysis of the other ethnic subgroups is collected and analyzed along with the whole school analysis.*

CAHSEE

Conclusions

English Language Arts: CAHSEE scores are exceptionally consistent through all years and in almost all categories with 98-100% overall pass rate for Miramonte students. In the various content strands, all subgroups throughout all five years maintained scores of 81% or higher. There is a slight difference in certain years for students identified as “Hispanic” but they maintain an overall a passing rate of 90% or higher. To our delight, our Special Ed. students, who face the biggest challenge have achieved an overall passing rate of 81% or higher.

Math: In the five year span from 2006-2010, the overall passing rate has remained at 99-100%. As with the English Language Arts portion of the CAHSEE, there is a slight difference in certain years for students identified as “Hispanic” but they maintain an overall passing rate of 90% or higher. Special Ed. students achieved an overall passing rate of 81% or higher. On the individual content strands, consistency is again the standard.

STAR TESTS

Conclusions

Miramonte continually scores high on the English, Science and Social Studies STAR Tests with 85% scoring Proficient or Advanced. STAR results in math remain steady from year to year around at around 58-60%.

Potential Challenges

Acalanes District opts for one of the earliest test dates for STAR. Thus, there is not enough time to complete the course standards and benchmarks before the mid-April test, seven weeks before

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the end of the school year. Scores across subjects are lower in the content strands that are covered after the STAR Test date.

The STAR test scores appear on students' transcripts, but the scores do not count for a grade, nor is it used as a requisite to graduate or get into college. So while most Miramonte students score well, there is little incentive for those who don't to improve their scores.

Advanced Placement Tests occur shortly after the STAR Tests and students may focus on those tests instead of the STAR.

Maintaining the high level of achievement on STAR tests.

Addressing both state standards covered on the STAR test as well as the District Content Standards.

In the upcoming years, there will be two fewer student days to learn the same amount of material due to furlough days, five fewer days for the staff to teach/plan the material due to furlough days, and approximately 10 additional student contacts which will impact student learning.

***Suggestions:** Departments should continue to analyze STAR test scores on an annual basis, examine areas where students are not proficient and focus on improving instructional methods to increase student proficiency in those areas. Departments should review the blueprints for the STAR test in order to backward plan from the STAR test date; continue to investigate ways to make the STAR Test be taken more seriously; work with the district on getting teacher input for STAR Test dates; work with the district and Miramonte community to develop more opportunities for teacher collaboration during times of budget constraints. Teachers should continue to develop a rich curriculum that covers the topics they believe to be most important, while addressing District and State standards. Implement a school-wide plan to teach study skills with test taking strategies.*

ENGLISH LANGUAGE ARTS STAR TEST

Conclusions:

For English Language Arts, 9th-graders score at higher proficiency levels than grades 10 and 11, regardless of graduation year. 10th- and 11th-grade scores show an increase in proficiency across both grade levels and graduation years. Overall grades have performed very well. This could be due to many different factors such as during the 2005-2006 school year, the Freshmen teachers met several times to discuss Freshman-level analytical essay writing; in 2006-2007, Miramonte purchased and began using new grammar textbooks with the classes of 2009 and 2010 (since the textbooks were purchased, scores on "Written Conventions," which include grammar, rose from 81% to 87% for the class of 2009, and from 84% to 89% for the class of 2010), and in 2006, the vocabulary workbook series published an updated version of each grade level's course (Scores for the class of 2010 in the three years of STAR testing, since, had average vocabulary scores of 80%, 90%, and 87% correct).

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Potential Challenges:

To maintain the high scores of 9th graders in future 10th, 11th and 12th grade English classes.

To maintain consistency in all grade level English classes.

With increased class sizes in the coming year, teachers will have more difficulty focusing on lower level achievers, especially freshman writing strategy topics (lowest scores on the 2007, 2008, 2009 and 2010 STAR Tests).

***Suggestions:** The English Department should discuss the correlation (if any) between 9th grade collaboration and higher STAR test scores. Findings could result in the implementation of similar collaboration with 10th, 11th and 12th grade curricula. Articulate with feeder middle school to share how 9th graders are being prepared for English at the high school level. Evaluate the English blueprints and discuss how curricular units address the standards assessed on the STAR for both reading and writing. Create a collaborative web site of lessons addressing the state standards and benchmarks.*

MATH STAR TEST:

Conclusions:

Since the STAR test is given in the 3rd week of April, not all Math topics have been covered. There are significantly higher scores for topics covered before the STAR test. The ninth graders generally outperform the tenth graders, and the tenth graders generally outperform the eleventh graders in the same course.

The overall percentage of Miramonte Algebra I students who are at or above proficient has remained fairly constant at approximately 40% from 2006-2010. The Advanced, Proficient, Basic and Below Basic Levels remain fairly stable from 2007 to 2010. The data from 2007, 2009 and 2010 show an increase in the percentages of Far Below Basic. The Math intervention was eliminated several years ago and was brought back for the current 2010-11 school year. In addition to the STAR test requirements, Algebra I courses at Miramonte cover additional material to assist students in applying it to real situations and to move on to higher level math courses.

Overall, proficient and advanced levels in Geometry have increased also resulting in a decrease in Basic, Below Basic and Far Below Basic scores from 2006-9. There is a variation between grade levels scoring proficient and advanced on the 2009-10 CST with 9th grades scores increasing and 10th and 11th grade scores decreasing. The overall result could be due to students coming into Geometry better prepared. However, it appears that 11th and 12th graders taking geometry need more help in understanding geometric concepts and consistently 11th graders perform lower than other grade levels.

Results from 2006-2010 in Algebra II are fairly consistent with 9th graders scoring 95-100% at proficient and above and 10th graders averaging a score of at or above proficiency. 11th grade performance varies throughout the years but reveals that juniors perform the lowest with 2-21% at or above proficient.

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Potential Challenges:

How to deal with the discrepancy between the level of Algebra I taught in middle school versus the level required for Algebra II in high school.

STAR test data is not broken down by Algebra A, Algebra B and Algebra I students. This is important as topics not covered in Algebra A are addressed in Algebra B and yet both groups of students take the test.

Some other questions to consider are why juniors and seniors are taking Geometry that year as well as whether they are repeating.

***Suggestions:** Have better articulation with middle schools. Continue offering Algebra A/B two-year program for students who need to progress at a slower pace. Get a breakdown of the Algebra A STAR test scores versus the Algebra B STAR test scores? Determine why juniors and seniors are taking Geometry when they are. Determine if the Geometry Intervention class was effective. Give practice exam handouts for students and perhaps briefly go over topics that have not been covered. Add previous STAR questions on our math tests/quizzes.*

SCIENCE STAR TEST

Conclusions

In Biology, the number of 9th graders increased from 189 in 2006 to 220 in 2010 while enrollment numbers varied for 10th and 11th graders. In the five year period, the percentage of students scoring proficient and advanced increased for 9th and 11th grades (to 96% and 100% respectively for 2010), but varied for the 10th grade ranging from 67-88% over the same period. The changes in the content strand areas were small enough to be statistically insignificant for the sample sizes. However, the data showed that students' scores on content strands taught earlier in the year are slightly lower than the rest.

Chemistry students performed well on STAR testing with an increase in proficient and above scores for both 9th and 10th graders from 2006-2010. With the exception of a jump in scores for both grades in 2007-8, in the five year period, 9th grade proficient and advanced scores have increased 9-10% (75%/2006; 89%/2010) while 11th grade scores increased 50% (33% in 2006 and 80% in 2010). Scores on content strand remain steady for all strands and all grade levels +/- 5% from year to year.

In Geology, advanced and proficient numbers have increased 10% for 10th graders and 20% for 11th graders from 2006-2010, while they have decreased in the three lower groups. Strands for each grade level during the five years have remained steady +/- 5-7%.

In Physics, in 2009 and in 2010, 100% of the 10th graders scored at the advanced level, an increase of 11-20% from 2007 and 2008. 11th graders scoring at the proficient and advanced level remained steady at 96-99%. In Physics, there was an increase in 2008 in the number of students taking the course, corresponding with the decrease in advanced proficiency. Content strand performance remained fairly consistent from year to year in individual strand areas for individual grades (80% +/- 12%).

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Potential Challenges

Teachers should collaborate on reviewing the material or experiment with reordering some topics for units taught early in the year.

District standards cover additional topics than tested on the state standards-based STAR Tests. In Biology, areas we teach that don't appear on the STAR TEST are animal behavior and diversity, human evolution, and data analysis. In Geology, erosion and glaciers weren't emphasized on the STAR TEST, but are covered more comprehensively at Miramonte. In Physics, ray and wave optics, atomic physics, nuclear physics, particle physics are covered in class but not on the STAR TEST.

In the Biology classes, one challenge may involve balancing the needs of the average 10th grade student with those of the academically stronger 9th grader taking the class. A 9th grader enrolled in Biology is typically stronger in math and science to begin with, while the 10th grader taking biology may be a more average student. Balancing the needs of both grade levels is an ongoing challenge.

***Suggestions:** Inform students and parents of district standards being addressed in addition to state standards. Continue to analyze performance of students on STAR Tests. Biology- Make sure curriculum is geared to the needs of both grade levels and appropriate support is provided for all students in the class. The Geology classes met this challenge by better sequencing of topics so that they were covered by the time the STAR exam is given. This seems to be a workable strategy and other courses could do this when possible.*

HISTORY-SOCIAL SCIENCE STAR TEST

Conclusions

World History student scores on the STAR test went up 8% from 2006-2010 (there is an anomaly in 2007-8 data; as we teach World History in the 9th grade, in 2007-8 we changed to testing 9th grade students and thus had to test the prior year's 9th graders who were now 10th graders). Over the past six years grades at the Advanced Level have improved for both 9th and 10th graders. Consequently, scores at the Proficient Level went down as more achieved at the highest level. Strand level performance has consistently increased from year to year by 2-5% with slight variations.

In United States History, the number of students scoring proficient and advanced from 2006-2010 has increased significantly from 82 to 96%. Thus, it follows that performance on content strands has also increased every year.

Potential Challenges:

Our District has a very early STAR testing date, well before many of the topic/strands are covered. This puts our students at a disadvantage. For instance, although scores for the most part increased or remained stable over the years, WWII and Foreign Policy (taught late in the year for U.S. History) were the lowest strand scores. There are also many areas of Foreign Policy to cover.

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History- one challenge for both World and US History is how to address the Miramonte and District standards which cover more information than is covered on the STAR test.

There are numerous topics that we cover in World History that aren't assessed on the STAR Tests. As revision of history standards has been put on hold at the state level, the STAR Tests emphasis is still only on Western Europe. While all the standards are covered, the aim is to emphasize non-western regions of the world such as Asia, Africa, Latin America and the Middle East (per the District recommended Course of Study).

Another challenge for World History is that the STAR test is designed for 10th graders rather than 9th graders and in our District, World History is traditionally a 9th grade course.

Per the state standards for social studies, additional skills and historical thinking are required for both World History and US History that are not assessed on the test. As such there is an emphasis on essay writing culminating in an end of the year district essay, research skills through and introduction to the library and training in sources and point of view by the librarian, and analysis of primary documents per a district-wide initiative being piloted to alter the district essay to a document based essay. To address communication skills and analytical thinking, group work, group and individual oral presentations are also used.

***Suggestions:** Counsel incoming 8th graders with low history and English grades to take World History in their sophomore year. Work with the District to explore the idea of aligning the curriculum per the state and implementing a freshman World Cultures and Geography course. Continue to meet as a department to analyze the content area strands on which the students are performing poorly and develop lesson plans to address the content. Continue to review the blueprints of the STAR TEST and compare with teacher assessment questions on the same topics. Be more explicit with students and parents about content and skill standards being addressed. One suggestion would be to teach World History at the 10th grade level rather than 9th grade. The curriculum requires students to use critical and abstract thinking skills, which some 9th graders have not yet developed. While moving World History to 10th grade would conflict with Advanced Placement European History elective, it should still be considered. Or, offer a combined English and World History for lower performing 9th graders.*

CAPA

Conclusions

The California Alternate Performance Assessment assess those students with significant cognitive disabilities who cannot participate in the California Standards Tests, even with accommodations and modifications. Only a small group of students take CAPA. Across the levels and years the majority of the students have tested at Proficient or Advance.

Potential Challenges

Miramonte as a comprehensive high school educates all students of the community. With budget cuts Miramonte will need to continue ensure sure that all students have access to need services and educational opportunities.

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Suggestions: *Continue to maintain and support the Service Specific Class to ensure that the students have access to the tools they need for success.*

CELDT

Conclusions

District students are given the opportunity to attend Las Lomas High School's English Language Learners (ELL) classes. Students are tested for ELL placement with the California English Language Development Test (CELDT). However, some parents choose to waive the language proficiency test and forgo language acquisition classes, so that their children can attend Miramonte. The school's reputation, geographical location, and perception as the best preparation for college acceptance are contributing factors as to why parents choose to keep their children at Miramonte.

Potential Challenges

Students who are not language-ready are at a disadvantage when attending rigorous Miramonte classes. They not only work to master content but must integrate utilization of a second language; more difficult in classes that stress reading for understanding (English, Social Science, Science, etc) than in math-based and elective courses. It is also difficult for some limited-English speaking students to integrate into campus life due to cultural differences and a language barrier.

Suggestions: *Counselors continue to meet with incoming students and their families and explain the ELL offering at Las Lomas High School. Counselors emphasize that the language acquisition classes are specifically tailored for English learners and give students the support they need before entry into academic courses. Teachers strive to differentiate instruction to meet the needs of all students. The student-based club, Link Crew, strives to integrate all new students into the campus community.*

ADVANCED PLACEMENT

Conclusions

Test scores, number of tests taken, and the number of students taking Advanced Placement tests are all on the rise. Having prerequisites is useful (specific math or science classes). AP scores are higher in courses that have introductory college preparatory courses (such as Biology and AP Biology), compared to "stand alone" courses.

Potential Challenges

Teachers offer anecdotal evidence that smaller class sizes lead to higher scores. This may be because each individual class period has more students in a particular classroom, or maybe because the pool of students is less selective.

It is hard to keep the level of rigor high when all students are allowed to take a given AP course even if they have limited skills or background knowledge (see comments in Course Offerings). Possibly, some students are taking AP classes because they feel they need to instead of really being interested, let alone being accomplished in the subject matter.

How do you maintain the high performance of the AP Tests without burning out teacher and student?

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Suggestions: *Maintaining consistency of AP teachers, offering ongoing support to teachers teaching AP courses versus one-time workshops or institutes develop sustainable “informational” meetings for students and parents considering taking AP. For more suggestions, reference (Course Offerings: Advanced Placement Courses).*

STUDENT PERCEPTIONS

Conclusions

70% of Miramonte students took the survey. Overall, 88% of students surveyed felt that Miramonte was a good school; however, 88% also felt that expectations were too high citing both activities inside and outside of school. While most students felt that Miramonte offered a safe environment, 65% of students felt that we had a problem with racial/ethnic/gender prejudice or discrimination. Additionally, 61% felt that the school had no impact their drug or alcohol use.

Potential Challenges

Students appreciate Miramonte and at the same time feel stressed by demands. Students also feel safe but feel as if prejudice is prevalent (see student community for more analysis).

Suggestions: *Additional investigation is needed about what students are actually feeling regarding discrimination, in the student survey. The student survey also needs to have students specify the nature of their feelings of stress. As stated before, programs for stressed out students, as well as programs about drug and alcohol education, also need to be evaluated for effectiveness and if needed programs should be brought back, revised, implemented and/or more highly publicized. (see also “Student Community and School Climate).*

PARENT PERCEPTIONS

Conclusions

Parent participation was only 13% and the survey was administered during a very challenging time economically in the community and the state, especially with regard to educational funding. Having said this 58% of parents responded positively to Miramonte's efforts to help students feel respected and valued. Parents who did respond were concerned about how to reduce stress levels and perceived the relationship with staff to be adversarial. Other comments were varied, some accusatory against individual teachers and others praising Miramonte.

Potential Challenges

There needs to be more parent participation in the survey. With this small percentage, comments are likely to have only come from those who feel negatively.

Suggestions: *Improve the system of administering and promoting surveys that is sustainable through staff changes. Improved communication is needed between staff and parents to help avoid conflicts. Encourage use of blackboard by the staff.*

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FACULTY PERCEPTIONS

Conclusions

Staff participation in the survey was low. For those who did take the survey, morale was low as the Parcel Tax that saved many jobs had yet to be passed and teachers' job security was uncertain. Despite this, Miramonte staff responded that they felt respected by students and administration.

Potential Challenges

Teacher involvement in additional school tasks lessens with less pay.

Suggestions: There needs to be a solid system for administering surveys. There needs to be more leadership from administration in motivating staff to be involved in other tasks required in the running of Miramonte.

STAFF PERCEPTIONS

Conclusions

Few staff participated in the survey. Like teachers, staff felt respected by administration and staff at Miramonte, but felt that the district was not supportive.

Potential Challenges

With such a small number of participants one person's input had a great deal of weight. Morale is low due to the high number of cuts in the administrative positions and counseling offices. Workloads are also much higher across the board.

Suggestions: Faculty and parents need to be more understanding of the workload situation in the offices. Patience from faculty and parents is needed. Set aside a Wednesday meeting time for surveys.



CHAPTER 3

PROGRESS REPORT

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Overall Summary

Since 2005, Miramonte has made continual progress in assisting its students in meeting the Expected School-Wide Learning Results. In the fall of 2009, the Miramonte staff reviewed the ESLRs and determined that they still fit the expectations of the Miramonte community. The ESLRs would remain unchanged for the upcoming years. At the same time, the Miramonte staff was given the task to collect evidence of ESLRs. Documentation of progress on these learning results in prior years was in list form only, therefore great efforts were made to obtain three to five evidence samples from every staff member on how the ESLRs have been addressed since 2005. These were collected and filed in document boxes. The evidence from classes alone (not to mention other programs) was difficult to collect as the ESLRs are addressed almost every day in each class. As such, teachers were selective in submitting evidence from their classes. Due to the large amount of sample evidence, Miramonte decided to list general evidence of progress on the ESLRs in the main body of the report below and to provide select examples in the appendix. All other evidence collected is kept in document boxes in the Miramonte administration offices. In Fall 2010, students and staff observed classes and completed a survey on activities in each class. This was done either in hard copy form or by accessing the online survey using the school's ipod touches or ipanel. The results of both student and staff class observations showed most classes addressing ESLRs 1-4.

While Miramonte has continued to address the ESLRs on a daily basis, these learning outcomes are not explicitly identified and communicated to the Miramonte staff, students, parents and community. In addition, there is no system to monitor progress on the ESLRs continually. In order to address this, Miramonte will use the Blackboard system to communicate the ESLRs to staff and allow teachers to add to and update regularly evidence of how Miramonte is making progress on the ESLRs from year to year through a Google Docs link. Miramonte leadership will maintain the document boxes of sample evidence which will be housed in an area for all staff to access for ongoing updates. Miramonte leadership will need to ensure that there is dedicated time to review and update the ESLRs each year, as well as discuss a plan to communicate the ESLRs to the rest of the Miramonte stakeholders annually.

MIRAMONTE ESLRs

ESLR #1: STUDENTS ACQUIRE A COMMON CORE OF BROAD AND DIVERSE KNOWLEDGE

ESLR #2: STUDENTS DEMONSTRATE CRITICAL THINKING, PROBLEM SOLVING, RESEARCH AND TECHNOLOGY SKILLS

ESLR #3. STUDENTS DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS

ESLR #4: STUDENTS WORK COOPERATIVELY AND EFFECTIVELY WITH OTHERS

ESLR #5: STUDENTS EXPLORE EDUCATIONAL AND CAREER OPPORTUNITIES

ESLR #1: STUDENTS ACQUIRE A COMMON CORE OF BROAD AND DIVERSE KNOWLEDGE

Miramonte's long standing tradition of providing a wide range of opportunities for students to broaden and diversify their knowledge base through additional programs and classes as well as changes to existing ones, further involvement in competitions and conferences, new partnerships with the community, business and other outside organizations, annual field trips and visits to current exhibitions and performances. One of Miramonte's strengths is the provision of opportunities to extend academic learning and create new venues for non-academic learning. This is a result of teacher dedication and parent involvement as the foundations at Miramonte help to fund many of these opportunities.

Students Acquire a Common Core Knowledge through course requirements and curriculum

Course Requirements

- Common Graduation Requirements
 - Graduation requirements 240 credits
 - English 4 years
 - Mathematics 2 years
 - Science Bio and Physical 1 year each
 - Social Studies World, U.S.
 - Gov/Econ 3 years
- Preliminary Miramonte High School Plan for coursework
- Counselor Visits to Classes for Course Registration

Course Curriculum

- District Approved Courses of Study for all classes based on California State and/or Acalanes District Standards (for elective courses without state standards)
- District Adopted Textbooks
- STAR Tests (assessing that core common knowledge designated in the state standards)

Students Acquire Broad and Diverse Knowledge through course offerings, class assignments and guest speakers

Courses

- Academic Courses
- Advanced Placement courses
- Choral and Instrumental music
- Dance Classes & Yoga
- Digital arts
- Drama
- Journalism
- Lifesports
- ROP
- Support Math Classes
- Video arts

Class Activities

- Cross curricular Assignments
- Current Events Assignments

Guest Speakers

- Social Studies: Hasting Constitutional Law Professor, Former Orinda Mayor, WWII Veteran
- Instrumental Music: guest performing artists and teachers
-

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Students Acquire Broad and Diverse Knowledge through School Programs, Events and Performances

School Programs

- Academic Decathlon
- Garden - APES
- Wise Program
- District Diversity Committee
- Library Bulletin Boards and Displays
- Volunteer Activities/Groups: REACH, Environmental Club, Interact Club, Key Club, Associated Student Body; one-time events

School Events

- Blood Drive
- Rotary Career Night
- Club Day: student created club promotion
- Performers for Progress
- Jefferson Awards highlights students engaged in community service
- Senior Awards (Miramonte Parents Club and Counseling Office) for work in a subject or sport; scholarships and other community awards
- World Language Days
- Talent Show
- International Night

Performances

- All District Band Festival
- AUHSD Fall Choral Classic – LOPC
- Fall Drama
- Spring Play
- Winter Musical
- Instrumental Solo Concert
- Winter/Spring Choral Concert
- Winter Instrumental Concert
- California Music Educators Music Festivals
- Spanish Fashion Show

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Students Acquire Broad and Diverse Knowledge through field trips, conferences and competitions

Field Trips

- Journalism Conference
- Physics Trip to Exploratorium
- Bio-Tech Trip to Tech Museum
- Geology Field Trip to Chabot Science Center
- Physiology Field Trip - Samuel Merritt Anatomy Lab
- Environmental Science Trip – Point Lobos
- Special Exhibits/Performances: Academy of Science, De Young Museum, SF MOMA, Dean Leshner Center for the Arts
- World Languages Monterey Defense Institute
- OPI Trip
- Sojourn to the Past
- St. Mary's Library
- Social Studies Trips: Pacific Archives, Alcatraz

Conferences

- Choral Retreat
- Professional Business Women's Conference

Competitions

- American Math Competition
- Mandelbrot
- CHSSA State Championship Tournament for Public Speaking
- Latin Convention
- National Exams Centers- LA
- NFL National Tournament in Public Speaking
- Odyssey of the Mind
- Public Speaking Golden Gate Speech Association Tournaments

ESLR #2: STUDENTS DEMONSTRATE CRITICAL THINKING, PROBLEM SOLVING, RESEARCH AND TECHNOLOGY SKILLS

In the five years since the last WASC, requirements for advanced problem-solving, research and technological skills have increased dramatically. Miramonte has always provided students with rigorous curricula incorporating critical thinking, problem solving, research and technology. Additional funding through a bond measure passed in 2007 has allowed Miramonte to integrate more technology in the classroom with new teaching tools, coupled with teacher technology training. The result is an increased use of technology as both a teaching and learning tool for students and teachers, enhanced opportunities for critical thinking, problem solving and research. Additionally, this new technology has created better communication between students and their teachers, counselors, administration and campus community.

Students demonstrate critical thinking and problem solving skills through class activities

- College level reading in AP Classes
- Summer Reading Assignments
- High Level Essay Questions
- Analysis of Current Real World Data
- Investigation and Experimentation
- Group Assignments
- Simulations
- Roundtable Discussions
- Project-Based Learning
- Socratic Seminars

Students demonstrate research skills through class activities through school programs and events

- Freshman English Research Project
- Sophomore Career Research Project
- Junior English Research Paper
- Junior Social Studies Research Paper
- Senior College Research
- Volunteer clubs research opportunities
- Performers for Progress research fundraising recipient
- Academic competitions require subject/issue specific research - Mock Trial, Academic Decathlon, Public Speaking competitions, Latin convention

Students demonstrate technological skills through teaching tools/student learning activities

- Avervision
- Blackboard Discussion forums
- Calculus Chat
- Excel Spreadsheets
- Flip camera
- Google docs, presentations, sites
- iPanel
- iPod touch
- NASA podcast + Nova
- Online groups, blogs
- Online lectures
- Online quizzes
- Power Point Presentations with multi-media
- Research Projects in various classes using online databases
- Streaming video
- Textbook online
- Turn it in.com
- Video/YouTube
- Video clip creation
- Webassign.net
- Wiki sites
- WISE Presentations
- World Language Lab

ESLR #3: STUDENTS DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS

New guidelines were formed for communication between students, teachers, parents and other stakeholders. A focus on writing as a communication tool was stressed to complement Action Plan #2. New opportunities for student expression were established, and again technology played a larger role in the enhancement of communication skills in the classroom and around campus since the last WASC.

Students demonstrate effective communication skills through class activities, communication with school and staff, writing, technology and extra opportunities for student expression

Class Activities

- Public Speaking Class
- Latin quizzes on Blackboard with instant feedback
- Verbal presentations in world language classes
- School-to-school email exchanges
- Learning Skills Class “Group Time Topics”
- Debates

Communication with school and staff

- Academic Honesty on Bb (test)
- Emails following communication guidelines / protocol for Teachers, Students, Parents
- Using Student Agenda/ Handbook and Other Sports handbooks

Writing

- CAHSEE writing component
- District English essay
- Online school newspaper
- District World History essay
- Class essays: literary analysis
- Class Short Story and Poetry Assignments
- College Essays
- Student Brag Sheet

Technology

- *Blackboard*
- Google technology
- MATS news on the MHS website
- Naviance- external links, career center
- School newspaper online
- Turn it in.com

Extra Opportunities for Student Expression

- Annual Freshman Student Anthology of Original Works (reviews, literary analysis, poetry)
- ASB Newsletter
- French Contest *Les Amis de la Culture Francaise*
- Club Event Promotion
- Latin Club *Consul* newspaper
- Mirador school newspaper
- Performers for Progress
- Poetry out loud
- Public Speaking and Oral Interpretation Competitions
- Spanish class fashion show
- VPA classes
- WISE presentations
- Yearbook

ESLR #4: STUDENTS WORK COOPERATIVELY AND EFFECTIVELY WITH OTHERS

In the past five years students have had more opportunities to gain skills in working well with others through new programs on campus, additional clubs and sports, increased participation in competitions and conferences, and campus and community outreach.

Students work cooperatively and effectively with others through class activities, school programs, extra curricular activities and student participation with district and community

Class activities

- Google tech, Docs & Sites
- Science labs
- Round table discussions
- Debates
- Student publications
- Cooperative Projects
- Gallery exhibitions
- Group work
- Learning Teams
- Field study

School Programs

- Peer tutoring
- Challenge Day
- Link Crew
- Mock Trial
- Healthy Choices
- Public Speaking
- Leadership activities

Extra Curricular Activities

- Team sports
- Miramonte Clubs
- Junior Prom/Senior Ball
- Performers for Progress
- WASC Focus Groups

Student Participation with District and Community

- OIS Elective Fair
- Coordinating Council
- District level committees (Grading Committee, Diversity Committee, etc)
- 8th Grade Parent Nights
- Junior Prom/Senior Ball

ESLR #5: STUDENTS EXPLORE EDUCATIONAL AND CAREER OPPORTUNITIES

Miramonte's high four-year college entrance rate has created an environment where educational opportunities are a priority and numerous programs have been added or changed to allow for further exploration into these educational opportunities. Miramonte has also provided for additional career opportunities.

Students explore educational opportunities through courses and classroom activities, educational programs and events

Courses and classroom activities

- Diversity of course requirements
- Field Trips
- Guest speakers

Educational programs and events

Programs/Events

- Summer study abroad in foreign languages
- Mock Trial
- Library displays

College

- Counseling Blackboard Site
- Naviance
- College representative visits
- College and Career Counseling workshops: 9th Grade Personality Profile, 10th grade Test Prep, 11th grade Test Prep and College Search, 12th grade College Application

Students explore career opportunities through courses and classroom activities and career programs and events

Courses and classroom activities

Courses

- ROP classes
- Tech Ed Courses
- Urban Planning

Class Activities

- Freshman English career project
- WISE program
- Guest speakers in the classroom

Career programs and events

- Counseling Blackboard Site
- Alumni podcasts
- Career Night
- College and Career Center data
- Post-senior Day
- College and Career Center Workshops: 9th Grade Personality Profile, 10th grade Resume Writing, Career Search

CRITICAL ACADEMIC NEEDS (CANs) & ACTION PLANS

Overall Summary

Since 2005, Miramonte has undergone many changes. Personnel changes in administration at the district and school site level as well as staff changes affected the implementation of a consistent vision for the identified Critical Academic Needs (CANs) and made it difficult to maintain the MATs Teams committees formed to work on Miramonte's Action Plans. Additionally, some of the CANs and Action Plans were district driven while others had minimal input from Miramonte stakeholders resulting in a lack of alignment of all school goals and in some cases a lack of a buy-in by the Miramonte community. Finally, the economic crisis has limited funding for staff development and collaboration time to implement Action Plans and funding for programs.

Despite all this, Miramonte managed to address many of its goals. It is a testament to the dedication of the Miramonte staff and invested parents and students that scores have increased from year to year. New programs have been developed, and others have been maintained.

In fall 2009, Miramonte Focus Groups met and used the online Blackboard system to access the 2005 Critical Academic Needs and Action Plans. It was expected that by meeting in Focus Groups versus the MAT Teams that more information about what was accomplished school-wide might be accessed. Furthermore, the aim was to maintain morale for the members who had experienced a lot of transitions in their MAT Teams, or who were implementing a plan in which they felt they had little buy-in. With the collective memory of the Focus Groups, group members brainstormed evidence showing progress on the CANs and were then given the task to collect samples. This process was repeated for the Action Plans. Finally, all the information was synthesized into a draft of this chapter which all staff reviewed and made additions and comments in Fall 2010.

PROGRESS ON CRITICAL ACADEMIC NEEDS (CANs)

In 2005, Critical Academic Needs (CANs) and Action Plans were identified during the WASC process. WASC focus groups met to examine the collected student data and to identify three to five areas of need. They then reviewed the identified needs and a selected representative presented findings to the staff. Each staff member then voted on the three areas she or he considered the most critical. The Leadership team tallied the votes and the CANs were developed. Action Plans were formulated based on the CANs.

The following two critical academic needs were identified in 2005:

- CAN #1: Identify low performing students (students who are marginalized socially, emotionally, and/or below the "norm," C and below) at this high-achieving school and determine how to best support their personal development and learning.
- CAN #2: Raise the academic performance of all students by improving reading comprehension in all subject areas.

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From 2005-2010, Miramonte made considerable progress on all its Critical Academic Needs. Much of this progress is documented in the Action Plans associated with the CANs further in this report. The Action Plans had growth targets as well as specific tasks. However, general evidence of Miramonte’s progress on the CANs is highlighted in the tables that follow.

CAN #1: Identify low performing students (students who are marginalized socially, emotionally, and/or below the “norm,” C and below) at this high-achieving school and determine how to best support their personal development and learning.

Students Marginalized Socially and/or Emotionally	
Evidence of Progress on Processes to identify students	Evidence of Progress on Programs to support student personal development and learning
<ul style="list-style-type: none"> ▪ Student Review Teams (SRT) ▪ Student Study Team (SST) ▪ Referral to special Ed and 504 plans 	<ul style="list-style-type: none"> ▪ Student Study Plan ▪ IEP and 504 Plans ▪ Resource Classes ▪ Challenge Day ▪ Challenge Success (Denise Pope-guest speaker) ▪ Link Crew ▪ Grade Specific Counseling Classroom Visits ▪ 9th grade Counseling Appointments

Students Marginalized Academically (C or Below)	
Evidence of Progress on Processes to identify students	Evidence of Progress on Programs to support student personal development and learning
<ul style="list-style-type: none"> ▪ Progress Reports ▪ D & F List ▪ Student Attendance Review Board (SARB) ▪ Student Review Teams (SRT) – RTI per new state requirements, the SRT process now requires for SRT meet to plan and then put on SST to go over implementation of intervention plan and SST (parent, student, counselor, teachers); forms were developed to facilitate the process. ▪ Student Study Team (SST) ▪ Referral to special Ed and 504 plans 	<ul style="list-style-type: none"> ▪ Intervention Classes (2005-2009) ▪ Peer Tutoring in Library ▪ Peer tutoring in Study Hall ▪ Teacher Tutors after School: English, social science, and math

CAN #2: Raise the academic performance of all students by improving reading comprehension in all subject areas.

Evidence of Progress in Reading Comprehension	
<p><u>Classroom Evidence of Reading Comprehension</u></p> <ul style="list-style-type: none"> ▪ Books on CD & MP3 ▪ Graphic Organizer ▪ Outlines ▪ Reading Previews ▪ Reading Quizzes ▪ Various Types of Reading assignments 	<p><u>School-wide Evidence of Reading Comprehension</u></p> <ul style="list-style-type: none"> ▪ Department meetings and planning on reading ▪ Yriberry Collaboration Days on reading in departments ▪ Growth need and strength Discussed in Wednesday meetings ▪ Methods shared out November Staff Development Days ▪ Document Based Questions in Social Science

PROGRESS ON ACTION PLANS

Overall Summary

In 2005, the following three Action Plans were identified by the Miramonte Leadership Team and MATS Teams were developed to carry out each of these Action Plans:

- Action Plan Item #1: Improve reading comprehension across the curriculum to enable students to achieve standards and ESLRs
- Action Plan Item #2: Improve writing across the curriculum to enable students to achieve standards and ESLRs
- Action Plan Item #3 Improve the school culture and climate to support student learning

Action Plan Item #1 (reading) and Action Plan Item #2 (writing)

Progress on both Action Plan Item #1 and #2 are identified by the success of Miramonte students on both the ELS CST and the CAHSEE ELA portion.

The English Language Arts CST that measures both reading and writing reveal that 9th graders have performed consistently from 2005-2010 averaging 94% at proficient and above. Both 10th and 11th graders have increased their scores from 2005-2010. 10th graders scoring proficient and above have increased 7% from 2005-2009 to 94% with an anomaly in 2010 (89%). 11th graders scoring proficient and above have increased 12% from 2005-2010 to 92%.

CAHSEE scores in English Language Arts are exceptionally consistent through all years in almost all categories. 99% of all students at Miramonte pass the CAHSEE their sophomore year. The high percentage pass rate equates to the high scores on the ELA portion and the individual

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ELA CAHSEE strands. From 2006-2010, the average for all subgroups on all strand scores has remained consistent in the 88-95% range.

Action Plan Item #1: Improve reading comprehension across the curriculum to enable students to achieve standards and ESLRs

In 2007, Miramonte was able to obtain data that analyzed the ELA CST by Reading Comprehension strand. The percentage of reading comprehension questions answered correctly for 9th, 10th and 11th grade levels has increased from 2007-2010. 9th graders increased 2% to answering 86% of reading comprehension questions correctly. 10th graders increased 5% to answering 87% of reading comprehension questions correctly. Finally, 11th graders increased 7% to answering 85% of reading comprehension questions correctly.

Overall Reading Comprehension scores on the CAHSEE have remained consistent in the 89-93% range. Of the sub-groups identified, the 11-20 Hispanic/Latino students who took the CAHSEE each year since 2005 have scored the lowest but still score 81% and above in reading comprehension. The lowest scores overall in Reading Comprehension are for the Special Education sub group who average 78.4% correct. The growth or lack of growth rate from year to year for both of these sub groups varies.

Action Plan Item #2: Improve writing across the curriculum to enable students to achieve standards and ESLRs

Per the CSTs, all grade levels have remained fairly consistent on the Writing Strategies and Writing Convention strands from 2007-2010. 9th graders on the whole perform in the 70% range while 10th and 11th graders consistently perform in the 80% range as follows: 9th graders have been consistent in the 76-77% range for Writing Strategies and the 83-84% range correct for Writing Conventions. 10th graders Writing Strategy scores remained steady in the 83-84% range while they saw an increase from 2007 to 2010 in Writing Conventions from 81 to 85%. 11th graders performed between 87 and 89% on Writing Conventions from 2007-2010 with the exception of a slight dip in 2008, 11 graders' scores for Writing Strategies have remained in the 84-85% range from 2007-2010.

On the CASHEE, Writing Strategies has increased overall from 88 to 93% with a slight dip in 2007. The Asian subgroup, which makes up 14-20% of all sophomores taking the CAHSEE has increased its Writing Strategy scores from 85% correct to 94%, an increase of 9% from 2006-2009. During the same time, the white subgroup (60-65% of students taking CAHSEE) has maintained scores in the 89% to 92% range with variations from year to year. The Hispanic subgroup's scores (3-5% of students taking CAHSEE) increased from 85% in 2006 to 88% in 2009 with a slight drop in 2010 to 83%. The Special Education subgroup (7-9% of students taking CAHSEE) has varied quite a bit with Writing Strategy Scores varying from 65% correct to 78% correct. Male scores have varied from 2006 to 2010 but range from 87% correct to the current 89%. Female scores have also varied from 89-93% to the current 91% and thus remain slightly higher than males.

Writing Conventions have varied over the years ranging from 91-93% correct. For the Asian subgroup, the scores have varied between 91 to the current 94% correct on Writing Conventions. The white subgroup scores have also varied from 2006-2010 from 90-92% to their current 91%

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correct. For the Hispanic subgroup, there has been a steady decrease in Writing Conventions scores from 90% in 2006 to 84% in 2010. Special Education scores have also decreased from 79% in 2006 to 75% in 2010. Males scored consistently between 89-91% correct on Writing Conventions in the 4 year period while females increased their Writing Convention scores from 89% to 93%.

The Writing Essay Rubric Score for all students taking the CAHSEE increased by .2 from 2007-2010 to 3.1 out of a 4 rubric.

Action Plan Item #3: Improve the school culture and climate to support student learning

There are limited ways to gauge the improvement of school culture and climate, with the exception of administering a survey. While the same survey was used in 2006-7 and 2007-8, the survey questions were changed in 2008-9, the survey was not administered in 2009-10 and was again changed in 2010-11. Thus, it is difficult to ascertain changes in culture and climate from 2005 to 2010 using survey data. Despite the lack of a consistent survey, our MATS Team for Action Plan Item #3 Culture and Climate achieved a great deal from 2005 to 2010. This can be accredited to the Action Plan that was Miramonte driven as well as the stability of MATS Team leadership and members of the team. New programs have been added to address issues in culture and climate or to improve existing ones. Such programs as the Stressed Out Students (now called Challenge Success) administered surveys on relieving stress to students that resulted in department test days and a later start time for final exams. Additional programs are identified in the Tasks for Action Plan Item #3.

The gains Miramonte made on the Action Plans are notable in the light of numerous challenges. Changes in leadership and staff at Miramonte resulted in a loss of focus for the committees implementing the Action Plans for the Critical Academic needs and a loss of any system to deal with changes in committee members. Parent volunteers and students were not replaced as students graduated and along with them, parents retired from the school community. Changes in staff due to budget cuts also posed challenges in maintaining cohesive groups. Although Action Teams met on a consistent basis since 2006, there was no consistent leadership tracking the progress of some of the action plans. Like many other schools, the economic crisis that emerged in 2007 limited funding for new classes, programs and professional development that would have supplemented the Action Plans. In addition, the District has taken over direction of some development days. Most recently, staff development has been cut and furlough days added, eliminating time needed to implement the Action Plans. Since Fall 2009 the limited collaboration time has been allocated for the WASC Self Study. As such, Action Plans from 2009 to the present have been carried out individually by teachers and departments.

PROGRESS ON ACTION PLAN ITEM #1

Action Plan Item #1: Improve reading comprehension across the curriculum to enable students to achieve standards and ESLRs:

Action Plan Item #1 was developed by the leadership team to support CAN #2. The Growth Target associated with Action Plan Item #1 came directly from the district mandated Single Site Plan Goals as follows:

- 2005-6 SSG: Increase the percentage of students scoring at the Proficient or Advanced Level on the Spring 2006 English-Language Arts CST by 5% (using the 2004 results as the baseline).

The SSG Goal for the English-Language Arts CST changed slightly in 2006, but has remained consistent to 2010. As such, the growth targets for Action Plan Item #1 also changed as follows:

- 2006-7 SSG: Increase the percentage of 11th grade students scoring at the proficient and above levels by 5% on the 2008 English-Language Arts CST. (using the 2006 CST results as the baseline)
- 2008-10 SSG: Increase the percentage of 11th grade students scoring at the proficient and above levels by 5% on the 2010 English-Language Arts CST. (using the 2008 CST results as the baseline)

Per the ELA CST Scores, from 2006-2008, Miramonte's reading comprehension at proficient and above levels for 11th grade increased by 7% exceeding the SSG of a 5% increase. From 2008-2010, Miramonte's comprehension scores for 11th grade at proficient and above levels showed an increase of 5%, again meeting the SSG. The overall result is an increase of 12% in proficient and above levels for 11th graders from 80% in 2006 to 92% in 2010.

PROGRESS ON TASKS FOR ACTION PLAN ITEM #1

In 2008, the MATS Reading Team re-evaluated the 2005 Action Plan Item #1. While the STAR Test and CAHSEE scores showed that Miramonte achieved great success in improving reading comprehension. Some of the Tasks of the 2005 Action Plan had not been implemented.

The MATS Reading Team modified the Tasks for the Action Plan as shown in the table below. A year later in fall of 2009, the MATS teams were replaced by WASC Focus Groups for the two-year WASC review. With no other collaboration time, the Tasks identified in 2008 have been left up to departments and individual teachers. The current status of each Task is also identified in the table below.

Task #1 Analyze student reading strengths and growth needs

Evidence of Progress since 2005	
<ul style="list-style-type: none"> ▪ Collaboration meetings to analyze student test scores in ELA ▪ Students passing the CASHEE - 100% of students are passing the CAHSEE ▪ STAR Reading Comprehension analysis - Reading comprehension scores are up at every grade level; analysis of scores happens annually ▪ All Miramonte teachers CLAD certifications give them the ability to identify challenges in reading comprehension for English language learners. ▪ Teachers attended a Kate Kinsella Workshop at a staff development day and individual teachers have attended other seminars that assist in recognizing reading challenges and introducing strategies to address the challenges ▪ Classroom activities that analyze student reading <ul style="list-style-type: none"> ○ Teachers identify reading level in text book adoption. ○ Teachers require documentation of reading comprehension. ○ Discussions of readings in class. ○ Students identify key vocabulary. 	
2008 Recommendations	Current Status
<ul style="list-style-type: none"> ▪ Student Reading Survey needs to be developed. ▪ Teacher assessment of student reading. ▪ Analyze standardized test data 	<ul style="list-style-type: none"> ▪ MATS Reading Team on hiatus since fall 2009 when collaboration time was changed to focus on the WASC Self Study. ▪ Numerous surveys administered on campus require a different mode of obtaining information ▪ Ongoing ▪ Department annual task

Task #2 and #3 Planning and Implementing Reading strategies school wide

Evidence of Progress Since 2005	
<ul style="list-style-type: none"> ▪ MATS Team examined options for implementing school-wide strategies ▪ Staff Development Days: Teacher-led workshops on Reading Strategies ▪ The Miramonte school planner identifies SQ4R as a reading plan ▪ Teachers use a variety of note taking strategies to assist students in reading, such as Cornell notes, outline notes and graphic organizers ▪ Teachers assist students in identifying patterns of organization in reading: description, sequence, cause/effect, compare/contrast, evaluation using note taking, discussions, and other mediums ▪ WISE class helping independent reading 	
2008 Recommendations	Current Status
<ul style="list-style-type: none"> ▪ MATS Reading Team will take survey data and suggest strategies for implementation of successful ways of improving reading. ▪ MATS Reading Team to suggest school wide goals. 	<ul style="list-style-type: none"> ▪ Numerous surveys administered on campus hindered implementation ▪ District pilots of technology assisted reading (electronic readers, ipads, itouchs, etc.) ▪ District technology Committee evaluating success of technology assisted reading and offering workshops for teachers
<ul style="list-style-type: none"> ▪ Departmental collaboration at department meeting to share reading strategies. ▪ Dept. Chair to report out on successful strategies at faculty meetings. ▪ Reading expert is invited to staff development to share successful reading strategies. 	<ul style="list-style-type: none"> ▪ At department meetings, instructional strategies are addressed ▪ Formally at Yriberri Collaboration Days ▪ With less staff development days, faculty meetings take place only once a month and packed agendas leave little time to share instructional strategies ▪ District Summer Institute Workshops on Reading Strategies ▪ Site based staff development days have been cut as well as funding for staff development
<ul style="list-style-type: none"> ▪ Teachers to share strategies for reading 	<ul style="list-style-type: none"> ▪ Collaboration Ongoing
<ul style="list-style-type: none"> ▪ The classroom teacher gives weekly reading selection in conjunction with appropriate assessment. <ul style="list-style-type: none"> ○ In math this would take the form of word problems. ○ In languages it could be a small passage from an article. 	<ul style="list-style-type: none"> ▪ Ongoing

Task 4 Encouraging reading school wide

Evidence of Progress Since 2005	
<ul style="list-style-type: none"> ▪ Library has increased circulation and added fiction and curriculum related titles. ▪ Teen Read Week. ▪ Reading in a content area (foods, art etc...) outside of core academic classes ▪ Additional core text books in English so that more teachers could work on particular works at the same time ▪ Increased reading opportunities in Latin – more challenging authors 	
2008 Recommendations	Current Status
<ul style="list-style-type: none"> ▪ Read Aloud ▪ Recreational Reading ▪ Possible School wide Silent Sustained Reading 	<ul style="list-style-type: none"> ▪ Ongoing ▪ Increased book circulation ▪ Library Thematic Displays ▪ Implemented in English classes

PROGRESS ON ACTION PLAN ITEM #2

Action Plan Item #2: Improve writing across the curriculum to enable students to achieve standards and ESLRs:

Action Plan Item #2 was developed by the leadership team to the district mandated Single Site Plan Goals as follows:

- 2006-7 SSG: Increase the average of the 2008 CAHSEE essay rubric score for all reported subgroups by 5%. (using the 2006 CAHSEE results as the baseline)

The SSG Goal changed slightly throughout the years but has been mostly consistent.

- 2008-10 SSG: Increase the average of the 2010 CAHSEE essay rubric score for all reported subgroups by 5%. (using the 2008 CAHSEE results as the baseline)

For the most part, there was a slight decrease in all CAHSEE Essay Rubric scores from 2006-2008, but the scores have been increasing from 2008-2010 and four of the six subgroups met the SSG goal of increasing their essay rubric scores by 5 to 10% from 2008-2010. From 2006-2010, the female subgroup scored consistently higher than any other subgroup with the Asian subgroup following second in terms of consistently higher essay rubric scores. The Hispanic and Special Education subgroups score lower but still within the 2.5 out of 4 rubric range as detailed below.

For the White subgroup, there was a decrease of 3.2 to 2.8 from 2006-2008, but an increase from 2.8 to 3.1 from 2008-2010. This 10% increase from 2008-10 is commendable as the White subgroup makes up approximately 60% of the students who take the CAHSEE. For the Asian subgroup, there was also a decrease on the 2006-2008 CAHSEE Essay Rubric score from 3.2 to 2.9. However, from 2008-2010, the scores have risen from 2.9 to 3.1 showing a 7% increase from 2008-10. For the Hispanic/Latino subgroup, there was a decrease from 2006-2008 from 3 to 2.7, but this group saw a 7% increase as well in the essay rubric score from 2.7 to 2.9 from 2008-2010. Finally, for the Special Education subgroup, the scores on the essay rubric decreased by .1 from 2006-2008 (2.6 to 2.5) and varied from 2008-2010 in the 2.4/2.5 range. The male

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subgroup essay scores decreased in 2006-2008 from 3 to 2.7 and increased from 2.7 to 3 during the 2008-2010 time period. There was a slight drop in 2010 from 3 to 2.9. For the female subgroup, essay rubric scores decreased from 3.3 to 3 during the 2006-2008 time period but increased from 2008-2010 from 3 to 3.2, thus meeting the SSG for 2008-10 of a 5% increase .

PROGRESS ON TASKS FOR ACTION PLAN ITEM #2

In 2008, the MATS Writing Team reviewed Action Plan Item #2: Improve writing across the curriculum to enable students to achieve standards and ESLRs. Before implementing new systems or creating new surveys, the team decided that Miramonte needed to identify systems and programs already in place. These are documented in Table 1 for each task.

The team also determined that several of the tasks under each goal were not implemented since the inception of the WASC report. The team reviewed what had been implemented and made recommendations for the next steps under each task as shown in Table 2. However, in 2009, MATS teams were replaced by WASC teams for the two-year WASC review. With no other collaboration time, the implementation of action items identified in 2008 has been left up to departments and individual teachers. The current status of each task is also identified in Table 2.

Task #1 Develop school wide writing program

Evidence of Progress Since 2005	
<ul style="list-style-type: none"> ▪ General school-wide expectations are established for written work <ul style="list-style-type: none"> ○ MLA citation, Plagiarism/Academic Honesty District Policy <ul style="list-style-type: none"> ▪ In the student agenda ▪ Individual Teacher Blackboard courses ▪ Library Blackboard course ▪ Online English Department Handbook. 	
2008 Recommendations	Current Status
<ul style="list-style-type: none"> ▪ Instead of implementing 6 Traits Writing Program school-wide and establishing a Writing Action Team to monitor progress of school-wide writing program, recommendation for departments to implement writing programs within their discipline <ul style="list-style-type: none"> ○ Departments develop a writing program within their discipline ○ Departments administer collaborative evaluations of student writing at least once a semester 	<ul style="list-style-type: none"> ▪ Distribution to English Department “grammar year-by-year” suggestions of another high school in our district ▪ Purchase of new grammar textbooks in 2006 (starting with the classes of 2009 and 2010). Scores on “Written Conventions,” which include grammar, rose from 81% to 87% for the class of 2009, and from 84% to 89% for the class of 2010. ▪ Purchase of updated versions of vocabulary books for each grade level.. Scores for the class of 2010 in the three years of STAR testing since had average vocabulary scores of 80%, 90%, and 87% correct. ▪ Junior English teacher annual collaboration on the term paper projects ▪ Freshmen English teachers’ annual collaboration on analytical writing ▪ Social Studies department met in 2009, analyzed student work, identified student writing strengths, areas of improvement and came up with a department plan regarding expectations for writing components and areas of focus for each grade level ▪ Social Studies annual analysis of writing and collaboration at the district-wide Social Studies Essay grading day; in 2010 this was changed to formative assessment in November to articulate district-wide Social Studies Writing Expectations for 9th graders

Task #2 Develop standard assessment program for writing -

Evidence of Progress Since 2005	
<ul style="list-style-type: none"> ▪ Since 2002, with the exception of 2009-10, Social Studies has participated in a district-wide writing assessment where the district provides a day to norm writing in history district-wide, using a district-wide social studies writing rubric ▪ Advanced Placement courses with common rubric for writing assessment ▪ Technology is used for writing assessment <ul style="list-style-type: none"> ○ Blackboard to post anonymously samples of student writing, exhibiting different levels of achievement. ○ Collaborative writing (using Google docs), collaborative presentations, using Google presentations. 	
2008 Recommendations	Current Status
<ul style="list-style-type: none"> ▪ Instead of implementing a school-wide standard assessment for writing and a Writing Action Team to monitor progress of a school-wide writing program, departments will implement writing programs within their disciplines <ul style="list-style-type: none"> ○ Departments develop a writing program within their disciplines ○ Departments administer collaborative evaluations of student writing at least once a semester 	<ul style="list-style-type: none"> ▪ Freshman English writing assessment ▪ Junior English Research paper ▪ Junior Social Studies Research paper ▪ Social Studies continues to participate in a district-wide writing assessment where the district provides a day to norm writing in history district-wide; this essay was changed to a formative assessment and a DBQ versus an essay in November 2010 ▪ Some Social Studies department teachers use the district social studies writing rubric for all class writing ▪ Individual teachers have writing rubrics that assess student writing

Task #3 Target struggling writers –

Evidence of Progress Since 2005	
<ul style="list-style-type: none"> ▪ STAR and CAHSEE results to identify struggling students ▪ Orinda Intermediate School and Miramonte’s English Department articulation on struggling writers ▪ Individual teacher assessment of writing through class writing assignments ▪ History-Social Studies analysis of student work on district-wide essay assessment 	
2008 Recommendations	Current Status
<ul style="list-style-type: none"> ▪ The team agreed that more familiarization on data be incorporated on intervention for students, in writing. ▪ Investigate the “Writing for Mastery Program” at Acalanes and Campolindo High Schools) 	<ul style="list-style-type: none"> ▪ Departments are now analyzing data and student work on an annual basis; ▪ Was investigated but not developed due to budget constraints.

PROGRESS ON ACTION PLAN ITEM #3

Action Plan Item #3: Improve the school culture and climate to support student learning

The survey is Miramonte’s single comprehensive measure of opinion from parents, students, teachers and staff regarding the culture and climate of the school.

The 2006-7 and 2007-8 surveys were conducted to obtain information on the nature of the following at Miramonte:

- Communications
- Policies and Procedures
- Stress
- Curriculum
- Recognition and Respect
- Teacher Changes

The 2008-9 survey focused on the Communication with an emphasis on the new communication guidelines. In 2009-10 there was no survey of students, parents and staff.

The 2010-11 survey was re-developed and raw data was obtained on the following:

- School Climate & Culture: Safety, violence, respect, diversity, drugs and alcohol, new students
- Stress
- Student Learning: Classes, Departments, Curriculum, Skills, School Support Systems
- Technology
- Life-long learning

Since different surveys were used to gauge the culture and climate of Miramonte, it is difficult to ascertain changes from 2005 to 2010. In the future, it will be imperative to develop a consistent survey to evaluate year to year trends.

Despite the lack of a consistent survey, the MATS Team for Action Plan Item #3 Culture and Climate achieved a great deal from 2005 to 2010. This can be credited to the Action Plan that was Miramonte driven and the stability of leadership and members of the team.

PROGRESS ON TASKS FOR ACTION PLAN #3

Task #1 Enhance support services to integrate new students to Miramonte High School community

Evidence of Progress Since 2005

- | |
|--|
| <ul style="list-style-type: none">▪ Link Crew: 6 committees, tours for prospective students▪ New student lunch▪ OIS Articulation: VPA electives, open house, depts., link crew, admin and counselors, 8th grade parent night▪ 8th grade counseling visits▪ Blackboard for Students |
|--|

Task #2 Develop a plan to enhance teacher support and mentoring

Evidence of Progress Since 2005

- BTSA & PAR
- Extended Lunches
- Faculty Handbook

Task #3 Develop an improved internal and external communication plan for all MHS stakeholders

Evidence of Progress Since 2005

- District Communication Policy
- Miramonte web site, podcasts, many stakeholders and authors, collaboration
- OIS Articulation: VPA electives, open house, depts., link crew, admin and counselors, 8th grade parent night
- Blackboard for Staff, Students and Parents

Task #4 Investigate ways to reduce stress among students, staff and parents

Evidence of Progress Since 2005

- SOS Committee: stressed-out students committee, staff in-service on stress reduction; survey on stress
- Yoga in PE
- Faculty vs Student Competitions
- Health Choices
- Testing Days
- Extended Lunches
- Counselors funded by measure passed
- Crisis Counselors funded by measure passed
- School Psychologist funded by measure passed

Task #5 Work to develop appreciation among all MHS stakeholders regarding the unique learning environment at Miramonte and the excellent preparation that students receive

Evidence of Progress Since 2005

- Alumni
- Awards Night
- Miramonte web site
- MATs TV/Miramonte bulletin

Task #6 Work to enhance respect , consideration and diversity campus-wide

Evidence of Progress Since 2005

- Diversity Club: awareness months, diversity week, activism, better attended clubs
- Diversity Training: at Campolindo High School about gay, lesbian, bisexual, transgender issues
- Clubs: Gay Straight Alliance, GRO club, ABE (A Better Education), Amigos de las Americas,
- Activism: Performers for Progress, Invisible Children, Sojourn
- Multicultural Calendar
- Challenge Day

**PROGRESS ON THE WASC 2005 VISITING COMMITTEE SCHOOL WIDE
CRITICAL AREAS FOR FOLLOW-UP**

- **The administration and instructional staff continue their focus on identifying and providing support for general education students to have a successful post secondary transition.**

Since 2005, Miramonte has continued to provide support for students to have a successful post secondary transition by ensuring student preparedness for college, ensuring that students are well informed of college options, and providing opportunities to explore non-college options.

Evidence of Support for Post-Secondary Transition to College

Ensuring preparedness for college

Common Graduation Requirements

- Graduation requirements 240 credits
- English 4 years
- Mathematics 2 years
- Science Bio and Physical 1 year each
- Social Studies World, U.S.
- Gov/Econ 3 years

Preliminary Miramonte High School Plan for coursework

Counselor Visits to Classes for Course Registration

Course Curriculum

- District Approved Courses of Study for all classes based on California State and/or Acalanes District Standards (for elective courses without state standards)
- District Adopted Textbooks
- STAR Tests (assessing that core common knowledge designated in the state standards)
- Advanced Placement Course Syllabus approval by the College Board
- Advanced Placement Exams (assessing the AP standards)

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Ensuring students are well informed of college options

Counseling Blackboard Site

Naviance

College representative visits

College and Career Counseling workshops: 9th Grade Personality Profile, 10th grade Test Prep, 11th grade Test Prep and College Search, 12th grade College Application

Evidence of Support for Post-Secondary Transition for Non College Bound

Providing Opportunities to explore non-college post high school options

Courses

- ROP classes:
- Career/Tech Ed: Foods, Engineering Drawing, Computer Assisted Drafting (CAD), Auto Tech and Work Experience are offered through other District campuses
- Visual and Performing Arts Classes: Art, 3-D Art, Video Production, Photo/Digital Design, Digital Arts/Web Design, Drama, Chorus, Dance, Music
- Health and Fitness: Weight Training, Sports Medicine, Yoga, Pilates & Fitness Training

Class Activities

- Freshman English career project
- WISE program
- Guest speakers in the classroom

Career programs and events

- Counseling Blackboard Site
- Alumni podcasts
- Career Night
- College and Career Center data
- Post-senior Day
- College and Career Center Workshops: 9th Grade Personality Profile, 10th grade Resume Writing, Career Search

- **The administration and staff continue to evaluate the implementation of the communication guidelines to ensure that improved communication channels amongst all school community members will be enhanced.**

Since 2005, the Miramonte administration and staff have worked with the District and other stakeholders to develop and implement communication guidelines. Miramonte continues to use common forms of communication but has considerably increased the use of technology as a form of communication.

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Evidence of Miramonte's continual efforts to enhance and monitoring communication amongst all stakeholders

Miramonte Web Site

- Daily Bulletin
- School newspaper, The Mirador
- Principal's Message
- Matador News (Arts, Clubs, Sports, Grade Level Class Activities)
- Parent's Club
- Communication Policy
- Student Handbook
- Event Calendar
- Miramonte Class Twitter Feeds
- District-wide Communication guidelines

Councils

- Department Meetings
- Faculty Meetings
- Instructional Council Meetings
- Coordinating Council Meetings
- District-Wide Department Meetings
- District-Wide Principal Meetings
- Board Meetings
- 8th Grade Parent Meeting
- Individual Department Articulation with feeder Middle School

Other Forms of Communication

- Blackboard for Class Information and Assignments
- Class Syllabus
- Progress and Grade Reports
- Student Review Team
- IEP and 504 Plans

Assessing Communication

- 2008-9 Survey on Communication
- Communication questions integrated into 2009-10 surveys for staff, students and parents

- **Working with information gathered from all available student achievement data sources, the administration and instructional staff should continue to modify instruction, develop common assessments and align curriculum to the state academic content standards.**

Miramonte's courses of study, textbooks, and teacher syllabi show Miramonte's efforts to align curriculum to state standards and the overall high scores on the STAR tests are testament to Miramonte's students' mastery of these standards. While most teachers

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collaborate with each other on assessments for their subject assignment, common assessments at Miramonte exist in a few departments and/or subjects. Miramonte uses the STAR test as its best common assessment of students and uses the results, as well as other data to improve instruction, add or modify course offerings or develop support programs.

Evidence of Miramonte's continual efforts to align curriculum to the state academic content standards

- District Approved Courses of Study for all classes based on California State and/or Acalanes District Standards (for elective courses without state standards)
- District Adopted Textbooks based on California State Standards
- STAR Tests Scores (assessing knowledge designated in the state standards)
- Individual teacher Course syllabus

Evidence of common assessments at Miramonte

- STAR Tests
- Foreign language common assessment
- District World History Essay
- AP College Board Exams
- Department collaboration on final exams

Evidence of how Miramonte uses information from all available student achievement data to modify instruction (or programs)

- New grammar textbooks 2006 in English
- Purchase of updated version of vocabulary books in English
- Junior English teacher annual collaboration on the term paper projects
- Freshmen English teachers annual collaboration on analytical writing
- The Wise Program
- English Intervention class (for one year)
- United States History-English 4 core class
- Math Intervention Class
- Math collaboration on Algebra and Geometry, technology tools
- Lower class sizes in Algebra 1 for 2010-2011
- AP Statistics class
- Social studies collaboration on addressing end of the year material tested on the STAR exam, Writing, Research sources
- Social Studies district and site collaboration on District-Wide writing assessment
- The Miramonte Response To Intervention (RTI) per new state requirements is the Student Review Team (SRT) that meets to plan and then put on Student Study Team (SST) (parent, student, counselor, and teachers) to evaluate implementation of intervention plan which can include Referral to special Ed and 504.
- After School Tutoring



CHAPTER 4

SELF STUDY

**WASC CRITICAL INDICATORS:
VISION, CURRICULUM, INSTRUCTION, ASSESSMENT, CULTURE**

Overall Summary

In the Fall of 2010, Miramonte Focus Groups met and used the online Blackboard system to access the Self Study Report template for their particular Focus Group. These focus groups were: Vision, Curriculum, Instruction, Assessment, and Culture. This was posted as a google doc link so that Focus Groups could work on the indicators and prompts simultaneously. Focus group leaders divided their members into smaller groups that were assigned specific indicators/prompts. Small groups discussed and documented their findings and evidence. In reviewing the input by Focus Groups, it appeared that in some cases, Focus Group members struggled with what the indicator/prompts were asking. There was a general consensus that the prior WASC indicators were clearer. To assist the groups in completing their task of the Self Study for their group, a member from each Focus Group was chosen to assess the goal of the indicators in their group's Self Study report and create "sentence starters" to make sure group members addressed each indicator/prompt correctly. The person chosen was different from the Focus Group leader in order to increase leadership in the WASC process. At the next Focus Group meeting, focus Group smaller teams reviewed the "sentence starters" and their input and made revisions. Next, the Focus Groups reviewed the entire Self Study for their group and developed "Strengths" and "Areas of Improvement." Finally, Focus Groups met and reviewed the Self Study Summaries of "Strengths" and "Areas of Improvement" for all the Focus Groups. At the same time, the groups reviewed suggestions from the analysis of the School Profile as documented in Chapter II. With the Self Study Summaries and Chapter II, the Focus Groups developed suggestions for Critical Academic Areas of Improvement.

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

A1. Vision and Purpose Criterion Indicators with Sample Prompts

The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at meaningful and realistic academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected school wide learning results as well as academic standards.

To what extent (a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and (b) is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

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Vision – ESLRs – Profile

Indicator: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Prompt: Comment on pertinent student/community profile data that has impacted the development of the vision and the expected school wide learning results.

Findings	Supporting Evidence
<p>Miramonte High School has established a clear, coherent vision of what students should know and achieve. It is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn. We educate every student to excel and contribute in a global society.</p> <p>Development/Refinement of Vision/ESLRs</p>	<p>Miramonte Vision Statement.</p> <p>Miramonte ESLRS</p> <p>Community Profile</p> <p>Miramonte Fact Sheet</p> <p>School Accountability Report Card (SARC)</p>

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school wide learning results are effective.

Prompt: Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school wide learning results.

Findings	Evidence [note evidence here or at the end of Category A]
<p>School wide processes are in place to assure that representatives of our school community are involved in the development and refinement of the vision and ESLRS.</p>	<p>Administration/Staff Meetings</p> <p>Site Council</p> <p>Instructional Council</p> <p>Parents Club</p> <p>MATs teams</p> <p>Department Meetings</p>

Chapter 4: Self Study

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected school wide learning results.

Prompt: Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected school wide learning results.

Findings	Evidence [note evidence here or at the end of Category A]
The Miramonte High School community has the expectation that students will achieve the goals of the ESLRS. This expectation is communicated in numerous ways to all stakeholders: staff, parents and students.	Miramonte Vision and ESLRS on the website Class policies are distributed at Back-To-School Night and are posted on Blackboard. Student Agendas Course Catalog

Regular Review and Revision

Indicator: The school implements an effective process for regular review/revision of the school purpose and the expected school wide learning results based on student needs, global, national and local needs, as well as community conditions.

Prompt: Examine the effectiveness of the process for regular review/revision of the school purpose and the expected school wide learning results based on student needs, global, national and local needs, as well as community conditions. Examine the effectiveness of the process for regular review/revision of the school purpose and the expected school wide learning results based on student needs, global, national and local needs, as well as community conditions.

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Findings	Evidence [note evidence here or at the end of Category A]
<p>School Site Council, Miramonte Administration, Staff, Superintendent and District Governing Board analyze yearly data. The continued academic success of the students of Miramonte reflects the commitment of a quality, comprehensive instructional program. This is the result of dedicated students, committed staff, caring parents, forward-thinking civic leaders, and supportive communities who continue to search for ways to maintain and improve educational programs.</p>	<p>SARC Report/ Analysis</p> <p>Measures of Progress:</p> <p>API, AYP, College Prep,</p> <p>AP Data/ Analysis</p> <p>Student Data/ Analysis</p> <p>CAHSEE/Analysis</p> <p>WASC review and refinement of action plans</p> <p>Instructional Council</p> <p>Site Council</p> <p>District Strategic Plan</p> <p>School site 2 year plan</p>

Additional Findings

What have you learned from analysis of additional evidence regarding this criteria?

Findings	Evidence [note evidence here or at the end of Category A]
<p>Federal and state educational standards and assessment programs have evolved. The Acalanes Union High School District and Miramonte High School has stayed current with changes. Miramonte is prepared to meet and exceed new state and federal standards.</p>	<p>Minutes of governing board, staff and instructional council meetings.</p> <p>Staff development days</p> <p>Department meetings</p> <p>CLAD certification</p>

A2. Governance Criterion Indicators with Sample Prompts

The governing board: (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school wide learning results and academic 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 school wide action plan and its relationship to the Local Educational Agency (LEA) plan.

To what extent does the governing board:(a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegate implementation of these policies to the professional staff; and (c) regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings	Evidence [note evidence here or at the end of Category A]
<p>The Acalanes Union High School District’s Governing Board functions as the legislative body of the district and establishes policies and goals according to which the school district operates. Five citizens are elected to serve overlapping terms of four years each. They are elected at-large by the registered voters of the district and generally meet on the first and third Wednesday of each month at 7:30pm.</p>	<p>District website Superintendent’s newsletter District mailings to community Board Policies BP 0000 Concepts and Roles BP 0100 Philosophy</p>

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Relationship of Governance to Vision and ESLRs

Indicator: The governing board’s policies are directly connected to the school’s vision and purpose and expected school wide learning results.

Prompt: Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings	Evidence [note evidence here or at the end of Category A]
<p>Findings “We educate every student to excel and contribute in a global society.” This is the Mission Statement of the Acalanes Union High School District and it clearly reflects our shared vision and expected school wide learning results at Miramonte.</p>	<p>District website Board calendar Meeting agenda Board minutes Mission Statement AUHSD Vision Statement MHS Mission Statement MHS MHS ESLRs</p>

Understanding Role of Governing Board

Indicator: The school community understands the role of the governing board, including how parents can participate in the governance of the school.

Prompt: To what degree does the school community understand the governing board’s role, including how parents can participate in the school’s governance?

Chapter 4: Self Study

Findings	Evidence [note evidence here or at the end of Category A]
<p>The school community understands the role of the governing board and takes an active part in the governance of the school. The Site Council monitors the achievement of school wide goals as well as the budgets that aligns with those goals. The committee is composed of administrators, teachers, students, and parents. Other parents groups include the Parents Club, Athletic Boosters, Education Foundation of Orinda and Visual and Performing Arts.</p>	<p>Coordinating Site Council Parents Club Educational Foundation Of Orinda (EFO) Boosters Club Visual and Performing Arts (VPA)</p>

Involvement of the Governing in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision and purpose and its expected school wide learning results.

Prompt: How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected school wide learning results?

Findings	Evidence [note evidence here or at the end of Category A]
<p>The Acalanes Union High School District implements a comprehensive assessment system which includes multiple measurements that evaluate student achievement, clarify and communicate individual student progress and provide data for program improvement.</p>	<p>Acalanes Union High School District website Calendar Agenda/Minutes Assessment reports Administrative Council</p>

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?

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Findings	Evidence [note evidence here or at the end of Category A]
<p>There is a clear understanding about the relationship between the governing board and the professional staff. There is an established line of communication in the district. Policies are communicated from the board to the superintendent, who then passes the information on to the principal who conveys it to the staff. This allows for dialogue between teachers, department chairs, administration and the board.</p> <p>The District Leadership meets regularly with the Governing Board. The District Leadership meets regularly with the Administrative staff of the four schools.</p>	<p>Staff meeting agendas</p> <p>District level meetings</p> <p>Administrative meetings</p> <p>Faculty meetings</p> <p>Department meetings</p> <p>Agendas/meeting minutes</p> <p>BP 0402.5 school based decision making</p>

Evaluation/Monitoring Procedures of the Board

Indicator: There is clarity about the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, as well as the fiscal health of the school.

Prompt: Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Findings	Evidence [note evidence here or at the end of Category A]
<p>The Acalanes Union High School District implements a comprehensive assessment system that includes multiple measurements that evaluate student achievement, clarify and communicate individual student progress and provide data for program improvement.</p> <p>The Governing Board is legally required to adopt the annual budget for the Acalanes Union High School District on or before July 1, even if the state budget has not been signed by the Governor. District budgets reflecting the financial health of the district are published on the district website.</p> <p>Bonds Measures to improve our facilities as well as Parcel Taxes that have been passed by our community are also documented on the district website.</p>	<p>2009 Assessment report</p> <p>2010 API report</p> <p>2010 Final adoption of budget</p> <p>Bond Measure E</p> <p>Parcel Tax Measure A</p>

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Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the shareholders of the school are effective.

Prompt: Examine and comment on the established complaint and conflict resolution procedures of the governing board/school as they apply to your school’s shareholders.

Findings	Evidence [note evidence here or at the end of Category A]
Miramonte High School and the Acalanes Union High School District have established policies for resolving complaints from the school’s stakeholders. Miramonte High School has also developed a formal communication policy to help resolve issues between students and the staff.	AUHSD: Uniform Complaint Procedures Miramonte Communication Policy.

A3. Leadership and Staff Criterion Indicators with Sample Prompts

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards. The school leadership and staff monitor and refine the single school wide action plan annually based on analysis of data to ensure alignment with student needs.

To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?

To what extent does the school leadership and staff monitor and refine the single school wide action plan annually, based on analysis of data to ensure alignment with student needs?

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative and has the commitment of the stakeholders, including the staff, students, and parents.

Prompt: Document that the school planning process is broad-based, collaborative and has the commitment of the shareholders, including the staff, students, and parents.

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Findings	Evidence [note evidence here or at the end of Category A]
The school’s planning process is broad based, collaborative and has the commitment of staff, students and parents.	Coordinating Site Council Instructional Council Associate Principals meetings District Department meetings Administrative Council meetings

School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school wide learning results, and academic standards.

Prompt: What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school wide learning results, and academic standards?

Findings	Evidence [note evidence here or at the end of Category A]
<p>Standards and Benchmarks: The District has adopted core academic content standards in all curricular areas. The Core Content Standards are the basis for the development of courses of study, the adoption of instructional materials, and the development of standards-aligned assessments in the student performance assessment system. Courses of Study have also been revised and adopted in virtually every department in the past few years. These documents provide direction for content, timeframes, textbooks/instructional materials and grading guidelines.</p> <p>Assessment The Acalanes District implements a comprehensive assessment system which includes multiple measurements that evaluate student achievement, clarify and communicate individual student progress and provide data for program improvement.</p> <p>In addition to establishing standards and benchmarks for each subject, the District and school sites have developed rubrics and assessments to communicate student learning expectations and every student's progress to parents. Among the instruments utilized are state and national tests.</p>	API results California Standards Tests AUHSD ELA Tests CAHSEE AP Tests SAT ACT PSAT SATII Classroom grades Desire for continued education

Chapter 4: Self Study

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected school wide learning results, and the improvement of the school wide action plan.

Prompt: What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected school wide learning results, and the improvement school wide action plan?

Findings	Evidence [note evidence here or at the end of Category A]
The District and Miramonte High School utilize data analysis to measure overall effectiveness of the education plan. The API and AYP measure overall achievement and correlation with expected school wide learning results.	API results and trends AYP results

A4. Leadership and Staff Criterion Indicators with Sample Prompts:

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school’s purpose and engage in ongoing professional development that promotes student learning.

To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.

Chapter 4: Self Study

Findings	Evidence [note evidence here or at the end of Category A]
<p>The hiring practices of the Acalanes Union High School District are reflected in the Miramonte staff.</p> <p>A qualified staff is central to supporting all students in achieving their fullest potential. MHS teachers bring an average of 14 years teaching experience to their classes. All teachers have full credentials. The Miramonte High School staff is comprised of 70 teachers, 4 counselors, 2 support counselors, 13 classified, and 8 para-professionals and support personnel.</p>	<p>SARC Report</p> <p>Teacher experience and education</p> <p>Teacher credentials</p> <p>Out-of-field teaching report</p> <p>AUHSD hiring process</p> <p>AEA contract</p> <p>SCIU contract</p> <p>BTSA</p>

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Prompt: Evaluate the procedures to ensure that staff is qualified based on staff background, training and preparation.

Findings	Evidence [note evidence here or at the end of Category A]
<p>In addition to hiring highly qualified teachers, the district is committed to provide staff development.</p> <p>Staff Development</p> <p>The district goal is to provide rigorous and relevant professional development programs and activities to enrich and enhance staff knowledge and skills while building collegiality. The district offers an annual summer institute that provides a variety of training options for all staff members.</p>	<p>SARC report</p> <p>School fact sheet</p> <p>District website</p> <p>AUHSD hiring process</p> <p>Staff development</p> <p>Technology workshops</p> <p>Summer Institute</p>

Chapter 4: Self Study

Maximum Use of Staff Expertise

Indicator: The process to assign staff members to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: How effective is the process to assign staff members to maximize the use of their expertise in accomplishing quality student learning?

Findings	Evidence [note evidence here or at the end of Category A]
The SARC Report documents “Out-of –Field Teaching by Subject Area.” In Math, Science and Social Science, all teachers hold credentials in their subject area. In the English department, 96% hold credentials in their subject area.	SARC report: Out-of-field teaching

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

Findings	Evidence [note evidence here or at the end of Category A]
All written policies, charts and student handbooks are online and accessible to the faculty.	District website Miramonte High School website AEA contract SCIU contract

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and the resolving of differences.

Prompt: How effective are the existing structures for internal communication, planning, and resolving of differences?

Findings	Evidence [note evidence here or at the end of Category A]
Miramonte High School has a Communication Guideline to facilitate discussions between students, staff, and parents.	

Chapter 4: Self Study

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?

Findings	Evidence [note evidence here or at the end of Category A]
<p>Staff participates in professional development that is driven by the goal of improving student learning. Staff provides input for staff development topics. Staff is also part of assigned MATS teams to focus school-wide goals: reading, writing and culture.</p> <p>The faculty is encouraged to work together to develop curricular material and to share best practices. Teachers share end-of-year evaluation projects with staff.</p> <p>Teacher collaboration is facilitated both on-campus and within the district.</p> <p>Staff is encouraged to attend technology workshops during the year. Numerous staff members attend district Summer Institute courses. AP teachers are given the opportunity to take AP summer classes.</p> <p>Title II Funds are designated for teacher development. MHS also funds teacher collaboration, known as Yriberri Days.</p> <p>Science Teachers are funded to attend NSTA meeting in San Francisco in 2011.</p>	<p>MATS teams</p> <p>Faculty meetings</p> <p>Department meetings</p> <p>Staff collaboration (Yriberri)</p> <p>Blackboard/tech training</p> <p>Title II</p> <p>National Science Teachers Association Conference</p>

Chapter 4: Self Study

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings	Evidence [note evidence here or at the end of Category A]
The administration and staff monitor the progress of students throughout the year. Students who earn below average grades (D&F) are identified. Students who are at risk or in danger of not graduating are identified, counseled, and parents are contacted. Student study teams are created to work with and to support the student.	Progress reports Report cards Student study teams After school tutoring STAR AP exams Summer school

A5. Leadership and Staff Criterion Indicators with Sample Prompts

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school wide learning outcomes.

Prompt: How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school wide learning outcomes?

Chapter 4: Self Study

Findings	Evidence [note evidence here or at the end of Category A]
<p>Staff Development The district goal is to provide rigorous and relevant professional development programs and activities to enrich and enhance staff knowledge and skills while building collegiality. The district offers an annual summer institute that provides training for all staff members.</p>	<p>Staff development days</p> <p>Technology workshops posted on Blackboard</p> <p>AP prep courses</p> <p>Funding for attending National or Regional Conference. (NSTA)</p>

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: How effective is the school’s supervision and evaluation procedures in order to promote professional growth of staff?

Findings	Evidence [note evidence here or at the end of Category A]
<p>The school implements evaluation procedures in order to promote the professional growth of staff. The district and school uses the California Standards of the Teaching Profession to evaluate teachers.</p> <p>The 6th state standard encourages teachers to develop as professional educators.</p> <p>Teachers are notified if they are to be evaluated. Teachers then meet with their evaluator and plan for the evaluation process.</p>	<p>California Standards for the Teaching Profession</p> <p>District evaluation forms on the MHS website</p> <p>Meeting with evaluator.</p> <p>Feedback and reflection</p>

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Prompt: Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.

Chapter 4: Self Study

Findings	Evidence [note evidence here or at the end of Category A]
<p>Teachers implement new practices and material into their curricula. Teachers collaborate to share information. Measurement of effectiveness can be observed in analysis of student performance.</p>	<p>Use of new technology enhances student learning such as Google sites, story board and i-TOUCH lessons.</p> <p>Use of new stereomicroscopes to study stem cell regeneration in biotech.</p> <p>Use of Probeware analyzes scientific measurements.</p> <p>New weaving looms in art enable special education students to make woven placemats and other projects.</p> <p>AP Environmental. Science Beta tested new Climate Modeling Lab, which is now part of the curriculum.</p> <p>New language lab facilitates learning.</p>

A6. Resources Criterion Indicators with Sample Prompts

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results.

To what extent are the human, materials, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results?

Chapter 4: Self Study

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision and purpose and student achievement of the expected school wide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions

Prompt: Evaluate the relationship between the decisions about resource allocations, the school’s vision and purpose and student achievement of the expected school wide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Findings	Evidence [note evidence here or at the end of Category A]
<p>Faculty: Decision making is collaborative. Teachers submit budget requests for course materials. Requests for funds are based on the need to sustain or enhance programs. Budgets are reviewed annually and funds are allocated accordingly.</p> <p>Students: Students have an ASB treasurer to oversee student activities that require financial expenditure on campus. The ASB treasurer approves how the student leadership budget is allocated. The House of Representatives votes to approve how the funds are used.</p>	<p>Budget request form</p> <p>Budget allocations by department</p> <p>Coordinating Site Council</p> <p>EFO/Parents Club</p> <p>Associated Student Body</p> <p>Visual and Performing Arts</p> <p>Principal's discretionary</p>

Practices:

There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Evaluate the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Chapter 4: Self Study

Findings	Evidence [note evidence here or at the end of Category A]
<p>Systems are in place at the school and district levels with regard developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.</p> <p>California law requires that local education agencies take certain prescribed actions in the adoption of the annual operating budget. Aside from assuring that governing boards will review the Adoption Budget in an orderly fashion, the statutes are intended to afford the community an opportunity to review and comment on the spending plan of the school district. The District utilizes nine separate funds within the District’s adopted budget, with the general fund being the primary fund for the District.</p> <p>Capital equipment is marked with a bar code and inventoried each year.</p>	<p>AUHSD 2010-2011 budget</p> <p>Financial services</p> <p>District audit</p> <p>District inventory of capital equipment</p>

Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision and purpose and are safe, functional, and well maintained.

Prompt: Determine if the facilities are adequate to meet the school’s vision and purpose and are safe, functional, and well-maintained.

Findings	Evidence [note evidence here or at the end of Category A]
<p>The Acalanes Union High School District provides safe, functional and well-maintained campuses. The district passed bond measures in 1997 and again in 2002 to provide for modernization of the existing facilities and to build new facilities that include: a science building, computer labs, a music building, a theater, an aquatic center, an athletic stadium, tennis courts, parking lots, and rest rooms. New heating and ventilation, air-conditioning, and fire alarms have been installed. With the passage of a new bond measure, plans for improvements to the infrastructure and technology are being formulated.</p>	<p>SARC report</p> <p>Parent’s Club/EFO</p> <p>Computer labs</p> <p>PC cart</p> <p>i-Touch cart</p> <p>Library info and online resources are available on MHS website</p>

Chapter 4: Self Study

Findings (cont).	Evidence [note evidence here or at the end of Category A]
<p>At Miramonte, computers are available in the library as well as two computer labs. There are also two lap top computer carts, as well as an iTOUCH computer cart.</p> <p>The library is open from 7:30 am to 6:00 pm on Monday through Thursday. A full time library media teacher and library assistant support student and staff use of books, periodicals, multimedia and electronic resources.</p> <p>The Parent’s Club and EFO support the library.</p> <p>Miramonte has a school nurse, sports medicine trainer, and staff who are certified in CPR. The school is also equipped with emergency heart defibrillators.</p> <p>Miramonte has an emergency response plan. Faculty and students are instructed in the process. Drills are scheduled.</p>	<p>Nurse</p> <p>Teachers CPR certified</p> <p>Defibrillators</p> <p>Emergency Response Plan</p> <p>Emergency documents in each classroom.</p> <p>Drills (schedule)</p> <p>Search and Rescue</p> <p>CERT training</p> <p>Triage and transport</p> <p>Planning for community emergency response</p>

Instructional Materials and Equipment

Indicator: The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

Findings	Evidence [note evidence here or at the end of Category A]
<p>AUHSD has a formal textbook adoption process that oversees procedures for acquiring new textbooks. Inventory of existing textbooks is monitored. Lost and damaged textbooks are the responsibility of students. Lab materials are approved as a budget item each year.</p>	<p>District website</p> <p>Budget request form</p> <p>ROP website</p> <p>Computers</p>

Chapter 4: Self Study

Findings (cont.)	Evidence [note evidence here or at the end of Category A]
<p>Supplies are ordered by the teacher and used within the calendar year.</p> <p>The county Regional Occupation Program (ROP) is a source of funds for some courses, including AP Environmental Science, Biotechnology, Sports Medicine, Music Theory, Architectural Design and 2D-3D Visual Arts.</p> <p>A district technology budget also exists. Acalanes Union High School District has installed a wide area network through Gigabit lines offering maximum capacity for use. All comprehensive high schools have computer labs, foreign language labs and automated library systems.</p> <p>The College and Career Center has NAVIANCE. This is an online system to help students manage their college application process</p>	<p>iTOUCH</p> <p>iPADS</p> <p>Whiteboards</p> <p>Projectors</p> <p>Naviance</p>

Well-Qualified Staff

Indicator: Resources to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Findings	Evidence [note evidence here or at the end of Category A]
<p>The Human Resources Department for the District oversees all hiring and management of benefits for staff.</p> <p>The Acalanes Union High School District provides medical, dental, and vision benefits for its eligible employees through the California Public Employees Retirement System (CALPERS) Medical Plan, Delta Dental, Vision Service Plan as well as other benefits.</p>	<p>District website:</p> <p>Human resources</p> <p>Benefits plan for employees</p> <p>TB and flu shots</p> <p>Contra Costa Schools Insurance</p>

Chapter 4: Self Study

Findings (cont)	Evidence [note evidence here or at the end of Category A]
<p>The school nurse provides TB testing, and seasonal flu shots on site as a convenience for staff.</p> <p>The County provides funding for programs to encourage staff to maintain healthy life styles.</p>	<p>Group:</p> <p>NutriSum Weight Management Program</p> <p>“Turkey Trot” exercise plan</p> <p>“It’s About You” employee assistance program</p>

Long-Range Planning

Indicator: The district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school wide learning results are effective and are regularly evaluated.

Prompt: Evaluate the district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school wide learning results.

Findings	Evidence [note evidence here or at the end of Category A]
<p>AUHSD has a process for regular examination of long-range plans to ensure continued availability and coordination of resources that support student achievement.</p>	<p>District vision and mission</p> <p>District business services</p> <p>2010-2011 Budget</p> <p>3 year budget</p> <p>Annual audit and inventory</p>

WASC Category A.

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Supporting Evidence, Strengths, and Growth Needs

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

Areas of Strength

- School Board and District
- MHS Vision and Mission
- Committees for communication
- Professional Development
- Congruence between AUHSD, MHS, Parents' Club, EFO, VPA, Boosters
- Committees in place at all levels: district, site, staff, students, parents, community
- Participation and review processes are in place to maintain vision & ESLR's
- College Career Center
- Information posted on BlackBoard
- Highly qualified teachers and support staff
- Organized lesson plans
- Real world learning
- Technology integration into curriculum
- Active student leadership
- Student & staff communication
- Organization and communication at a very high level
- Parent involvement, professional well trained staff, skilled teachers
- Administrative visibility on campus, attendance at every event, know students
- Campus-wide emphasis on being life-long learners
- Inclusive environment
- Students are well prepared for college
- Curriculum effectively covers the state standards
- Teacher collaboration is encouraged and supported with funding
-

Areas of Growth Needs

- Continue to evaluate technology needs
- Improve teacher/student communication about course expectations/grades
- Increase teacher use of BlackBoard
- Encourage ongoing peer observation
- Improve aging school facilities
- Continue discussion between all stakeholders regarding class expectations
- Fund program to assist struggling students
- Continue to advise students to choose proper level courses
- Provide students with opportunities for community involvement

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Supporting Evidence				
AUHSD	Miramonte High School	Faculty	Community	Miramonte Students
District Mission Statement	MHS Vision Statement	MHS Vision Statement	Parents' Club	MHS Vision Statement
Governing Board Meeting	MHS Mission Statement	MHS Mission Statement	Parents' Club Mission	MHS Mission Statement
Administrative Council	Miramonte ESLRs	Miramonte ESLRs	Educational Foundation of Orinda	Miramonte Student Handbook
District Departmental Meeting	Communication Guidelines	Communication Guidelines	EFO Mission	Communication Guidelines
Associate Principals Meeting	SARC	Site Council	Visual & Performing Arts	Site Council
District Strategic Plan	Community Profile	Instructional Council	VPA Mision	ASB
District Policies	Miramonte Fact Sheets	District Departmental Meeting	Miramonte Boosters	Student Leadership
Board Policies	Site Council	Faculty Meetings	Boosters Mission	Minutes of Meetings
Calendar/ Agenda/ Minutes	Instructional Council	Department Meetings	Communication Guidelines	Measures of Progress
Measure of Progress	Administrative Council	Calendars	Site Council	API
API	District Departmental Meeting	Minutes of Meetings	Minutes of Meetings	AYP
AYP	Associate Principals Meeting	District Strategic Plan	Measures of Progress	California Standard Tests
California Standard Tests	District Strategic Plan	Measures of Progress	API	SAT
Board Policies	WASC 6 Year Plan	API	AYP	ACT
District Hiring Policies	School Site Plan	AYP	California Standard Tests	AP Classes/Results
District Budget Policies	Calendar- School Year	California Standard Tests	SAT	CAHSEE
Professional Development	Calendar- Faculty Meetings	SAT	ACT	Guidelines Sexual Harrasment
Federal Title II Funds	Calendar Department Meeting	ACT	AP Classes/ Results	Emergency Response Plan
Summer Institute	Calendar Site Council	AP Classes/ Results	CAHSEE	ASB Budget
Regional Occupation Program	Calendar Instructional Council	CAHSEE	Professional Development	Blackboard Online Site
Guidelines: Sexual Harassment	Minutes of Meetings	Drop Out Rate	Sexual Harassment Guidelines	MHS Clubs
AEA Contract	Measures of Progress	Graduation Rate	Emergency Response Plan	MHS Sports Teams
SCIU Contract	API	Average Class Size	Funding Requests/ Budget	LINK Crew
Emergency Response Plan	AYP	Teacher Experience	Blackboard Online Site	NAVIANCE
Fiscal Management	California Standard Tests	Teachers MA/BA	Staff Appreciation	WISE Program
Measure E/ Bonds/ Parcel Tax	SAT	Fully Credentialed Teachers	Healthy Choices	Olympic Park Institute
District Audit	ACT	Out-of Field Teaching	Public Speaking	Mirador School Newspaper
District Inventory	AP Classes/ Results	Staff Development Days	Digital Photography	LaMirada School Yearbook
Blackboard Online Site	CAHSEE	Specialized Resource Staff	2D-3D Art	School Nurse
	Drop out Rate	Specialized Programs	Video Production	Sports Trainer
	Graduation Rate	Science Labs	Athletic Trainer	Choral Studies
	Average Class Size	Computer Labs	Weight Supervisor	Video Production
	Teacher Experience	Textbooks	Choral Studies	2D-3D Art

Miramonte High School

Teachers MA/ BA
 Fully Credentialed Teachers
 Out-of Field Teaching
 Staff Development Days
 Specialized Resource Staff
 Specialized Programs
 Facilities Reports
 Library
 Buildings
 Science Labs
 Computer Lab
 Textbooks
 Curriculum
 Professional Development
 Regional Occupation Program
 Staff Dev "Yriberri Days"
 Sexual Harassment Guidelines
 Health/Wellness Programs
 CPR Training
 Computer Labs (data report)
 Employee Assistance Program
 AEA Contract
 SCIU Contract
 Emergency Response Plan
 CERT Training
 Search & Rescue
 FRS Training
 Triage and Transport Planning
 TA Training (phone/ bomb threat)
 MHS 3 year Budget

 Budget Process
 Blackboard Online Site
 College and Career Center
 NAVIANCE

Faculty

Curriculum
 Professional Development
 Summer Institute
 Regional Occupation Program
 Staff Dev "Yriberri Days"
 Guidelines Sexual Harassment
 Health/ Wellness Programs
 BITSA Program
 CPR Training
 Employee Assistance Program
 AEA Contract
 Emergency Response Plan
 Budget Process
 Blackboard Online Site
 College Letters of Rec.
 NAVIANCE
 WISE Program
 Olympic Park Institute
 School Nurse/ TB/ Flu Shots
 Sports Trainer
 ROP Courses
 Public Speaking
 Digital Photography
 2D-3D art
 Video Production
 Choral Studies

 LaMirada School Yearbook
 School NURSE/ TB/ Flu Shots
 Sports Trainer
 Single Plan For Student
 Achieve.
 Mirador School Newspaper

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion Indicators and Prompts

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished].

Current Educational Research and Thinking

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
<p>Miramonte uses current educational research in all curricular areas. Certificated staff is consistently involved or take leadership roles in professional development programs, education conferences, and curricular area organizations. Many teachers are pursuing higher education themselves, and many more participate annually in the district’s summer institute which focuses on the use of new technology and the provision of meaningful instruction. Educational research is frequently a component of teacher evaluation projects.</p>	<p>BTSA AP workshops Summer Institute Professional development Conferences Curricular area organizations (e.g. NCTE, BAWP) Yriberri Days Math Workshop on use of I Panel Textbook and tech pullout days</p>

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Prompt: To what extent are there defined academic standards for each subject area, course, and/or program?

Chapter 4: Self Study

Findings	Supporting Evidence
<p>All Miramonte courses are aligned with 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 Education, Science, Social Science, Special Education, Visual and Performing Arts, World Languages and other Non-Departmental courses.</p> <p>(Cited from the district website)</p>	<p>The district website lists all curricular standards on its Education Services link: http://www.acalanes.k12.ca.us/219710318194010783/site/default.asp</p>

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results.

Prompt: To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results?

Findings	Supporting Evidence
<p>The concepts and skills Miramonte teaches, academic standards, as well as our ESLRs are congruent. Ongoing discussions at staff meetings, department meetings, collaboration days, summer institutes, and teacher evaluation meetings ensure that what is taught meshes with the standards and ESLRs. Annual review of test data also contributes to the congruency.</p>	<p>STAR testing National Subject Area Exams PSAT, SAT, CAHSEE, ACT District Assessment Rubrics Teacher Evaluation Process</p>

Student Work — Engagement in Learning

Indicator: There is congruence between the actual concepts and skills taught the academic standards and the expected school wide learning results.

Prompt: How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school wide student goals (ESLRs)?

Chapter 4: Self Study

Findings	Supporting Evidence
<p>The examination of Miramonte student work and the observation of student learning demonstrate a standards based curriculum that is highly integrated with our school-wide goals (ESLRs).</p>	<p>Student work Classroom observations. AP Test results STAR tests results Department meetings Teacher evaluations District-wide finals Math and History district essays</p>

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The instructional practices of the school and other activities facilitate access and success for special needs students.

Prompt: What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?

Findings	Supporting Evidence
<p>A rigorous, relevant and coherent curriculum is accessible to all students. Miramonte strives to facilitate access and success for special needs students. As per district policy, students can challenge themselves by choosing to take honors and AP courses; there are no required prerequisites, tests, or approvals needed.</p> <p>The Student Review Team (SRT) meets bi-monthly to consider students whose parents and teachers submitted their names. If a student is tested and determined to need special education services, he/she is supported through the resource program. The special education teacher communicates regularly with general education teachers, counselors, and parents.</p>	<p>District Website: curriculum</p>

Chapter 4: Self Study

Integration Among Disciplines

Indicator: There is integration among disciplines at the school.

Prompt: To what extent is there integration among disciplines?

Findings	Supporting Evidence
<p>There is a very high degree of cross-curricular integration with several classes on campus.</p> <p>Oral Interpretation and Public Speaking students (nearly 150 per year) exemplify the integration of disciplines. Students in these classes combine language arts skills, social science knowledge, and dramatic performance techniques throughout the year as they practice and compete.</p> <p>Furthermore, integration among disciplines grows more and more significant as students advance into their junior and senior course work.</p>	<p>Highly integrated course offerings: Journalism Yearbook Oral Interpretation Public Speaking U.S. History-English 3 Core WISE</p>

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students

Prompt: Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes in providing a challenging, coherent, and relevant curriculum all students.

Findings	Supporting Evidence
<p>Miramonte High School regularly assesses every program area. The impact ensures a challenging, coherent, and relevant curriculum for all students.</p> <p>Beginning with the district governing board, district administrators, site administrators, teachers and counselors maintain a process of ongoing evaluation for continual improvement. This collaborative process involves personnel in a variety of ways.</p> <p>School administrators meet with district superintendents to implement district wide policies and improve site practices. Information is disseminated through numerous channels, including Instructional Council, department meetings, staff meetings, Coordinating Council, counselor/administrator class visits, parent education nights, and Back-To-School/Open House nights.</p>	<p>Governing board minutes</p> <p>District management agendas Administrative council agendas Associate principal agendas Head/lead counselor agendas Instructional Council agendas Department agendas Coordinating Council agendas Parent night handouts Student planners</p>

Chapter 4: Self Study

Findings (cont.)	Supporting Evidence
<p>The district website contains current courses of study, grading rubrics and grading components. Subject area teachers throughout the district meet during Summer Institute week, regularly scheduled departmental after-school sessions, and at staff development days.</p> <p>An example is World History. District teachers met with the Superintendent of Educational Services to review the course of study and determined that area studies should be reduced to make the content more manageable for freshmen students. Document based questions were incorporated into the district assessment to utilize critical thinking skills, provide more useful data, and align with contemporary standardized/college based testing. Department collaboration days were used to introduce the revised course of study and integrate grading policies. Teachers communicated changes to parents at Back-To-School Night and via their Blackboard site and course syllabi. Other means of communication included the school newsletter and meetings of Parents Club, Coordinating Council and Instructional Council.</p> <p>Grading and homework policies are continually examined and revised. Most departments schedule a collaboration day at which time members work on common assessments, subject area resources, writing standards, special projects, and data analysis. Teachers refer to district courses of study and grading rubrics as a basis for classroom policies. Department representatives also meet regularly with the district Superintendent of Educational Services when policies are reviewed and revised for validity, reliability and consistency.</p> <p>During the classroom evaluation cycle, administrators work collaboratively with teachers to examine curriculum, instruction and classroom policies. Technology mentors assist teachers as they incorporate new computer hardware and software and assist in instruction, grading, and assessment. Additionally, programs such as peer tutoring, after-school teacher tutoring, and intervention classes are evaluated regularly for impact and effectiveness.</p> <p>Counselors ensure that students are on track for graduation. Every spring counselors visit 8th grade students at partner middle schools and schedule appointments with students and parents. Counselors see students yearly and they meet with seniors for final transcript reviews. Parent nights are well attended throughout the year.</p>	<p>Summer Institute feedback District departmental agendas Staff development agendas</p> <p>District course of study District grading rubrics District grading policies</p> <p>Department collaboration minutes District department minutes</p> <p>Classroom observation forms Technology mentor feedback Tutoring sign-in sheets</p> <p>Counselor/8th grade appointments Counselors' schedules Parent night agendas</p>

Chapter 4: Self Study

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?

Findings	Supporting Evidence
<p>Miramonte regularly assesses the policies, activities, and practices that ensure rigorous, relevant, and coherent curricula.</p> <p>Miramonte offers extensive and comprehensive courses that are open to all students. Counselors meet annually with students to discuss relevant scheduling options and the rigor of courses. Teachers provide students with guidance and regarding appropriate placement within the curricular area.</p> <p>Students have the best possible chance of getting into the classes they desire. The master schedule is designed with the needs of the students first and foremost.</p> <p>The Miramonte faculty follows the district's homework and grading policies. MHS administrators annually review all teachers' syllabi, course rules and guidelines, homework expectations, and final exams.</p>	<p>Master schedule; course sign-ups; district grading policy, teacher syllabi and course expectations and guidelines</p>

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools, local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Chapter 4: Self Study

Findings	Supporting Evidence
<p>Notwithstanding that partner middle schools are on different schedules and staff development days are not coordinated, Miramonte teachers make every effort to meet with their subject-alike peers. Discussions include placement of students, curriculum alignment, and analysis of specific work.</p> <p>The Arts department organizes an annual event with the local middle school (OIS) to articulate department offerings available at the high school. The Resource department meets annually to discuss the transition of all incoming resource students. Administrators meet throughout the year to coordinate efforts and share ideas.</p> <p>Follow up studies of Miramonte graduates are minimal; college acceptance is tracked in the spring semester. Follow up with ROP graduates is consistent. Several MHS graduates are invited to post-senior day to share their college experiences with seniors. Articulation with two and four year colleges/universities is also sporadic. Communication between MHS graduates and MHS teachers is ongoing, though informal in nature, often occurring when the college students come back to visit</p>	<p>Minutes of articulation meetings ROP graduate analysis 2 + 2 program Articulation with feeder schools Articulation with DVC for incoming students with special needs College and career center data on college admissions acceptance</p>

B1. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
<p>Staff utilizes current educational research in all curricular areas. Department members seek to learn strategies that will improve instruction and ensure student learning.</p>	<p>Evaluation Form F: professional growth</p>

Chapter 4: Self Study

Prompt: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
CAN #1 and CAN #2 address improving students’ reading and writing skills	Departmental collaboration meetings

B2. Curriculum Criterion Indicators and Prompts

Do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Variety of Programs — Full Range of Choices

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Prompt: What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?

Findings	Supporting Evidence
<p>All Miramonte students have the opportunity to pursue a full range of career and educational options. A rigorous curriculum prepares students for the challenges of college and university studies as well as careers in a vast array of areas including technology, medicine, science, law, the arts, and the military.</p> <p>Miramonte provides for career exploration, preparation for post-secondary education, and pre-technical training for all students.</p> <p>Students make annual visits and complete course work in the college and career center (including the use of Naviance software). All students have access to the college and career center throughout their four years at Miramonte. Through English and Social Science classes, the Coordinator offers workshops that focus on career exploration and college searches. A vast array of colleges and universities, as well as the military, visit the college and career center throughout the year to help students investigate their post-secondary options.</p>	<p>ROP courses that support student career choices</p> <p>Career oriented courses: Architectural Design; CAD; Photography; Video Technology, Foods; Sports Medicine; WISE; Environmental Science; Journalism</p> <p>Career oriented activities College Career center visits Career night Alumni Day Resource students working with a transition coordinator Post-Senior Day</p>

Chapter 4: Self Study

Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Prompt: To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?

Findings	Supporting Evidence
<p>Miramonte parents, students and staff collaborate to design each student's personal learning plan. Each student's learning plan is based on the student's learning style and his or her career and educational goals.</p> <p>Teachers and counselors make recommendations for courses year to year. Parents are asked to provide advice and consent for their student's course choices.</p> <p>In the Resource department, Individualized Education Plans (IEPs) are created, monitored, and updated for each resource student.</p>	<p>Annual counselor visits to classes, as well as 8th grade parent's night</p> <p>Math course recommendations mailed home</p> <p>IEPs</p>

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?

Findings	Supporting Evidence
<p>The Miramonte process for monitoring and updating students' personal learning plans is very effective. Using data from posted grades, teacher observations, progress reports, and quarter/semester grades, counselors and parents collaborate to help students make appropriate changes in their learning plans.</p> <p>Individual students meet with counselors and may be referred to after school tutoring or the Student Review Team (SRT). Resource students use their IEP meetings to update learning plans.</p>	<p>Progress reports</p> <p>Quarter and semester grades</p> <p>Teacher observation forms</p> <p>IEP reports</p> <p>SRT forms</p> <p>Library tutoring logs</p>

Chapter 4: Self Study

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: How effective are strategies and programs to facilitate transitions to post high school options?

Findings	Supporting Evidence
Miramonte implements and regularly evaluates strategies that promote successful transitions to post high school options. Currently, the college and career offers guidance and new online resources (Naviance system) for all students to use as they transition from high school to post-secondary educational and career options.	Naviance interest surveys College and career information Online student data

B2. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
All students have the opportunity to pursue a full range of career and educational options. Students are well prepared for the challenges of college and university or technical studies.	College and career center

Prompt: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
CAN #1 and CAN #2 address improving students’ reading and writing skills, the outcome of which is essential for post high school success.	Graduate feedback at post senior day

B3. Curriculum Criterion Indicators and Prompts

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?

Findings	Supporting Evidence
<p>Within our rigorous, standards-based curriculum, all Miramonte students have a high level of access to real world applications based on their educational interests.</p> <p>The WISE program, Sports Medicine classes, and ROP classes at Miramonte offer the greatest number of students the most effective transitional experiences for bridging the gap between high school learning and the world that follows high school..</p> <p>The WISE program requires students to spend five hours a week in a “3rd Space” off-campus (internship, volunteer position) and to write and research about this practical learning experience. ROP students work with computer-based technology and design project solutions. Sports Medicine students are required to do hands-on work as trainers on the sidelines at practices and athletic competitions. They are also called on to help the campus in emergency situations via first aid, CPR, and trauma response.</p>	<p>WISE, Journalism, Yearbook, Video Production, Biotech, Science Labs, Public Speaking, Sports Medicine, ROP Classes, APES Garden, Foods Classes, Work Education Program</p> <p>Field trips for specific classes</p> <p>WISE portfolios and presentations</p> <p>ROP projects</p> <p>Sports Medicine training sessions</p>

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?

Findings	Supporting Evidence
<p>Miramonte works diligently to ensure that students are meeting graduation requirements, including the CAHSEE.</p> <p>Students struggling to pass the CAHSEE have been provided opportunities to enroll in intervention classes to improve their math or language arts skills.</p>	<p>CAHSEE scores</p> <p>Intervention classes in English and Math</p>

Chapter 4: Self Study

B3. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
Miramonte students have access to real world applications based on their educational interests.	Course catalogue Courses of study

Prompt: Comment on the degree to which this impacts the school’s addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
CAN #1 and CAN #2 address improving reading and writing, essential skills for 21 st century productivity and success.	Student and parent feedback

WASC Category B.

**Standards-based Student Learning: Curriculum:
Strengths and Growth Needs**

Category B: Standards-based-Student Learning: Curriculum:

Areas of Strength

- Teachers give time to help students, Link program, transparency
- Use of technology to deliver content & aid student work
- Highly qualified teachers
- MHS culture of excellence encourages students to rise to high standards
- Wide variety of courses including the WISE and other specialized programs
- Teachers strive to provide clear grading policies and expectations
- Leadership class and leadership opportunities are available
- High academic standards contribute to students doing well on STAR tests
- Rigorous academic programs focus on classes for advanced students
- Motivated and diligent students
- Dedicated, enthusiastic, and caring teachers

Chapter 4: Self Study

Areas of Growth

- Strive for more Algebra and Geometry students to be proficient as well as highly proficient
- Focus on writing across the curriculum
- Schedule more collaboration with middle school teachers
- Create an alumni data base to see how students succeed in college
- Offer more hands-on vocational classes, career counseling, and shadowing professionals
- Provide more diversity education with speakers, assemblies, class discussions
- Designate time for students to seek help from teachers
- Continue to encourage all students to do well on STAR
- Accommodate students who need intervention classes for core subjects
- Continue programs that address student stress
- Arrange cooperative study groups like Link Crew does for Biology
- Continue counseling students into the correct level class

WASC Category C:

Standards-based Student Learning: Instruction

C1. Instruction Criterion Indicators and Prompts

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Results of Student Observations and Examining Work

Indicator: The school’s observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.

Findings	Supporting Evidence
<p>Observations of students in the classroom and reviewing student work have shown that all students are involved in learning and progressing toward academic standards. Students with a range of abilities and from diverse backgrounds are observed participating in class. Teachers review student work, observe classroom behavior, and adjust lesson plans accordingly. Administrators observe classrooms regularly. Counselors and the school psychologist observe classes. Departments use staff development time and department meetings to examine student work and to compare test results to verify that students are progressing toward school-wide learning results. An individual student’s work and classroom participation are reviewed as part of any referral, intervention plan meeting or annual IEP review meeting.</p>	<p>Essays collected and reviewed at the end of a learning section exhibited a more narrow range of results than might be predicted from a diverse group of students.</p> <p>Agendas from Yriberri days, staff development days.</p> <p>Classroom observation surveys</p> <p>Teacher attendance at Annual IEP meetings</p> <p>Intervention plans</p> <p>SRT minutes</p> <p>Counselors observe students in classes. Administrators observe teachers in classes</p>

Chapter 4: Self Study

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: To what extent do students know beforehand the standards/expected performance levels for each area of study?

Findings	Supporting Evidence
<p>Students are well-informed of the expected performance levels for each area of study through district guidelines, course syllabi and daily instructions from teachers using multiple modes of communication. Teachers use scaffolding and modeling techniques and provide rubrics to inform students of expected performance.</p>	<p>Teachers and administrators post standards and information about their specific areas of study onto the Blackboard website for students and parents to use.</p> <p>All course standards are posted onto the curriculum section of the AUHSD website and the information is accessible to all parents and students.</p> <p>Teachers distribute and review course outlines and expectations at the beginning of the year or semester. Most teachers post their syllabus on Blackboard as well so that students and parents can access the information throughout the course of the year.</p> <p>Most classrooms have posters displayed which outline the standards and performance expectations for the course. The day's lesson plan/agenda is often written on the whiteboard.</p> <p>There is a direct relation between ensuring that all students are involved in challenging learning experiences and our identified CAN's for supporting at risk students & improving reading comprehension across the curriculum.</p>

Chapter 4: Self Study

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Prompt: To what extent is differentiation of instruction occurring and what is the impact on student learning?

Findings	Supporting Evidence
Differentiated instruction occurs throughout each department and at each grade level. Teachers use multiple modes of communication to deliver content material, offering a diversity of assignments and implementing interventions. Teachers are responsible for simultaneously teaching core curriculum as well as those students on modified curricula.	Student interviews Classroom observations IEP meeting notes Intervention plans Staff meeting agendas Records of students using modified grading lesson plans

Student Perceptions

Indicator: Students understand the expected level of performance based on the standards and the school wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about students' perceptions of their learning experiences.

Prompt: Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the school wide learning results and b) their perceptions of their learning experiences.

Findings	Supporting Evidence
Students are aware of the expected level of performance and they know that their experience at Miramonte is preparing them well for future academic endeavors. Students appreciate the high quality of instruction at the school.	Student surveys Podcast interviews with alumni

Chapter 4: Self Study

C1. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
Departments frequently collaborate to review student work, review results of standardized tests, create departmental norms for expectations, and work collaboratively to improve student learning.	Yriberri days Department meetings Inservice days Institute days Annual survey

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
There is a direct correlation to ensure that all students are involved in challenging learning experiences, identifying critical academic needs of supporting at-risk students, and improving reading comprehension across the curriculum. Miramonte engages in continual reflection on and development of instructional practices to continually refine content delivery.	Classroom observations Distribution of student grades API scores of the school Staff development Lesson plans

C2. Instruction Criterion Indicators and Prompts

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Chapter 4: Self Study

Prompt: Provide a range of examples that demonstrate that teachers are current in the instructional content taught and research-based instructional methodology.

Findings	Supporting Evidence
<p>It is evident that teachers are current in their content areas and in instructional methods because all teachers have current state certification in their content area and are CLAD certified. There are many opportunities for teachers to receive additional professional development. Teachers are involved in the textbook selection process. Teachers use a wide variety of technology to present content and to engage all students.</p>	<p>List of department days Summer Institute; Conference attendance Degrees and credentials Classroom observations Lesson plans Technology pull-out days</p>

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: To what extent do teachers work as coaches to facilitate learning for all students?

Findings	Supporting Evidence
<p>Teachers work as coaches to facilitate learning using a variety of instructional techniques as well as having positive professional relationships with students. Teachers work individually as well as collaboratively to develop lessons and assignments that move from skill-building to culminating work for students to demonstrating mastery through a combination of skills. Many teachers incorporate incentives in their grading for showing good study skills and organization. Numerous teachers offer time during the day (before school, after school as well as during lunch) to assist students individually.</p>	<p>Posters; sign-ins Master schedule BlackBoard sites Class prompts, handouts Departments lists Classroom observations Student responses Grading rubrics, lesson plans example: Algebra 1 points for notebook organization Test correction points in classes Motivational speakers WISE stipends to mentors OPI Financial support Career center workshops</p>

Chapter 4: Self Study

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they have already acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they have already acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?

Findings	Supporting Evidence
<p>Student work demonstrates that across content areas students are expected to organize information, access a variety of sources and apply knowledge. Students frequently use a variety of tools and sources to gather knowledge, synthesize information and demonstrate their mastery of concepts.</p> <p>Students have a variety of tools and technology at their disposal to gather information and share knowledge. Students have access to and are encouraged to use the full complement of resources housed in the Miramonte library, including books, periodicals, audio-visual items, and searchable databases of even more content. In class, students use computers, i-touches, books, online discussion groups and more to do research.</p> <p>There are examples of students sharing knowledge through written work. Oral presentations, film and visual presentations, and other exemplary work are done both individually and in groups.</p>	<p>World language skits Student analysis of works Video In-class debates Public Speaking program Lesson plans & rubrics World history country assignment</p> <p>Google earth assignments Mirador newspaper Student-created Wikis Online social science discussions and essays Progress reports, Blackboard grades breakdown Class syllabus Miramonte homepage</p>

Chapter 4: Self Study

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation.

Prompt: To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation?

Findings	Supporting Evidence
<p>Samples of student work demonstrate that students are engaged in problem solving, critical thinking and investigating across the curriculum. Students participate in labs, write analytical essays and investigate through research and experimentation.</p>	<p>Science lab reports DBQ based essays US History research paper English 3 research paper Science inquiry labs Physics trebuchet challenge Math and Science real world word problems Bio Tech and Environmental Science real world applications English and Social Science debates World Language and English investigating cultures and debating issues Latin application of language and culture to contemporary high school activities Drama writing and producing</p>

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school wide learning results.

Prompt: To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school wide learning results?

Chapter 4: Self Study

Findings	Supporting Evidence
<p>Students use technology daily across the curriculum to access information, demonstrate knowledge and communicate with faculty and peers. Students have access to a variety of technological applications and teachers use student-produced content to assess learning. Students use computers, the internet, web-based applications, a variety of software programs, i-touches, flip cameras, digital cameras, email, and more to access and share information. Teachers assess student work in a variety of modes.</p>	<p>All classes: youtube.com Mirador videos from flip cams stockmarketgame.org World languages AP in-class essays Grammar quizzes Blackboard sites webassign.net Houseboats/Architecture projects Youtube videos Use of computer labs Creation of videos by students using Final Cut Pro and After Effects Creation of advertisements and other projects using flip cams Journalism use of Indesign and Photoshop to put out paper Economic classes use of stock market software Language Lab recording voices and getting feedback Social Science use of laptop cart for essay writing Poll everywhere on i-touches for grammar quizzes Student use of Blackboard sites including power points, documents and lecture notes Homework online with instant feedback Auto Cad 3D modeling software Students watch and take notes at home from Youtube videos of class lectures</p>

Chapter 4: Self Study

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources that link students to the real world.

Prompt: To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources that link students to the world beyond school?

Findings	Supporting Evidence
<p>Students have access to a wide range of multi-media resources and services and hands-on experiences to increase learning. The library is well equipped with a range of materials and database subscriptions and offers extended hours. There are a range of field trips every year. Laboratory space is available for all science classes. Teachers can check out class sets of laptops or i-touches. There is a language lab for all students enrolled in world language classes. Students are required to find and examine primary source documents. Current events are incorporated into learning across content areas.</p>	<p>Language lab for World languages Use of subscription data bases for research Availability of computer and printer access across the campus Science simulations (ie. AP Environmental) Scientific lab hands-on experiments (ie. cat cadavers) Class observations Podcasts Lab write-ups BlackBoard Field trips IPOD touches Everywhere for grammar Podcasting IPOD's to gather student data to create a class profile of lab findings Teaching students to use Excel to graph lab data in Chemistry Use of powerpoints across the curriculum to enhance lessons Posting of powerpoints, lessons, documents and links on Black board for student access Student discussion boards on Google sites for student participation</p>

Chapter 4: Self Study

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?

Findings	Supporting Evidence
Miramonte offers opportunities for shadowing, hands-on experience and community projects through coursework, district-wide programs and student-initiated experiences.	ROP Classes (see course catalog) English 4-WISE program District work-ability program Sports Medicine trains students and provides opportunities for hands on practice Environmental Science uses the real world as a laboratory Public Speaking competitions Theater productions Journalism produces Mirador Instrumental Music and Choral participation in CMEA competitions Stock Market simulations in Economics WISE projects Mock Trial competition Class community service through leadership Miramonte REACHclub

Chapter 4: Self Study

C2. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
Teachers are using technology, varied instructional strategies, and a diversity of assignments that engage students. Students are required to develop and use analytical thinking skills on a daily basis and this has enabled students to achieve at very high levels.	Lesson plans Student work API score CST scores AP test scores Clean and orderly environment

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
Teachers use a variety of strategies and resources, from the traditional to the technological, to engage students and encourage critical thinking. Highly qualified teachers challenge students to excel in reading and writing (CAN #1 and CAN #2).	Library use data Computer lab use data Documentation of professional development Institute/department inservice days Blackboard Audiobooks available in library Textbooks on CD Classroom observations Student work Kurzweil software Inspiration software Creativecow.net

WASC Category C.

Standards-based Student Learning: Instruction: Strengths and Growth Needs

Category C. Standards-based Student Learning: Instruction:

Areas of Strength

- Plethora of advanced degrees (MA & PhD) amongst faculty
- Funding of valuable programs
- Good community support
- Access to a wide variety of technology
- Student commitment to a rigorous education
- School safety

Areas of Growth

- Incorporate more time for collegial interaction and collaboration
- Encourage further organization of data sharing and technology training
- Provide additional innovation with technology training and availability

WASC Category D

Standards-based Student Learning: Assessment and Accountability

D1 and D2 Assessment and Accountability Indicators and Prompts

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Chapter 4: Self Study

Findings - What We Do	Supporting Evidence
<p>The process of collecting, disaggregating and analyzing student performance data at Miramonte occurs annually by departments in department meetings and in teacher collaboration days (Yrberri Days). Overall data trends, specific performance in content strand areas and huge discrepancies between performances in different class sections are analyzed. On occasion, grades are compared with students' standardized test scores. Discussions are held to address the findings of the analyses.</p> <p>The process of collecting, disaggregating and analyzing student performance data at Miramonte also occurs by teachers on a daily basis. Teachers collect and analyze class work, homework, writing, projects and tests.</p> <p>The process of reporting student performance data to parents occurs by the administration, counseling department and teachers. The administration reports the overall school standardized test scores to parents, teachers and the counseling department report student class grades, and teachers report to parents on the assessment of individual assignments.</p>	<p>Department or Yrberri Day Agendas and Meeting Notes STAR, AP Test Data analysis and meeting notes Analysis of student work</p> <p>Immediate feedback verbally or via interwrite clickers Use of rubrics Scantron test item analysis Comments on homework/class work, tests and essays Handout of common errors/areas of improvement for assignment</p> <p>API scores sent to parents via email, in newspaper, on sign in front of the school, Quarterly progress reports Teacher generated progress reports Grades on blackboard Semester grades Grade reports given to students (some requiring a parent signature) Email updates to parents Comments on homework/class work, tests and essays</p> <p>Principal's letter via the school website SARC report STAR, CAHSEE, AP Test Data Counseling Department pamphlet</p>

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Basis for Determination of Performance Levels

Indicator: The school has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: Upon what basis are students’ grades, their growth and performance levels determined and how is that information used?

Findings	Supporting Evidence
<p>Students’ overall performance and subsequent grades are determined by teachers assessing student performance and growth in a variety of class activities and assessments following the guidelines of the teachers’ grading policy based off the district-wide grading policy.</p> <p>Students’ performance and subsequent grades on individual assignments are determined by teachers assessing the level of mastery of both standards-based content and skills following teachers’ grading policies (based off of district grading policy).</p> <p>Students’ growth levels are determined by change in performance levels (grade) and summative evaluations/assessments.</p> <p>Information on student grades, performance levels and growth is used by teachers to help students achieve their potential. Teachers use information gathered from summative and formative assessments to adjust their instruction to facilitate maximum student performance and growth.</p>	<p>District Grading Policy Teachers’ Grading Policy/Syllabus</p> <p>Research papers Journals Homework assignments Practical exams Labs Formal objective assessments (multiple choice, etc) Oral exams, written critiques Portfolios Presentations Portfolios Individual assignment analysis (ie. Change in quiz scores or writing scores) Progress versus Quarter grade; Quarter versus Final Semester grade Final exams STAR test data, AP Tests Assignment re-do’s Quiz/Test re-takes or alternative assignment Essay re-writes Lesson plan revisions</p>

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Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.

Findings	Supporting Evidence
<p>Teachers use appropriate assessment strategies to measure student progress towards a body of knowledge or skills by aligning the assessments with California State content and skill standards, CSU / UC requirements (college prep classes), and College Board Approved Curriculum (for AP Courses).</p> <p>Teachers also use appropriate assessment strategies to measure student progress towards a body of knowledge or skills by using a variety of ways to assess students. These include objective and subjective assessments, assessments using basic academic skills to show content knowledge (reading, writing, speaking), assessments that show growth through time, assessments that utilize technology and communication, and assessments based on learning styles.</p> <p>Teachers use appropriate assessment strategies to measure student progress towards a body of knowledge or skills by adapting the assessment to student needs.</p>	<p>Research papers</p> <p>Journals</p> <p>Homework assignments</p> <p>Practical exams</p> <p>Labs</p> <p>Formal objective assessments (multiple choice, etc)</p> <p>Oral exams, written critiques</p> <p>Portfolios</p> <p>Presentations</p> <p>Essays</p> <p>Portfolios</p> <p>Group projects</p> <p>Discussion</p> <p>Reading comprehension</p> <p>Modified tests for modified students</p> <p>Accommodations for individual students with diverse learning challenges</p> <p>Verbal versus written assessment or vice versa written versus verbal assessment, typed versus handwritten, written versus scantron, etc</p>

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Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school wide learning results, including those with special needs.

Prompt: Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected school wide learning results, including those with special needs.

Findings	Supporting Evidence
<p>Student work and assessments demonstrate student achievement of the academic standards.</p> <p>Student work and assessments demonstrate student achievement of: <i>ESLR 1: Acquire a common core of broad and diverse knowledge</i></p>	<p>Graduation rate, college acceptance rate, STAR Test and CAHSEE Test scores</p> <p>Homework assignments, essays, tests, portfolios, presentations, research papers, etc.</p> <p>Graduation rate, college acceptance rate, STAR Test and CAHSEE Test scores</p> <p>Common graduation requirements</p> <p>Enrollment in Advanced Placement and Honors classes, Visual and Performing Arts, Tech Ed, ROP Classes</p> <p>Field trips, competitions, performances</p>

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Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected school wide learning results.

Prompt: Provide representative examples of how progress of all students toward meeting the academic standards and expected school wide learning results is monitored.

Findings	Supporting Evidence
Miramonte High School has an effective system to monitor all students' progress toward meeting academic standards through course requirements, curriculum standards, individual classroom assessments, STAR test and CAHSEE scores, graduation and college acceptance rates.	Curriculum standards based on California State Standards Individual class assessments on standards based curriculum STAR Test and CAHSEE Scores Graduation rate College Acceptance rate
Counselors and teachers to monitor their students' progress towards graduation and meeting the academic standards and ESLRs.	Aeries allows students' counselors and teachers to view their transcripts and grades.
Miramonte High School has an effective system to monitor all students' progress toward meeting the expected school wide learning results.	Student and staff lesson observation survey on ESLRs. Evidence collected on each ESLR

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

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Findings	Supporting Evidence
<p>Miramonte English department examines standards-based assessments in English Language Arts annually.</p>	<p>STAR Test Scores CAHSEE ELA Scores</p>
<p>Miramonte English department uses standards-based assessments to modify the teaching/learning process.</p>	<p>New grammar textbooks 2006 Purchase of updated version of vocabulary book Junior English teacher annual collaboration on the term paper projects Freshmen English teachers' annual collaboration on analytical writing The Wise Program Intervention class (for one year) United States History-English 4 core</p>
<p>Miramonte Math department examines the standards-based assessments in Math annually and uses it to modify the teaching and learning process.</p>	<p>STAR Test data CAHSEE Scores</p>
<p>Miramonte Math department uses the standards-based assessments to modify the teaching and learning process.</p>	<p>Math Intervention class Articulation with feeder middle school After school tutoring</p>
<p>Miramonte examines the performance of students whose primary language is not English when analyzing all standardized test scores. However, ESL students are <1%, so not applicable, but they do get additional language support. Students go to Las Lomas.</p>	<p>STAR Test data CAHSEE data LLHS course curriculum</p>

Indicator: Student feedback is an important part of monitoring student progress, over time, based on the academic standards and the expected school wide learning results.

Prompt: To what extent is student feedback an important part of monitoring student progress, over time, based on the academic standards and the expected school wide learning results?

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Findings	Supporting Evidence
<p>Student feedback is an important part of monitoring student progress on the academic standards, over time, in all departments.</p>	<p>Post-test discussion of the test format and content, together with discussion of homework as a means of evaluating the test.</p> <p>Discussion of assignments in general, instructions, process, rubric.</p> <p>Changes in tests and other assignments according to student feedback, e.g., to make them more clear.</p> <p>If a student feels a question or assignment is unfair, students can talk to the teacher. There is a formal process in some classes.</p> <p>Many teachers are available for discussion and student feedback in the morning, at lunch or after school.</p>
<p>Student feedback is an important part of monitoring student progress on the ESLRs, over time</p>	<p>Part of the evaluation process requires that teachers get student feedback.</p> <p>Student Surveys</p> <p>Challenge Success (formerly Stressed Out Students)</p>

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

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Findings	Supporting Evidence
<p>At Miramonte assessment data is collected, analyzed and then used to make decisions and changes to curricular approaches.</p> <p>Each year departments review their STAR and AP scores. Often teachers who teach the same subject will compare scores to identify common areas of strength and weakness. This information is then used to adjust curricular approaches accordingly.</p> <p>Teachers evaluate information from summative and formative assessments throughout the year. This information is used to modify instructional approaches.</p>	<p>STAR and AP scores are analyzed by departments.</p> <p>Collaboration on lessons for weaker content strands</p> <p>Monitoring students with low scores. (Progress Reports)</p> <p>Quiz/Test Analysis Essay Analysis Common Errors handout, discussion Any lesson modification</p>

Prompt: Comment on the degree to which these criteria impact the school’s addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
<p>Assessments are of great importance in addressing both Miramonte’s critical academic needs.</p> <p>CAN #1: Identify low performing students and determine how to best support their personal development and learning.</p> <p>Identify students who are marginalized socially and/or emotionally (using tardies, absences, discipline records, etc).</p> <p>Look at students below the “norm”at this high-achieving school. Look at the C+ student</p> <p>CAN #2: Raise the academic performance of all students by improving reading comprehension in all subject areas</p>	<p>Aeries (monitors attendance, grades, etc) SARB meetings (student attendance review board) Student Review Teams 504 plans IEPs Psychologist, counseling visits STAR and CAHSEE test scores Progress Reports, Quarter and Final Grades Enrollment in Intervention classes Number of students attending Peer and after school teacher tutoring</p> <p>STAR and CAHSEE English Language Arts Reading Scores Number of library books circulating Individual class reading comprehension assessments</p>

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D1 and D2. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?

Findings	Supporting Evidence
Other evidence looked at during the WASC process shows that assessments occur through teacher evaluations and support programs that monitor standards-based learning,	Teacher evaluation includes appropriate standards-based assessment. (Note: All teachers including those who are tenured are evaluated) BTSA (for new teachers) evaluation includes appropriate standards-based assessments.

D3 and D4. Assessment and Accountability Criterion Indicators and Prompts

D3. To what extent does the school with the support of the district and community have an assessment system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?

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Findings	Supporting Evidence
<p>The board reviews annual data based on standardized test results on an annual basis and makes recommendations to district staff on implementation of strategic plans. The board also reviews grading issues as they come up.</p> <p>The district is involved in an oversight role, analyzing student performance on standardized tests combined with subject area and school specific assessments (grades) to monitor student performance. This information is used to project future program needs.</p> <p>The Miramonte staff is involved in the assessment and monitoring process of student progress.</p> <p>Miramonte administration reviews the same information as the district, and is engaged in meetings at the district level regarding student performance and meet monthly with department chairs at the Instructional Council meeting and with parents, students and staff at the Coordinating Council.</p> <p>Teachers continually assess and monitor the progress of their students on district collaboration days, Instructional Council, department meetings, with other teachers, daily in their teaching, and in student and parent meetings. Support staff is also involved with the assessment and monitoring of student progress with IEP, 504 and SST meetings.</p> <p>Miramonte students are involved in the assessment and monitoring of their own progress by reviewing their performance on assignments, projects and other assessments.</p> <p>Miramonte parents are involved in the assessment and monitoring process of student progress by serving on various committees at the district or school site level, including the District Grading Committee and the Coordinating Council.</p>	<p>API results</p> <p>STAR test result</p> <p>CAHSEE Results</p> <p>AP results</p> <p>College acceptance rates</p> <p>Algebra 1 & Geometry final for all classes in district</p> <p>Grades/Progress Reports</p> <p>Adoption of CA Standards-based textbooks</p> <p>Geometry Intervention Class</p> <p>Low class size in Algebra I (See above for data analysis)</p> <p>Coordinating Council</p> <p>Instructional Council</p> <p>Department Meetings</p> <p>ABI</p> <p>Individual tests, quizzes, projects</p> <p>Informal student observations</p> <p>IEPs, 504s</p> <p>SSTs</p> <p>Quarterly Counselor and Special Education Meetings (district wide)</p> <p>Annual Grade Level Counselor Meetings</p> <p>Test and quiz evaluations</p> <p>Self and peer editing</p> <p>Self and peer corrections/evaluations on assignments</p> <p>Portfolios</p> <p>Reflections/Journals</p> <p>Adoption of CA Standards-based textbooks</p> <p>Contact with teachers</p> <p>Parent Teacher Association</p> <p>Coordinate Council</p> <p>District Communication Policy</p>

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Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school wide learning results.

Prompt: How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school wide learning results?

Findings	Supporting Evidence
The processes that keep the district, board, and parents informed about student progress toward achieving the academic standards and the expected school wide learning results are highly effective.	Passage of Measures E & G - parents are willing to have higher taxes because the community has been informed of MHS standards Newspaper articles on API & STAR results Principal's newsletter MHS website Daily Bulletin e-mailed out every day.

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Prompt: Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

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Findings	Supporting Evidence
<p>Miramonte High School uses assessment results to make changes in school programs and resource allocations demonstrating a results-driven continuous process.</p> <p>Miramonte High School uses assessment results to make changes in professional development activities demonstrating a results-driven continuous process.</p>	<p>Math Intervention</p> <p>After School Tutoring</p> <p>Lower class sizes in Algebra 1 for 2010-2011</p> <p>AP Statistics class (did this take place in last six years?)</p> <p>WISE</p> <p>English department collaboration on Freshman, grammar</p> <p>Social studies collaboration on addressing end of the year material tested on the STAR exam, Writing, Research sources</p> <p>Math collaboration on Algebra and Geometry, technology tools</p>

D3 and D4. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion: shareholder involvement in assessment and resource allocations based on assessments.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?

Findings	Supporting Evidence
<p>The school uses data collected from staff and students to determine the needs of the students.</p> <p>The school looks at student course requests to determine course offerings for the following year.</p> <p>The school utilizes primarily standardized testing results to gauge student progress in the context of the school and individual student performance. Departments incorporate teacher evaluation of student performance by letter grades or narrative evaluation in their analysis. Teacher evaluation of student performance, (letter grades and narrative) are used in IEP and 504 evaluations as well as SSTs.</p>	<p>College Application Requirements</p> <p>Art Portolios</p> <p>College Auditions (Performing Arts)</p> <p>Staff Surveys</p> <p>Student Surveys</p> <p>Course Requests with Counseling Office</p>

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Prompt: Comment on the degree to which these criteria impact the school’s addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
<p>Shareholder involvement in assessments and how assessment results are used at Miramonte to make changes in the school program, professional development activities and resource allocations address both CANs.</p> <p>CAN #1: Identify low performing students and determine how to best support their personal development and learning.</p> <p>Identify students who are socially and/or emotionally marginalized (using tardies, absences, discipline records, etc).</p> <p>Look at students below the “norm”at this high-achieving school. Look at the C+ student</p> <p>CAN #2: Raise the academic performance of all students by improving reading comprehension in all subject areas</p>	<p>Support classes in Math and English.</p> <p>Summer school is offered for students who fail classes.</p> <p>Staff get together to review strategies to help struggling students (RTI/SST).</p> <p>When a student is identified to have special needs, he or she is given an Individualized Educational Plan (IEP) or a 504 plan to help them succeed.</p> <p>District Single Site Plan</p> <p>English support class</p> <p>Wise Program</p> <p>English-Social Studies Junior class</p>

WASC Category D.

Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Category D. Standards-based Student Learning: Assessment and Accountability:

Areas of Strength

- District wide standardization of grading policy, grade rubrics, benchmarks
- District office communicates with governing board and sites
- Diversity of assessments to measure student achievement
- Frequent class assessments and encouragement to provide prompt feedback
- Students may view overall grade and assignment grades on Blackboard or class postings
- Modification and accommodation processes to support student learning
- Strong communication process for students who need accountability
- Special Ed department communicates frequently with students, parents and general ed teachers
- Counseling department effectively identifies at risk/low performing students, provides intervention
- Teachers are available to meet with students

Areas of Growth

- Increase accessibility for students and parents to review grading policies and grade transparency
- Provide timely assignment feedback with more than a letter grade; include comments
- Improve turn-around time; students should receive an essay back before another is assigned
- Assist turn-around time by decreasing class sizes, as grading workload causes delays
- Increase staff development opportunities for analysis of student assessments and writing samples
- Develop resources for struggling students, such as intervention classes and tutoring
- Relate classroom grades to external assessments such as STAR, SAT, and AP

**WASC Category E:
School Culture and Support for Student Personal
and Academic Growth**

E1. School Culture and Student Support Criterion Indicators and Prompts

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.

Findings	Supporting Evidence
Parents are actively involved in school decision making and supporting programs.	Coordinating Council Booster Club EFO Blackboard Communication VPA Annual events like Car Show, Taste of Orinda, Booster Cards, and other businesses Open House
Community is involved in partnerships, promotions and financial support.	Back to school night WISE partners Parent class meetings Parents' Club funds Extended lunches Special events

Use of Community Resources

Indicator: The school uses community resources, such as professional services, business partnerships, and speakers to support students.

Prompt: How effective is the school use of community resources to support students, such as professionals, business partnerships, and speakers?

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E1. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
<p>There is an open house and back to school night.</p> <p>There is a monthly meeting of Coordinating Site Council and Parents Club.</p>	<p>School calendar</p> <p>Minutes of meetings are published online</p> <p>Parents' Club provides funding and support for the school</p>

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
<p>Parents can meet the teachers during Back to School Night.</p> <p>Parents' club supports low achieving students by funding after school tutoring.</p> <p>Coordinating counsel meets every month to address the needs of the school.</p>	<p>Parents know what is expected of their students</p> <p>There is free tutoring after school in the library on Monday through Wednesday.</p>

E2. School Culture and Student Support Criterion Indicators and Prompts

To what extent is the school a clean and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations of all students, and a focus on continuous school improvement?

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure, clean and orderly place that nurtures learning.

Prompt: Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.

Findings	Supporting Evidence
The school has a campus supervisor who patrols the site.	Campus supervisor is well respected by students.
There is administration support for teachers who have disruptive students.	Referral process, detention, Saturday school, suspensions
There are drills for emergency situations such as fire, earthquake, and intruders.	Maps and procedures set in place to show students where to go in case of an emergency
Most behavior policies are very clear to students.	Detentions and Saturday School policies seem clearer than in past
	Rally and sporting event behavior has improved
	Staff and leadership students have attempted to improve after lunch cleanup

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations of students in an environment that honors individual differences and is conducive to learning.

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Prompt: To what extent does the school demonstrate caring, concern, and high expectations of students in an environment that honors individual differences and is conducive to learning?

Findings	Supporting Evidence
<p>Administration and counselors are proactive with students.</p> <p>Many teachers are proactive by letting students know how to contact them when issues arise.</p> <p>Parents Club and Administration support students' needs.</p> <p>A variety of campus-wide clubs are available for students to join.</p>	<p>Students are often approached by administrators and counselors who check in with them Admin and counselors are approachable when issues arise</p> <p>Many teachers make it clear how they can be contacted (email and phone) when there are problems</p> <p>Staff tutoring in library 3 days/week</p> <p>When asked to stay after school or meet at lunchtime, vast majority of teachers will do so</p> <p>Number of club offerings conducive to individual preferences</p>

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: To what degree is there evidence of an atmosphere of trust, respect and professionalism?

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E3 and E4. School Culture and Student Support Criterion Indicators and Prompts

E3. To what extent do all students receive appropriate support along with individualized learning plans in order to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Prompt: To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?

Findings	Supporting Evidence
<p>Miramonte provides plentiful services to students to support their health, career and personal goals, and academic needs.</p> <p>Student health is monitored and supported by the school nurse, sports trainer, support counselors, and on-site technology.</p> <p>The School Nurse offers medical assistance during school hours, smoking cessation aid, and eye and vision testing.</p> <p>The Sports Trainer teaches a Sports Medicine class and is available for both emergency medical aid during classes and after school sports.</p> <p>Support counselors (2) meet with students experiencing emotional or psychological difficulties.</p> <p>Lastly, in the event of a cardiac emergency, there are three Automatic Emergency Defibrillators (AED) at different sites on campus.</p> <p>Student career and personal goals are advanced by counselors, teachers, and the school college & career center.</p>	<p>School Nurse</p> <p>Sports Trainer</p> <p>Crisis Counselors (2)</p> <p>AEDs (3)</p> <p>Career & Personal Goals:</p>

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Findings	Supporting Evidence
<p>Assessments for each course are based on published standards and benchmarks and ESLRs. When a student performs poorly on assessments, teachers, counselors, or other personnel may refer him or her for support services.</p> <p>Student services teams (SSTs) first identify the issues that are impeding the student’s ability to meet standards and ESLRs.</p> <p>Based on the findings of this team, a student may be provided with an Intervention Plan or may be referred for further advisory services from academic counselors, support counselors, the psychologist, or diagnostic services that may lead to an IEP or 504 plan.</p>	<p>Student Services Teams (SSTs)</p> <p>Counselors</p> <p>Support Counselors</p> <p>IEP/504/Intervention Plans</p>

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Findings	Supporting Evidence
<p>Teachers work to differentiate instruction so that all students learn. They work closely with special education teachers , counselors, and administration to monitor student progress. Teachers respond to parent concerns and often meet with parents directly when issues arise. Teachers also meet as departments and cross-departments to collaborate efforts and share best practices so that all students have the opportunity to be successful.</p>	<p>Personalized learning</p> <p>Collaboration days</p> <p>Weekly progress reports</p> <p>Student Review Teams</p>

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Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Prompt: To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.

Findings	Supporting Evidence
<p>Support services are all aimed at helping students develop a direct involvement in learning.</p> <p>All 9th grade students participate in orientations from the school’s Link Crew to support transition to high school expectations and learning goals.</p> <p>Students identified by testing as English Language Learners (ELL) are referred to special services available at Las Lomas High School.</p> <p>Students identified as GATE have had the opportunity to participate in AGATE, a multidisciplinary, hands-on learning program that requires experimental design with both creative and analytical writing.</p> <p>Students scoring poorly on assessments are referred by teachers to the peer and faculty tutoring options available during study halls and after school. Counselors identify students who are struggling and recommend peer tutoring and weekly progress reports. Students whose names are brought forward by parents, teachers, or counselors are referred to the Student Review Team that evaluates an appropriate course of action. Resource classes assist students who need additional support.</p>	<p>Link Crew emails and handouts</p> <p>Las Lomas ELD Program</p> <p>AGATE program emails and handouts</p> <p>Peer tutoring schedule Faculty tutoring schedule Student Review Team minutes Special Education caseload</p>

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Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?

Findings	Supporting Evidence
<p>Students have access to a wide range of course offerings in different subjects and at different levels of difficulty. Students who need extra help have access to intervention classes in English & Language Arts as well as in Mathematics. Students who are seeking additional challenges have the option of taking one or more of the 13 Advanced Placement (AP) courses offered on-site. The District allows equal access to AP courses for every student, depending on the number of available sections. Direct career relevance is provided by ROP courses (i.e.: Architectural Design, Sports Medicine, and Biotechnology) which provide training that is directed towards specific professions. Curriculum coherency is maintained by graduation requirements.</p> <p>If a student earns a failing grade in a course, the student may repeat the class. Summer school is available for a number of classes in history, math, biology, English, and Spanish. Classes for acceleration have been eliminated due to budgetary constraints.</p> <p>Students interested in alternative schedules also have a number of other avenues available to them. The WISE program is an alternative version of English 4 which requires students to participate in off-site experiences (internships, trainings, etc.) during school hours as the basis for reflective writing. Jazz Band is a class offered during 0 (zero) period, prior to the standard school day, to eliminate conflicts with other classes. Students who do not flourish in a classroom environment may be referred to the Acalanes Center for Independent Study, which allows students to complete course and graduation requirements outside of a school setting.</p>	<p>AUHSD Course Catalog (includes graduation requirements)</p> <p>District AP policy</p> <p>0 period for Jazz Band</p> <p>Summer Course Schedule</p> <p>WISE English 4</p> <p>Independent Study Program</p>

Chapter 4: Self Study

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected school-wide learning results.

Prompt: To what extent does the school leadership and staff link curricular and co-curricular activity to the academic standards and expected school-wide learning results?

Findings	Supporting Evidence
<p>All curricula are tied to district standards and benchmarks, often posted on classroom walls. All field trips must be approved by Instructional Council and be directly linked to the curriculum.</p> <p>The majority of MHS students participate in co-curricular activities with two-thirds involved in athletics. The athletic director and administration meet with the captains of the teams each season and stress the importance of being a leader, appropriate behavior, and maintaining good grades.</p>	<p>Standards and benchmarks</p> <p>Co-curricular activities Captains meeting agendas</p>
English 4 WISE	Course of Study, presentation listings, emails
School Leadership	Event calendars, project planners, binders from years past and present
Lunch-time activities	Emails, photographs,
Public Speaking	Course of study, records of competitions, and trophies
Library	Librarian schedules that show student classes coming in
Technology calendars for 334/444	Technology calendars for 334/444 demonstrate the number of students who are using technology in the labs
Mock Trial	Records of meetings, conferences, and competitions, and records of accomplishments (including trophies)
Library after-school tutoring	Sign in sheet
College and Career Center college visits	Records showing which students attended to the visits

Chapter 4: Self Study

Findings	Supporting Evidence
Counselor visits to English or Social Studies classrooms	Agendas and PowerPoints
Latin Conventions	Records of meetings, conferences, and competitions, and records of accomplishments (including trophies)
Academic Decathlon	Records of meetings, conferences, competitions, and records of accomplishments (including trophies)
Choral Retreats and Competitions	Records of meetings, performances, and competitions, and records of accomplishments (including awards and trophies)
Instrumental Music Retreats and Competitions	Records of meetings, performances, and competitions, and records of accomplishments (including awards and trophies)
Performance for Progress (outside of MHS, but run by students)	Meetings, program hand-outs, emails
Olympic Park Institute (OPI)	Meeting handouts, rosters, financial records, teacher feedback about the week,, sub plans
Participation in art shows and competitions	Records of competitions and records of accomplishments (including awards and trophies)
Field trips	Instructional Council minutes, Department minutes if there has been sharing out
AP preparation and support	Teacher records of going to AP prep conferences, review sessions on Blackboard and in paper copies.
Talent Show	Yearly display of student talent
Leadership activities such as dances	Several dances per year, including junior prom and senior prom, are well attended
Parent support of all activities that recognize the needs and support the programs, both in and out of the classroom.	Parents contribute as volunteer staffing at extra curricular activities (i.e.: dances) as well as with funding for special programs

Chapter 4: Self Study

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
<p>The school has an effective process for evaluating curricular and co-curricular activities. The leadership director and core of students put on numerous activities and, with the administration, evaluate them through the year. Athletic competitions and team activities are overseen and evaluated by the athletic director and administration.</p> <p>Curricular efforts are supported throughout the year. Administrative, counseling, and classroom efforts are focused on student success in all areas of high school.</p> <p>Online BlackBoard surveys are administered yearly, giving students, staff and parents the opportunity to provide feedback on a variety of topics.</p>	<p>Leadership calendar</p> <p>Authorizations and permission slips</p> <p>Athletic team rosters and attendance</p> <p>Club member lists and attendance</p> <p>Sign-in sheets at library, tutoring, computer labs</p> <p>Appointment calendars for counseling and support counseling</p> <p>Survey results</p>

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and communicating with student representatives.

Prompt: Comment on the student view of student support services after interviewing and communicating with student representatives.

Chapter 4: Self Study

Findings	Supporting Evidence
<p>Before enrolling at Miramonte, all students are required to meet with their academic counselor who will outline requirements and all available support services available at Miramonte.</p> <p>All 9th and 10th grade students do a career project in English classes in which they are introduced to the College & Career Center and its resources. All 9th grade English and World History students have a Library orientation and complete multiple research projects in the Library, which introduces students to the library staff, hours, research tools, and technological aids available.</p> <p>Tutoring schedules are posted on campus. The signs indicate subjects, personnel, and times of tutoring.</p>	<p>Counselor appointments</p> <p>Library class schedules</p> <p>English career projects</p> <p>World History research projects</p> <p>Tutoring schedules</p>

E3 and E4. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?

Findings	Supporting Evidence
<p>MHS staff is focused on supporting students in their curricular and co-curricular objectives. Staff attends athletic events, performing arts productions, and other activities to support their students' efforts. Teachers monitor students' academic work and report to administration and counselors when there is a concern.</p>	<p>Master calendar</p> <p>Referral to Student Review Team</p>

Prompt: Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
<p>CAN #3 addresses the school culture. Miramonte has made a continued effort to create a positive learning environment for all students, respect the various needs of students, add support services, differentiate class instruction, and enhance extra-curricular activities to improve the school culture.</p>	<p>Leadership calendar</p> <p>Clubs</p> <p>Strategies for learning</p>

WASC Category E.

School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Category E. School Culture and Support for Student Personal and Academic Growth:

Areas of Strength

- Increased use of Blackboard as a vehicle of instruction and communication of expectations
- Clear expectations with multiple avenues to access information
- Community and parental support of academic and extra curricular programs: EFO, Parents Club, Athletic Boosters, VPA
- Improved technical support for staff members
- Parent volunteers are ready to help
- Leadership has successfully focused on improving school spirit
- A wide diversity of extra-curricular activities are available including clubs, athletics, arts

Areas of Growth

- Continue to convey school policies to staff, students, and parents
- Communicate how to access support and crisis counseling
- Improve trash pickup and recycling efforts; emphasize being green
- Post and refer to ESLR's and district standards/benchmarks when introducing lessons
- Add hands-on and vocational courses
- Continue to develop strategies to welcome new and transfer students to the campus
- Continue to work on improving school spirit

<p>WASC TEAM: ASSESSMENT Facilitator: Xavier Frippiat Recorder: Rosemary Black</p>		
<p><u>Science</u> Nikki LeBoy</p> <p><u>Math</u> Carolyn Manning Kristha Le</p> <p><u>Physical Education</u> Vince Dell'Aquila</p> <p><u>Special Ed</u> Rosemary Black</p> <p><u>Parents</u> Shawn Niles Erika Odell Dan Robbins Lori Huhn Lisa Herrinton</p>	<p><u>English</u> Edd Simmons Clay Collins</p> <p><u>Visual & Performing Arts</u> Rosemary Jensen Heather Cousins</p> <p><u>World Language</u> Pat Bowen Ma-Chen Tu Nick Carpenter</p> <p><u>Students</u> Nora Ross Meghan Colwell James Selfe Julian Kelly Michael Sappio Daniel Martis Hillary Good Angela Yoon</p>	<p><u>Classified</u> Maria Schultz Kim Griffin</p> <p><u>Social Science</u> Xavier Frippiat</p> <p><u>Counselor</u> Marilyn Lewis-Hampton</p> <p><u>Administrator/Leadership</u> Meghan Selway</p>

<p>WASC TEAM: CULTURE Facilitator: Kristen Plant/Eloise Schneider Recorder: Megan Flores</p>		
<p><u>Science</u> Rebecca George Sharat Gadde Hope Hauptman</p> <p><u>Math</u> Mary Anne Whitaker Nancy Wong Brian Henderson</p> <p><u>Physical Education</u></p> <p><u>Special Ed</u> Ricki Oleon Pete Clauson</p> <p><u>Parents</u> Frank Carson</p>	<p><u>English</u> Elizabeth Aracic Kristen Plant</p> <p><u>Visual & Performing Arts</u> Gavin Kermod Rick Meyer</p> <p><u>World Language</u> Mario Diaz Megan Flores</p> <p><u>Students</u> Joey Fabian Alex Nicolaou Chris Worthington Josh Dathe Rhett Gibbs Michael Krakaris Brianna Bierbaum Sasha Sommerville Baz Siu Scotty Huhn</p>	<p><u>Classified</u> Eloise Schneider Drue Kendell</p> <p><u>Social Science</u> Melissa Quiter Kelly Ginocchio</p> <p><u>Counselor</u> Lois Halls</p> <p><u>Administrator</u> Lois Halls</p>

WASC TEAM : CURRICULUM Facilitator: Dan Shortenhaus Recorder: Doreen Wagner		
<u>Science</u> Dan Shortenhaus Manoa Koepp <u>World Language</u> Doreen Wagner <u>Physical Education</u> John Wade <u>Special Ed</u> Ellen Romanski <u>Parents</u> Lisa Kramer	<u>English</u> Kate Gordon Linda Long Polly Covell <u>Technical Ed</u> Aileen Gell <u>Math</u> Sherry Cutting Mike Plant <u>Students</u> Angela Yoon Jacob Niles Hillary Good Connor McCormick Connor Campbell Alan Siu Kirby Schulz Ellie Metheny Joseph Sweiss Brian De Luna	<u>Classified</u> Patty Calder Laura Soofi <u>Social Science</u> Rick Waterhouse Paul Fitzgerald <u>Counselor</u> Danielle Jurow <u>Administrator</u> Jan Carlson

<p>WASC TEAM: INSTRUCTION Facilitator: Anne Schonauer Recorder: Karen Wetherell</p>		
<p><u>Science</u> Jennifer Moore</p> <p><u>Math</u> Mike Whitaker</p> <p><u>Physical Education</u></p> <p><u>Psychologist</u> Emily Reichardt</p> <p><u>Special Ed</u> Kingsley Graft</p> <p><u>Parents</u> Elaine Dathe Lisa Engstrom</p>	<p><u>English</u> Lauren Allen Karl Kosciuch Karen Lamberti</p> <p><u>Visual & Performing Arts</u> Stan Heard Sarah Downs</p> <p><u>World Language</u> Cindy Ghazarossian Shih-Min Holland</p> <p><u>Students</u> Holly Rusk Haley Cassriel Tasia Robbins Sarah Vaccaro Shannon Burke Selena Ross Marcus Diaz</p>	<p><u>Classified</u> John Slosser Teena Rigal Karen Wetherell</p> <p><u>Social Science</u> James Lathrop Campbell Hunter</p> <p><u>Counselor</u> Anne Schonauer</p> <p><u>Administrator</u> Sharon Bartlett</p>

Chapter 4: Self Study

<p>WASC TEAM: VISION Facilitator: Matt Davis Recorder: Cindy Boyko</p>		
<p><u>Science</u> Barbara Denny</p> <p><u>Math</u> Cindy Boyko</p> <p><u>Physical Education</u> Kyle Wood</p> <p><u>Librarian</u> Marian Shostrom</p> <p><u>Parents</u> Cara Hoxie Sandy Breber</p>	<p><u>English</u> Steve Poling Donia Gousios</p> <p><u>Visual & Performing Arts</u> Susan McCauley</p> <p><u>World Language</u> Matt Davis Carla Unroe</p> <p><u>Technical Ed</u> Valerie Peterson</p> <p><u>Students</u> Ali Hasanain Jonathan Wong Erik Thompson Elena Loke Rachel Huang Max Weinstein Alec Bahramipour Shannon Cherayil</p>	<p><u>Classified</u> Trish Stuber Mark Graminski</p> <p><u>Social Science</u> China Harvey</p> <p><u>Counselor</u> Linda Fore</p> <p><u>Administrator</u> Adam Clark</p>



CHAPTER 5

NEW CRITICAL ACADEMIC NEEDS AND ACTION PLANS

NEW CRITICAL ACADEMIC NEEDS AND ACTION PLANS

2010-2016 CRITICAL ACADEMIC NEEDS AND ACTION PLANS

Overall Summary

In the interest of continual school improvement, Miramonte aimed to improve the following when creating its new critical academic needs and action plans:

- Alignment of all School Goals/Plans
- School-Site Based Goals (within the context of district guidelines)
- Effective Systems for Implementing School Goals

In order to address these needs, Miramonte set out to:

- Ensure that the School Site Plan, CANs and Action Plans were in alignment.
- Ensure that the plans for the school were school-site driven (within district guidelines).
- Establish systems that would be sustainable despite inevitable changes (including personnel) and support meaningful implementation of Action Plans.

First, one space to access the Single Site Plan, the CANs, Action Plans, WASC information and any other school-wide improvement documents was created. This was done by creating a site on our Blackboard System with the mission statement, ESLRs, drafts of the WASC Chapters, the minutes of the Focus Group meetings, links to other prior WASCs, and a discussion forum. The new CAN teams will document the status of their Action Plans on the same Blackboard Site. This will create an institutional memory and support sustainability. It will help streamline communication with all stakeholders of Miramonte's goals and actions.

These systems also helped to ensure that Miramonte stakeholders had a voice in analyzing the needs of the school and developing the 2010 CANs. Stakeholders accessed a link through the Blackboard system for online form to analyze Chapter I. In Focus Group Meetings, members analyzed Chapter I and documented their conclusions from the data, identified challenges and made suggestions for improvement on the form. These responses became the basis for Chapter 2 and were the first stages in developing our CANs.

The Chapter IV Focus Group Analysis Templates were imported into Google Documents so that the Focus Group members could all access the information and engage in online collaboration. The links to these documents were also on Blackboard. Thus, the Focus Groups themselves created their portion of Chapter IV. The strengths and areas of improvement that these groups identified became the second stage in developing the CANs.

Using a guided form, small groups within the larger Focus Groups used the challenges and suggestions from Chapter II, the strengths and areas of improvement from Chapter

Chapter 5: New Critical Academic Needs and Action Plans

IV, as well as their own personal knowledge and experience and recommended three CANs for 2010-16. These were collected and posted online for a vote.

Finally, online CAN votes were tallied, similar CANs combined and the three new CANs were presented to Miramonte stakeholders:

CAN #1: Support student development and success

CAN #2: Promote professional collaboration across all curricular areas

CAN #3: Enhance communication between all stakeholders, including parents, staff, students, and alumni.

After the CANs were determined, Miramonte stakeholders joined one of the new CAN Teams of their choice. Choice was important to ensure buy-in from all team members. Each CAN team had sign-up spaces for representation from each department and other staff groups as well as representation by both parents and students. While that limited the choice of some stakeholders, it became important for each team to have broad representation and adequate membership.

Once the CAN teams were decided, staff volunteered to lead the teams. Each CAN team was provided two co-chairs to create consistency and sustainability. The co-chairs of the CAN teams met to discuss how to create more effective action plans as well as teams to implement them. It was decided to create project leaders for the Action Plans so that stakeholders could be a part of something about which they were passionate. Miramonte stakeholders have already given feedback that they feel they have buy-in with these new CANs and Action Plans.

Miramonte was successful in establishing a process to ensure that the CANs and Action Plans were site staff driven and in alignment with each other. Miramonte also created a system that fully supports implementation of Action Plans and anticipates inevitable change. While the Single Site Plan Goals (SSPG) are the same for all schools in the district, Miramonte has a site specific and driven plan to achieve these goals.

SSP Goal #1: Increase the percentage of 9th grade Algebra 1 students and 10th grade Geometry students scoring at the Proficient level and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).

SSP Goal # 2: Increase the percentage of 11th grade students scoring at the Proficient and above levels by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).

SSP Goal #3: Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE census results as the baseline).

Data shows that there is need for improvement in 9th grade Algebra and 10th grade Geometry students' CST scores. For students identified with special needs and students who identified themselves as Hispanic, data also supports a need for improvement in English Language Arts CSTs and CAHSEE reading comprehension scores. There is

Chapter 5: New Critical Academic Needs and Action Plans

some concern about the attainability for the other goals. A 5% increase on the ELA STAR Tests by 2012 would mean that 98% of 11th graders would score Proficient and Above. A 5% increase by other subgroups on the 2010 ELA CAHSEE by 2012 would mean that these subgroups would be performing in the 95% range in all areas. A 5% increase in students' reading comprehension on the CAHSEE by 2012 would mean scores for all subgroups would be at a minimum of 89%.

Despite these challenges, the CAN Team leaders provided their Project leads with the SSP goals to incorporate into the Project Action Plan as appropriate.

2010-16 MIRAMONTE CRITICAL ACADEMIC NEEDS

- 1) Support student development and success
- 2) Promote professional collaboration across all curricular areas
- 3) Enhance communication between all stakeholders including parents, staff, students, and alumni

10-11 ACTION PLANS**CAN GROUP 1: Support Student Development and Success****Project 1: Evaluate and determine academic support projects that will help meet single site plan goals and close the achievement gap**

ESLR's: 1) Acquire a common core of broad and diverse knowledge, 2) Demonstrate critical thinking, problem solving, research and technological skills

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task #1: Examine after school tutoring programs and tutoring models at other schools	CAN Group Member Admin	Employees at the various district sites Employees at other schools in the area	2 nd semester 2011-12 school year	Report on findings Sign-in log from on campus tutoring	Written report
Task #2: Survey students to determine how many are currently using outside tutoring & MHS Tutors	CAN Group Member Counselors	During counselor class visit for signing up for new courses and during individual appts.	February 2011	Survey results Sign-in log for peer tutoring	Data sheet to report back to CAN group
Task #3: Explore ways to incorporate study skills into the 9 th and 10 th grade curriculum	CAN Group Member Dept. Chairs Instructional Council	Collaboration time	2011-12 school year	Develop plan and implement	Incorporation into curriculum
Task #4: Investigate training necessary for Peer Tutors	CAN Group Member	Look at models from other schools	2011-12 school year	Training plan for peer tutors Peer Tutor feedback	Written plan

Project #2: Evaluate & determine curriculum support projects that will help meet single site plan goals.

ESLRs: 1) Acquire a common core of broad and diverse knowledge 3) Demonstrate effective communication skills 5) Explore educational and career opportunities

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
<p>Task 1: Review current testing schedules (STAR, AP, ACT, SAT, Dept. Test Days) and investigate how they might be improved and communicated to stakeholders</p>	<p>CAN Group Member All Stakeholders MHS Staff Testing Coordinator</p>	<p>District policies Testing schedules Records of testing Data Email Communication</p>	<p>Ongoing Academic calendar</p>	<p>Minutes of meetings Emails to staff for feedback</p>	<p>Minutes of meetings Report out at All Staff, Dept. Meetings</p>
<p>Task 2: Examine new and existing course offerings and evaluate the flexibility regarding when taken and methods for appropriate placement</p>	<p>CAN Group Member Parents Students Admin Counselors Staff</p>	<p>District personnel Other AUHSD schools</p>	<p>Ongoing Annually</p>	<p>Fewer moves in schedules Fewer drops</p>	<p>Scheduling data Grade reports</p>

Project #3: Evaluate & determine social support projects that will create a positive campus climate.

ESLRs: 3) Demonstrate effective communication skills, 4) Work cooperatively with others

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task 1: Explore options to create a more respectful culture outside the classroom. Educate students about derogatory language	CAN Group Member Instructional Council	Classtime Instructional time	Over the next 2 years	Incorporated into the annual school wide survey Discipline records Anecdotal evidence from staff	Mirador Discipline records
Task 2: Improve New Student/New Parent integration into the community Research how many new students we have as well as trends	CAN Group Member Registrar/Admin	Data from registration	End of each semester	Looking at Data	Data driven reports
Task 3: Develop school wide traditions for welcoming new students and their parents	CAN Group Member Staff Link Crew Leadership	Classroom time Counseling Staff Development time for planning	2 nd semester for implementation the following semester	Interviews with new students	Mirador Teacher feedback Student involvement in school

CRITICAL ACADEMIC NEED #2: Promote professional collaboration across all curricular areas

Project #1 Increase collaboration

ESLR's: 1) Acquire a common core of broad and diverse knowledge 3) Demonstrate effective communication skills, 4) Work cooperatively with others, 5) Explore educational and career opportunities

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task #1 Increase Collaboration days/hours to align curriculum	CAN Group Member Dept Chairs Veteran Faculty members	Mentor/Buddy Teacher programs Scheduling Parent Club funding Collaboration Time	Ongoing	Analyze assessment data Participant feedback Track collaboration hours	Meeting agenda/minutes Report out at All Staff, Instructional Council & Dept. Meetings
Task #2 Strengthen cross curricular collaboration between Social Science and English --writing	CAN Group Member Social Science & English Dept. Chairs	Courses of study Collaboration Time	Ongoing	Track collaboration hours Analyze assessment data	Meeting agenda/minutes Report out at All Staff, Instructional Council & Dept. Meetings
Task #3 Stengthen Articulation with Pre High School (OIS) and post high school institutions	CAN Group Member Admin Dept. Chairs College/Career Advisor Counselors	Dept. Heads of both schools College speakers	2 yrs	Alumni Follow-up Post Senior Day Counselor/Freshman visits	Documenting feedback Meeting agendas/minutes All Staff Meeting

Project #2 Explore 21st Century Learning

ESLRs: 1) Acquire a common core of broad and diverse knowledge, 2) Demonstrate critical thinking, problem solving, research and technological skills, 5) Explore educational and career opportunities

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task #1: Identify desirable 21 st century skills and those which students currently use	CAN Group Member Librarian, Technology Mentor, Teacher Leaders	A TBD stakeholder discussion group; Survey questions; Staff meeting time to report out	End of 1 st semester 2011-12	Existence of the group; survey results	Staff meeting minutes; survey results
Task #2: Pilot language classes using technology to connect with native speakers in the language	CAN Group Member World Language Teachers and other interested teachers Technology Mentor	Real time A/V connections (e.g. Skype + hardware); District approval of student exchanges	Ongoing	Software installation Final projects	Department meetings/All Staff
Task #3: Identify where the MHS curriculum currently incorporates globalization and share that information; Incorporate current global events across curriculum	Dept Heads	Department collaboration time Department meetings	End of 1 st semester 2011-12	Documentation of findings	Report out at All Staff/Department Meetings
Task #4: Explore installation of all specialized software used in select classes onto computers used by students so students can access these programs outside of class	CAN Group Member Technology Coordinator Computer Lab Assistants District Help Desk	Installation by tech department; if necessary, purchase of additional licenses	End of 1 st semester 2011-12	Tech work orders	Work order completion confirmation

Project #3 Expand use of technology

ESLRs: 1) Acquire a common core of broad and diverse knowledge, 2) Demonstrate critical thinking, problem solving, research and technological skills, 3) Demonstrate effective communication skills, 4) Work cooperatively with others

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task #1: Maximize effectiveness of technology in the classroom	CAN Group Member Technology Mentor	Instructional Council, District Tech Committee members, tech staff, Collegial mentoring	Ongoing	Yearly (1 & 2) 1) survey 2) observation in classroom Feedback from end users Log of lessons and technology used	Reports to IC Online documentation Minutes of meetings
Task #2: Increase staff development to keep pace with new technology	CAN Group Member Technology Mentor	District Staff Development Committee Tech Coordinators Colleagues and Admin (use model of teacher led training) Time for collaboration	Ongoing	Compare attendance & evaluation information Analyze records of training & staff development as well as records of use & trends within departments	Instructional Council Staff Meetings Dept. Meetings
Task #3: Optimize utilization of software to analyze student data (District has chosen "Illuminate" product)	CAN Group Member Admin	Department Meetings Staff Meetings District Tech Committee Parent's Club funding Training Time	Ongoing	Observation Analyze Data Develop conclusions and action plans	Instructional Council Staff Meetings

CRITICAL ACADEMIC NEED #3: Enhance communication between all stakeholders-parents, staff, students, & alumni**Project #1 Evaluate and determine effective methods for communicating course expectations and student progress**

ESLRs: 3) Demonstrate effective communication skills, 4) Work cooperatively and effectively with others

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task #1: Investigate and implement ways to help students select appropriate courses; emphasis on student voice	CAN Group Member Counselors –	Counseling Write-ups from students who have taken the course Faculty Seek out models from other schools	Have at least one new method in place before course sign-ups in February 2012	Are new methods in place? Stakeholder feedback about proper placement Tracking student enrollment in classes	Newsletters Meetings
Task #2: Explore and pursue a centralized means (i.e.website) of communicating teacher information (syllabus, schedule of office hours, best method of contact, method of communicating grades, etc.)	CAN Group Member School Admin Asst. Webmaster	Models from other schools Technology/website Teachers provided with time to complete information form each year	Begin Fall 2011	Website Feedback from stakeholders	All Staff Meetings Parents' Club meetings Class Parent meetings
Task #3: Investigate and implement improved communication of students' academic progress with an emphasis on student self-advocacy	CAN Group Member Counseling Teachers Parents Students	Student education: How to keep track of own grades, how to talk to teachers, possible electronic report cards	Begin Discussion Fall 2011	Teacher and student feedback	Report out at All Staff Meetings Instructional Council Department Meetings

Project #2 Evaluate and determine effective use of technology to enhance communication between stakeholders.

ESLRs: 3) Demonstrate effective communication skills, 4) Work cooperatively and effectively with others

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task # 1: Identify preferred methods of receiving school communication	CAN Group Member Admin Counselors	Faculty Meetings Parents' Club Student council Informal drop-in discussions with classes	As meetings come up during the second semester of 2010-2011	Feedback from groups	Written report Ongoing feedback from stakeholders
Task # 2: Investigate universal gradebook and plausibility of using electronic report cards	CAN Group Member Technology committee District personnel	Research programs in place at Stanley Middle School and other schools that use this method Instructional Council and Department Meetings	Begin 2 nd semester 2010-2011	Research gathered	Written report presented to CAN Group, Instructional Council and Administration
Task #3: Evaluate whether or not our current communication technology is effective.	CAN Group Member Site Measure E Committee	Evaluate Blackboard, and other applications	Begin work 2 nd semester 2010-11	Minutes/reports from meetings	Written report to staff

Project #3 Evaluate and determine effective methods for communicating school-wide information

ESLRs: 3) Demonstrate effective communication skills, 4) Work cooperatively and effectively with others

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
Task 1: Provide Periodic informational “Town Hall” meetings to promote an understanding of the communication policy , other school policies and procedures and to address timely topics	CAN Group Member Admin	Facilities Staff /availability	The first to be scheduled before the end of the first semester 2011-12 school year to continue at regularly scheduled intervals	Agendas Notes Attendance Feedback from participants	Recaps in newsletter and All Staff Meetings
Task 2: Investigate the creation of a PR committee or person to celebrate Miramonte’s positive accomplishments and events in local and school media	CAN Group Member Possible Parent Volunteer	Input from Staff, Admin, Club advisors, Performing Arts, and Students Athletic Director	Begin Fall 2011	Articles in local newspapers	Report out at various stakeholder meetings
Task 3: Strengthen our partnership and connection with alumni to provide information for current students through enhanced use of Naviance and social opportunities.	CAN Group Member College/Career Advisor Admin Asst.	Facilities Software	Hold an event for alumni student interaction by Mid-December 2011 Implement applicable surveys using Naviance	Attendance Feedback from participants	Meetings Newsletter Data from Naviance

Chapter 5: New Critical Academic Needs and Action Plans

CAN TEAM #1 Support student development and success

Facilitators: Linda Fore & Anne Schonauer

Meeting Location: Room 331

STAFF

Linda Long
Elizabeth Aracic
Lauren Allen
Edd Simmons
Rosemary Black
Ellen Romanski
Melissa Quiter
Kelly Ginocchio
Rick Waterhouse
Megan Flores
Mario Diaz
Shi-Min Holland
John Wade

Kristha Le
Sherry Cutting
Barbara Denny
Hope Hauptman
Rebecca George
Valerie Peterson
Susan McCauley
Rick Meyer
Drue Kendell
Kim Griffin
Teena Rigal
Barbara Polanger
Jan Carlson

STUDENTS

Max Weinstein
Holly Rusk
Elena Loke
Marcus Diaz

Connor McCormick
Michael Krakaris
Connor Campbell
Selena Ross

PARENTS

Lisa Engstrom

Chapter 5: New Critical Academic Needs and Action Plans

CAN TEAM #2 Promote Professional collaboration across all curricular areas

Facilitators: Steve Poling, Brian Henderson

Meeting Location: Room 334

STAFF

Kate Gordon
Polly Covell
Cindy Boyko
Jennifer Moore
Nikki LeBoy
Sharat Gadde
Aileen Gell
Stan Heard
Sarah Downs
Karen Wetherell
John Slosser
Eloise Schneider
Marian Shostrom

Mike Whitaker
Karen Lamberti
Ricki Oleon
Paul Fitzgerald
Meghan Selway
China Harvey
Cindy Ghazarossian
Pat Bowen
Nick Carpenter
Kyle Wood
Sharon Bartlett
Marilyn Lewis-Hampton
Kingsley Grafft

STUDENTS

Sasha Sommerville
Scotty Huhn
Sarah Vacarro
Michael Sappio
Shannon Burke
Kirby Schultz

Brianna Bierbaum
Josh Dathe
Haley Cassriel
Rhett Gibbs
Ellie Metheny
Brian DeLuna

PARENTS

Sandy Breber

Chapter 5: New Critical Academic Needs and Action Plans

CAN TEAM #3 Enhance communications between all stakeholders including parents, staff, students and alumni

Facilitators: Kristen Plant, Patty Calder

Meeting Location: Library

STAFF

Clay Collins
Karl Kosciuch
Pete Clauson
Mike Plant
Xavier Frippiat
Campbell Hunter
James Lathrop
Doreen Wagner
Matt Davis
Carla Unroe
Vince Dell'Aquila
Trish Stuber

MaryAnne Whitaker
Carolyn Manning
Nancy Wong
Dan Shortenhaus
Manoa Koepp
Gavin Kermod
Rosemary Jensen
Maria Schultz
Laura Soofi
Emily Reichardt
Lois Halls
Adam Clark

STUDENTS

James Selfe
Jonathan Wong
Jacob Niles
Berkeley Fife
Baz Siu
Alec Bahramipour

Ali Hasanain
Rachael Huang
Joseph Sweiss
Alan Siu
Chris Worthington

PARENTS

Elaine Dathe
Lisa Kramer
Lisa Herrington

Lori Huhn
Dan Robbins
Cara Hoxie



APPENDIX

Appendix A – Bell Schedule

BELL SCHEDULE

Wednesdays start at 8:35 am to provide time for Staff and Department meetings
 “0” period is from 7:05 am to 7:55 am (7:45 am to 8:30 am on Wednesdays)

REGULAR SCHEDULE

1	8:00AM	8:50 AM
2	8:55 AM	9:45 AM
BRUNCH		9:45 to 9:52 AM
3	9:57AM	10:47 AM
4	10:52 AM	11:45 AM
LUNCH		11:45 to 12:20PM
5	12:25 PM	1:15 PM
6	1:20 PM	2:10 PM
7	2:15 PM	3:05 PM

WEDNESDAY MEETING SCHEDULE

MEET	7:30 AM	8:30 AM
1	8:35AM	9:20 AM
2	9:25 AM	10:10 AM
BRUNCH		10:10 to 10:17 AM
3	10:22 AM	11:07 AM
4	11:12 AM	12:00 PM
LUNCH		12:00 to 12:35 PM
5	12:40 PM	1:25 PM
6	1:30 PM	2:15 PM
7	2:20 PM	3:05 PM

RALLY SCHEDULE

1	8:00AM	8:46 AM
2	8:51 AM	9:37 AM
BRUNCH		9:37 to 9:44 AM
3	9:49 AM	10:35 AM
4	10:40 AM	11:29 AM
RALLY		11:34 AM to 11:57 AM
LUNCH		11:57 to 12:32 PM
5	12:37PM	1:23 PM
6	1:28 PM	2:14 PM
7	2:19 PM	3:05 PM

Appendix B – Master Schedule

MASTER SCHEDULE

TEACHER	PERIOD 1 8:00 - 8:50	PERIOD 2 8:55-9:45	PERIOD 3 9:57-10:47	PERIOD 4 10:52-11:45	PERIOD 5 12:25-1:15	PERIOD 6 1:20-2:10	PERIOD 7 2:15-3:05
Ilen, Laure	English 1 - 174	English 1 - 174	English 1 - 174	English 1 - 174	Prep	Prep 3/5	
racic, Elizabet	English 3 - 162	US History -162	US History -162	English 3 – 162	Prep	Eng4-WISE-162	Prep
lack, Rosemar	Prep	Life Skills - 364	Life Skills – 364	Life Skills – 364	Prep	Life Skills-364	Life Skills – 364
wen, Pat	Prep	AP French 5-161	French 4H - 161	French 2 - 161	French 2 - 161	French 3 - 161	Prep
oyko, Cynthi	Math Anal. – 242	Math Anal. – 242	Math Anal. – 242	Prep	Math Anal. – 242	Prep 3/5	
arpenter, Nic				Latin 1 - 182	Latin 2 -1 182	Latin 2 - 182	Prep
lauson, Pete	Learn Skills – 373	Learn Skills – 373	Learn Skills – 373	Learn Skills – 373	Prep	Learn Skills – 373	Prep
ollins, Cla	English 2 – 274	English 4AP –274	English 2 – 274	Eng. 4AP - 273	Prep	English 2 – 274	Prep
osta, Cris			PE9 - 450	Dance1			
ousins, Heathc				Prep	Drama 1 – 371	Adv Drama - 371	Drama 1/2 - 371
ovell, Poll	English 1 -264	English 1 -264	Prep	English 1 -264	English 1 - 264	English 1 - 264	Prep
utting, Sherr	Geometry - 234	Prep	Geometry - 234	Prep	Alg2/Trig -234	Alg2/Trig -234	Alg2/Trig -234
avis, Ma	Latin 1 - 184	Latin 3 - 184	AP Latin 4/5H-184	Prep	Latin 3 - 184	Latin 1 - 184	Prep
ell' Aquila, Vince	PE9/Health - 450	PE9/Health 450	Prep	PE9/Health 450	Athletic Dir.	PE10 - 450	Prep
enny, Barbar	Biotech -186	Prep	AP Env. Sci - 186	Prep	AP Env. Sci - 186	AP Env. Sci - 186	AP Env. Sci - 186
iaz, Mari	Prep	Prep	AP Spanish 5-252	Spanish 2 - 252	Spanish 2 - 252	AP Spanish 5-252	Spanish 2 - 252
owns, Sara	ConcertChoir 432	Chamb Sing 432	Mixed Chorus-432	WomEnsemble432	APMusic Th. - 432	Prep	Prep
ldridge, Deirdr		Study Hall - 374	Study Hall -374	Study Hall -374	Study Hall 374	Study Hall 374	
itzgerald, Pat	Psychology-443	Psychology- 443	Psychology – 443	Prep	Psychology – 443	Psychology – 443	Prep
ores, Meghan	Spanish 2 – 243	Spanish 2 – 243	Prep	Prep	Spanish 1 – 243	Spanish 2 -243	Spanish 1 - 243
rippiat, Xavi	Econ - 442	APEuro His-442	Econ - 442	Econ - 442	Econ - 442	Prep	Prep
adde, Shar	AP Biology - 124	AP Biology - 124	Prep	Physiology - 124	Physiology - 124	Physiology - 124	Prep
ell, Ailee	Prep	Arch Design 151	CAD/Arch Des 151	Eng Draw – 151	Prep	Eng Draw – 151	Dig.Arts/Web 151
eorge, Rebecc	Biology - 111	Biology - 111	Biology - 111	Biology - 111	Biology - 111	Prep	Prep
hazarossin, Cindy	Prep	Spanish 3 - 143	Spanish 3 - 143	Spanish 3 - 143	Spanish 3 - 143	Spanish 4H -143	Prep
inocchio, Kell	Prep	Prep	AP Euro - 173	W History - 171	AP Euro - 173	W History - 173	W History - 173
onzalez, Manch	0Per Jazz - 431						
ordon, Kat	Prep	English 2 - 262	English 3-262	English 2 - 262	English 2 - 262	Prep	English 3 - 262
ousios, Doni		Prep 3/5	Prep	English 2 – 274	English 2 – 274	English 3H – 174	English 2 – 274
rafft, Kingsle	Learn Skills – 372	Prep					
rigsby, Joh					Sports Med - 455	Sports Med - 455	Prep
arvey, Chin	US History – 183	Prep	World Hist – 183	World Hist – 183	World Hist – 183	Prep	US History – 183
auptman, Hop	Chemistry - 185	Prep	Chemistry - 185	Chemistry - 185	Prep	Chemistry - 185	Chemistry - 185
ear, Stan	Video Prod - 331	Video Prod – 331	Prep	Prep	Video Prod 331	Video Prod2 - 331	Video Prod – 331
enderson, Bria	Algebra A-223	Algebra A-223	Algebra 2-223	Prep	Geometry H - 223	Geometry H - 223	Prep
olland, Shi-Min	Mandarin 1-252	Mandarin 3 - 252	Prep				
unter, Campbe	Prep	Govt. - 164	Prep	US HistAP - 164	US HistAP - 164	Govt. - 164	Govt. - 164
ensen, Rosemar	Art 1 – 351	Art 1 – 351	Art 1 – 351	Adv. Art H - 351	Prep	AP Art – 351	Ind Studio - 351
ermode, Gavi	3D Art 1 – 420	3D Art 1 – 420	3D Art 1 – 420	3D Art 1 - 420	3D Art2 - 420	Prep	Prep
oepp, Mano	Biology -114	Biology -114	Biology -114	Prep	Prep	Biology -114	Biology -114
osciuch, Ka	English 2 – 273	English 2 –273	English 4 –273	Prep	English 4 - 273	English 4 – 273	Prep
rochmil, Amy					English 1 - 174	Prep	English 1 - 174
amberti, Kare	Prep	English 3 – 271	English 3 – 271	English 3 – 271	Prep	English 1 – 271	English 1 – 271

Appendix B – Master Schedule

TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7
	8:00 - 8:50	8:55-9:45	9:57-10:47	10:52-11:45	12:25-1:15	1:20-2:10	2:15-3:05
athrop, Jame	Prep	AP US Hist.-445	AP US Hist.-445	US Hist.-445	US Hist.-445	US Hist.-445	Prep
e, Kristh	Prep	Geometry-231	Geometry-231	AP Statistics-231	Geometry-231	AP Statistics-231	Prep
eBoy, Niki	Geology - 123	Geology - 123	Geology - 123	Prep	Prep	Geology - 123	Geology - 123
ong, Lind	English 3H-445	Yearbook -441	Prep				
anning, Caroly	Algebra 1 - 224	Algebra 1 - 224	Algebra 1 - 224	Alg2/Trig H - 224	Alg2/Trig H - 224	Prep	Prep
cCauleySusan	Photo Des 441	Prep	AdvPhoto Des 441	Photo Des 441			
eyer, Ric	Symph. Band 431	Orchestra 431	Prep				
oore, Jennife	Chemistry - 131	Chemistry - 131	Chemistry - 131	Prep	APChem - 131	APChem - 131	Prep
leon, Ricl	Learn Skills – 254	Learn Skills – 254	Learn Skills – 254	Prep	Learn Skills – 254	Learn Skills – 254	Prep
eterson, Valeri	Prep	AdvFoods 2 – 363	Prep	Leadershp – Gym	Prep	Foods 1 -363	Foods 1 -363
lant, Kriste	Pub Spk – 272	Pub Spk – 272	Pub Spk – 272	Prep	Prep	Pub. Spk – 272	Pub. Spk – 272
lant, Mik	Prep	Alg2/Trig-233	Alg2/Trig-233	AP CalcBC-233	AP CalcBC-233	Math Interven 233	Prep
oling, Stev	English 4 – 222	Prep	English 1 – 222	English 4 – 222	Eng 4 WISE 222	Prep 3/5	
uiter, Meliss	Prep	W Hist. – 171	Journalism – 331	Journ 2/3/4 – 331	Prep	W Hist. – 171	W Hist. – 171
omanski, Elle	Learn Skills – 163	Learn Skills – 163	Learn Skills – 163	Prep	Learn Skills – 163	Learn Skills – 163	Prep
elway, Megha	World Hist. - 172	World Hist. - 172	Prep	Prep	Govt. - 172	World Hist. - 172	World Hist. - 172
hortenhaus, Da	Physics - 141	Physics - 141	Prep	AP Physics-141	Physics - 141	Physics - 141	Prep
immons, Ed	English 4 – 263	English 4 – 263	Prep	English 4 – 263	English 3 - 263	English 3 – 263	Prep 9/2/10
orenson, Ricl							Physics - 141
u, Ma Che							Mandarin 2- 244
nroe, Carl	Spanish 3 - 182	Prep	Spanish 1 - 182				
ade, Joh	Prep	Prep	PE10-450	PE10-450	Lftime Sprts -450	Weight Trg. - 450	PE10
agner, Doree	Spanish 4H- 244	Prep	Spanish 4H- 244	Spanish 4H- 244			
athouse, Rick	Govt. -171	Prep	Govt. – 171	Govt. – 171	Prep	Algebra 1 – 242	Geometry - 242
hitaker, MaryAn	Pre Calc - 241	Pre Calc - 241	Prep	Algebra 2 - 241	Algebra 2 - 241	Algebra 2 - 241	Prep
hitaker, Mik	Prep	APStatistics - 181	APStatistics - 181	Geometry - 181	APCalcAB-181	APCalcAB-181	Prep
ong, Nanc	AP Calc AB - 232	AP Calc AB - 232	PreCalc - 232	PreCalc - 232	PreCalc - 232	Prep	Prep
ood, Kyl	PE 10 – 450	PE 10 – 450	Prep	Prep	PE 9/Health - 450	PE 9/Health - 450	PE 9/Health – 450

FACULTY – BY DEPARTMENT

Some teachers may teach in more than one department.

English

Allen, Lauren
Aracic, Elizabeth
Collins, Clay
Covell, Polly
Gordon, Kate
Gousios, Donia
Kosciuch, Karl
Krochmal, Amy
Lamberti, Karen
Long, Linda
Plant, Kristen
Poling, Steve
Quiter, Melissa
Simmons, Edd

World Language

Bowen, Pat
Carpenter, Nick
Davis, Matt
Diaz, Mario
Flores, Meghan
Ghazarossian, Cindy
Holland, Shih-Min
Tu, MaChen
Unroe, Carla
Wagner, Doreen

Physical Ed.

Costa, Christi
Dell'Aquila, Vince
Grigsby, John
Wade, John
Wood, Kyle

Math

Boyko, Cynthia
Cutting, Sherry
Henderson, Brian
Le, Kristha
Manning, Carolyn
Plant, Mike
Waterhouse, Rick
Whitaker, Mary Anne
Whitaker, Mike
Wong, Nancy

Science

Denny, Barbara
Gadde, Sharat
George, Rebecca
Hauptman, Hope
Koepp, Manua
LeBoy, Nikki
Moore, Jennifer
Shortenhaus, Dan
Sorenson, Ricki

Social Science

Aracic, Elizabeth
Fitzgerald, Paul
Frippiat, Xavier
Ginocchio, Kelly
Harvey, China
Hunter, Campbell
Lathrop, James
Quiter, Melissa
Selway, Meghan
Waterhouse, Rick

Arts

Cousins, Heather
Downs, Sarah
Gonzalez, Mancho
Heard, Stan
Jensen, Rosemary
Kermode, Gavin
McCauley, Susan
Meyer, Rick

Culinary Arts/Leadership

Peterson, Valerie

Special Education

Black, Rosemary
Chiavini, Jacque
Clauson, Peter
Grafft, Kingsley
Oleon, Ricki
Romanski, Ellen

Tech Ed

Aileen Gell

Instructional Assistants

Aarons, Linda
Banerjee, Leena
Beable, James
Bouett, Larry
Carmichael, Miclyn
Emmanuel, Margarita
Fennell, Jennifer
Pirie, Kim

ADMINISTRATION & SUPPORT STAFF

Main Office

Principal	Adam Clark
Associate Principal	Sharon Bartlett A-L discipline
Associate Principal	Jan Carlson M-Z discipline
Principal's Admin. Asst.	Patty Calder
Attendance Secretary	Teena Rigal
Finance Tech	Trish Stuber
Campus Supervisor	Mark Graminski
Attendance/Health Asst.	Kim Griffin

Counseling Office

Head Counselor, Se-Z	Lois Halls
Counselor, A-E	Linda Fore
Counselor, F-L	Marilyn Lewis-Hampton
Counselor, M-Sc	Anne Schonauer
Registrar	Drue Kendall
Psychologist	Emily Reichardt
Support Counselor	Danielle Jurow
Support Counselor	Jonathan Parker

Support Staff

Cafeteria	Maria Valente
College Career Ctr.	Eloise Schneider
Computer Asst.	John Slosser
Computer Asst.	Karen Wetherell
Language Specialist/504	Jacque Chiavini
Librarian	Marian Shostrom
Librarian Asst.	Laura Soofi
Nurse	Barbara Polanger
Study Hall	Deirdre Eldridge

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Acalanes Union High School District
MIRAMONTE HIGH SCHOOL
2010 – 2012

07-61630-052282
CDS Code

Date of this Revision: November, 2010

2010-2012 GOALS

- Goal #1** Increase the percentage of 9th grade Algebra 1 students and 10th grade Geometry students scoring Proficient and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).
- Goal #2** Increase the percentage of 11th grade students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).
- Goal #3** Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE census results as the baseline).

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Adam Clark
Position: Principal
Telephone Number: (925) 280-3930
Address: 750 Moraga Way, Orinda, California, 94563
E-mail Address: aclark@acalanes.k12.ca.us

The District Governing Board approved this revision of the School Plan on _____.

Form A: Planned Improvements in Student Performance

The Instructional Council and Coordinating Council have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1

Increase the percentage of 9th grade Algebra 1 students and 10th grade Geometry students scoring Proficient and above by 10% on the 2012 CST (using the 2010 CST results as the baseline).

Student groups and grade levels to participate in this goal:

- 9th grade Algebra 1 students
- 10th grade Geometry students

Anticipated annual performance growth for each group:

The overall number of 9th grade Algebra 1 students scoring Proficient and above will increase by 10% on the 2012 CST (using the 2010 CST results as a baseline).

9 th Grade Algebra	2010 Actual	2012 Goal
Proficient & Advanced	39%	43%

The overall number of 10th grade Geometry students scoring Proficient and above will increase by 10% on the 2012 CST (using the 2010 CST results as a baseline).

10 th Grade Geometry	2010 Actual	2012 Goal
Proficient & Advanced	36%	40%

Means of evaluating progress toward this goal: 2010, 2011 and 2012 CST results

Group data to be collected to measure academic gains:

- 9th grade Algebra 1 students 2010, 2011, and 2012 CST results
- 10th grade Geometry students 2010, 2011, and 2012 CST results

Actions to be Taken to Reach This Goal	Implementers / Timeline	Proposed Expenditures	Estimated Cost	Funding Source
<p>Alignment of Instruction with content standards:</p> <p>Additional Algebra I and Geometry classes to reduce class size.</p> <p>Math curriculum is developed in alignment with California State Standards for Mathematics. Textbooks are also state standard aligned. Use of additional curriculum materials will be developed and implemented collaboratively by teachers working in teams. Teachers will develop and implement district assessments and analyze data to improve instruction.</p> <p>Curriculum is standards based and instruction is collaboratively planned by math teachers. Resource teachers and instructional aides support this instruction.</p> <p>Samples from the California Standards Test and CAHSEE blueprints are used to support course instruction. Math teachers will be encouraged and supported to use sample problems within their daily lessons.</p>	<p>Ongoing</p> <p>Administration, Math teachers Ongoing.</p> <p>Administration, Math teachers Ongoing</p> <p>Math teachers 2010-2012</p>	<p>.4 FTE</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>\$18,000 per Section</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Parents' Club EFO</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

<p>Improvement of instructional strategies and materials:</p> <p>Department collaboration will occur. Student data will be examined and discussed by math teachers. Illuminate (data analysis software) will be utilized to monitor student progress. CST results will be distributed to current teachers.</p> <p>Results of district common assessments, unit, and final exams will guide instruction.</p> <p>Identified students are recommended to enroll in Math Intervention class. Reduced class size and additional support materials.</p>	<p>Administration, Math teachers, 2010- 2012</p> <p>Math teachers Ongoing</p> <p>Administration, Counselors, Math Teacher</p>	<p>Release days, Wednesday meetings</p> <p>Wednesday meetings</p> <p>1.0 FTE</p>	<p>\$10,000 (Staff Dev. Budget)</p> <p>N/A</p> <p>\$18,000</p>	<p>EFO Parents' Club</p> <p>N/A</p> <p>EFO Parents' Club</p>
<p>Extended learning time:</p> <p>Algebra A and B introduced as an option to Algebra I. Courses of study to be developed to support acquisition of foundational math skills and Algebra proficiency.</p> <p>After school tutoring provided three days a week in the library by staff.</p>	<p>Administration, Math teachers, 2010- 2012</p> <p>Ongoing</p>	<p>1-2 class sections</p> <p>Curriculum materials, Teacher hourly</p>	<p>\$18,000 per Section</p> <p>\$6,000 Yearly Budget</p>	<p>Measure A</p> <p>EFO</p>

<p>Increased Educational Opportunity:</p> <p>Classroom Peer Tutors are enrolled in specific courses to provide additional support to struggling students. Peer tutors in study hall.</p> <p>Algebra A and Algebra B to deliver Algebra 1 instruction, intervention for Algebra and Geometry. Review of CST released test questions and standards.</p>	<p>2010-2012</p> <p>2010-2012</p>	<p>N/A</p> <p>1-2 class sections</p>	<p>N/A</p> <p>\$18,000 per section</p>	<p>N/A</p> <p>Measure A</p>
<p>Staff development and professional collaboration:</p> <p>Articulation with Special Education staff. Articulation with OIS staff to review performance standards on Algebra 1. Time for teacher collaboration, working with common rubrics and norming, and articulation with OIS.</p> <p>Math teachers meet to review data and plan intervention strategies during Wednesday morning meeting time Teacher “pull outs” used for collaboration and development of strategies for Algebra A, Algebra B, Algebra 1 and Geometry teachers. Teacher collaboration full days to review and align curriculum.</p> <p>Department staff development days to develop and</p>	<p>2010-2012</p> <p>2010-2012</p>	<p>Teacher collaboration, Teacher hourly</p> <p>Teacher collaboration Teacher release</p> <p>Teacher hourly for Math and Resource teachers.</p> <p>Teacher Collaboration Full days</p> <p>Instructional Supplies</p>	<p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$6,000</p>	<p>Parents’ Club</p> <p>Parents’ Club</p> <p>EFO Parents’ Club</p> <p>Parents’ Club</p> <p>Parents’ Club</p>

implement district-wide assessments.	2010-2012	Teacher Collaboration Full days	\$10,000	Parents' Club
Provide students with test taking strategies and study skills strategies during instructional day and after school tutoring.	2010-2012	N/A	N/A	N/A
Involvement of staff, parents and community:				
Inform department, Instructional Council, and Coordinating Council of progress and results.	Administration 2010-2012	Wednesday meetings	N/A	N/A
Inform Parents through electronic newsletter, Blackboard, parent grade-level meetings, and Resource and counseling communication of new strategies, opportunities and goals. Encourage teachers to post grades online.	Administration, Teachers, Counselors 2010-2012	Matador News, Schoolwires, Blackboard Site Technology to support communication		N/A
Counselors meet with freshmen & sophomores individually and in small groups to specifically discuss math. Support counselors also meet with freshmen who have been identified as "at risk" or whose grades indicate that they are "at risk".	2010-2012	N/A	N/A	N/A
Review statewide assessments, CST by administration, counselors, Math Department and staff during instructional day and after school. Time to review student achievement and share at IEPs, SRTs and department meetings.	2010-2012	Wednesday meetings	N/A	N/A
Math placement recommendation will be provided by math teachers in an effort to reach the most appropriate math course for each student. Parents				

may request alternative placement. Within administrative communication to parents regarding class selection, an emphasis will be placed on the importance of appropriate math placement for student success.	Ongoing	N/A	N/A	N/A
Auxiliary services for students and Parents' The use of Blackboard by many teachers to communicate about course work, student achievement, and to provide students with a place to discuss class topics. Tutoring during 7 th period and after school. The Library is open extended hours from 4:00 p.m. – 6:00 p.m. daily.	Technology coordinator August 2010 -June 2012 Ongoing	Wednesday meetings Onsite Technology Training Tutoring	N/A \$20,000 \$6,000	N/A EFO Measure G
Monitoring program implementation and results: Staff and administration collect data, share and report results at department, staff and school advisory committee meetings. Collect and analyze current data using Illuminate. Modifications of programs based on this data will then be implemented.	2010-2012 School Years 2010-2012	Wednesday meetings, Release days N/A	\$10,000 N/A	EFO Parents' Club N/A

SCHOOL GOAL #2

Increase the percentage of 11th grade students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as the baseline).

Student groups and grade levels to participate in this goal:

11th grade students taking the English Language Arts CST

Anticipated annual performance growth for each group:

Increase the number of students scoring Proficient and above by 5% on the 2012 English-Language Arts CST (using the 2010 CST results as a baseline).

11th Grade ELA	2010 Actual	2012 Goal
Proficient & Advanced	92%	97%

Means of evaluating progress toward this goal:

2010, 2011, and 2012 CST results

Group data to be collected to measure academic gains:

11th grade English-Language Arts results on the 2010 CST

Actions to be Taken to Reach This Goal	Implementation / Timeline	Proposed Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p>The English department will continue to discuss, and implement the alignment of curriculum and the California ELA standards.</p> <p>Teachers will be provided CST and CAHSEE Blueprints to support course instruction. Teachers will be encouraged to use sample reading passages and questions to familiarize students with the format of CST and CAHSEE tests.</p>	<p>Administration, Teachers; 2010-2012</p> <p>Administration, Teachers; 2010-2012</p>	<p>English Subject Area meetings and staff department meetings Teacher collaboration Full days</p> <p>N/A</p>	<p>\$10,000</p> <p>N/A</p>	<p>Parents' Club</p> <p>N/A</p>
<p>Improvement of instructional strategies and materials:</p> <p>Provide staff development opportunities for the English department to collaborate on skills and strategies to address components of the English-Language Arts CST.</p> <p>Discuss common school-wide goals for assessment of student writing and align these with rubrics familiar to incoming freshmen.</p>	<p>Administration, Teachers; 2010-2012</p> <p>Administration, Teachers; 2010-2012</p>	<p>Release Days</p> <p>Wednesday meetings, Teacher Collaboration Full days</p>	<p>\$10,000</p> <p>N/A</p>	<p>Parents' Club</p> <p>N/A</p>

Use common writing assessments in departments to monitor student progress and develop teacher expertise through common norming.	Teachers 2010- 2012	Wednesday meetings, Teacher Collaboration	N/A	N/A
Use technology to support instruction. Implementing iPads, e-Readers, laptops, and iTouches to increase student interaction with text.	Administration, Teachers; 2010-2012	Computing devices	Approx. \$50,000	Measure E EFO Parents' Club
Extended learning time: Students scoring Basic and below will be encouraged to get tutoring/peer tutoring by counselors. Teacher additional support in essay writing. This may include prewriting and/or rewriting essays.	Students, Teachers 2010-2012	Wednesday meetings, Teacher collaboration days Tutoring/Peer tutoring Program	N/A \$6,000	N/A Parents' Club
Reduced class-size freshman English (2010-2012) allows for greater differentiation of instruction and the opportunity to rewrite portions of essays.	Teachers 2010-2012	.4 FTE	\$38,000	Parents' Club EFO
Increased Educational Opportunity: Students can receive additional help from teachers in a drop-in tutoring program during 7 th period and after school. Peer tutors may also be available in classes and study hall.	2010-2012	Coordinators/tutors for program Training of peer tutors	\$6,000	Parents' Club

<p>Staff development and professional collaboration:</p> <p>Review strategies for English-Language Arts during teacher collaboration (writing, common rubric use, norming, and assessment).</p> <p>Wednesday morning meeting time used by departments for collaboration.</p>	<p>Teachers & Administrators Ongoing</p> <p>2010-2012</p>	<p>Teacher collaboration days</p> <p>Wednesday meetings</p>	<p>\$175 per Day</p> <p>N/A</p>	<p>District</p> <p>None</p>
<p>Involvement of staff, Parents' and community:</p> <p>Inform Coordinating Council of progress and results.</p> <p>Inform Parents' through electronic newsletter, Blackboard, parent grade level meetings, and Resource and counseling communication of new strategies, opportunities and goals. Teachers are encouraged to post grades online.</p> <p>Counselors will meet with all students to discuss academic progress. Additionally, support counselors will meet with referred "at risk" students, many referred because of academic "failure to thrive".</p>	<p>Administration 2010-2012</p> <p>Administration, Teachers, Counselors; 2010-2012</p> <p>Administration, Counselors; 2010-2012</p>	<p>None</p> <p><i>Matador News</i> Blackboard Site Schoolwires</p> <p>Support Counselor Salaries</p>	<p>N/A</p> <p>N/A</p> <p>\$40,000</p>	<p>N/A</p> <p>N/A</p> <p>EFO</p>

Review statewide assessments, and CST results by administration, counselors, English Department and staff.	2010-2012	Wednesday meetings	N/A	N/A
Time to review student achievement and share at IEPs, SRTs and department meetings.	Administration, Teachers; 2010-2012	Various meeting times	N/A	N/A
Auxiliary services for students and parents:				
The use of Blackboard and/or Google sites by many teachers to communicate about course work, student progress, and to provide students with a place to discuss class topics will be increased.	Technology Mentor and Coordinators Teachers 2010-2012	Additional technology training Site Technology Coordinator	Teacher hourly pay as needed \$20,000	EFO Parents' Club
Teacher tutoring during 7 th period and after school.	August 2010- June 2012	Tutoring Program	\$6,000	Parents' Club
The Library is open extended hours from 4:00 p.m. – 6:00 p.m. daily.				
Monitoring program implementation and results:				
Staff and administrators collect data, share and report results at department, staff and parent organization meetings. Collect and analyze current data using Illuminate.	2010-2012	Wednesday meetings, Release days	\$10,000	Parents' Club EFO
Programs will be modified and implemented based on data analysis (see above).	2010-2012	TBD	TBD	TBD

SCHOOL GOAL #3

Increase the average percent correct on the 2012 CAHSEE reading comprehension, writing strategies and writing convention strands by 5% for all reported subgroups (using the 2010 CAHSEE census results as the baseline).

Student groups and grade levels to participate in this goal:

All 10th grade students

Anticipated annual performance growth for each group:

Increase the average of the 2010 CAHSEE for all reported subgroups by 5% (using the 2010 CAHSEE results as the baseline).

Students	# Tested	# Passed	%	2010 Reading Comp	2012 Goal Reading Comp	2010 Writing Strat	2012 Goal Writing Strat	2010 Writing Conv	2012 Goal Writing Conv
All	315	312	99	89%	93%	90%	95%	91%	96%
Male	166	164	99	88%	92%	89%	93%	89%	93%
Female	149	148	99	90%	95%	91%	96%	93%	98%
Asian	45	45	100	90%	95%	93%	98%	94%	99%
His/Lat	21	19	90	81%	85%	83%	87%	84%	88%
White	228	227	100	89%	93%	90%	95%	91%	96%
Afr-Am	3	3	100	78%	82%	80%	84%	80%	84%
Spec Ed	20	17	85	76%	80%	74%	78%	75%	79%

Means of evaluating progress toward this goal: 2010, 2011 and 2012 CAHSEE results

Group data to be collected to measure academic gains:

2010, 2011, 2012 results for reported subgroups on the CAHSEE

Continued teacher collaboration results and implement change. Time for teacher collaboration, working with common rubrics and norming, and articulation with OIS.	English Teachers 2010-2012	Release days and teacher hourly	\$10,000	EFO Parents' Club
Use technology to support instruction. Implementing iPads, e-Readers, laptops, and iTouches to increase student interaction with text.	Administration, Teachers; 2010-2012	Computing devices	Approx. \$50,000	Measure E EFO Parents' Club
Extended learning time: Reduced class-size freshman English (2010-2012 only) allows for greater differentiation including the opportunity to rewrite portions of essays.	2010-2012	.4 FTE	\$38,000	Parent's Club EFO
Increased Educational Opportunity: Tutoring and Peer Tutoring opportunities that are promoted allow students additional education opportunities.	August 2010- June 2012	After School	\$6,000	EFO Parents' Club
Staff development and professional collaboration: The English teachers are able to meet and collaborate during Wednesday Morning meeting time. The time is also used for staff development. The Resource teachers collaborate with the English teachers during Wednesday morning	2010-2012 2010-2012	Wednesday meetings Collaboration time	N/A N/A	EFO Parents' Club EFO

meeting time. Teachers will address the standards that need to be targeted and develop strategies for instruction.	2010-2012	Teacher Collaboration Full days Training and Teacher Collaboration Full days	Teacher hourly pay as needed	Parents' Club EFO Parents' Club
Involvement of staff, parents and community: Students not passing the CAHSEE or identified as at risk of not passing are notified. Counseling department meets with student and sends letter home. Results of CAHSEE for Special Education students are analyzed and communicated to parents. Needed support and resources are addressed. Students who are struggling with reading and writing skills, although not at risk of failure on the CAHSEE, will be offered placement in the English Intervention class and directed to tutoring and peer tutoring opportunities on campus.	2010-2012 2010-2012 2010-2012	N/A Supplemental instructional resources Tutors and Peer Tutor Coordinators	N/A \$500 \$6,000	N/A EFO Parents' Club EFO Parents' Club

<p>Auxiliary services for students and Parents’:</p> <p>Research CAHSEE preparation software for English Language Arts – Teacher Collaboration day</p> <p>Staff tutoring & peer tutoring</p> <p>The Library is open extended hours from 4:00 p.m. – 6:00 p.m. daily.</p>	<p>Administration, Teachers; 2010-2012</p> <p>2010-2012</p> <p>Ongoing</p>	<p>Administration English teachers</p> <p>Tutors and Peer Tutor Coordinators</p> <p>Staff</p>	<p>\$10,000</p> <p>\$6,000</p> <p>\$6000</p>	<p>EFO Parents’ Club</p> <p>EFO Parents’ Club</p> <p>Measure G</p>
<p>Monitoring program implementation and results:</p> <p>English teachers work closely with the counselors and administrators to monitor student progress and address assistance issues. The Resource teachers and 504 Coordinator also monitor student progress toward learning goals. Success will be measured by improvement in CAHSEE scores.</p>	<p>2010-2012</p>	<p>Materials provided as needed</p>	<p>\$1,000</p>	<p>EFO Parents’ Club</p>

Appendix D- Miramonte Single Site Plan

Form D: School Advisory Committee Membership

The School Advisory Committee is composed of Parents, teachers, a classified employee, students and a principal. The School Advisory Committee works in parallel with the WASC Action Plans for improvement in student instruction. The committee reviews and approves the Single Plan for Student Achievement.

Block Grant not awarded for 2010.

Names of Members	Principal or designee	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Adam Clark	x				
Patty Calder			x		
Linda Fore		x			
Marilyn Lewis-Hampton		x			
Carolyn Manning		x			
Aileen Gell		x			
Hope Hauptman		x			
Elaine Dathe				x	
Sandy Breber				x	
Laurie Smith				x	
Bill Lavis				x	
				x	
Madeline Bush					x
Michael Krakaris					x
Total members of each category	1	5	1	5	2

Appendix D- Miramonte Single Site Plan

Form E: Recommendations and Assurances

The school advisory committee recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school advisory committee is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school advisory committee reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school advisory committee sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (***list***)

4. The school advisory committee reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school advisory committee at a public meeting on: _____.

Attested:

Adam S. Clark
Name of school principal

Signature of school principal Date

Name of Advisory chairperson

Signature of Advisory chairperson Date

Appendix E – WASC Blackboard Course

The screenshot displays a Blackboard Academic Suite interface for a WASC course. The browser window title is "Blackboard Academic Suite - Windows Internet Explorer". The address bar shows a URL starting with "http://bbweb1.acalanes.k12.ca.us". The page header includes the Miramonte High School logo and name, along with navigation links for Home, Help, and Logout. A "My Bb" button is also present.

The left sidebar contains a navigation menu with the following items:

- Announcements
- General WASC Info
- Calendar - Timeli
- Chapter 1: School
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5
- Departments
- Assessment
- Culture
- Curriculum
- Instruction
- Vision
- Archive
- Discussion Board
- CAN Team #1
- CAN Team #2
- CAN Team #3

The main content area is titled "Announcements" and features the WASC Accrediting Commission for Schools logo. Below the logo are navigation tabs: "VIEW TODAY", "VIEW LAST 7 DAYS", "VIEW LAST 30 DAYS", and "VIEW ALL". The section is titled "All Announcements".

The announcements listed are:

- Tue, Jan 25, 2011 -- Link to the Google Form for Wednesday Morning 2/25**
Hi Everyone! Here is the link to the form one can use to provide feedback and resources for Wednesday Morning Meeting on 2/25.
<https://spreadsheets.google.com/viewform?formkey=dDdDd01mX1JQXIVIVpUTQBRWdteFE6MQ>
Posted by: Matthew Davis
- Mon, Nov 01, 2010 -- Link for Voting on the proposed CANS!**
This is the link for voting for the Proposed Critical Academic Needs: <http://tinyurl.com/2ecgqal>
Posted by: Matthew Davis
- Mon, Sep 27, 2010 -- Wednesday, September 29 Meeting Locations**
Posted by: Meghan Selway

The third announcement provides details for the meeting:

- What:** WASC Focus Group Meeting
- When:** Wednesday, September 29
- Time:** 7:30-9:20am
- Where:** Groups will meet in the same classrooms:
 - Assessment: #442
 - Culture: College career center
 - Curriculum: Computer lab #444
 - Instruction: Computer lab #334
 - Vision: Library

The fourth announcement is:

- Mon, Sep 27, 2010 -- Tech Troubleshooting for WASC Criteria Analysis**
Posted by: Meghan Selway

The page footer shows "Internet" and a zoom level of "100%".

WASC Blackboard Course

Appendix F – Time Management Inventory

Name: _____

Grade: ____

English Teacher:

Time Management Activity

This worksheet is a time management tool. It is designed to help you make informed decisions about the way you want to live your life next year.

Activity	1 st Semester	Avg. hours per week	2 nd Semester	Avg. hours per week
School Activities	<i>Course Title</i>		Course Title	
School (e.g. 5 days x 7 hours):		35		35
Work outside of class (including projects, studying for tests, homework, etc.):				
English:				
Social Studies:				
Math:				
Science:				
Language:				
Electives:				
Outside Activities	Subtotal (School Activities)		Subtotal (School Activities)	
Hobbies/Interests:				
Community Service:				
Religious Activities:				
Sports:				
Music/Performances				

Appendix F – Time Management Inventory

Work/Job/Chores:				
Daily Living Activities	Subtotal (Outside Activities)		Subtotal (Outside Activities)	
Family:				
Sleep (e.g. 7 days x 9 hours):				
Miscellaneous necessities (eating, showering, etc.):				
	Subtotal (Daily Living Act.)		Subtotal (Daily Living Act.)	
Total Hours in a Week (THW)		168		168
Total Activity Hours (TAH) (sum up hours above)				
Amount of time not accounted for to use for friends, phone, Internet surfing, etc. (THW – TAH)				

Appendix F – Time Management Inventory

ENGLISH	min /	nights	summer		MATHEMATICS	min /	nights		ELECTIVES	min /	nights	other		
	night	/ week	hw			night	/ week			night	/ week	hw		
English 1, 2, 3, 4	30	4-5			Pre-Algebra	30	5		Arch / Eng Des - CAD	0	0			
English Seminars	30	4-5			Algebra A, 1	30	5		Art 1, 2	0	0			
English 3 Honors*	1+ hr	5-7	yes		Geometry	30	5		Art Advanced	30	2	minor projects		
English 4 AP*	1+ hr	5-6	yes		Geometry Honors	30-45	5		Art Advanced Hnrs	45+	3	major projects		
English 4 WISE	1.5-2 hrs	5			Algebra 2	30	5		Art Studio AP	30	5			
Creative Writing	30	2			Algebra 2 / Trig	30-45	5		Auto / Auto Adv	0	0			
Public Speaking	10	3			Algebra 2 / Trig Hnrs	45+	5		Chamber Singers	20	5	concerts		
* expect a lot of reading!!!					Math Analysis	30	5		Chorale, Wmn's Ens	10	5	concerts		
					Pre-Calculus	30+	5		Computer Graphic Arts	0	0	minor projects		
SOCIAL STUDIES	min /	nights	summer		Statistics AP	30-45	5		Concert / Symph Band	30	5	4-6 events		
	night	/ week	hw		Calculus AB, BC AP	45+	5-6		Concert Choir	10	5	musical!!!		
World History*	30-40	4-5							Dance 1, 2	practice moves		minor projects		
European History AP*	35+	6	yes		SCIENCE	min /	nights		Design & Fabrication	10	1			

Appendix F – Time Management Inventory

US History*	35-45	4-5				night	week		Digital Design	0	0	
US History AP*	45+	5-6	yes		Biology	30	4-5		Drama 1, 2, Adv	20	1	minor projects
Government / Econ*	30-40	3-4			Biology AP	1 hr	5-6		Drama Prod: major role	1.5 hrs	5	3-4 shows
Comparative Gov AP*	45-60	4-5	yes		Biotechnology	30	2-3		Drama Prod: minor role	1.5 hrs	1-3	3-4 shows
* expect a lot of reading!!!					Biotechnology Accel	30	3-4		Jazz Ensemble	30	5	8-10 events
					Chemistry	30	4-5		Leadership	2 hours / week		
WORLD LANG.	min /	nights /	summer		Chemistry AP	30	4-5		Leadership Events	2-3 hrs	5	
	night	week	hw		Environmental Sci	30	2-3		Music Theory AP	30	4-5	
Level 1	20	5			Geology	30	2-3		Orchestra	30	5	4-6 events
Level 2	20	5			Physics	30	5		Photo/ Video/ WebDes	0	0	
Level 3	30	5			Physics Honors	45	5		Yearbook	Journalism		
Level 4 Honors*	40	5			Physiology	30	3-4		Ph: 2-3 hrs / wk	J1: 2-4 hrs / wk		
Level 5 AP*	40	5	yes		Psychology	20	5		Wr: 1-2 hrs / wk	J2: 3-5 hrs / wk		
* levels 4 & 5: expect major projects!!!					Sports Medicine	30	4-5		Ed: 3-8 hrs / wk	J3:* 4-8 hrs / wk		
									depending on job	*expect some wknds!!!		

Miramonte Meeting Schedule 2010-2011

	All Staff	Instruct. Council	Dept. Meeting	Coord. Council	WASC/MATS
Sept.	9/1	9/7	9/8, 9/15	9/21	9/22, 9/29
Oct.	10/6	10/12	10/13	10/19	10/20, 10/27
Nov.	11/3	11/9	11/10	11/16	11/17
Dec.	12/1	12/7	12/8	No Meeting	12/15
Jan.	No Meeting	1/11	1/12	1/18	1/26
Feb.	2/2	2/8	2/9, 2/23	2/15	2/16
Mar.	3/2	3/8	3/23, 3/30	3/15	3/9, 3/16
Apr.	4/13	4/12	4/27	4/19	4/20
May	5/4	5/10	5/11, 5/25	5/17	5/18
June	6/1	6/7	No Meeting	No Meeting	No Meeting

SUPPLEMENTAL REPORTS

Reports listed below may be accessed by using the following link:

<http://tinyurl.com/mhswasc>

Challenge Success Poster Series
Department Profiles
Healthy Kids Survey
Miramonte Emergency Response Plan
Miramonte Student Handbook
Peer Observation Survey Summary
Student Observation Survey Summary