

# Mills High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Mills High School
<b>Street</b>	400 Murchison Drive
<b>City, State, Zip</b>	Millbrae, CA 94030
<b>Phone Number</b>	650-558-2599
<b>Principal</b>	Pamela Duszynski
<b>E-mail Address</b>	<a href="mailto:pduszynski@smuhsd.org">pduszynski@smuhsd.org</a>
<b>Web Site</b>	<a href="https://www.smuhsd.org/millshigh">https://www.smuhsd.org/millshigh</a>
<b>CDS Code</b>	41-69047-4134557

<b>District Contact Information</b>	
<b>District Name</b>	San Mateo Union High School District
<b>Phone Number</b>	650-558-2299
<b>Superintendent</b>	Kevin Skelly
<b>E-mail Address</b>	kskelly@smuhsd.org
<b>Web Site</b>	<a href="http://www.smuhsd.org/">http://www.smuhsd.org/</a>

## School Description and Mission Statement (School Year 2018-19)

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### MILLS HIGH SCHOOL VISION AND MISSION STATEMENT

Our vision at Mills is that students embrace learning for growth. They use the power of creativity, collaborative problem-solving and critical thinking to make a positive impact on our world. The mission of Mills High School is to provide a safe, vibrant and inclusive learning environment that promotes equitable opportunities for all students to achieve academic goals while giving them the tools and resources to access personal growth, well-being and balance.

School goals align to the district LCAP and including the following:

School Goal 1: Teaching & Learning for All Students- Ensure rigorous and relevant teaching and learning for all students aligned to the Common Core State Standards (CCSS) and 21st Century skills (CCR), foster teacher and staff professional development, and systematically use data to monitor student progress.

School Goal 2: Supports and Interventions for All Students- All students will receive appropriate, equitable instruction, supports and interventions to reach academic proficiency and achieve graduation success and A-G readiness.

School Goal 3: A Positive School Climate and Culture for All Students- All students will receive appropriate supports for their well-being and social emotional health in a community that welcomes diverse cultural and socio-economic backgrounds.

#### School Learning Outcomes (SLOs)

These SLOs were revised as part of our 2018 WASC self-study. This work was completed by the Mills faculty and approved by the MPC Site Council.

Our students are EPIC:

1. Effective Communicators and Collaborators
2. Positive Contributors to the Community
3. Individuals that are Healthy, Self-Reliant and Responsible
4. Critical Problem Solvers and Creative Thinkers

#### WASC Critical Areas of Need

During our 2017, Mills High School conducted a self-study analyzing data on all aspects of our school. Divided into cross-disciplinary teams, the Mills faculty and staff analyzed disaggregated achievement data and identified following Critical Areas of Need. Mills received a Six Year WASC Accreditation.

CAN #1- To increase the achievement of our SPED students, we need to clearly define the co-teaching program to address issues in the following areas - instruction, teacher collaboration and team teaching, student achievement, protocols for accommodations and modifications, and class population demographics. Training and support for co-teachers is needed, specifically how to define and design the course curriculum.

CAN #2- To support the growth and to address the needs of all students, especially historically underserved groups of students, and to use school resources more efficiently and effectively: Mills will develop and implement a school wide, evolving, and ongoing process (MEP--Mills Evaluation Process)to: evaluate the effectiveness of programs, policies and practices (technology, grading, homework, interventions, support, etc), and implement change based on the results.

CAN#3- Address the achievement gap by improving the effectiveness of PLCs focusing on the following objectives- supporting all students with learning foundation skills (grade level written, oral, reading comprehension/listening, and critical thinking), integrating EPIC into class curriculum and instruction, tools for measuring and evaluating EPIC, accountability systems for clear expectations around these standards (teachers and students).

CAN#4- Address culture of achievement, stress, and school connection by engaging all students with their learning and continue to reinforce student wellness. Acknowledge the diversity of the Mills community to better respond to students’ diverse needs and to address equity, cultural responsiveness and socio-emotional learning of students.

As a community and among various stakeholders, Mills promotes the mission and vision statement, as well as the SLOs and Action Plan, as the heart of our practice. Norms that guide our community and decision-making bodies include keeping student achievement and well-being at the center of our discussions, respecting and validating different perspectives, maintaining a positive attitude and assuming good intentions, and making decisions by consensus.

Decision-making bodies include the Mills Planning Council (School Site Council) and the Academic Senate (Department Heads). These two bodies seek input from various stakeholders in the community including students, teachers and parents to guide our goals and actions as a school to achieve our mission and vision.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	274
Grade 10	308
Grade 11	302
Grade 12	336
<b>Total Enrollment</b>	<b>1,220</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	46.7
Filipino	10.7
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	3.0
White	12.0
Socioeconomically Disadvantaged	23.4
English Learners	5.7
Students with Disabilities	10.6
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	73	71	72	515
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 09/2017

All district textbooks are approved by the district governing board and the cycles are consistent with the SBE adoption calendar. All district adopted texts support the teaching of the California Curriculum Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and meet State and Local Standards/2015	Yes	0
Mathematics	Current and meet State and Local Standards: CPM 2017	Yes	0
Science	Current and meet State and Local Standards	Yes	0
History-Social Science	Current and meet State and Local Standards	Yes	0
Foreign Language	Current and meet State and Local Standards	Yes	0
Health	Current and meet State and Local Standards/2016	Yes	0
Visual and Performing Arts	Current and meet State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and meet State and Local Standards	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The passage of Bond Measure D in November 2000 provided \$137.5 million for the renovation of the district’s six comprehensive schools. Measure D renovation projects at Mills High School began in June 2004 and were completed June 2007. Academic classrooms and science labs were enlarged to meet the district’s standard size of 960 square feet. Heating and ventilation systems were upgraded. Teacher workrooms were built to allow for teacher collaboration. The modernization of the school was divided into two phases. Phase one included the renovation of general instruction classrooms, the library, the career center, the child development room, the culinary arts room, administrative portions of the campus, and the front façade of the school. Science labs and some general education classrooms were renovated during Phase two of the project. Faculty and student restrooms were also included in the renovation.

The passage of Measure M in November 2006 provided an additional \$298 million for the renovation of the district’s six comprehensive schools. Measure M renovation projects at Mills High School began in Summer 2009 with the replacement of student lockers and installation of air conditioning school wide. During the 2009 - 2010 school year, renovation of the student cafeteria, the Girls’ and Boys’ locker rooms were completed. State-of-the-art classrooms for Biotechnology, Video Production, and Woodworking opened in the Fall of 2010. Renovations through Measure M also included the construction of a new academic building, which opened in the Spring of 2011 and renovation of physical education facilities including remodeled Weight and Dance rooms and the swimming pool facility.

The following modernization projects were completed Spring 2013: East Gym and Courtyard, Main Courtyard, Video Broadcasting Room, West Gym and Courtyard, and Auditorium. [School Facilities Report filed 05.27.3014]

In the Spring of 2017, stadium lights and a newly resurfaced track were installed on the Football Field.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/05/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
<b>Interior:</b> Interior Surfaces	Good	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
<b>Electrical:</b> Electrical	Good	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	N/A
<b>Structural:</b> Structural Damage, Roofs	Good	N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/05/18	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	90.0	77.0	77.0	71.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	70.0	56.0	52.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	283	94.02	77.03
Male	156	148	94.87	72.30
Female	145	135	93.10	82.22
Asian	145	141	97.24	87.94
Filipino	30	28	93.33	67.86
Hispanic or Latino	47	43	91.49	44.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.44	76.47
Two or More Races	31	29	93.55	86.21
Socioeconomically Disadvantaged	61	56	91.80	60.71
English Learners	49	45	91.84	57.78
Students with Disabilities	38	26	68.42	23.08

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	275	91.36	70.18
Male	156	144	92.31	70.14
Female	145	131	90.34	70.23
Asian	145	139	95.86	89.21
Filipino	30	28	93.33	53.57
Hispanic or Latino	47	39	82.98	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.44	64.71
Two or More Races	31	28	90.32	75
Socioeconomically Disadvantaged	61	54	88.52	59.26
English Learners	49	44	89.8	61.36
Students with Disabilities	38	21	55.26	14.29

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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Mills High School and the San Mateo Union High School District are committed to ensuring all students are given the opportunity to participate in Career Technical Education programs, activities, and experiences. In March of 2006, the District Board of Trustees voted to expand the District school day from a 6 period to a 7 period day providing increased opportunities for students to enroll in CTE courses, especially for target populations of students who require additional academic support/interventions within the school day. In addition, all students work with counselors to create a four year academic plan to align student interests and goals with CTE opportunities available at Mills and throughout the District.

Mills hosts a Course Selection morning allowing for students to visit CTE and elective classrooms prior to selecting classes in the Spring. Interest in CTE courses is also promoted through school activities like the Robotics Club, Film and Photography Clubs, and various school competitions and events. Upon completion of Mills' CTE courses, students have the option to continue their pathway at our local community colleges.

Course offerings in Career Technical Education at Mills High School include:

- Architectural Design I and II
- Food & Nutrition, Culinary Arts
- Engineering Technology
- Art & Multimedia
- Principles of Computer Science, AP Computer Science
- Art of Video (Video Production)
- Biotechnology
- Woodworking

### Publications

#### Journalism

The program at Mills offers experiences in the following Industry Sectors: Art, Media & Entertainment, Engineering and Architecture, Building Trades and Construction, Health Science and Medical Technology, Hospitality, Tourism and Recreation, and Information and Communication Technology. In addition, the program provides the following career pathways: Design, Visual and Media Arts, Architectural Design, Engineering Technology, Cabinetry, Millwork and Woodwork, Biotechnology, Food Service, and Software and System Development.

The CTE program is measured by satisfactory-level student completion (C or better) rates of the one year CTE graduation requirement upon graduation and by the number of students completing a CTE pathway during their four years. The school district organizes program leadership throughout the district through a CTE Council that is comprised of program department heads at each site. In addition, the CTE department head is a member of the school's Academic Senate that annually revises the School Plan for Student Achievement. A part-time Career Coordinator works to connect students with CTE internships and fieldtrips, and to provide push-in services to CTE classrooms to deliver career awareness in related CTE fields.

For the past three years, Mills has participated in the TEALS partnership, pairing computer science professionals from across the industry with classroom educators to team-teach CS in high schools throughout the U.S. TEALS helps high schools teach computer science by providing trained volunteers – industry professionals in CS – to partner with a classroom teacher and work as a team to deliver CS education to students who would otherwise not have the opportunity to learn CS in their school. Over two years, the classroom teacher gradually takes over the responsibilities of teaching the course without volunteer support. Two industry volunteers guide and help deliver the curriculum for our AP Computer Science courses.

The CTE department integrates the Common Core Standards for English-Language Arts and math into the curriculum frameworks.

During the Fall semester of 2018, Mills piloted a community college course, HSCI 180: Health Career Pathways: Gateway to Health Careers and plans to offer an additional course, EMC 400- Emergency Medical Responder, in the Spring of 2019. Participating students earn CTE elective credits and community college credits (dual enrollment) through an evening course structure located at the school site. Enrollment is open to all SMUHSD students across the district.



### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	563
% of pupils completing a CTE program and earning a high school diploma	65%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	43%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	73.9

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.8	31.2	43.5

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

There are numerous opportunities for parents to become involved at Mills High School. The Parent Teacher Organization (PTO) conducts regular outreach to parents and meets monthly to plan activities such as fund raising for scholarships, classroom equipment and supplies, and hospitality for school wide functions. In addition, the PTO publicizes a newsletter to communicate to parents.

Parent representatives are members of the Mills Planning Council (the School Site Council) which is responsible for approving all Annual Fund expenditures and provides input and monitoring progress on school-wide goals. An English Learner Advisory Committee (ELAC) helps the parents of English learners understand how the school operates and gives parents an opportunity to give input for how to better serve our English language learner population. Beginning in 2013-2014, Mills organized a Spanish-Speaking Parent Group to support Spanish-speaking families and to gather input and suggestions from this population of parents and students on school wide goals. Mills parents also form part of the Mills Athletic Boosters, Mills Music and Arts Group and Mills Drama Guild, providing support for students in extracurricular programs.

Mills partners with San Mateo Behavioral Health and Recovery services to offer programs on-site in the evening hours for parent education. These include the Parent Project and Mental Health First Aid for Youth. A part-time family engagement coordinator organizes and recruits for such events and facilitates the Spanish-Speaking Parent Group.

There are multiple opportunities for parent to volunteer in school wide functions and events such as Career Day, teacher appreciation luncheons, student registration, textbook distribution, and supervision assistance at school wide events.

For information on the PTO, please contact Ms. Pamela Duszynski at (650) 558 - 2500.

For information on the MPC, ELAC, and Latino Parent Night, please contact Ms. Pamela Duszynski at (650) 558 - 2502.  
 For information on the Mills Athletic or Music Boosters, please contact Mr. Jose Gomez at (650) 558 - 2503.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	2.9	2.8	3.4	6.6	6.8	5.3	10.7	9.7	9.1
<b>Graduation Rate</b>	96.8	95.7	94.6	91.6	90.9	90.0	82.3	83.8	82.7

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

#### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	96.3	89.9	88.7
<b>Black or African American</b>	0.0	86.4	82.2
<b>American Indian or Alaska Native</b>	0.0	100.0	82.8
<b>Asian</b>	97.0	95.2	94.9
<b>Filipino</b>	100.0	98.4	93.5
<b>Hispanic or Latino</b>	85.0	81.7	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	96.4	88.6
<b>White</b>	100.0	93.0	92.1
<b>Two or More Races</b>	100.0	90.5	91.2
<b>Socioeconomically Disadvantaged</b>	91.1	81.9	88.6
<b>English Learners</b>	29.4	46.0	56.7
<b>Students with Disabilities</b>	68.8	61.4	67.1
<b>Foster Youth</b>	0.0	100.0	74.1

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.5	2.4	2.3	3.3	3.8	3.7	3.7	3.7	3.5
<b>Expulsions</b>	0.4	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

The Mills High School Safety Plan is reviewed and updated on an annual basis. Faculty and staff training is conducted at the beginning of each school year where emergency procedures and evacuation and safety procedures are reviewed. Each classroom is equipped with a red emergency bag that contains first aid and emergency preparedness supplies. These supplies are replaced and replenished on a regular basis. Emergency drills are held monthly to ensure students are also familiar with the emergency procedures.

Mills administrators including the Principal, two Assistant Principals and the Dean of Students along with two Campus Supervisors and four Counselors lead our efforts in creating a safe and respectful environment for all students. Two full-time Wellness Counselors and a part-time Wellness Coordinator provide assessment, crisis counseling, and mediation for students. The four counselors at Mills provide academic and social-emotional support for students. All counselors also provide outside referral resources for students and parents. The administration team utilizes Restorative Practices as a first approach to discipline issues, including the District's Alternative to Suspension Program to assist students in making positive decisions.

All students are encouraged to join a school club or participate on an athletic team. Mills has approximately 50 active clubs and 27 sport teams in its extra-curricular program. The Safe School Plan emphasizes the importance of supporting students both socially and emotionally with a caring staff, student support programs, and a strong extra-curricular activity program.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	16	26	11	25.0	15	20	18	23.0	20	26	9
Mathematics	27.0	11	18	17	26.0	13	19	17	26.0	14	18	17
Science	31.0		21	13	30.0	3	14	20	28.0	6	24	10
Social Science	29.0	5	20	14	28.0	6	15	21	25.0	12	16	19

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.4	370
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	21,874.27	5,019.75	16,854.51	106,826.45
District	N/A	N/A	13,794	
Percent Difference: School Site and District	N/A	N/A	20.0	10.2
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	102.9	28.7

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

Mills provides a number of programs and services to support student achievement and personal success. In addition to a comprehensive academic core program, Mills offers Strategic Support classes in 9th Grade English, Algebra I and Geometry. Mills also offers Guided Studies Classes for select students in grades 9-11 as well as on-site On-Site Credit Recovery (OSCR) course. Two courses of English Language Development are offered in addition to a sheltered Biology and sheltered US History for English learners. In addition, Mills offers a number of out-reach services such as College Advising through the Mills College and Career Center, one College Advising Intern and two Wellness Counselors that focus on social-emotional supports for students.

Additional programs and services provided at Mills High School include:

- After School Tutoring
- Classroom based Tutoring
- Wellness Counseling
- Naviance – School and Career Planning Software
- EL Specialist
- Professional Development

Funding sources include:

- GATE Parent Grants
- Mills Annual Fund

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$61,772	\$50,747
Mid-Range Teacher Salary	\$99,647	\$86,127
Highest Teacher Salary	\$117,365	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$180,128	\$150,286
Superintendent Salary	\$286,000	\$238,058
Percent of Budget for Teacher Salaries	31.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	10	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	10	N/A
Science	10	N/A
Social Science	3	N/A
All courses	36	37.0

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

During the 2018-19 school year, the Professional Development Coordinator position is a .2 FTE release period and the Instructional Technology coordinator position staffed at a .6 FTE. Furthermore, a total of .8 FTE is supported by the District as Instructional Coaches to work with teachers on a full evaluation cycle. These "Teachers on Special Assignment" (TOSA) are responsible for identifying professional development needs, designing and implementing appropriate site-based professional development, and guiding site based goal setting and assessment practices.. Identified professional development priorities include Co-Teaching/Special Ed strategies, Literacy Strategies (Constructing Meaning), Instructional Technology/Google Docs, and PLC Training.

Primary areas of focus are aligned to the Mills WASC Report and the District Local Control Accountability Plan. As part of the Mills WASC Self-Study, a comprehensive data review was conducted in order to create the WASC Action Plan. The WASC Action Plan identifies specific strategies as well as targeted instructional practices to improve student achievement.

There are numerous opportunities for teachers and administrators to participate in professional development. These opportunities include department collaboration time, professional learning team time embedded in the master schedule, faculty meetings and workshops, classes, and/or conferences sponsored by the district or outside groups.

The Mills Planning Committee (School Site Council) meets monthly to review and approve funding for professional development. The majority of requests are honored with the expectation that all professional development activities are aligned with our WASC Action Plan and school goals. Professional development requests approved during the most recent period include:

- Bay Area Foreign Language Project
- Advanced Placement Workshops in Calculus AB & BC, US History, Economics, Government, Chinese, and Spanish
- California Science Education Conference
- Learning and the Brain Conference
- California Council for Social Sciences Conference
- Challenge Success Conference (Stanford)
- National Science Teachers Association Conference
- Technology in the Spanish Curriculum Institute
- Co-Teaching/ Debra Herburger, West Ed
- Professional Learning Communities (Solution Tree)
- American Council on the Teaching of Foreign Languages Conference
- California Association of Directors of Activities Conference
- Differentiated Instruction National Conference
- Students Under Pressure: Helping Manage Stress and Anxiety
- STEAM Symposium
- BRAVE Spaces Institute- Equity Conference