

Miramonte High School

School Accountability Report Card



GRADES 9-12

750 Moraga Way Orinda, CA 94563
Phone: (925) 280-3930 Fax: (925) 280-3931
Website: www.acalanes.k12.ca.us/miramonte

Adam Clark, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Miramonte High School is a Western Association of Schools and Colleges accredited school and in the spring of 2009, had the distinct honor of being named a California Distinguished School.

Miramonte is committed to providing rigorous academics, a safe learning environment, and wonderful opportunities for students to build successful relationships with adults and their peers. Students have a magnitude of opportunities to achieve at the highest levels in academics, athletics, and the arts. We offer a rich and varied curriculum that ensures an optimum learning experience for each student. Participation in a broad range of activities, including academic classes, sports, visual and performing arts, and volunteer opportunities develops well-rounded citizens ready to build a stronger community.

Mission Statement

The mission of Miramonte High School is to provide a high level of intellectual, social and personal growth in each individual.

Vision Statement

The Miramonte vision is for all our students to achieve at their highest potential within our rigorous and challenging curriculum. We promote a successful integration into an increasingly technological, complex, and diverse world. We challenge our students to become concerned and knowledgeable citizens, actively participating in preserving and improving the global community. Through collaborative efforts, every student, teacher, and parent within our school community will provide the opportunity for all students to meet our Expected School Wide Learning Outcomes (ESLRs).

Parental Involvement

Three parent volunteer organizations work together to enhance the high school experience for students at Miramonte. These three parent organizations conduct fundraising activities and recruit parent volunteers to support many student programs and activities that otherwise would not be available at a public high school.

Miramonte High School Parents' Club (MHSPC)

The Parents' Club fosters academic excellence by raising funds and providing volunteers to support and enhance the educational experience for all students at Miramonte.

Boosters Club

Members of the Boosters Club have a passion for sports and provide funds to help make the Miramonte sports programs excellent.

Visual and Performing Arts Club (VPA)

Members of the Visual and Performing Arts Association believe that the arts are an essential part of a well-rounded education and support the visual and performing arts programs at Miramonte.

In addition to these organizations the Miramonte Site 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.

For more information on how to become involved, please contact the Parent's Club President at President@mhspc.org.

"Miramonte is committed to providing rigorous academics, a safe learning environment, and wonderful opportunities for students to build successful relationships with adults and their peers."

Acalanes Union High School District

1212 Pleasant Hill Road
Lafayette, CA 94549
Phone: (925) 280-3900
Fax: (925) 932-2336
www.acalanes.k12.ca.us

John Nickerson, Ed. D.
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



"We educate every student to excel and contribute in a global society."



Acalanes UHSD Governing Board

Tom Mulvaney, Board President
Gwen Reinke, Board Clerk
Kathy Coppersmith, Board Member
Susie Epstein, Board Member
Richard Whitmore, Board Member

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 9

Four of Six Standards	11.7%
Five of Six Standards	27.8%
Six of Six Standards	53.2%



Student Enrollment by Group

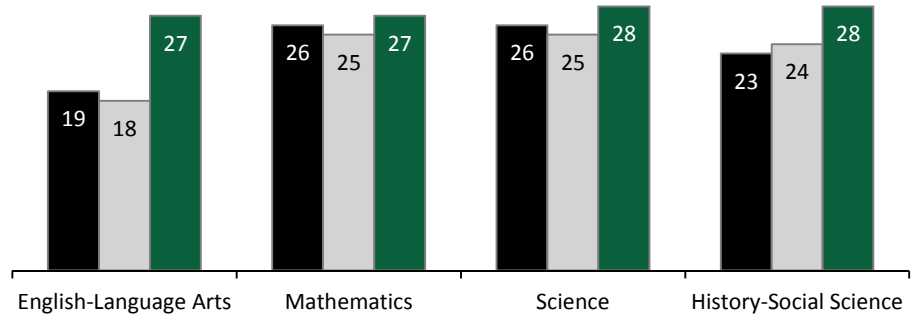
Miramonte HS

Socioeconomically Disadvantaged	1.8%
English Learners	1.6%
Students with Disabilities	7.5%

Class Size

■ 08-09 □ 09-10 ■ 10-11

The bar graph displays the three-year data for average class size.

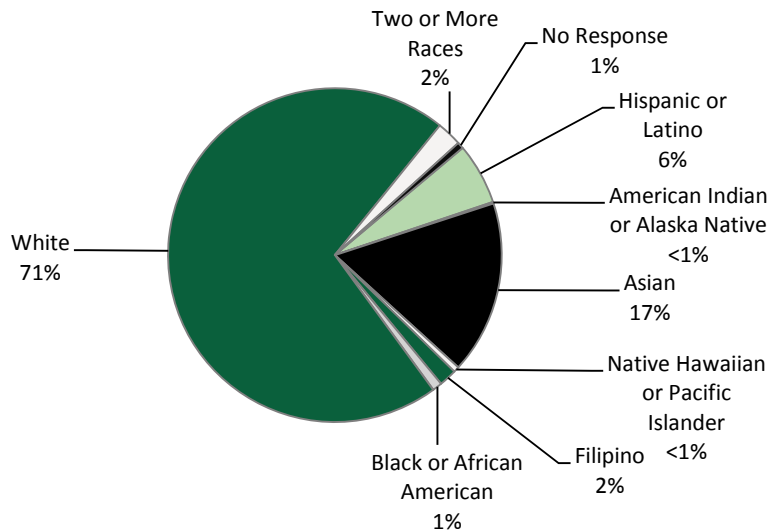


Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	46	35		38	43		7	41	1
Mathematics	14	36		7	40	1	4	30	2
Science	9	37		7	40	2	3	29	
History-Social Science	25	27	1	17	46		1	32	3

Enrollment and Demographics

The total enrollment at the school was 1,277 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			07/28/2011
Date of the Most Recent Completion of the Inspection Form			07/28/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	VAT in classrooms in the 100 through 300 wings is old and showing signs of wear: To be abated and new carpet installed by the summer of 2013.
Structural	There is dry rot in some of the exterior panels and window trim in the 100 through 300 wings: To be removed and replaced during the summer of 2012.

School Facilities

The school was built in 1955. The school has approximately 80 classrooms, a large and small gym, a library, computer labs, a swimming pool and athletic fields, including a synthetic turf athletic stadium with track, baseball and softball fields. There are no portable buildings on this campus. The school buildings and grounds are in very good to excellent condition. The classrooms and other buildings are cleaned on an A-B basis and all restrooms, locker rooms, and science labs are cleaned on a nightly basis. The custodial staff is 5 FTE. There is one daytime custodian and the rest of the staff work a swing shift.

School Facilities

Continued from left

The combination of a well-maintained campus, positive working and learning environment, motivated students, active parent involvement, and a dedicated staff contribute to the well-being and success of our students. Students, staff, and visitors feel safe and comfortable on campus.

New heating, ventilation, air-conditioning and fire alarm systems were installed in the summer of 2008. Funds from the most recent bond measure are being spent on updating infrastructure and improving access to technology.

The library is equipped with 36 Internet-connected computers. The parents' Club and Education Foundation provide ongoing support to the library. Students benefit from a full-time library media teacher and 1.25 full-time library assistants to support in the use of books, periodicals, and multimedia and electronic resources.

In addition to library computers there are two labs for scheduled classes and drop-ins. We have three mobile laptop carts and a classroom set of iTouches. Students use computers regularly for elective journalism, yearbook, digital photo, video production, Web design, and computer art animation courses.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$150,000 for the Deferred Maintenance Program. This represents 0.28% of the District's general fund budget.



Continued on sidebar

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Miramonte HS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Miramonte HS	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Miramonte HS	
Currency of Textbook Information	
Data Collection Date	08/2011

Textbooks and Instructional Materials

Textbooks used by Acalanes UHSD are based on current California content standards. Textbooks are chosen from lists pre-approved by state education officials.

In accordance with the California Education Code and the *Williams Settlement* mandates, procedures, monitoring processes, and reporting practices by principals and District departments have ensured that all students have access to the current, Standards-based textbooks, and instructional materials.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Edge	2007
English-Language Arts	High Point (Level 1)	2007
English-Language Arts	Impact, 50 Short Stories; 2nd Edition	2003
English-Language Arts	Poetry, A Pocket Anthology	2003
English-Language Arts	Poets	2003
English-Language Arts	Points of View: <i>An Anthology of Short Stories</i>	2003
English-Language Arts	Short Prose Reader; 3rd Edition	2003
English-Language Arts	Talking Back/Poems, A Working Guide/Aspiring Poets	2003
English-Language Arts	The Compact Reader; 7th Edition	2003
English-Language Arts	The Word Within the Word, Vol. 1	2003
English-Language Arts	The Word Within the Word, Vol. 1 (Eng 2)	2003
English-Language Arts	The Word Within the Word, Vol. 2 (Eng 3)	2003
English-Language Arts	The Word Within the Word, Vol. 2 (Eng 4)	2003
Mathematics	Algebra & Trigonometry	2002
Mathematics	Algebra 1	2007
Mathematics	Algebra and Trigonometry, 5th Ed.	2002
Mathematics	Algebra II: <i>Concepts, Skills and Problem Solving, CA Edition</i>	2008
Mathematics	Calculus I, 8th Ed.	2006
Mathematics	Calculus II, 8th Ed.	2006
Mathematics	California Algebra Readiness	2007
Mathematics	California Geometry	2007
Mathematics	Concepts, Skills, and Problem Solving	2008
Mathematics	Geometry	2007

Continued on page 5

Textbooks and Instructional Materials *Continued from page 4*

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Mathematics	Geometry	2005
Mathematics	Multivariable Calculus, 8th Ed. (Supplemental)	2006
Mathematics	Pre-Calculus with Trigonometry: <i>Concepts and Applications</i>	2002
Mathematics	Pre-Calculus, Third Edition	2008
Mathematics	The Practice of Statistics	2000
Science	Biology, 7th ed.	2004
Science	Biology: <i>Exploring Life</i>	2004
Science	Biotechnology: <i>Demystifying the Concept</i>	2000
Science	Chemistry, 7th Ed.	2007
Science	Earth Science; <i>Geology, the Environ., and the Universe</i>	2001
Science	Essentials of Human Anatomy and Physiology, 8th ed.	2005
Science	Human Anatomy and Physiology, 6th ed.	2005
Science	Living in The Environment, 14th ed.	2002
Science	Oceanography; <i>An Invitation to Marine Science</i> , 4th Ed	2003
Science	Physics	2004
Science	Physics: <i>Principles with Applications</i> , 4th Ed. AP (Physics AP)	2005
Science	World of Chemistry	2008
Social Studies	A People & A Nation, 7th Ed.	2004
Social Studies	Cultural Landscape: <i>An Intro. to Human Geography</i>	2006
Social Studies	Human Geography in Action, 4th ed. (Supplemental)	2006
Social Studies	Modern World Hist.: <i>Patterns/Interaction</i> California Ed.	2005
Social Studies	Psychology, 8th ed.	2006
Social Studies	Psychology, 8th ed. (Psych AP)	2006
Social Studies	The Americans: <i>Reconstruction Through/21st Century</i>	2005
Social Studies	United States Government: <i>Democracy in Action</i>	1998
Social Studies	World History: <i>Patterns of Interaction</i> (National Edition)	2005

Continued on page 6

Professional Development

The Alcanes Union High School District provides on-going professional growth opportunities for teachers and administrators. Teachers and administrators build upon their skills through professional development provided by the schools, district, county office, and professional organizations. The focus of certificated professional development is on the continuous improvement of teaching and learning in the Alcanes Union High School District. The District provides professional development opportunities through late start Wednesday morning collaboration and release days. Additionally, the District holds an annual Summer Institute during which time certificated staff can collaboratively focus on one of an array of professional growth areas offered. All teachers are invited to participate and receive a stipend for attendance.

Professional development is provided in the following areas:

- Standards-based Instruction and Assessment
- Evaluation of Student Work
- Grading Practices
- Curricular Integration of Technology
- 21st Century Learning
- Diversity Training
- Special Education
- Peer Assistance and Support
- Standards for the Teaching Profession
- Achievement/Assessment Data Analysis

Teachers are supported through technology coordinators who facilitate professional development and mentor teachers. Academic department chairs lead and support departmental discourse and collaborative endeavors to align curriculum and assessment. Further, teachers are supported through a performance evaluation system designed to 1) promote and support student learning; 2) maintain and improve instruction, assessment, student achievement, learning environments and professional responsibilities; 3) recognize and praise professional performance; and 4) provide assistance and direction for continuous improvement.

Professional development training is focused on the Professional Learning Communities (PLC) model.

Continued on page 6

Professional Development

Continued from page 5

Time is made available for departmental and cross-curricular collaboration with an emphasis on identifying essential standards, methods of assessing mastery and sharing of best practices. Opportunities are available for site collaboration, district pull-out days and outside workshops. Additionally, Miramonte utilizes a technology coordinator who provides training and support to advance the use of technology in curriculum and instruction.

For the 2008-09 and 2009-10 school years, we dedicated three days for professional development. In 2010-11, there were zero days dedicated for professional development because they were turned into furlough days.



“The combination of a well-maintained campus, positive working and learning environment, motivated students, active parent involvement, and a dedicated staff contribute to the well-being and success of our students.”



Textbooks and Instructional Materials *Continued from page 5*

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Social Studies/ Economics	Economics Concepts and Choices, California Ed.	2008
Physical Education	Guide to Sexuality	2005
Physical Education	Health & Wellness	2005
World Languages	Adventures in Japanese, Levels 1-4	2005
World Languages	Auf Deutsch, Levels 1-3	2003-04
World Languages	Bon Voyage, Levels 1-3	2003-04
World Languages	El Espanol para Nosotros, Books 1 & 2	2005
World Languages	Latin for Americans, Level 1	2003
World Languages	Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3)	2003
World Languages	NiHao 1, Chinese Language Course, Introductory, Level III & IV	2004
World Languages	Realidades, Levels 1-3	2003
Career/Technical Ed.	Architecture: Residential Drafting and Design	2005
Career/Technical Ed.	Auto CAD and Its Applications-Comprehensive	2005
Career/Technical Ed.	Automotive Service, 2nd Ed.	2004
Career/Technical Ed.	Culinary Essentials	2003
Career/Technical Ed.	Guide to Good Food	2003
Career/Technical Ed.	Technology: Design and Application	2005
Career/Technical Ed.	Understanding Electricity & Electronics	2007
Career/Technical Ed.	Wood Technology & Processes	2004

School Safety

Miramonte employs a campus supervisor to provide security during school hours. In addition, the three administrators and several staff members monitor the campus during break times. 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 an identifying badge. Miramonte participates in a district-wide safety plan in partnership with local agencies. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2011.

“Students have a magnitude of opportunities to achieve at the highest levels in academics, athletics, and the arts.”

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Miramonte HS			Acalanes Union HSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	93%	90%	89%	85%	84%	85%	49%	52%	54%
Mathematics	58%	63%	62%	53%	56%	56%	46%	48%	50%
Science	95%	90%	92%	86%	85%	85%	50%	54%	57%
History-Social Science	87%	91%	87%	83%	82%	84%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	85%	56%	85%	84%
All Students at the School	89%	62%	92%	87%
Male	87%	64%	92%	91%
Female	92%	59%	94%	82%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	90%	71%	89%	89%
Filipino	71%	21%	❖	❖
Hispanic or Latino	76%	45%	82%	82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	91%	63%	94%	87%
Two or More Races	87%	60%	92%	86%
Socioeconomically Disadvantaged	78%	35%	82%	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	48%	28%	50%	61%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	10	10	10
Similar Schools API Rank	10	10	10

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Miramonte HS — Actual API Change		
	Miramonte HS		Acalanes Union HSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	909	923	4,012	903	4,683,676	778	11	2	-6
Black or African American	10	■	58	796	317,856	696	■	■	■
American Indian or Alaska Native	0	■	3	■	33,774	733	■	■	■
Asian	145	935	493	938	398,869	898	20	-8	-11
Filipino	14	868	61	899	123,245	859	■	■	■
Hispanic or Latino	49	871	292	832	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	6	■	10	■	26,953	764	■	■	■
White	653	926	2,835	905	1,258,831	845	8	13	-8
Two or More Races	26	948	245	918	76,766	836	■	■	■
Socioeconomically Disadvantaged	17	859	137	747	2,731,843	726	■	■	■
English Learners	17	779	138	746	1,521,844	707	■	■	■
Students with Disabilities	75	734	332	689	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

“We offer a rich and varied curriculum that ensures an optimum learning experience for each student.”

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Miramonte HS		Acalanes Union HSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Miramonte HS	Acalanes Union HSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

◇ Not applicable.

Types of Services Funded

Miramonte High School is fortunate to have generous funding from various sources, including the Parents' Club, Boosters, and the Educational Foundation of Orinda, to enhance student programs and provide extra help for struggling students. The funding is used for personnel and programs such as class size reduction, computer lab assistants, tutoring, music and voice coaches, support counseling, study skills, technology purchases, library materials and college/career center resources, instructional supplies and staff development.

Public Internet Access

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



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2010-11 school year, 11.4% of the school's students were enrolled in a total of 34 AP courses offered.

Advanced Placement Courses	
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	4
Mathematics	10
Science	9
Social Science	7



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Miramonte HS			
	08-09	09-10	10-11
Suspension Rates	0.073	0.061	0.061
Expulsion Rates	0.000	0.000	0.000
Acalanes Union HSD			
	08-09	09-10	10-11
Suspension Rates	0.058	0.050	0.038
Expulsion Rates	0.001	0.000	0.000

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Group	Graduating Class of 2011	
	Miramonte HS	Acalanes Union HSD
All Students	98.2%	96.9%
Black or African American	❖	91.7%
American Indian or Alaska Native	❖	❖
Asian	100.0%	98.9%
Filipino	❖	93.5%
Hispanic or Latino	94.1%	92.4%
Native Hawaiian or Pacific Islander	❖	❖
White	98.3%	96.9%
Two or More Races	❖	100.0%
Socioeconomically Disadvantaged	❖	85.5%
English Learners	❖	66.7%
Students with Disabilities	80.0%	85.8%

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Miramonte HS	99.39%	99.16%	96.88%	0.80%	0.20%	0.00%
Acalanes Union HSD	97.72%	96.69%	96.61%	0.90%	0.80%	0.40%
California	80.21%	78.59%	80.44%	4.90%	5.70%	4.60%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

"Participation in a broad range of activities, including academic classes, sports, visual and performing arts, and volunteer opportunities develops well-rounded citizens ready to build a stronger community."

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
Miramonte HS	97%	93%	92%	96%	92%	95%
Acalanes Union HSD	91%	90%	88%	89%	87%	87%
California	52%	54%	59%	53%	54%	56%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	12%	21%	66%	13%	35%	51%
All Students at the School	8%	22%	70%	5%	31%	65%
Male	13%	29%	58%	5%	29%	66%
Female	2%	13%	84%	4%	33%	63%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	12%	29%	58%	2%	27%	71%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	29%	12%	59%	24%	41%	35%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	5%	20%	75%	4%	30%	66%
Two or More Races	9%	45%	45%	0%	36%	64%
Socioeconomically Disadvantaged	25%	25%	50%	25%	33%	42%
English Learners	❖	❖	❖	❖	❖	❖
Students with Disabilities	59%	27%	14%	32%	36%	32%
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs

Miramonte High School offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all student in the areas of:

- Biotechnology
- Architectural Design/Engineering Drawing
- Digital Arts and Web Design
- Sports Medicine
- Culinary Arts
- Environmental Science

Course content and performance standards are in place for all Technical Education courses. Instructors follow standards and benchmarks. Students have multiple opportunities to demonstrate mastery of those standards. Grading rubrics and components are in place. Students must demonstrate effective skills in oral and written communication; demonstrate job skills, behaviors and work ethics valued by employers as well as the ability to be critical, complex, and creative thinkers. Students are expected to work productively both as individuals and as team members.



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	175
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	13.1%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	Miramonte HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	86.4%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	54.8%

District Career Technical Advisory Committee

District Career Technical Advisory Committee		
Field or Industry	Advisor	Phone
All industries	Aileen Gell	(925) 280-3900
All industries	Grant Cusick	(925) 280-3900
All industries	Jim Nolte	(925) 280-3900
All industries	Steve Boone	(925) 280-3900
All industries	Tom Anthony	(925) 280-3900
Architecture	Ron Dygert	(925) 280-3900
Auto	Charles R. Mori	(925) 280-3900
Auto	Grant Cusick	(925) 280-3900
Culinary	Beth Marks	(925) 280-3900
Engineering	Aileen Gell	(925) 280-3900
Facilitator	Shannon Rogers	(925) 280-3900
Wood Products	Don Dupont	(925) 280-3900
Wood Products	Steve Boone	(925) 280-3900

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Acalanes Union HSD	Miramonte HS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	297	71	69	70
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	1	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Miramonte HS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	8	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Miramonte HS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	100%	0%

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	4.000
Ratio of Students Per Academic Counselor	319:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	1.000
Library Media Teacher (Librarian)	1.000
Library Media Services Staff (Paraprofessional)	1.000
Psychologist	1.000
Social Worker	0.000
Nurse	0.500
Speech/Language/Hearing Specialist	0.000
Resource Specialist (non-teaching)	0.000
Other	
Instructional Assistants	8.813
Computer Lab Assistants	2.813

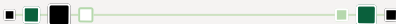


NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Miramonte HS	
Total Expenditures Per Pupil	\$9,838
Expenditures Per Pupil From Restricted Sources	\$3,893
Expenditures Per Pupil From Unrestricted Sources	\$5,945
Annual Average Teacher Salary	\$74,135



"Members of the Boosters Club have a passion for sports and provide funds to help make the Miramonte sports programs excellent."



Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Acalanes Union HSD	Similar Sized District
Beginning Teacher Salary	\$40,000	\$42,954
Mid-Range Teacher Salary	\$70,148	\$69,905
Highest Teacher Salary	\$89,801	\$89,464
Average Principal Salary	\$130,819	\$128,348
Superintendent Salary	\$200,000	\$205,119
Teacher Salaries — Percent of Budget	40%	37%
Administrative Salaries — Percent of Budget	5%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Miramonte HS	\$5,945	\$74,135
Acalanes Union HSD	\$6,093	\$75,987
California	\$5,455	\$70,570
School and District — Percent Difference	-2.5%	-2.5%
School and California — Percent Difference	+8.2%	+4.8%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Accountability Report Card

PUBLISHED BY: **SIA** School Innovations & Advocacy
www.sia-us.com | 800.487.9234