

Mills High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

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. Our vision is that Mills students embrace learning for growth, and that they use the power of creativity, collaborative problem-solving and critical thinking to make a positive impact on our world.

Since 1999, Mills has earned one of the highest Academic Performance Index (API) score of all comprehensive high schools in San Mateo County. In spring of 2012, Mills earned an API score of 870 reflecting a 5-point increase from the previous school year. In 1988, 1996, and 2009 Mills High School was recognized as a California Distinguished School.

During the spring of 2012, Mills High School conducted a thorough self-study that consisted of analysis of all aspects of our school. Divided into cross-disciplinary teams, the Mills faculty and staff analyzed disaggregated achievement data and developed the following action plan goals. As a result of the 2012 WASC visit, Mills received a 6-year accreditation with a 3-year review. During the spring of 2015, Mills High School conducted a WASC 3 Year Midterm Report to update progress on the action plan. Mills received an additional 3-year accreditation. Mills will undergo a Full Self-Study during the 2017-2018 school year.

WASC ACTION PLAN

Action Plan Goal #1: Increase the academic success of all students with a special emphasis placed on students within statistically under-performing subgroups (Socioeconomically Disadvantaged, Latino, English Language Learners, and Special Education).

Action Plan Goal #2: Improve students' literacy and communication skills by developing students' ability to receive, process, and express ideas through reading, writing, verbal and other forms of communication including technology skills.

Action Plan Goal #3: Create a school environment where students and staff foster personalized academic and extra-curricular experiences.

Action Plan Goal #4: Research, develop, and implement effective school-wide collaborative practices to improve student learning and build a sense of community among all stakeholders.

SCHOOL LEARNING OUTCOMES

Our students are "EPIC":

- Effective Communicators and Collaborators
- Positive Contributors to the Community
- Individuals that are healthy, self-reliant and responsible
- Critical problem solvers and creative thinkers

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	304
Grade 10	308
Grade 11	334
Grade 12	294
Total Enrollment	1,240

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	45.9
Filipino	10.6
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	2.9
White	13.6
Two or More Races	6.9
Socioeconomically Disadvantaged	16.9
English Learners	7.4
Students with Disabilities	10.8
Foster Youth	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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	68	73	71	497
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 2017-18)

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: 08/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/28/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	85	90	79	77	48	48
Mathematics (grades 3-8 and 11)	70	74	57	56	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	311	93.67	90.32
Male	168	159	94.64	88.05
Female	164	152	92.68	92.72
Black or African American	--	--	--	--
Asian	169	161	95.27	97.5
Filipino	25	25	100	92
Hispanic or Latino	64	56	87.5	73.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	37	90.24	89.19
Two or More Races	24	23	95.83	95.65
Socioeconomically Disadvantaged	54	49	90.74	79.59
English Learners	70	62	88.57	78.69
Students with Disabilities	34	21	61.76	38.1

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	332	309	93.07	74.43
Male	168	155	92.26	72.26
Female	164	154	93.9	76.62
Black or African American	--	--	--	--
Asian	169	164	97.04	89.63
Filipino	25	25	100	60
Hispanic or Latino	64	50	78.13	44
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	38	92.68	68.42
Two or More Races	24	23	95.83	73.91
Socioeconomically Disadvantaged	54	48	88.89	58.33
English Learners	70	62	88.57	61.29
Students with Disabilities	34	18	52.94	16.67

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77	81	62	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 Single Plan for Student Achievement. A CTE department member is also an elected certificated member on the School Site Council.

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.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	561
% of pupils completing a CTE program and earning a high school diploma	68.27%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	42.86%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.16
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	80.74

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.6	32.2	38.2

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.5	2.9	2.8	3.4	6.6	6.8	11.5	10.7	9.7
Graduation Rate	96.31	96.78	95.73	94.71	91.64	90.86	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	97.12	91.14	87.11
Black or African American	0	59.09	79.19
American Indian or Alaska Native	100	100	80.17
Asian	98.04	96.7	94.42
Filipino	95.83	92.97	93.76
Hispanic or Latino	94.59	83.99	84.58
Native Hawaiian/Pacific Islander	75	87.5	86.57
White	97.37	93.79	90.99
Two or More Races	100	94.05	90.59
Socioeconomically Disadvantaged	63.16	71.13	63.9
English Learners	7.69	38.5	55.44
Students with Disabilities	100	86.2	85.45
Foster Youth	0	40	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	1.5	2.4	3.3	3.2	3.8	3.8	3.7	3.6
Expulsions	0.1	0.4	0.0	0.1	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	23	21	22	14	24	16	26	11	25	15	20	18
Mathematics	26	13	22	13	27	11	18	17	26	13	19	17
Science	29	4	23	10	31		21	13	30	3	14	20
Social Science	28	6	17	19	29	5	20	14	28	6	15	21

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 2016-17)

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)	2.0	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	.14	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0	N/A
Other	.5	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$17,685.79	\$4,348.12	\$13,337.67	\$106,493.16
District	N/A	N/A	\$13,253.66	\$96,675.00
Percent Difference: School Site and District	N/A	N/A	0.6	10.2
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	102.9	28.7

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

Types of Services Funded (Fiscal Year 2016-17)

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 Modern World History/Contemporary World Studies 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,396	\$50,221
Mid-Range Teacher Salary	\$95,814	\$83,072
Highest Teacher Salary	\$112,850	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$148,711	\$146,114
Superintendent Salary	\$275,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	2	N/A
All courses	15	36.5

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 2017-18 school year, the Professional Development Coordinator position was decreased to a .2 FTE release period and the Instructional Technology coordinator position was maintained at a .4 FTE. Furthermore, a total of 1.0 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. During the past three years, 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
- Advanced Summer Institutes
- 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
- Conflict Management Conference