



MILLS HIGH SCHOOL SELF-STUDY REPORT

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San Mateo Union High School District

March 19-21, 2018

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Preface

The Mills Self-Study process began in the Fall of 2016 with the revision of the Mission, Vision and Student Learning Outcomes (SLOs). The revision was initiated by the Leadership Team during Academic Senate (Department Head) meetings. The draft of the new SLOs was then shared with the entire staff during collaboration time in the Spring of 2017. All staff members had multiple opportunities to share their input, and the SLOs were finalized by the end of that semester.

In addition to the SLOs, the Academic Senate also participated in a pull-out day to review and update the progress made on the 2012 Action Plan, in particular focusing on the how the site addressed the recommendations from the 2015 visit. Department Heads reviewed strategic data sets in small groups, and analyzed the data to identify trends and possible areas of need. The analysis of the grouped data can be found in Chapter 2, in the boxed data review which includes inquiry questions. These questions helped guide discussions around preliminary critical areas of need both in Academic Senate and faculty meetings.

Focus Group work commenced in the Spring of 2017 as well. All departments were asked to divide into Focus Groups with the intent of balancing representation among all five groups. The coordinator reviewed each Focus Group roster and made necessary adjustments to ensure proper representation. Support staff were assigned a Focus Group based on their role at Mills. Parents and students were invited to participate through a mass School Loop email. The Leadership Team and the WASC Coordinator personally asked for participation during the following parent meetings: Back to School Night, PTO, Mills Planning Commission (School Site Council), visits at ELAC, Latino Parent Night, and Sports Boosters Meetings. One parent responded and participated with Focus Group E. In addition to emails and meeting requests, students in the Leadership class were invited to participate.

Consistent with current practices, data was reviewed during Academic Senate meetings, and then Department Heads shared the findings with their department. During the staff work day in August, all faculty members reviewed several pieces of data and discussed findings with their table. The intention was to begin the school year with an understanding of the findings from a specific set of data, and to help set the tone for identifying focal students. All pertinent data sets are added to Canvas and available to all staff members. Teachers were informed and reminded of this resource. Focus Group leaders met with the Leadership Team to share progress throughout the self-study progress. Adjustments were made to the WASC meetings to allow for further data review and analysis to assist with the self-study report. The areas of growth from each Focus Group report were the driving force behind the organization and development of the Action Plan.

In preparation for the Action Plan development, each Focus Group examined the overview of the SMUHSD LCAP Goals, and assigned each area of growth a label based on the LCAP

categories: Access, Achievement and Equity, and Wellness. Areas of growth were organized based on their LCAP label and were then prioritized. Once critical areas of need were identified, or rather confirmed based on our self-study, the staff worked through a two-step process to begin the drafting of the Action Plan. Explicit data review was organized and executed to provide the justifications for the critical areas of need as well as a starting point to shape the vision for growth. The Leadership Team, along with the WASC Coordinator and two teacher representatives participated in a pull-out day to develop the Action Plan.

The self-study work operated on a desire to support an organic process. All staff members were included during all steps. The Leadership Team was dedicated to ensuring that the self-study work was an authentic reflection of all stakeholders. Administration answered questions, but at large stepped back to allow staff members to lead the self-study. We would have liked to have parent and student participants, however this is representative of a larger struggle with parent and student participation overall.

Chapter I: Progress Report

1. SIGNIFICANT DEVELOPMENTS

Changes in Personnel

While the teaching staff at Mills is comprised of 51% of veteran faculty and staff who have worked at Mills for the past 10 years or more, many whom began their teaching career at Mills, the past five years Mills has seen significant personnel changes in classified and administrative staff, coupled with changes in leadership at the district-level.

A new superintendent joined the San Mateo Union High School District in the 2015-2016 school year. The current Superintendent brings an experienced tenor to the SMUHSD, having served as superintendent and principal in neighboring school districts. A reorganization at the district level included the designation of two Deputy Superintendents and an Associate Superintendent of the revamped Student Services Department. Furthermore, a new Director of Curriculum and Instruction, a new Director of Student Services, and a new Director of Special Education joined the team. With the retirement of the Associate Superintendent of Student Services in March 2018, the district will undergo a second reorganization.

The end of the 2015-2016 school year brought a transition in site leadership at Mills. After a decade of leadership serving as principal of Mills High School, the principal was transferred to another school in the district. The current principal, who served as assistant principal for two years, was selected as the new principal and is joined by a third year and a second year assistant principal. All three administrators are experienced site administrators, but relatively new to the district with the principal holding the longest tenure beginning in the 2014-2015 school year. Since 2012, Mills has had five different assistant principals. The 2017-18 school year is the first year in the past four years with no administrative changes.

In addition to site leadership changes over the past three years, Mills also experienced turnover in the administrative classified staff, including a new site financial accountant, two new administrative assistants to the assistant principals, a promoted administrative assistant to assist the principal, a new College and Career advisor, and a new full-time campus aide. Additional staff members since the 2015-2016 school year, include a full-time Library Media Technician, two full-time school-based Wellness Counselors that support the new Mental Health Program (see more under Multi-Tiered System of Support), a part-time Homework Support Coordinator to assist in operating the after school tutorial program and a part-time Career Coordinator.

Departments have remained relatively stable, with the Math Department and Visual and Performing Arts Department experiencing the highest turnover due to retirements over the past few years. Three new teachers were hired in the Math Department after a decade of limited

turnover, along with a new co-department head who is also the most tenured teacher in the department.

Mills has worked to adapt to the changes in the leadership at all levels of the organization.

Changing Enrollment

Mills experienced a slight increase in enrollment in 2016-2017 at 1256 students with a current enrollment of 1225 students. During the previous three years, Mills experienced declining enrollment, primarily due to fewer students at the feeder school, Taylor Middle School, and the interest of some students who requested enrollment in Capuchino High School, the neighboring district school that serves the San Bruno community. Enrollment during the 2015-2016 school year was 1216, down from 1269 four years earlier at the end of the 2011-2012 school year. This decline of roughly 50 students has followed a general trend, with an all-time enrollment high in 2007 of 1550 students.

The impact of this trend has led to tough decisions regarding class offerings and to a condensing and at times elimination of elective programs with low student course requests, such as the decision to close the Child Development, Peer Helping and AVID programs. With fewer class offerings, the master schedule and board becomes tighter, creating difficult scheduling scenarios and class size balancing. Our parent-driven Annual Fund donations currently pay for the two sections of our Advanced Placement Computer Science class and one section to support the counseling department with a focus on 9th grade intervention. This support allows Mills to supplement the allocated staffing by the District, creating more options to meet the increasing interest by students for STEAM related classes.

For Mills, this enrollment trend appears to have plateaued at roughly 1200 students, and much of the decline has to do with the location of growth in the Peninsula related to both housing and job availability. In the near future, the district projects that schools in the south part of the Peninsula will experience significant increases in enrollment due to the shifting demographics in the Bay Area (Aragon, Hillsdale, San Mateo high schools), while the two high schools in the north, Mills and Capuchino, are not projected to face similar dramatic increases in student populations. While the district has prepared for the increased capacity of the schools in the south of the Peninsula, these trends are expected to put pressure on the district's enrollment policies and inter-district transfer process. Currently, students are assigned to schools based on their home address and the feeder middle school. Inter-district transfers are granted on a one-to-one exchange basis between Mills and Capuchino High School.

While the impact of fewer students than the past has put pressure on staffing and course offerings, it is also had an impact on the school culture and climate, and Mills is very much a community school. The benefits of being a moderately-sized school include more opportunities to develop stronger relationships with the student body, and ultimately Mills is better able serve the unique needs of students. Students are familiar with each other, often attending school with

one another since elementary. Several faculty and staff are parents of attending students, or even Mills graduates themselves, with strong bonds to the school and the community.

Student Demographics

An additional factor regarding student demographics at Mills includes the number of students participating in the Free and Reduced Lunch Program that has more than doubled over the past five years, up to roughly 19% in 2017-2018 from a low 7% in 2008-2009. During this time, there has also been an increase in the number of students requesting fee waivers for AP, SAT, and ACT tests. The number of fee waiver requests has nearly doubled since 2008-09. The increase may be due to the promotion of the Free and Reduced Lunch program, and the ease of completing the forms using a district on-line system. The outreach to families and translation of all documents to Spanish and Chinese, and presentations during school events may have also contributed to the increase. Incoming Mills families are encouraged to register for Free and Reduced Lunch during Incoming 9th grade Orientation, and current students and families are encouraged and reminded during Back-to-School Night, Academic Planning Night, with the school Family Engagement Coordinator often supporting Spanish-speaking parents.

Both Mills and the District remains dedicated to supporting socio-economically disadvantaged students, and since the Superintendent's first year, the District has sponsored the October PSAT for all 10th and 11th graders free-of-charge during the school day. In addition, the Mills utilizes a Student Welfare account with a process in place to support students in need of financial assistance to participate in school events such as dances and field trips, and has a laptop loaner program for students without access to technology at home. Other activities to support students in need are generated by staff themselves, including staff who donate funds to provide financial assistance for students to attend college tours, school-based scholarships for graduating seniors, and gift cards for families during the holiday season.

A Homeless/Foster Youth liaison provides direct support to students at the school, providing designated students with community resources and transportation passes. The liaison at Mills is the Dean of Students who receives training and guidance from the District's Student Services Department for supporting Homeless/Foster Youth.

The changing demographics of the students has impacted Mills in a number ways. Specifically, by focusing on access for all students to a rigorous curriculum and the equitable supports needed to propel student success.

Multi-Tiered System of Support (MTSS)

Work continues both at Mills and throughout the District on improving and developing our Multi-Tiered System of Support to support students both academically and socio-emotionally. During the 2016-2017 school year, the District rolled out an in-house Mental Health Program, a school-based program focused on providing direct services and support to Tier 2 students. For the past several years, the District contracted with outside agencies to provide mental health

services to students through the employment of School Safety Advocates (SSAs) at the site. SSAs were non-school district employees who served students in crisis and those on a “drop in” basis, and provided outside referrals to students for mental health related needs. In an effort to improve direct mental health services to students at the school-site through better communication and collaboration with school counseling and administrative teams, and to recognize mental health as a top district priority in educating and supporting the whole child, the District discontinued the contracts with the outside agencies and developed a school-based model, hiring two school Wellness Counselors that provide direct services to Tier 2 students, including individual therapy and group sessions. Mills was fortunate enough to have the two former SSAs apply for the district position and be placed at Mills, allowing existing relationships between students and counselors to continue. In addition a Wellness Coordinator, shared equally between Capuchino and Mills, provides support for the program and coordinates bi-weekly Student Intervention Team (SIT) team meetings to discuss and monitor interventions. District-wide, the Mental Health Program is being sponsored by a grant from the Mills Peninsula Health Care System, and the District is working in collaboration with Stanford to monitor and gather data to analyze the program effectiveness. The Wellness Program is overseen by the Assistant Superintendent of Student Services. As a result, Mills is better situated to provide early intervention and supports to students for mental health issues, but we also continue to see a rising demand for such programs.

At the site-level, a Tier 1 teacher-led initiative at Mills to support for all students is Flex Time, piloted and approved by a teacher vote in the Spring of 2016. This program was researched and initiated by the Intervention Team, a team comprised of counselors, teachers and administrators. Flex Time is a time embedded in the school day during instructional minutes for students to receive support from teachers, occurring twice per week during the block days, Tuesdays and Wednesdays, and allowing students to select a location and a teacher for the 30 minute period. Flex Time observations show students completing homework, working on group projects, engaging in study groups, checking school loop and grades, receiving support from a teacher either one-to-one or in small groups, and working on computers to complete assignments. Qualitative student feedback on Flex Time includes lower levels of stress and better organization. With the addition of Flex Time, students are observed using brunch and lunch periods to socialize with peers, eating and take a break from academics. Teacher agreements for Flex include all teachers holding Flex Time during the designated period and taking attendance. Mills continues to work on creating and maintaining Flex Time agreements and logistics, and educating students on how to best maximize the use of Flex, as well as annually evaluating the program using data, both qualitative and quantitative, to monitor the effectiveness of Flex Time. The Academic Senate (department heads) annually vote on retaining the Flex Time program as a Tier 1 schoolwide intervention. Flex Time is a popular program with students citing decreased school stress and the ability to better manage homework loads as results of the program. Teachers report that they have more time to implement Revise and Redeem strategies and provide targeted tutoring and support.

Special Education

During the Spring of 2016, in an effort to address equity for students with IEPs who participated in special programs, the District re-located two special education programs comprised of five classes that were originally housed at Peninsula High School and under the supervision of the District. The HOPE program (formerly known as HAVEN) is a specialized classroom setting for students with IEPs who require more intensive supports and services throughout the school day.

While students may be mainstreamed in general education classrooms one or two periods in a schedule, most of the students receive core content instruction in a single classroom setting by a special education teacher and often through a blended-learning mode. In addition, a full-time mental health therapist through the San Mateo County Behavioral Health and Recovery Services (BHRS) is assigned to each HOPE classroom, and provides individual, group and family therapy at the school site during the school day. Each classroom also has a full-time instructional aide to support students.

During the Summer of 2016, two HOPE classrooms of approximately 10 students each relocated to the Mills campus and integrated into the Mills' Special Education Department and school community. Another two HOPE classrooms were relocated to Capuchino High School while Hillsdale High School integrated a Therapeutic Day School (TDS) program. One teacher, a founding teacher of the program, relocated to Mills and a second new teacher was hired by the district who was an experienced special education teacher but new both to the district and the program model. During the 2017-2018 school year, the district re-organized the programs to ensure that special programs were available across the district, allowing students to attend special programs near their residence instead of being bussed. For Mills, this resulted in retaining one HOPE classroom and the addition of a Therapeutic Day School (TDS) classroom.

The transition of HOPE at Mills has been smooth and an important movement, in the district and at Mills, towards inclusion and integrated practices for students with IEPs, providing students enrolled in the program with the opportunity to participate in the student activities, programs and the student culture and climate available at a comprehensive site, while still able to receive the intensive supports needed according to individualized education plans. Currently, the special education teachers and students of the HOPE program are primarily overseen by the district's Director of Special Education and a shared Program Specialist with Capuchino High School, with a gaining momentum to have the site play a larger role in supporting the teachers and students and to move towards fuller inclusion. Ultimately, the goal is to have a program in place that would allow students with intensive needs to be mainstreamed into the general education program at Mills as much as possible while still able to access the supports provided in the HOPE and TDS programs.

The 2016-2017 school year also saw an expansion of the co-teaching model at Mills, with more co-teaching sections than any previous year, and a full co-teaching model in 2017-2018. In the Math Department, co-teaching sections increased as the school moves towards more inclusive

and integrated practices for students with IEPs. In the previous years at Mills, SAI Algebra would be taken by a student with an IEP over a two-year period (SAI Algebra .5 and SAI Algebra 1.0 for year one and SAI 1.5 and SAI Algebra 2.0 for year two) and an SAI Geometry class was offered. All students with IEPs beginning Algebra and Geometry during the 2016-2017 school year were placed in co-taught general education classes comprised of both students with IEPs and those without, while those students who began the SAI Algebra .5-1.0 sequence were allowed to complete. In 2017-2018, SAI classes in both math and English were eliminated. The site administration and Special Education Department worked closely on a master schedule that paired a special education teacher with a core content teacher, building in a common planning period for the co-teachers to work together on lesson planning. Each special education teacher co-teaches at least two general education classes, while also teaching one or more Directed Studies classes in the special education department and providing case management and IEP implementation for approximately 20 students on each caseload.

Incoming classes brought students with IEPs that required a higher level of service than Mills had historically served, and resulted in additional district support to assist in developing IEPs and learning new practices in hopes of better serving the students. This need coincided with a new Director of Special Education and a shift in thinking about how we can best serve students with IEPs in the District through a service model rather than a program model. Both Mills and the District continue to refine and shape special education services and rethink how to better integrate students with IEPs into the mainstream general education setting. The impact of these developments have led to a greater need to learn how to best support students with IEPs in the mainstream setting.

Teacher Leadership

The San Mateo Union High School District has invested in teacher leadership to support professional development, the use of technology, and the use of assessment and data. Since the previous WASC Visit in 2012, Mills received three sections assigned for teachers on special assignment (TOSAs). These sections were allocated for a Professional Development Coordinator (PD Coordinator), Instructional Technology Coordinator (ITC), and an Assessment and Data Coordinator. In the 2014-15 school year, the District granted an additional two sections of teacher leadership, bolstering the Professional Development Coordinator to two sections (.4FTE) and the Instructional Technology Coordinator to two sections (.4FTE). The following year, the district retracted and eliminated the Assessment and Data Coordinator TOSA at all sites, and reduced the Professional Development and Instructional Technology site TOSAs by an additional .2FTE for the 2017-2018 school year. Both TOSAs are responsible for working with the site administration and Academic Senate (Department Heads) to organize professional development aligned with school and District goals. In addition, TOSAs are valuable teacher

leaders who are in the classroom teaching, having the additional benefit to create more buy-in from teachers regarding the implementation of best practices.

In addition, beginning in the 2015-2016 school year, the District launched a new teacher evaluation model, assigning a peer Instructional Coach (IC) to each teacher undergoing a full evaluation process. A full evaluation takes place each year for a non-tenured teacher, and every four years for a tenured teacher providing the teacher has satisfactorily met the preceding evaluation. Instructional Coaches FTEs are allocated to the sites by the District, and it is the principal's role to hire instructional coaches out of the pool of qualified, experienced teachers at the site (much like Department Head allocations). Instructional coaches meet with the teacher on evaluation for three "cycles" each semester, and attend the initial and interim evaluation conferences with the administrator and teacher on evaluation. With the assistance of the IC, the teacher on evaluation creates a SMARTe goal that serves as the basis for each of the three "cycles." Every semester, the teacher on evaluation submits a Summary of Evidence to the evaluating administrator documenting and reflecting on the coaching cycles. Instructional coaches and the evaluating administrators meet regularly as a team to discuss SMART goals, common instructional practices and share areas of need and support based on observations. During the 2017-2018 school year, each site had a reduction in ITC positions by .2, necessitating some teachers to "opt-in" to a Professional Growth Plan in lieu of the support of an instructional coach. In addition, two different tech platforms have been used during the new evaluation process, Teachscape in 2015-2016 and Canvas in 2016-2017, to document the evaluation process, requiring Instructional Coaches, evaluating administrators and teachers to learn and navigate during the evaluation year in addition to following the process. Canvas will become the student learning management system that replaces School Loop in the 2018-2019 school year across the District.

At the site level, Mills added Learning Teams as a schoolwide professional development structure during the 2014-2015 school year. The intent of the Learning Team structure was to provide an opportunity for cross-curricular teams of teachers to focus on a practice that impacted teaching and learning, and to continue building teacher leadership capacity at Mills. Learning Teams from the past two years have focused on the following: differentiated instruction, Constructed Meaning strategies, Literacy, Standards-Based Grading, Co-Teaching, STEAM, Culturally Responsive Teaching, and Instructional Technology, and have been led by several teachers. Learning Teams are integrated into the monthly professional development calendar with each of the following meeting one time per month: department, Professional Learning Community (PLC), Learning Team, Whole Faculty/Staff. Due to the self-study process, Learning Teams have not met since Fall semester 2016.

Other teacher leadership efforts included the formation of an Intervention Team, a team comprised of counselors, administrators and teachers from 2013-2015 with the goal of providing stronger interventions for at-risk students. The Intervention Team grew out of the school's Challenge to Success Team, a team that focused on reducing student stress related to

academic loads. The Intervention Team is primarily responsible for the implementation of Flex Time that began in the 2016-2017 school year.

New Facilities and Technology

At the time of the last full-study visit, Mills was under construction. Prior to the visit in April 2012, Mills had recently completed the new Mathematics Wing, and refurbished the Boys' and Girls' Locker rooms, as well as the Dance and Weight Rooms. The gyms, auditorium, and Center Courtyard were still under construction during the visit. These projects have all been completed, including significant technology upgrades for classrooms. The campus now includes a state-of-the-art auditorium/theater, a large and comfortable West Gym, and a turf-ed student-centered courtyard, as well as a new Biotechnology classroom and Video Production studio. During 2017, stadium lights were added to the football field and the track was resurfaced.

Due to the absence of a school librarian during the 2015-2016 school year, a lead teacher received a release period to revamp the library media center, and made significant progress updating the book collection and creating an open space for student collaboration. Computer labs in both the library media center and the College and Career Center were replaced through parent and community donations.

Two new spaces were added in the 2016-2017 school year and remain in the development stages. A science laboratory room has been repurposed as a Maker Space primarily used by the student Robotics Team and STEM club. A second classroom space is designated as a Wellness Room and is used for student wellness groups, meetings, and is the location for some after school Wellness programs for staff and faculty.

The District Digital 1:1 program has expanded at Mills. Individual teachers, or PLCs, complete an application annually requesting a computer cart of 35 Chromebooks through a grant application process. The application requires teachers to explain how the technology will enhance student learning through engaging activities. Teachers evaluate how they will integrate technology into their curriculum through the SAMR (Substitution, Augmentation, Modification, Redefinition) model. If granted the cart, teachers must share-out with colleagues how the technology is used, and they must participate in a Summer Institute (Digital Bridge) to learn new instructional technology. At the beginning of the program in 2013, Mills had four teachers and three carts in the classrooms. As of the 2017-2018 school year, the participation has increased for a total of thirty-eight teachers utilizing twenty-two carts throughout the building. Mills' current inventory of technological devices is near 1,000 total, putting heavy demands on the one full-time technology support personnel and the .4FTE Instructional Technology coordinators. The past three years has also seen an increase in teachers using digital platforms such as Google Classroom to deliver lessons and organize classrooms. School Loop has been the sole platform for grade reporting for nearly a decade and will be replaced by Canvas in the 2018-2019 school year. Mills has started to train faculty on the use of Canvas. Fully utilizing

technology and the new learning management system to improve student learning outcomes will be a continuing focus for Mills.

The remodeling of the campus and the sharing of technology has had an impact on how departments work together. Since most departments are housed in similar areas or “wings” of the campus, there has been more communication and collaboration among teachers, and the addition of common preps in the master schedule has further allowed for this collaboration.

2. LIST OF CRITICAL AREAS OF NEED FROM 2012 FULL VISIT AND 2015 MID TERM VISIT RECOMMENDATIONS

2012 Critical Areas of Need:

- There is a need to develop teachers as leaders of Professional Learning Communities that work together to identify essential standards, use of common assessments and regular review of student performance data.
- There is a need to use common protocols and agreed upon products to guide learning teams and structure teacher collaboration.
- The school needs to improve instruction by focusing on non-traditional best practices appropriate for underserved students.
- There is a need to improve the communication between all staff members in clarifying and communicating site policies and procedures.
- Identify and remove classroom and school barriers that inhibit academic achievement of non-proficient and credit-deficient students.

During the 2015 Mid-Term Visit Report, the Critical Areas of Need were not modified, but the Action Plan was modified.

Recommendations made by the 2015 Mid-Term Visiting Committee included:

- Teachers will fully integrate their curricular maps to the Common Core State Standards (CCSS), and incorporate more activities/strategies/pedagogy to support the CCSS. The curricular maps, then, will be working documents that drive teaching.
- There is a need to develop a cohesive writing program across disciplines to support CCSS.
- Staff will continue to share best practices from their PLC work, so that CCSS practice and support for student learning is common across the staff. This includes common language.
- There is a need to increase structured support for adult learning, to better support student achievement. This includes increased use of peer observation and collaboration in and across disciplines in order to support best practices to teach CCSS, and differentiate instruction.

3. ONGOING FOLLOW-UP PROCESS

After the 2012 Self-Study, Mills received a six-year accreditation with a three year review. The Mid-Term review conducted in 2015 yielded a modified action plan that became the basis for professional development planning over the next two years. Since 2012, the WASC Action Plans have been at the center of all site goals and professional development planning. The Single Plan for Student Achievement (SPSA), developed by the leadership team and written by the Principal integrates the critical areas of need as identified by the 2015 Mid Term Report.

In December of 2016, Mills began the 2018 Self-Study process. The WASC coordinator, along with Assistant Principal Joana Feit, were tasked with organizing the process. In February 2017, the Focus Groups met for the first time to review the Action Plan. Evidence was gathered, and the Academic Senate, comprised of administration and department chairs, reviewed Action Plan evidence, responding to the critical areas of need from the previous self-study. The Academic Senate collaborated to assess school-wide progress in meeting the goals highlighted in the plans and address areas of growth still evident.

Throughout the Spring and Fall of 2017, Focus Groups continued to meet to analyze the prompts and indicators in each section of the report with guidance and direction from the WASC coordinator. Focus Groups then highlighted critical areas of need that were refined by the faculty and staff and aligned to the District's LCAP goals of equity, access and school culture. These critical areas of need informed the action plan, or the school's Single Plan for Student Achievement.

4. REFLECTION, ANALYSIS ON PROGRESS, SUPPORTING EVIDENCE, AND IMPACT ON STUDENT LEARNING FOR ACTION PLAN SECTION OR GOALS:

Action Plan #1:

Increase the academic success of all students with a special emphasis placed upon students within statistically under-performing subgroups (Socio-Economically Disadvantaged, Latino, English Language Learners, and Special Education).

Critical areas for follow-up from 2012 Self-Study:

- *The school needs to improve instruction by focusing on non-traditional best practices appropriate for underserved students.*
- *There is a need to improve the communication between all staff members in clarifying and communicating site policies and procedures.*
- *Identify and remove classroom and school barriers that inhibit academic achievement of non-proficient and credit-deficient students.*

Mills implements strategies targeted at increasing the academic success of all students, with a special emphasis on statistically underperforming subgroups (Special Education, Latino, ELL, and socio-economically disadvantaged students). In an effort to increase the academic success

of all students, most departments use common protocols to guide learning and structure teacher collaboration, a common syllabus, as well as the use of common formative and summative assessments. An emphasis on the articulation of learning targets in the classroom to guide instruction for all students. Departments are using strategic practices in order to promote student academic success such as implementing the Cycle of Inquiry in course-alike PLCs. For example, the World Language department met over the summer to discuss Standards-Based Grading (SBG) and began implementation in that direction. In addition, the Science department has incorporated common language for teaching course-specific vocabulary.

Non-traditional best practices, appropriate for underserved students, that benefit all students that are visible in the classrooms at Mills. These strategies include the use of project-based learning, increased use of technology, co-teaching and inclusive practices such as, differentiated instruction, Constructing Meaning (literacy rich instruction), and culturally responsive teaching. Teachers participated in semester-long Learning Teams, focusing on incorporating non-traditional strategies, including those listed above.

Communication of site-based protocols and procedures has increased because of the practice of PLCs, Department Meetings, Learning Teams, Academic Senate and monthly faculty meetings. Teachers are supported through collaboration, co-teaching, and attending relevant workshops and conferences. There has been an increase of communication regarding students with online communication, IEP Progress Reports, Student Intervention Teams (SIT), and stakeholders in the process of student support (academic/wellness).

Students are provided opportunities through OSCR and summer school to earn credits when they are deficient in certain courses. Students who struggle with mental health are able to access a school-based Wellness Counselor for both drop-in hours and weekly intervention. Teachers refer students to the Student Intervention Team using a common referral form, as well as make recommendations to the counselor when concerns arise. Student groups are provided to offer individual students peer support under the guidance of the Wellness Counselor. Groups include a Grief Group, a Girls Group, a Boys Group and a Stress/Anxiety Group. Students have access to special programs in the district such as Middle College, Jumpstart, Independent Study via online coursework, or the alternative high school at Peninsula to meet their academic needs. Several programs exist at the school to support students including after school tutoring, Biology tutoring, co-teaching, and Guided Studies. Flex Time has been added as a Tier 1 intervention to provide all students embedded time to make up work, receive extra support from teachers, and reduce student stress.

Mills High School continues to support underperforming students by providing a myriad of support classes and intervention strategies to improve student learning and minimize the academic achievement gap. Currently, Mills offers the following support classes: English Support for 9th graders, Algebra and Geometry Support, sheltered Biology, sheltered Modern

World History, and Guided Studies. In addition, there is after-school tutoring available for all students.

Since 2012, there has been an increase in students completing the Academic Core with a C or Better, but there still remains a lower percent of Latino, English Learner and Students with IEPs successfully completing the Academic Core, although significant gains have consistently be made for Latino, English Learners and students with disabilities. Since 2015, overall there has been growth among all statistically underperforming subgroups in CAASPP ELA.

Mills offers two Algebra Support classes and one Geometry Support class. Data strongly correlates the pass rate of students in their regular math class while taking a math support class. Approximately 70% of the students enrolled in a math support class pass their regular math classes, with higher rates for those in Geometry Support. Since 2015, there has been an increase in the number of Latino students enrolled in Algebra support, but a decrease in the number of Latino students enrolled in Geometry support, indicating Algebra support classes are helping to meet Latino students needs in math. The implementation of the math support classes increases students' ability to achieve the Academic Core and participate in the full math sequence.

Since 2012, there has been an increase in the re-classification rate for ELs as a whole, but a decrease for Long-Term English Learners. In the 2017-2018 school year, Mills did not offer Transitional ELD courses, instead the Master Schedule provides sheltered Biology and sheltered Modern World History for English learners. This decision was made based on the need to support English learners in completing A-G requirements, and examining those classes where English learners were not successful and received failing grades.

Many students elect to remain in support classes on a voluntary basis. Further work needs to be done examining best practices in Guided Studies that can be integrated in all content classes to support student achievement and success.

Mills has yet to develop a school wide consensus on grading practices. In 2015, a Grading Committee was formed to discuss issues such as a no zero policy, standards-based grading, revise and redeem, and the use of common rubrics. Since then, a Standards-Based Grading Learning Team has met to discuss the advantages and pitfalls to standards-based grading practices. PLCs have developed common formative assessments and engage in the cycle of inquiry to assess student work. Some departments and PLCs have made some gains in collaborating on grading practices and some teachers have adopted the revise and redeem strategy and a no zero policy in their classrooms.

Mills co-teaching program has been in effect since 2011 and has grown from three co-taught sections in 2011 to fourteen sections in 2017. In 2017-2018, Mills eliminated all of the SAI classes, with the exception of those offered in the HOPE or TDS programs.

Mills offers after-school tutoring. Counselors use School Loop grades and the D/F list to build participation in the tutoring program. Students who have a D or F grade are placed on tutoring contracts. The Homework Coordinator often attends the Student Success Team meetings (SST meetings) of participants in the tutoring program.

Since 2015, there has been an increase in graduation rates for students with disabilities, Hispanic/Latino students, Pacific Islander students and Economically Disadvantaged students. More work needs to be done with increasing the graduation rates for EL students.

Mills has supported and implemented schoolwide initiatives to integrate technology in the classroom. All teachers use laptops provided by the district and have access to Google applications for educational purposes. All students receive school Google accounts to collaborate with teachers and other students. There are four computer labs available for student use. Students can access the Career Center and the Library before and after school to use the computers for their homework, other projects and assignments. A Laptop Loaner program was made available in November 2017 to provide access to students who do not have access to technology at home. Mills has twenty-two computer carts from the district wide 1:1 digital program. Most teachers use technology to post assignments and grades, communicate with parents and staff, develop lesson plans, conduct research, and create student assignments.

2015 Committee Recommendations	Evidence:
1. The Leadership Team will foster PLC work and the cycle of inquiry aligned to CCSS essential standards	All faculty members are part of at least one PLC and meet regularly (at least once a month) to coordinate lesson plans to CCSS, NGSS, and California State Frameworks, compare student work, and align formative and summative assessments. The Academic Senate has created clear schoolwide PLC agreements . A common planning time is built into the master schedule for most core PLCs to meet during the school day.
2. Course alike PLCs will revise Curriculum maps aligned with CCSS including common and formative assessments	Course-alike PLCs have completed their curriculum maps , aligning them with CCSS and NGSS. The curriculum maps are working documents and provide roadmaps for instruction in each content area. PLCs meet regularly to discuss assessments.
3. Instructional Coaches will work with teachers and administrators on the evaluation process	Instructional coaches have worked with teachers during the evaluation process . ICs are embedded in the evaluation process and meet with the evaluating administrator during the process.

	<p>Instructional Coaches work with teachers on the evaluation cycle each year. Teachers reflect on student outcomes and next steps based on each observation cycle. Instructional Coaches complete three observation cycles each semester. Teachers and coaches produce a Summary of Evidence which is then reviewed during the interim and final evaluation meetings.</p>
<p>4. The Leadership Team will support, provide and/or facilitate Constructing Meaning professional development opportunities</p>	<p>Members of all departments, as well as Administrators, have been exposed to Constructing Meaning (CM) training and PD days (2015-2016), participated in the CM Learning Teams, and/or have implemented these strategies in the classrooms. One faculty member participated in training as a CM trainer. List of CM Trained teachers.</p>
<p>5. The IT Coordinator will provide opportunities for teachers to train in the use of technology</p>	<p>Professional Development has provided opportunities to increase technology in the classrooms across all curricula. This is an ongoing process throughout all departments (i.e. Canvas training, Quia, School Loop, Google Classroom, Youtube, Clipchamp, ipads, computer carts for individual use; vocaroo, google docs, excel, WORD and others). There is a master technology plan that exists for the school and each department commits to teaching a technology related skill. A tech committee is led by the ITC and meets monthly to learn tech skills. In 2016-2017 a Cool Tech tool was featured by a different teacher each faculty meeting. Currently, teachers are being trained in Canvas for full implementation in 2018-2019.</p>

Action Plan #2

Improve students' literacy and communication skills by improving students' ability to receive, process, and express ideas through reading, writing, verbal, and other forms of communication including technology skills.

Critical areas for follow-up as evident from 2012 Self-Study:

- *The school needs to improve instruction by focusing on non-traditional best practices appropriate for underserved students.*
- *Identify and remove classroom and school barriers that inhibit academic achievement of non-proficient and credit-deficient students. The school needs to improve instruction by focusing on non-traditional best practices appropriate for underserved students.*

Mills teachers continue to develop strategies to support the Common Core State Standards in reading and writing. Professional development is embedded in the school day for teachers to work in Professional Learning Communities where the Cycle of Inquiry to support literacy and the communication of ideas is formed.

Mills is committed to the use of the Depth of Knowledge (DOK) levels of learning. High DOK levels are evident in curriculum maps and higher order critical thinking questions are present in most writing assignments across the curriculum. There has been professional development and training on the implementation of the DOK levels. The Social Science Department created a resource for students, which defines the DOK levels of questioning. This resource has been shared with the faculty. The Physical Education Department has developed lessons based on DOK. Professional Development training was provided to include differentiated instruction and literacy strategies to support all students, with a focus on English Language Learners.

The district has supported professional development for literacy by sending teachers and administrators to the EL Achieve's *Constructing Meaning* Workshops. Teachers who attended the workshop are using the literacy strategies learned at the workshop to various degrees. There is work to be done to disseminate and implement these strategies schoolwide, as well as to conduct walk-throughs to observe the implementation of the strategies.

Literacy strategies are being taught in many classrooms and subject areas. In English classes, students learn close reading techniques to enable them to better analyze complex texts. These strategies help to improve rhetorical comprehension. Strategies, such as SOAPSTone, a concrete reading strategy, helps them analyze text as a basis for improving their own writing. Social Science teachers regularly teach literacy by using strategies such as decoding the text, modeling annotations and readings of complex text, identifying the structure of text, interactive reading, annotated Cornell Notes, and APPARTS and SOAPSTone to analyze primary source documents.

In English and Social Science, every major writing assignment asks students to analyze, evaluate, or synthesize information and students are frequently assessed on their ability to use academic language. In Social Science, students learn the TDS (Topic, Description, and Significance) strategy, most often to critically define essential terms and concepts. The Social Science Department uses a common writing program, which emphasizes the three-part paragraph (three pieces of evidence, supporting details and analysis). The writing program has been used in the department for the past ten years and Social Science teachers have noticed an appreciable improvement in student writing.

The Science Department has modified the Social Science Writing Program. Students are taught to use the [CER](#) (claims, evidence, and reasoning) format to answer questions, defend ideas, analyze data in lab reports, etc. Students have also been taught how to write a full lab report to document the experimentation process. Lab report guidelines and a [rubric](#) has been developed to evaluate student work in PLCs.

Each of the Math PLCs embed writing into the curriculum, most often asking students to justify or revise their problem solving. In the Health classes, students are asked to express in reflections and argumentative writings how they relate to, or can adopt the concepts of, the units. Students read various controversial articles and provide opposing viewpoints and the effect of the issue on them personally, or on the well-being of the community. Japanese teachers use Google Classroom to assign writing assignments and receive feedback. In Culinary Arts and Nutrition, students use academic vocabulary in descriptive writing assignments. Students participate in culinary competitions using critical thinking skills to accomplish results and perform “labs”, using writing to explain the results.

Mills has made consistent gains between 2015 and 2017 in CAASPP ELA Claims (Reading, Writing, Listening, Research/Inquiry). Overall, there has been growth among all statistically underperforming subgroups in CAASPP ELA, with 91% of all students meeting or exceeding standards in 2017.

<p>2015 Committee Recommendations:</p>	<p>Evidence:</p>
<p>1. The Leadership Team will provide, and/or facilitate Differentiated Instruction Professional Development opportunities</p>	<p>CTE, VAPA: Participation in PD training on differentiated instruction (2015-16)</p> <p>ENGLISH: Opportunity for differentiated instruction in the form of a Learning Team</p> <p>ELA: EL Department uses CM techniques and collaborative student teams.</p>

	<p>Math: COT classes; Support classes; CPM curriculum</p> <p>PE: Differentiated instruction has been implemented in the different units taught by utilizing the computers, digital photography, videos, pedometers, and visual materials applicable to different learning abilities of students in the classes.</p> <p>Science: PD opportunity in this area has been provided for several years. 2015 - 2016 Science Department met monthly to work on DI instruction. This has also been a target for Learning Teams during monthly meetings.</p> <p>Social Science: For the last two years the leadership team has offered a Differentiated Instruction learning team that met once a month, which teachers had the opportunity to join. However this learning team has not been offered this year.</p> <p>SPED: Members of Dept participated in DI Learning Teams. New teacher trainings for the 2016-2017 school year. Co-teachers provide tools and resources for differentiation in the general education classroom.</p> <p>WL: Cross-departmental learning teams where discussion of Differential Instruction and materials for implementation of such instruction/materials are often provided during meetings. As both a department and a faculty, we have done research and read selected published articles to assist us in becoming comfortable with DI.</p>
<p>2. The Leadership Team will support, provide and/or facilitate Constructing Meaning Professional Development opportunities</p>	<p>English: The majority of teachers in the English department have been to Constructing Meaning training and have been implementing these strategies in the classroom. There was also a Learning Team designed to help implement Constructing Meaning strategies for teachers who were unable to attend CM training throughout the last several years.</p> <p>ELD: Attended district CM training and participated in site Learning Teams for CM training in PLC.</p> <p>Health: Attended training and implements key strategies.</p>

	<p><u>Math:</u> Several department members have participated in Constructing Meaning workshops.</p> <ul style="list-style-type: none"> ● Literacy/CM learning team ● Trained CM trainer in the department ● PLCs have been adopting and using CM strategies <p><u>Physical Education:</u> Google Classroom, Clipchamp, Youtube, School Loop, articles pertinent to subject area, computers to conduct research, Powerpoint, common language, curriculum common strategies/instructional focus.</p> <p><u>Science:</u> The majority of Social Science teachers have attended the four day Constructing Meaning training sessions. Additionally, the leadership team has offered a <i>Constructing Meaning</i> learning team that met once a month. Teachers in the Social Science department employ Constructing Meaning strategies in the classroom, such as paragraph templates and reading guides.</p> <p><u>Social Science:</u> The majority of Social Science teachers have attended the four day <i>Constructing Meaning</i> training sessions. Additionally, the leadership team has offered a Constructing Meaning learning team that met once a month. Teachers in the Social Science department employ <i>Constructing Meaning</i> strategies in the classroom, such as paragraph templates and reading guides.</p> <p><u>SPED:</u> Three teachers in the department have had <i>Constructing Meaning</i> Professional Development training, which includes one new teacher who was trained during new teacher training. The <i>Constructing Meaning</i> Learning Team on site during 2015-16 had two members of the Special Education faculty. Professional Development session provided by District Special Education representatives at district wide PD day</p> <p><u>World Language:</u> Spanish teachers participated in the <i>Constructing Meaning</i> learning team in 2015-2016.</p>
<p>3. The Leadership Team will support and/or facilitate professional development for</p>	<p><u>ELD:</u> Members attended district training on speaking and listening. Also attended EL curricular district in-service in</p>

<p>teachers in literacy instruction to support the Common Core State Standards (CCSS)</p>	<p>which district peers evaluated videotaped lessons for speaking and listening strategies.</p> <p>Math: Literacy learning team. School wide literacy, professional development, new teacher training around literacy.</p> <p>PE: uses current literary works found on the internet that students read pertaining to the activity students are learning about. This includes swimming, track and field, weight lifting, spotting, badminton, and conditioning.</p> <p>Social Science: A majority of Social Science teachers attended the California Counsel for the Social Studies in the spring of 2015 where teachers learned a variety of new Common Core writing strategies. Two teachers attended the 2017 California Counsel for the Social Studies.</p> <p>SPED: (English) District professional development day about speaking and listening in which teachers had to bring in assessments of students academic conversations. Many teachers also took part in CM training. New teacher training has trained new teachers in literacy instruction support and accommodations.</p> <p>VAPA: New teacher training in cultural awareness, learning targets, content-embedded knowledge and skills, non-verbal classroom management.</p> <p>WL: Two of our department members took part in an on-campus <i>Constructing Meaning</i> group where the focus was on literacy instruction and materials for implementation were provided and demonstrated. Chinese teachers attended the district wide world language teachers forum on how to improve students' interpretive communication skills.</p>
<p>4. Teachers will identify, align, and monitor student writing in the CCSS</p>	<p>During the 2015-2016 school year, departments worked to align writing across the curriculum in each department.</p>

<p>5. The Leadership Team will support and/or facilitate professional development for teachers in technology training to support the CCSS</p>	<p><u>CTE, VAPA:</u> Oral presentations and demonstrations; Technology coordinator offers workshops as needed to support classroom activities.</p> <p><u>English:</u> Offered several opportunities for training with technology. Instructional Technology Coordinator is also always available to help with needs concerning technology.</p> <p><u>ELD:</u> ELD team has attended site and district technology training and are regularly using google.docs and google apps to help students develop technology skills</p> <p><u>Math:</u> Technology TOSA position. Trainings during prep periods, district wide training on Desmos, piloted a technology based curriculum</p> <p><u>PE:</u> There has been some instruction for the development of technology throughout the years to improve teacher knowledge on applicable programs for Physical Education. (Google Docs, excel, Quia, Clipchamp, Google Classroom, Youtube, powerpoint on Google and Word).</p> <p><u>Science:</u> Professional development has been provided for teaching NGSS and/or CCSS strategies several times each year. CCSS skills (CER writing, WIS/WIM graph interpretation) are taught and reinforced in each year of college prep science. The technology TOSA has been able to provide one-on-one assistance several times when teachers want to try new tech applications for assignments.</p> <p><u>Social Science:</u> The majority of Social Science teachers have successfully applied for laptop carts for their classroom, and have attended the yearly 1:1 Bridge workshop planned and organized by the district. At the 1:1 Bridge workshop teachers have learned and shared programs such as Edpuzzle and Flipgrid that use audio and video to provide feedback to students.</p> <p><u>SPED:</u> Technology surveys to gather teacher interests in particular technology skills and needs to support writing. Focus on SEIS- online IEP's district wide.</p>
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	<p><u>World Language:</u></p> <ul style="list-style-type: none"> ● ITC Snack Tech ● Spring ED Tech workshops offered after school once a month. Most WL department members attended one or more of these workshops. ● Members of the WL department tutor each other on technology skills and tools for the classroom. ● Four WL teachers participated in a district-wide technology workshop to train teachers on how to use Chromebooks in the classroom. ● Technology workshops offered during PD day 2015-2016. ● Three WL teachers took a class on using technology in the classroom, and have been meeting regularly to discuss how to use the tools learned in workshop.
<p>6. Cross-curricular teams work to create a vertical alignment of writing, technology, and research skills, cross-curricular projects, common rubrics, academic language lists</p>	<p><u>CTE/VAPA:</u> Each semester, VAPA has a student showcase performance featuring the work of digital art, visual art, digital video, Drama and music students</p> <p><u>English:</u> Piloting a 9th grade cross-curricular team with Biology in 2017-2018.</p> <p><u>ELD:</u> EL dept chair and EL specialist meet with EL students and teachers to discuss performance and monitor student grades regularly, minimum once every 6 weeks.</p> <p><u>Math:</u>Technology matrix, Writing Matrix exists</p> <p><u>PE:</u> Biology, Health, Physics and Physical Education use common academic language depending upon the topics taught (i.e. health topics, target heart rate, anatomy in weight training, levers, force, work pertaining to the sport being taught, etc.); PE implementing a 10th grade project.</p> <p><u>World Language:</u> Mills High Tech matrix - each Department responsible for teaching Mills students tech skills. World Language will teach Google Slides to all first and second year students (third year not excluded but this will cover most students), using Media (recording Voice) and digital citizenship.</p>

<p>7. Teachers will identify, align, and monitor student writing in the CCSS</p>	<p><u>CTE/VAPA:</u> Cycle of inquiry</p> <p><u>English:</u> Anchor standards are our standards. They are being practiced in the classroom.</p> <p><u>ELD:</u> Student writing is scaffolded according to CCSS. Students are assessed three times a year using district rubric to chart grow as a writer.</p>
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Action Plan #3

Create a school environment where students and staff foster personalized academic and extracurricular experiences.

Critical area for follow-up as evident from 2012 Self-Study:

- *The school needs to improve instruction by focusing on non-traditional best practices appropriate for underserved students.*

Student Life at Mills

A positive student culture has evolved in the past few years at Mills due to several factors including a significant increase in student-led clubs and activities, new elective offerings in the VAPA department, and new facilities, including a campus designed to foster student congregation. There is an outdoor amphitheater accessible for the students that can be used during students breaks to relax and meet up or for teachers to teach in an outdoor environment. Currently, there are over 50 active [student clubs](#) on campus, including Mock Trial, Academic Decathlon, and Model United Nations. Students are encouraged to join and participate in extracurricular activities. Teachers are active members in running clubs and sports, in addition to assisting students with necessary items to participate in extracurricular activities. The goal is to provide an opportunity for all students to participate in student life at Mills beyond the classroom, through a vibrant and positive school culture. A student survey conducted in 2017 during Flex time, indicated that 55% of the student body were involved in 1 sport or club and 25% involved in 2 or more sports or clubs.

In the 2012 WASC for Action Plan #3, one of the tasks was to “redefine success and recognize self-growth in the classroom.” This has been a challenge because the idea of “redefining success” tends to be interpreted differently among the staff. However, many Mills teachers are implementing some strategies in the classroom to assess student growth. For example, some teachers are using student portfolios to track and share student progress. Self-assessments on exams and writing assignments are frequently used and ungraded formative assessments guide the students to mastery of Common Core and content standards. In some support classes, self-evaluation tools are implemented for students to acknowledge their academic strengths and

weaknesses. As the use of rubrics becomes systemic within PLCs, the students see the description of how they are meeting the expectations. This is a first step in articulating students' own definition of success. Finally, the counselors help 11th grade students in taking a Career Interest Inventory through Naviance to further assess and define their college and career goals and this year all 12th graders took a career inventory called YouScience during the PSAT day and 11th graders completed the survey at the beginning of the Spring semester.

In the Fall of 2017, Mills' ELAC (English Language Advisory Committee), Sports Boosters, Latino Parent Group, and PTO were surveyed by the WASC Coordinator to gather targeted information regarding the school resources and culture.

In 2014, a part-time Family Engagement Coordinator was hired and tasked to expand outreach to parents. The Family Engagement Coordinator, along with staff, are working to expand parent involvement in academic and other services, holding classes and meetings for Spanish-speaking parents.

Based on the 2015-2016 CA Healthy Kids Survey data, there was an increase in School Connectedness and the percentage of students reporting they feel part of the school community was reported by 11th graders on the. Both 9th and 11th graders report on the CA Healthy Kids Survey in 2015-2016 higher rates in the area of Academic Motivation. Although the number of suspensions since 2012 has fluctuated each year, there has been a decrease in the number of suspensions since 2012.

In the 2017 Student Flex Time survey, 83% of students wanted Flex Time to continue to be offered the following school year and 79% of teachers recommended continuing to offer Flex Time. In addition, 68% of teachers agreed that they could support struggling students during Flex Time.

In review of the 2017-2018 CA Staff Climate Survey, there was an increase in the number of staff that strongly agree that the school emphasizes helping students academically. In addition, there were increases in all indicators for Respect, Equity and Cultural Sensitivity.

2015 Committee Recommendations:	Evidence:
1. Mills staff, students, and parents will organize a Campus Beautification Committee (CBC) of students, teachers, and administration to design and/or	<p>The Social Science Department Head, as a TOSA, originated a proposal to begin the Campus Beautification project, including creating engaging study areas in the library. The library has been remodeled but there has been no efforts to create a CBC.</p> <p>Student Wellness Center and the library have been redesigned to make the spaces more comfortable and accessible for students</p>

<p>redecorate student areas on campus</p>	<p>Culinary Arts has an established vegetable garden</p> <p>Student artwork is regularly on display around campus. There are plans to create a mosaic reflecting the spirit of the student life on campus.</p> <p>Leadership students do a great job of decorating campus for special events, spirit weeks, and holidays to promote a culture of student spirit.</p> <p>Football field has been turf, stadium lights installed, track resurfaced, new restrooms have been built. Mills has a newly renovated pool and locker room.</p> <p>Administration is working with groups of students to promote environmental sustainability goals on campus.</p>
<p>2. The Committee will survey students and the community for input.</p>	<p>ELAC meetings held on site and DELAC meetings held every month throughout district</p> <p>Surveys: Healthy Kids Survey, Flex Time survey- Students and Staff</p> <p>Stanford stress survey. As a result, Mills has shifted the schedule to incorporate "Flex" time twice a week.</p> <p>HOPE department chair sends surveys for input from parents, students, staff and others involved regarding HOPE program needs and changes.</p>
<p>3. Parent Liaison Coordinator (now Family Engagement Coordinator) will expand outreach to parents</p>	<p>Family Engagement Coordinator now works with EL Specialist to organize ELAC meetings three times a year to share CELDT testing data and reclassification to fluency process. In addition, the coordinator, conducts outreach sessions with parents and facilitates contact between Education Specialists and students with IEPs.</p> <p>The Family Engagement Coordinator is available to contact families and translate on behalf of the teachers</p> <p>Teachers regularly correspond with parents regarding achievement and other support services. Teachers regularly communicate with liaisons such as the Family Engagement Coordinator and EL Specialist for a variety of services, including translation.</p> <p>In the Fall of 2017, Family Engagement Coordinator organized the Parent Project workshops for Spanish-Speaking families. This is the second year Mills has supported Parent Project workshops through the San Mateo County.</p>

<p>4. Mills teachers and administration will facilitate strategies to foster student engagement in school activities</p>	<p>CTE/VAPA: Advertise within the classroom; “Teaser” for Spring Musical; “Brown Bag” concerts in Theatre Lobby at lunchtime; Field trips.</p> <p>English: Auto dialer reminders for school activities. KVIK announcement; field trips and assemblies offered through other departments and administration opened to English students (ex: Gate/Drama trip to King and I); Shakespeare Drama assembly</p> <p>ELD: Leadership students regularly come to class to discuss school activities. EL students are also encouraged to participate in school sports. This year students are on the soccer, basketball, and swim teams.</p> <p>Math: Class competitions, rallies, Spirit Weeks. Students regularly work in groups both in class and on group projects. Math teachers participate in rallies and dress-up days.</p> <p>Science: Weekly emails, announcements (KVIK), events posted on School Loop, flyers and posters put up by Leadership</p> <p>Social Science: Social Science teachers actively participate in student rallies and regularly attend student drama productions.</p> <p>Social Science teachers are very active and regularly participate and/or advise in the following activities: Mills Mania, food faire, multiple clubs, Mock Trial competitions, Academic Decathlon, class advisory, after-school and department tutoring services, Flex, Model United Nations, World Affairs International Relations, just started Future Business Leaders of America.</p> <p>World Language: Our students are regularly involved in school-wide activities such as 8th grade parent night where our students act as ambassadors with the community and incoming freshmen.</p> <p>Notes in Common:</p> <ul style="list-style-type: none"> ● Teachers facilitate weekly check-ins for schools activities ● Participation: sports, competitions, rallies, spirit weeks, group work and projects in classroom, dress up days, student drama productions, Mills Mania, food faire, clubs, Mock Trial, Academic Decathlon, tutoring, MUN, 8th grade parent night, field trips, brown bag concerts, International Assembly ● Advertisement within the classroom (science, ELD, CTE) ● M, Th, Fr - KVIK announcements ● Broadcasts from the Art of Video class
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<p>5. Mills will design, monitor and assess student participation in extracurricular activities, determine impact on student achievement</p>	<p>There is no formal monitor system for extra curricular activities. However, students are actively monitored for tutoring sessions held in library using the Teachmore app. The teacher in charge of tutoring regularly comes to EL class to remind students to attend as well as discuss why students missed a session.</p> <p>The Bell schedule is altered to incorporate the Mills Mania celebration. Mills offers regular assemblies with community leaders such as Jackie Speier to motivate students to succeed in their academic endeavors.</p>
<p>6. Mills will devise strategies to improve participation in extracurricular activities</p>	<p>CTE/VAPA: FCCLA; Career Technical Student Organization (CTSO) Competitions at Regional and State Levels; Field Trips to City College, Culinary Institute, Hotels; Leadership Opportunities at Regional and State Levels</p> <p>VAPA: Field trips to SFMoma, American Idiot, King and I, Peninsula Art Museum; invitational Drama assemblies for English classes; guest speakers; CMEA Adjudicated Music Festival</p> <p>ELD: There is no formal monitor system for extra curricular activities. However, students are actively monitored for tutoring sessions held in library. The teacher in charge of tutoring regularly comes to EL class to remind students to attend as well as discuss why students missed a session.</p> <p>Math: New clubs are encouraged</p> <p>PE: Students in the ninth and tenth grades participate in the extracurricular activities (Soccer, basketball, baseball, Poly club, Latino mentors club, Peer helping club) but once students enter their junior year there is a significant drop in 11th grade students in the extra-curricular sports activities.</p> <p>Science: Science sponsors 15 clubs and 10 sports teams. The Robotics Team has been supported by science teachers for many years. The school promotes extracurricular activities through KVIK, posters, and broadcast.</p> <p>SPED: Students are encouraged to participate in extracurricular activities. HOPE teachers help reach out to coaches and get necessary forms to allow participation from students.</p> <p>Wide variety of clubs on campus</p> <p>Annual Club Fair in September organized by Activities Director.</p> <p>Athletics- Mandatory Fall and Spring Parent Meetings</p> <p>Working with the Athletic Director to devise a plan to promote sports at Mills.</p>

<p>7. Teachers will integrate self-assessment strategies, including student portfolios, and study skills and time management techniques into subject area curriculum</p>	<p>Currently in the process of implementing In-class and online portfolios with self-assessments.</p> <p>CTE: Daily agendas, Exit tickets; Self-Lab Evaluations; Peer Critiques</p> <p>VAPA: A.P. Portfolios, Music Practice journals; Drama reflections; Music/Drama/Art Peer Critique</p> <p>English: Some teachers are having students create portfolios. Self-assessment activities after every unit, certain lessons, including assessing learning targets. Study skills are reviewed as well such as time management and goal setting.</p> <p>ELD: All summative assessments in require student self-assessment. Videos of performance are shared with student and parent to review and answer a series questions. On formative assessments students receive peer and teacher feedback to help improve performance.</p> <p>Math: Learning Target exit tickets, formative assessments. Flex time encourages students to time manage and prioritize academic needs.</p> <ul style="list-style-type: none"> ● Learning logs, closure problems, exit tickets.Toolkits. <p>PE: Student portfolios are used in Physical Education having students manage their improvement in skills such as the mile, do self reflections, and utilize rubrics with peer assessments.</p> <p>Science: Science teachers monitor the organization of binders or notebooks for the science classes. Content is organized by handouts with unit objectives for students to access and stay organized. Science teachers also keep the LOOP calendar current and use it to communicate details of assignments.</p> <p>Social Science: Teachers use ongoing formative assessments that include self-assessment after summative assignments and Learning Targets; use of rubrics for self-assessment is commonly used in all classes. School Loop, Google Classroom, in-class agendas, and Canvas are kept up-to-date so students know when assignments are due. Research papers have benchmark assignments with hard deadlines.</p> <p>SPED: In AAC class, student work collected throughout the year. IEP goals and progress reports are given for all students with IEPs; Interest inventories are conducted for all students with a Directed Studies class and used to plan Transition Goals for the IEP.</p>
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	<p>WL: Japanese quizzes with reflection questions asking students how they study and what they might change to be more effective.</p> <ul style="list-style-type: none">● Japanese reflective portfolio. Students write 200 words reflecting upon progress over time.● Chinese end-of-year reflection form. Students fill out the form to reflect on their learning habits and study skills throughout the year.● WL teachers provide many types of non traditional instruction. Project based instruction, Role Plays (as opposed to memorized scripts) student written poems.
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Action Plan #4

Research, develop, and implement effective school wide collaborative practices to improve student learning and build a sense of community amongst all stakeholders.

Critical areas for follow-up from 2012 Self-Study:

- *There is a need to develop teachers as leaders of Professional Learning Communities that work together to identify essential standards, use of common assessments and regular review of student performance data.*
- *Use of common protocols and agreed upon products to guide learning teams and to structure teacher collaboration.*

The Mills faculty has made great strides in the implementation of effective schoolwide collaborative practices to improve student learning and instructional practices. The PLCs for core subjects and many electives are functional and committed to meeting regularly with the goal of standardizing instructional practices, calibrating assessment standards and improving student mastery of common standards. The District's Instructional Coach initiative has furthered the goal of removing academic barriers for student success by supporting teacher reflection and review based on a goal for student success. The Instructional Coach support has the added benefit of building collegiality, increasing peer-to-peer observations in the classroom and reinforcing a culture of professional growth and reflection.

Peer Observations have been encouraged at Mills. POWs (Peer Observation Weeks) have been initiated and facilitated by the site Professional Development Coordinator. The Leadership Team have discussed the idea of implementing schoolwide instructional norms grounded in best first instruction practices. This continues to be a conversation among department head members.

Departments and PLCs are working to calibrate grading procedures, whether it be through rubrics, grading standards, point value per question, etc. English, VAPA, CTE, World Language

and Social Science utilize a student protocol document based on the cycle of inquiry to guide the evaluation of student work. The ELD Department discusses student tri-annual assessments, focusing on student performance and discussing areas of individual improvement. Science, Math, and PE are using PLC-generated rubrics for assessing student work. The rubrics are adjusted and calibrated by teachers to ensure fair application across the classes. Many PLCs use a common syllabus with a schoolwide format recommendation for all departments. Syllabi are reviewed annually by the administrative team and teachers receive written feedback. All syllabi are posted on the website for parents and students to access.

All core PLCs have an embedded preparation period during the school day. The Academic Senate created PLC agreements and recommendations in an effort to streamline best practices across the PLCs and come to consensus on how to best utilize the PLC structure.

Beginning in 2016-2017, the Academic Senate established a data review protocol for reviewing grade data each six week marking period as a team to identify areas of student need. Department heads share data with their respective departments and discuss areas of student need, areas of meeting curriculum standards, strategies to adjust teaching and interventions for students.

The Assessment and Data TOSA reviewed how to input Common Core data into Data Director, implement grading practices, and also made himself available when assistance was needed. However, the Assessment and Data Coordinator position was dissolved by the district during the 2016-2017 school year.

Mills teachers participated in an on-campus PD in 2015 to look at Data Director results and Common Core Standards. CAASPP performance results are regularly reviewed, discussed and analyzed at both a departmental level and in faculty work. Faculty discussions are used to determine student progress in meeting proficiency on Common Core and college readiness standards. Additionally, CAASPP results are addressed during PLC, staff development, Academic Senate and School Site Council/MPC meetings.

ELD, Math, English, and Social Studies have administered and analyzed data from CAASPP assessments for re-teaching purposes. English and ELD specifically, noticed that students had particular room for growth in Listening and Speaking and have modified their pedagogy to focus on that area of need. Math has also given a similar test (Scholastic Math Inventory) that correlates well with CAASPP to inform and direct instruction. Academic Senate reviews grades in support classes (9th grade English support, Algebra and Geometry support and Guided Studies) each semester.

Progress is being made on using common protocols, including protocols for looking at data and for examining student work. Based on the CA Staff Climate Survey 2017-2018, there is an increase in staff responding that the school is a supporting and inviting place to work, promotes collegiality among staff, and promotes participation in school decision making. In a survey

administered to PLCs at the end of the 2016-2017 school year, 84% of PLCs reported consistently collaborating to address SPSA Goal #1, Action 1: *Collaboration among teachers using the Professional Learning Community(PLC) model to revise curriculum maps, develop common assessments, discuss common grading practices, analyze data using the Cycle of Inquiry, and using technology to enhance student learning.*

2015 Committee Recommendations:	Evidence:
<p>1. The Leadership Team will implement, and teachers will participate in <i>Peer Observation Weeks</i> during the Fall and Spring semesters</p>	<p>The Leadership Team (consisting of Admin and the TOSAs) organized and implemented annual Peer Observation Week/Windows beginning in 2012-2013 school year. The team presented the process during faculty meetings, teachers had the opportunity to invite others on specific days, and signed up to visit. A feedback form was developed so that observers could share with the observees as well as the Leadership Team what they saw in the classrooms. Both a digital and paper feedback form are available. POW folder.</p> <p>Some departments, like Science and PE, routinely team teach and work together, observing one another and giving feedback.</p> <p>Other formal and informal structures exist for peer observation including room sharing by department members and the Instructional Coach program for teachers on full evaluation.</p>
<p>2. Instructional Coaches will work with teachers and administrators on the evaluation process.</p>	<p>Instructional Coaches (ICs) are working closely with teachers throughout the evaluation process. ICs meet with teachers for three cycles per semester, and are available for feedback and questions. Teachers apply for the IC positions and come from different core subject areas. There is a collective belief that instructional coaches are assets to the teacher evaluation process whether they are in the same or in a different content area. ICs are not evaluators; they assist in reflective practices with the teacher being evaluated. They meet with teachers and administrators to set specific classroom goals.</p>
<p>3. The Leadership Team will develop agreed upon protocol for observations</p>	<p>The Leadership Team has developed a digital form that focuses on Instructional Norms and student engagement which is used during Peer Observation Week and other classroom visits. Instructional Coaches have a different protocol written by the district used for classroom observations.</p>

<p>4. Department Chairs will maintain courses of study, instructional strategies and assessments in a virtual environment</p>	<p>District maintains Courses of Study on the district website. All core subjects have a curriculum map shared online. The maps are continually revised by departments and PLCs. Many courses have shared folders containing common calendars, instructional materials, and assessments. All courses have a syllabus posted on the school website and visible to parents and students.</p> <p>English teachers use a digital argumentative writing document and teachers have access to online materials related to district professional development (e.g. <i>Constructing Meaning</i>, listening and speaking strategies). Additionally PLCs work together and share assessments and strategies digitally.</p> <p>Math maintains formative and summative assessments in our Google drive for some courses. Pacing guides, curriculum maps, syllabus, course of study are all in shared folders.</p> <p>The P.E. Chairperson has maintained courses of study in collaboration with other members of the District P.E. Council. Instructional strategies and assessments are continually reviewed within the department and changed where deemed necessary.</p> <p>All Social Science Department documents are shared through Google Drive. Those documents include common: curriculum maps, lesson plans (lectures and assignments), and assessments.</p> <p>VAPA plans major multimedia performances online via Google Docs and other programs.</p>
<p>5. Mills will adopt a common protocol for looking at student work in professional learning communities</p>	<p>Departments are working to calibrate their grading procedures using rubrics, grading standards, point value per question, etc. English, VAPA, CTE, WL and Social Science utilize a student protocol document based on the cycle of inquiry to guide the evaluation of student work. The ELD Department discusses students' tri-annual assessments, focusing on student performance and discussing areas of individual improvement.</p> <p>Science, Math, and PE are using PLC-generated rubrics for assessing student work. The rubrics are adjusted and calibrated by teachers to ensure fair application across the classes.</p> <p>PLCs use their monthly embedded time to do this meaningful work. Some PLCs also use common prep or after school time.</p>

<p>6. Assessment and Data Coordinator will instruct teachers on how to input Common Core data into a data system</p>	<p>The Assessment and Data coordinator reviewed how to input Common Core data into Data Director, and also made himself available if further assistance was needed. However, the Assessment and Data Coordinator position was dissolved by the district during the 2016 -2017 school year. The district is currently in between data management systems. The district plans to adopt a new system 2018-2019 and is piloting it 2016-2017 and 2017-2018.</p>
<p>7. Mills' teachers and administrators will analyze CAASPP performance results and determine student progress in meeting proficiency on the Common Core</p>	<p>Mills teachers participated in an on-campus PD in 2015 to look at Data Director results and Common Core Standards. CAASPP performance results are regularly reviewed, discussed and analyzed at both a departmental level and in faculty work.</p> <p>Staff meets to discuss student progress in meeting proficiency on the College and Career Readiness Standards. Additionally, said results are addressed during PLCs, staff development, Academic Senate and School Site Council/MPC meetings.</p> <p>ELD, Math, English, and Social Studies have administered and analyzed data from SBAC assessments for re-teaching purposes. English and ELD specifically, noticed that students had particular room for growth in Listening and Speaking and have modified their pedagogy to focus on that area of need. Math has also given a similar test (SVMI) that correlates well with SBAC to inform and direct instruction.</p> <p>A schoolwide data protocol serves as a tool to discuss student achievement data in Academic Senate, departments and PLCs.</p>
<p>8. Mills teachers will administer interim SBAC formative assessments, analyze data and re-teach where needed</p>	<p>Math administered the Interim test in 2015-2016 and the results were inconclusive.</p> <p>English teachers administered an Interim CAASPP test and met with district peers to grade. English teachers analyzed the interim data and adjusted curriculum, realizing students need to use more evidence to support their claims.</p>

5. CRITICAL AREAS FOR FOLLOW-UP NOT CURRENTLY IN THE ACTION PLAN

School goals were revised during the development of the 2016-2017 Single Plan for Student Achievement in an effort to align the SPSA with the District's LCAP to address needs in the areas of access, achievement and equity, and wellness. The revised school goals include the following:

- Goal One: 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.
- Goal Two: All students will receive appropriate, equitable instruction, supports and interventions to reach academic proficiency and achieve graduation success and A-G readiness.
- Goal Three: 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.

Critical areas of need that emerged since the 2015 Mid-Term visit include the following, addressed by action steps in the SPSA:

- Access for Special Education students to the general education curriculum
- Increasing rates of D/F grades for most subject areas
- An increase in student stress and 5150s

Action steps outlined in the SPSA to address areas of need include:

- Build and strengthen integrated and inclusive practices for all students with IEPs so they have access to the mainstream curriculum and opportunities to collaborate, interact and socialize with age appropriate peers
- Implement Flex Time as a Tier One school-wide intervention to provide students with additional teacher support and tutoring during the school day and monitor using achievement data and student feedback
- Implement a well organized After School Program that provides tutoring services to all students with an emphasis on target subgroups
- Develop, implement and strengthen our Multi-Tiered System of Support with a broad range of high-leverage, researched-based strategies at each tier to support student achievement, including Tier 2 school-based interventions such as the Mental Health program, Guided Studies and math and English support classes
- Use PSAT data (AP Potential) to identify and counsel underrepresented subgroups of students into AP courses

- Analyze 6 week grade data in departments and PLCs three times each semester to identify supports for students and instructional needs
- Align grading practices and revise and redeem policies within PLCs that focus on standards-based grading and instructional supports for all students
- Develop a plan to address students who do not have technology at home
- Track English learner progress in content courses and provide appropriate interventions and supports. Provide ELD teachers with professional development that focuses on high-leverage strategies to support English learners. Re-evaluate existing ELD curriculum and program and develop sheltered content classes
- Provide four meetings per semester for Spanish-speaking parents in Spanish to discuss strategies for supporting Hispanic/Latino students
- Adopt and use Restorative Practices as a first intervention for disciplinary actions and peer conflict. Align and calibrate practices on the administrative team to ensure interventions are in place and working effectively
- Implement Mental Health supports with Wellness Counselors and meet bi-weekly to discuss students at Student Intervention Team (SIT). Implement groups based on student need.
- Increase frequency of school assemblies that provide information to our students on relevant topics regarding safety, health and well-being. Provide more mental health training to faculty and staff.

Chapter II: Student/Community Profile, Supporting Data and Findings

GENERAL BACKGROUND AND HISTORY

Community

Mills High School is in Millbrae, California, approximately 15 miles south of San Francisco and adjacent to the San Francisco International Airport. Mills has served the communities of Millbrae, Burlingame and San Bruno since 1958, offering programs to prepare students for post-secondary options. Next school year, the Mills community will celebrate Mills High School's Diamond Jubilee, celebrating 60 years of educational excellence.

The city of Millbrae is a middle- to upper-middle class community which maintains a small town, close knit feel. The population has not shifted much over the last ten years. The median household income is \$93,777 and the percent in poverty according to the US Census is 6.5%. The number of families that have completed high school has increased to 92% from 87% when the last WASC report was completed. According to [Statistical Atlas](#), Millbrae continues to be a diverse community: 39% White, 1% Black, 14% Latino, 42% Asian, and 3% of the population are two or more races. These demographics are a slow shift from a decade ago. The median age in the community is 43, which is older than the national median. The median value of owner occupied housing units is \$968,500 and the median house mortgage is \$3,416 per month. While Millbrae has not seen the same housing development growth as other parts of the Bay Area, there are plans to build a 376 unit housing complex near the Millbrae BART station, bringing some growth to the area.

School

Mills High School is one of six comprehensive high schools in the San Mateo Union High School District (SMUHSD) serving roughly 1,200 students from very diverse ethnic and socioeconomic backgrounds in grades nine through twelve. The SMUHSD has an open enrollment policy allowing students from all over the District to enroll at Mills High School. The primary feeder school is Taylor Middle School, with additional students entering from Burlingame Intermediate School and from various private schools.

Over the past ten years, Mills has been under construction to renovate and improve site facilities. Construction initiated with the passage of school bond Measure D in November 2000 and was followed by the passage of Measure M in November of 2007. Modernization projects supported by the Measure D bond included the renovation of all general education classrooms and administrative offices. Measure M projects include the renovation of all science labs, Career Technical Education classrooms including a Multi-Media lab, Biotechnology lab, Art classroom, and Woodshop with attached CAD lab. In the fall of 2010, Mills opened a new Math wing, locker

rooms, Dance and Weight rooms, and 25 meter pool. As of October, 2011, Mills also installed solar panels which now provide 85% of the school's energy requirements.

Beginning in November 2011, Mills began the last phase of the Measure M project list including the renovation of both gymnasiums and the demolition and construction of a new auditorium and associated civil projects. Other facility improvements since the last WASC visit include the renovation of the Jim Cox Track and Field, the addition of stadium lights and a newly resurfaced track, mounted LCD projectors in all classrooms, and updated computers and computer labs.

Family and Community Trends

Despite changing demographics in the Bay Area, the increasing cost of living, and the influx of the technology sector, Millbrae has been less impacted than other areas in the Peninsula. In part, this is due to the slow growth in new housing developments in Millbrae compared to the surrounding area. Plans are currently underway to develop new housing/condo units near the Millbrae BART station, which may have an impact on the city's demographics.

Feeder elementary and middle schools have experienced hardships in terms of teacher retention due to the increased cost of living in the area and salaries that have not been able to keep up with the cost of living adjustments. Increasingly, Mills families have both parents working, having an overall impact on parent participation rates at school events.

Mills continues to work closely with the primary feeder middle school, Taylor Middle School, to support the transition from middle to high school. Efforts include annual participation in the 8th grade graduation by the Mills principal, communication by administration and the counseling department regarding supporting incoming 9th graders through 8th grade shadowing, Counselor Watch and Special Education articulation meetings, and some department work between the two schools to share curriculum and observe classes.

State/Federal Mandates

The San Mateo Union High School District continued to be in Program Improvement through the 2016-2017 school year. The [LEA Plan](#), developed in 2012, outlined actions to address PI status.

In addition, the [Title III Plan](#) outlined specific goals for improving the achievement of English Learners. During the Fall of 2015, as part of the Title III Plan, the SMUHSD contracted with Ragar Consulting to conduct an EL Alignment study. The study findings, along with internal data review and collaboration between stakeholders, with strong involvement by DELAC, helped the district focus on the strategic areas for development. In alignment with the LCAP goals, the areas of focus in development of curriculum, instruction, and assessment are: Improve EL student access to classes for graduation and A-G requirements; Build leadership, educator, and support staff capacity to understand and deliver on the instructional needs of EL students; Strengthen the ELD practices of ELD and sheltered content class teachers; Implement the ELD/ELA framework with a particular focus on integrated and designated ELD; Support teacher

collaboration across curricular areas and in the same content areas across sites with ELD programs; Continue the *Constructing Meaning* professional development and implementation to address the ELD needs of Long Term English Learners; Implement stronger data review practices to identify students who need more academic support and have an infrastructure in place to provide the support. The SMUHSD is committed to strengthening the ELD programs and EL student progress, by investing in staff that will help implement the vision for a comprehensive academic program. This includes having counseling staff, an EL Specialist at each site, Instructional Aides in ELD and non-ELD classes where there is a concentration of ELD students and a District ELD Coordinator that helps support strong ELD instruction across the District. To parallel the work in curriculum, instruction, and assessment, SMUHSD has continued its work with the education and engagement of EL parents through the part-time Family Engagement Coordinator available at each of our school sites.

Parent and Community Organizations

Mills is fortunate to have support from parents and the larger school community. Support from parents augments many areas of the school. Official organizations include the Parent Teacher Organization (PTO), Mills Athletic Boosters, Mills Musical Arts Group (MMAG), and Mills Drama Guild. The PTO and Booster groups have active parent support and meet monthly on campus to plan activities and share information. The Mills PTO currently has 150 members and regularly communicates with parents via an email bulletin. Informally, the school receives support from parents as volunteers for the library, student registration, field trips, athletic teams, clubs, school performances, and Advanced Placement testing.

The PTO also supports various extra-curricular activities and school programs such as Mills Mania, student clubs, and hold speaker events for the community. The Athletic Boosters organization has a long-standing record of supporting athletic teams by purchasing uniforms, equipment, and funding our freshmen sports programs. Parents are an integral part of the school community, as demonstrated by their frequent participation in school activities and their participation in the Mills school site council known as the Mills Planning Council (MPC).

The Mills English Language Advisory Committee (ELAC) meets three times a year to communicate with parents and students regarding the school's English Language Development program. Meeting topics include English learner reclassification, class curriculum, course sequences, assessments, and graduation requirements. ELAC meetings offer parents an opportunity to ask questions and give input regarding their students' educational and personal needs. Selected parents participate in the District English Language Advisory Committee (DELAC) responsible for a yearly report to the District Board of Trustees. These meetings are held in English with translation services available.

Community Foundation Programs

The Annual Fund was established as the primary fundraising mechanism to supplement programs, instructional supplies and curriculum for students at Mills High School. The PTO spearheads each Annual Fund drive in September/October of the school year. A second drive is sponsored by the Science department in December. An Annual Fund Request Form is posted on-line under “Teacher Resources” and any teacher can submit requests for Annual Fund monies. These forms are reviewed and discussed by the School Site Council/MPC to ensure requests are aligned with school-site goals. The School Site Council/MPC votes to approve or deny funding based on the application.

Examples of programs and requests supported by the Annual Fund include two elective class sections of Computer Science, the CodeHS program used by the Principles of Computer Science class, an additional .2 Counseling FTE to supplement support for 9th grade students, collaboration with Generation Citizen (a non-profit) to implement a local-action civics curriculum for all 12th grade students, and music instruments to support the band program.

Each Annual Fund drive in the Fall corresponds with the annual Mills Mania celebration. Mills Mania is a celebration of the school community, and the student clubs can sell food to fundraise. Community members from Millbrae’s elementary and middle schools can visit the campus, and participate fun activities such as inflatables, volleyball and basketball tournaments.

School/Business Relationships

Local businesses support the school by contributing to the Annual Fund as a sponsor. In addition, many local businesses hire Mills students as part-time employees during summer and throughout the school year.

The College and Career Advisor organizes an annual [Career Day](#) that brings in local businesses, parents and alumni to share with the students various career pathways. In addition, there exists on-going partnerships with some of our local businesses and organizations that sponsor student scholarships and are highlighted in May during our Senior Awards Assembly.

At the beginning of the current school year, each site was supported with a part-time Career Awareness Coordinator through a CTE Grant funded by the state. The Career Coordinator is tasked with connecting CTE teachers and students with opportunities for field trips, internships and programs. This Fall, the Career Coordinator organized a field trip to Gilead for female students interested in STEM-related careers. Other departments have organized industry-related field trips, such as the Culinary Arts teacher.

Mills has participated in a partnership with the [TEALS program](#) for the AP Computer Science classes. Through TEALS, industry professionals in the Computer Science field partner with a classroom teacher and work as a team to deliver Computer Science education, thus building the

capacity of the Computer Science teacher to integrate relevant industry-related skills and knowledge into the curriculum.

Faculty and staff have also secured support from local businesses for donations, such as furniture and school supplies, and the Genetech Give-Away that aids in stocking the science labs, especially Biotechnology.

Staff Description

Mills High School is served by three administrators, four counselors, a dean, seventy-three teachers, a Library Media Technician, a school psychologist, and a speech therapist. There are thirty-five classified employees, which includes eleven office support staff, an IT technician, four food services staff, one full time and one part time campus safety specialist, nine instructional aides, and eight plant maintenance workers. All certificated staff are fully credentialed and NCLB highly qualified.

ACS WASC Accreditation History

Vision and ESLRs

Over the past year, the Mills High school, along with stakeholders, worked to revise the vision and mission statement to reflect the continual commitment to quality education for all Mills students. The Mills school learning outcomes were revised to reflect the vision for Mills graduates.

Vision Statement

Mills 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.

Mission Statement

Mills High School provides 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.

Schoolwide Learning Outcomes- “EPIC” Students - Our students are:

Effective communicators and collaborators

Positive contributors to the community

Individuals that are healthy, self-reliant and responsible

Critical problem solvers and creative thinkers

Schoolwide Goals:

1. Teaching and 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.
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.
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.

WASC History

Mills High School has integrated the WASC process and action plans into a continuous cycle of student improvement. Mills received a six-year, with a three-year review, term of accreditation in June 2012.

LCAP Needs and Goals

[SMUHSD LCAP Goals include:](#)

- **Goal One:** SMUHSD will provide High Quality Teaching and Learning environments to all students by: • Providing 21st Century facilities and learning tools (digital and analog) to all students • Ensuring access to the highest quality staff, educators, support staff and leaders, who receive effective and differentiated professional development • Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills
- **Goal Two:** The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.
- **Goal Three:** The SMUHSD will continue to enhance and improve the social-emotional health of its students by: • Providing high quality mental health supports • Initiatives and activities intended to lower student stress and improve connectedness • Supporting families with effective communication and engagement activities

The revised District LCAP continues to have the same three overarching goals, but the measurable outcomes have been modified to reflect evolving district priorities and a more focused set of measurable outcomes (from 39 metrics in 2016-2017 to [20 metrics](#) in 2017-20). The core work of the district to provide high quality teaching and learning environments, highly

skilled staff, and an effective set of academic and social-emotional supports and interventions also continues. The key investments are:

- Staff professional learning on:
 - Strategies to support *Long-Term EL's* and *all* students in reaching college/career language and literacy readiness
 - The transition to the District's new Learning Management System (Canvas) and reinvigorated use of the Student Information System (Aeries)
 - Social Emotional Learning and Cultural Responsiveness
- Continued high-quality instructional programs and support structures including:
 - New instructional resources for students (the development of new courses of study that will lead to new common assessments across the core subjects of English, Math, Social Science and Science)
 - Effective integration of 21st Century learning tools (technology) and competencies
 - Refined intervention classes/structures (both academic and social-emotional) in line with new Multi-Tiered System of Support Initiative
- Continued implementation and refinement of the SMUHSD Mental Health Initiative and strategies to effectively engage parents/guardians:
 - Continued refinement of a common/baseline of social-emotional learning and support for ALL students at all school sites
 - Provision of high quality mental health resources at each school site
 - Implement more flexible start/end time (school day) initiatives across school sites
 - Homework task force
 - Continued implementation of high-quality family engagement staff and resources at all school sites - targeting the needs of the families of historically underserved students

School Program Data

At Mills High School all 9th, 10th and 11th grade students are enrolled in a minimum of six classes each semester. Students in 12th grade may be enrolled in 5 classes or more. Students in the 9th -11th grade have the option of a 6 or 7 period day. The number of classes per grade levels are differentiated based on the table for the 2017-2018 school year.

Number of Periods	9th Grade	10th Grade	11th Grade	12th Grade
Less than 6	3	1	5	33
6	47	43	136	214
7	225	257	143	78

The requirement for graduation is a minimum of 220 credits and must include the following:

Passing grades in all 220 credits are required. The San Mateo Union High School District Board of Trustees has set these graduation requirements to ensure that every student satisfactorily completes a minimum course of study which is consistent with the educational philosophy and objectives of the district.

Subject	Graduation Requirement
Social Science/History	35 credits
English	40 credits
Math	30 credits
Lab/Physical Science	20 credits
World Language	10 credits
Visual and Performing Arts	10 credits
Health	5 credits
P.E.	20 credits
CTE	10 credits

Summary of Programs Offered

Mills offers the following programs to its students: general education curriculum and Special Education. Approximately 11 % of the student population have IEP's. Special Education programs include: Specialized Academic Instruction (SAI), Applied Academic Curriculum (AAC), Hope, and Therapeutic Day School (TDS).

Online Instruction

Mills also offers online instruction to students as a method of credit recovery for Math, Social Science, and English courses. Students participating in online recovery are enrolled in a first period OSCR (on site credit recovery) class. Two classes are offered at Mills, one class is for Math and a second for English and/or Social Science. The two teachers are credentialed in the corresponding subject matter. Approximately 4% of the student body has enrolled in one or more OSCR classes over the last three years. Of those, over 60% are seniors, 30% are juniors, and the rest are sophomores. The two therapeutic special day classes (HOPE and TDS) use a combination of online instruction, character-based literacy instruction for English, and enrollment of students in the general education classes to serve students.

Intervention Programs (ELs, SEL, Foster, Migrant/homeless, other)

Mills offers a variety of intervention programs. Strategic English support (SES) is offered to incoming 9th graders, English I is taken concurrently, in a separate period. Algebra support and geometry support are also offered to students who are concurrently taking regular Algebra I or Geometry. Placement into support classes is based on test scores (CAASPP ELA and SRI,

CAASPP math and SMI), grade received in the last content class, and teacher recommendation. Other interventions include:

- All-Subject Tutoring: *Free* drop-in tutoring in all core subjects 3 days a week after school.
- Subject-Based Tutoring: Award-winning science tutoring program.
- Flex Time: Two periods/week for students to seek help from teachers and complete homework.
- Guided Studies classes: Wrap-around support for academically at-risk students, including tutoring, homework monitoring and social-emotional education.
- School Counseling Services: Academic support, social-emotional counseling and college/career advising for each student.
- Wellness Counseling Services: Drop-in counseling, support groups, psycho-education, and limited on-site therapeutic services for qualifying students.
- Study Skills Groups: 7-week academic support groups facilitated by school counselors.
- 9th Grade Intervention Counseling: Targeted intervention and support for academically at-risk freshmen.
- College Admissions Advising: College and Career Advisor provides support around college and financial aid applications. Additional support provided by college admission counseling interns who target first-generation, low-income students.
- Career Awareness Coordinator: Connects students in CTE courses with internship and career opportunities.

Mills High School offers a English Language Development (ELD) III class for English learners (ELs) in Grades 9-12. This double-period course for intermediate ELs is designed as a bridge from EL to mainstream English and also is when students receive Designated English Language development. The curriculum for ELD III is aligned with English I. Heavy emphasis is given to literature of various genres, writing, grammar, and vocabulary acquisition. To exit ELD III and go into mainstream English, students must read at an 8th grade level and be able to write a coherent essay. For the 2017-2018 school year Mills added a Sheltered Biology and Sheltered Modern World History class to support ELs.

For migrant/homeless students the San Mateo Union High School District adheres to the laws of ESSA (Every Student Succeeds Act) which states that homeless children and youth have the right to attend school. They may attend either the school that they attended when permanently housed or the school in which they were last enrolled. Supports such as free bus passes and community resources are offered, and a school-based Homeless/Foster Liaison works with the district to coordinate resources.

SPED

There are four programs in the Special Education Department at Mills High School: the Hope Program, the Therapeutic Day School (TDS) Program, Specialized Academic Instruction (SAI),

and Applied Academic Instruction (AAC). The San Mateo County Orthopedically Impaired Program is also housed at Mills. The SMUHSD ensures that each student with an IEP is placed in their own least restrictive environment and receives services as appropriate, including Directed Studies, Speech and Language, Physical Therapy, Occupational Therapy, Adapted PE, and Mental Health support.

Mills High School has implemented co-taught classes with a general education teacher and special education teacher, allowing further access and supports for students with IEPs.

Students in the Hope and TDS programs are in a self-contained classroom, working on individualized general education curriculum, with mainstreaming as appropriate. Students in the Hope and TDS programs may work towards a diploma.

Students in the Applied Academic Instruction (AAC) and County Orthopedically Impaired Program take all of their academic classes in a self-contained classroom; however, they may be mainstreamed for electives. AAC and County students work towards a Certificate of Completion in lieu of a diploma. (Some exceptions may apply.)

Demographic Data

Academic Senate Retreat Data Analysis - Enrollment, SPED, Free and Reduced

Mills' enrollment steadily declined from 2012-2015 with an increase of 64 students for 2016-17 from the previous year. Mills has had an increase in SPED students, primarily due to the addition of specialized programs relocated from the campus of the continuation/alternative high school in the district, Peninsula High School. Mills needs to be conscious of this in all general education classes, since the goal is to increase the number of students in the mainstream. This trend will require additional professional development for the teachers. Mills has seen a steady number of students on free and reduced lunch, requiring the school to be mindful of financial limitations and access to technology as the school increases the use of technology in the classroom as well as transition to full implementation of the learning management system, Canvas, for the 2018-2019 school year. The graduation rate for Mills is consistently above 99%, and Mills should continue to offer OSCR so that students can graduate from Mills rather than alternative programs in the district. Attendance is consistently high for Mills. Even students with multiple D's and F's continue to come to school, perhaps because Mills is a friendly, welcoming place. Mills needs to work to ensure strong attendance rates continue, while addressing and providing interventions for students with Ds and Fs.

Inquiry:

- How does increase in SPED students affect the D/F rates?
- Why is there an increase in SPED students? Is Mills (or feeder schools) getting better at identifying students or are there just more students with special needs?

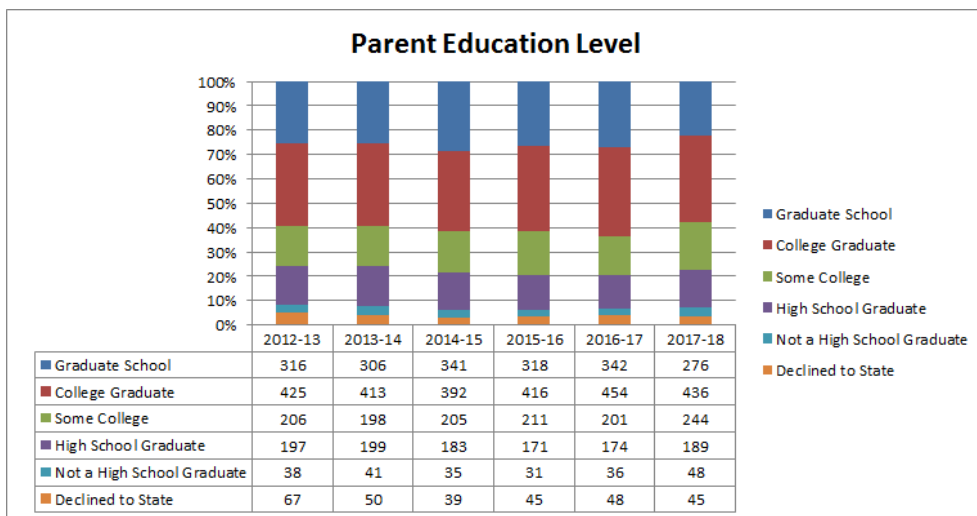
Socioeconomic status of school

Parent Education Level

Parent education level has remained fairly consistent throughout the last six years. Fifty-nine percent or more of the parents are college graduates' or have attended graduate school from 2012-2016. As a school, Mills is beginning to focus more effort on students who will be the first to graduate from high school and go to college - First Generation students.

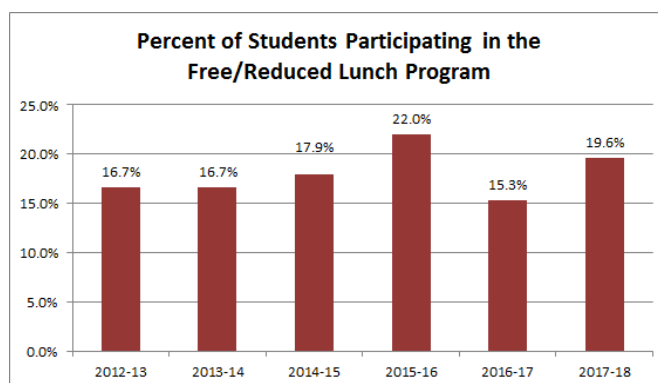
Approximately 38% of the total student body this school year is comprised of

First Generation students, indicating a continuing need to focus on strategies to support this population.



Percent of eligible Free and Reduced Lunch students

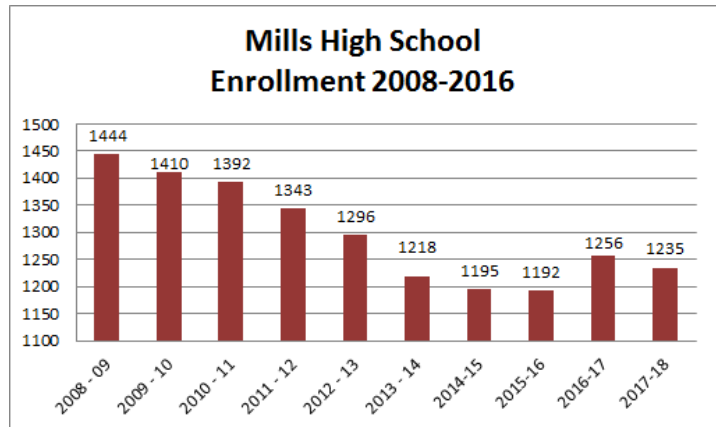
The percent of students participating in the free and reduced lunch program was consistent from 2012 - 2014 ranging from 16.7 % to 17.9%. In 2015 it increased to 22%, then decreased to 15.3% in 2016. An increase, to nearly 20%, in 2017-2018 is a significant number of students who qualify as socio-economically disadvantaged, showing a need to provide resources and support to socio-economically disadvantaged students.



Student Enrollment

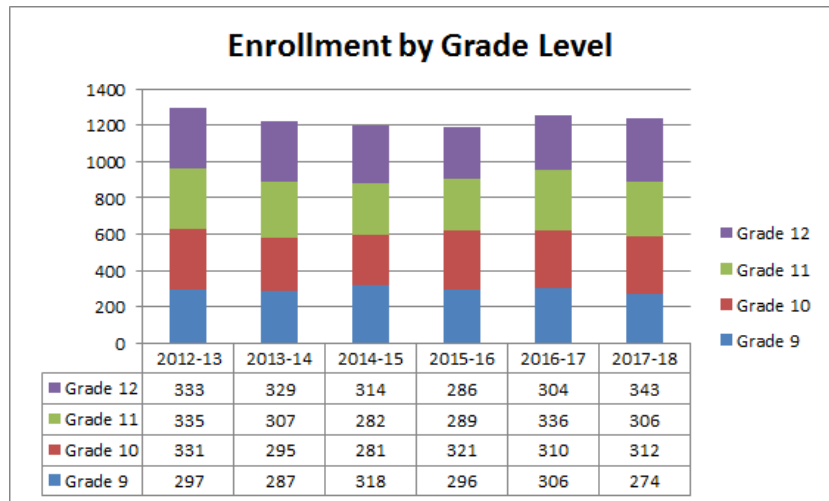
Student enrollment was on a decline from 2008 - 2015. In 2012 - 2013 total enrollment was 1296, and by 2015 - 2016 enrollment reached a low of total enrollment of 1192. The decline in enrollment at Mills is reflective of the decrease in enrollment in the feeder school, Taylor Middle School. Job availability and housing in the community are reasons for the decline in enrollment,

as the housing market remains relatively stable in Millbrae, with little development of condominiums as seen in other regions of the Bay Area. Enrollment increased in 2016 - 2017 with the student body at 1256, due in part to the addition of specialized Special Education program relocated to Mills from the Peninsula High School campus. District projections are for continued increases in enrollment for the schools in the southern part of the Peninsula, however, this is not expected for the district schools in the north, Mills and Capuchino. Declining student enrollment will impact the ability to offer a variety of elective classes for the student body.



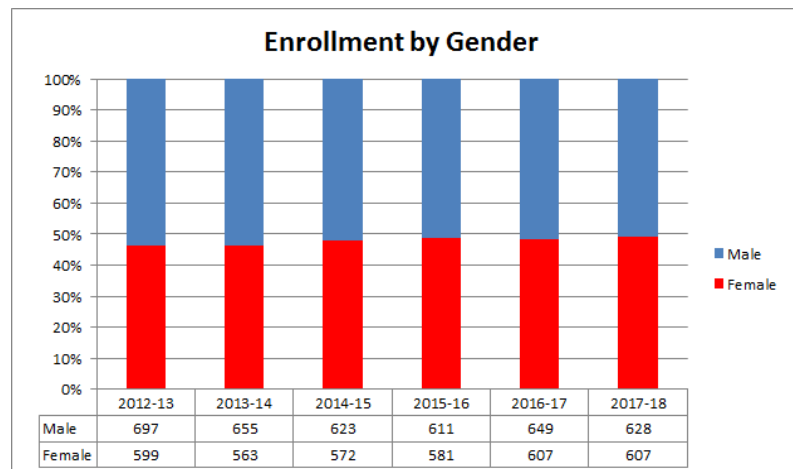
Grade Level

Enrollment by grade level has remained fairly consistent the last six years, with the exception of the freshman class which increased in 2014-2015. Due to the large Senior class in 2017 - 2018, school enrollment is projected to drop in 2018 - 2019, as this particularly large cohort leaves the school.



Gender

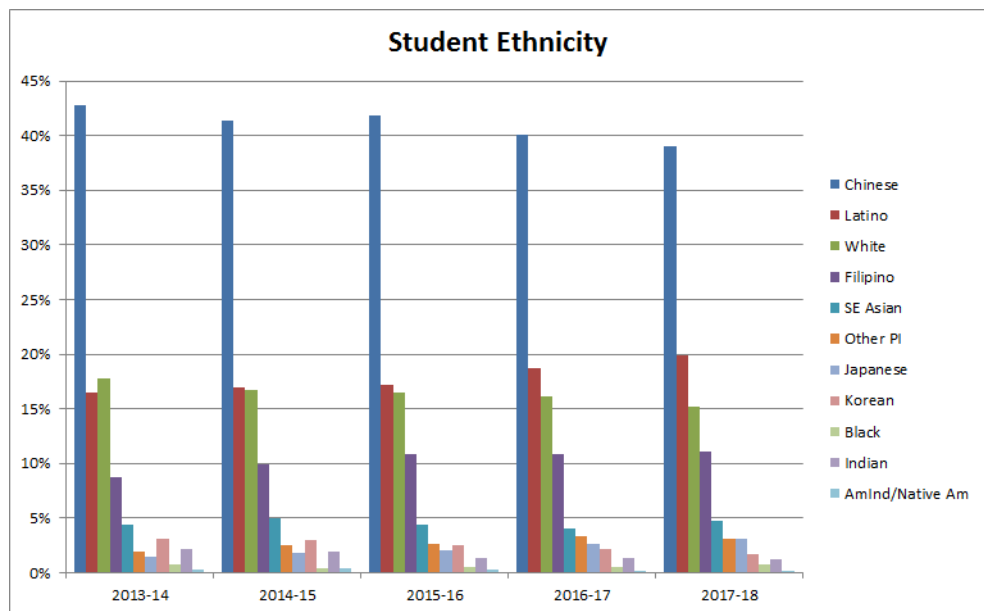
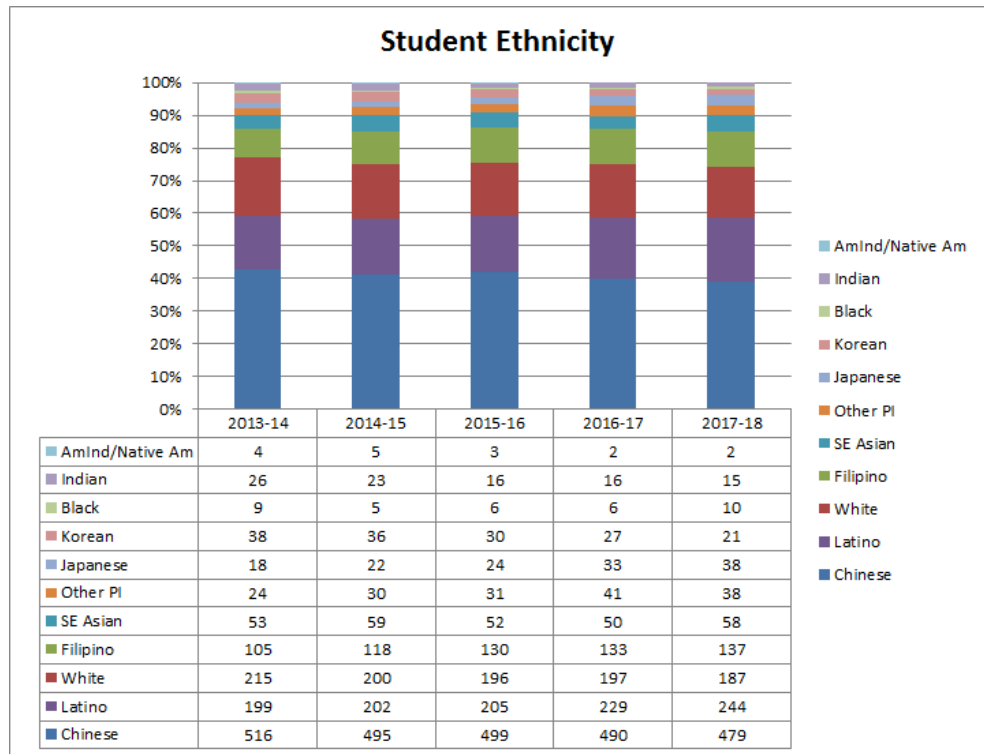
Enrollment by binary gender designation has remained consistent the last six years, with a slightly higher number of male students compared to female students.



Ethnicity

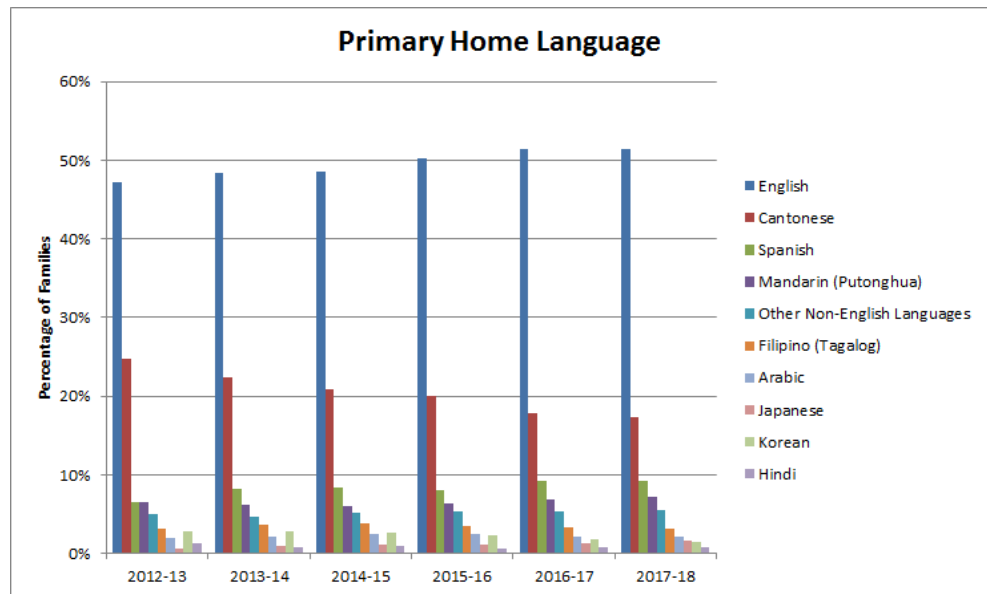
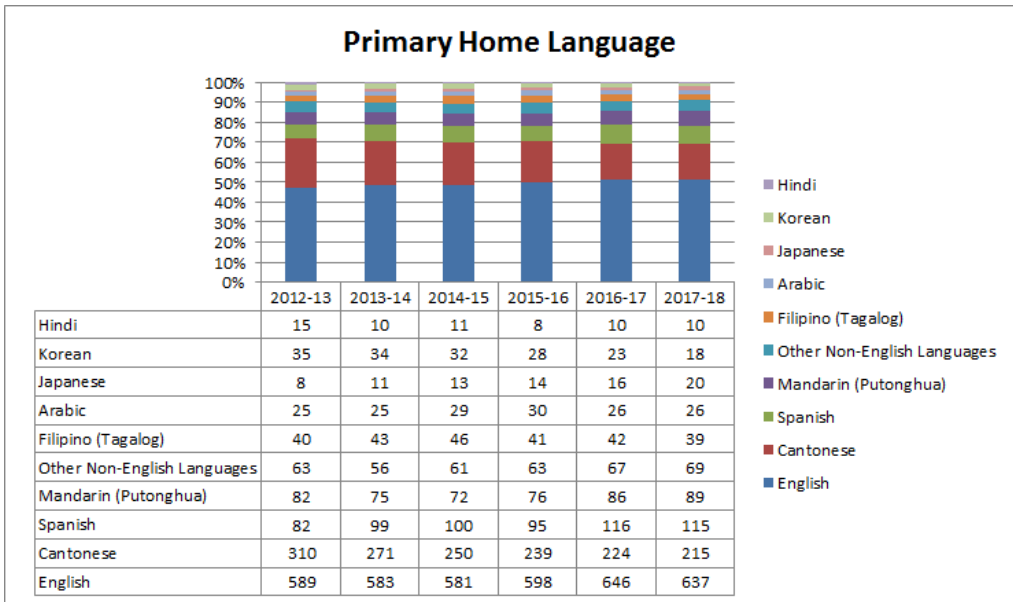
Despite the fluctuation in enrollment, the ethnic distribution of the student body has remained fairly consistent. Approximately 49% of Mills students are of Asian descent, 20% Latino, 16% White, 11% Filipino, 3% Pacific Islander, and 1% African American. The largest majority of students, Asian students, include Korean, Japanese, Southeast Asian and Chinese students, with the largest group identifying as Chinese.

Mills is experiencing an increase in the diversity of the student body, with a slightly declining Asian student body and an increasing Latino student body.



Predominant primary language other than English

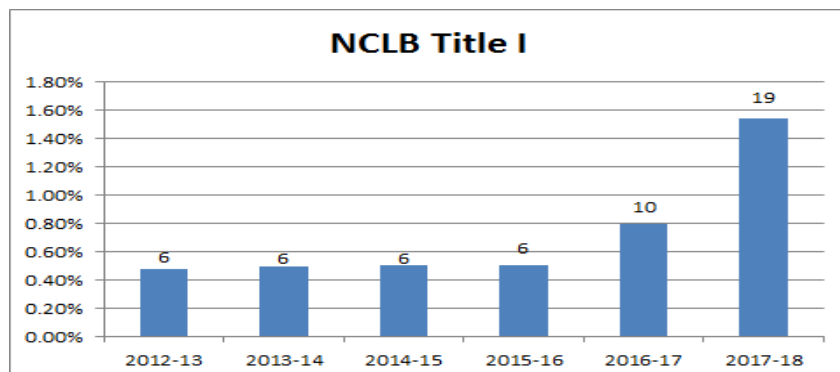
Cantonese is the language most spoken by Mills’ families other than English; approximately 18% of families speak Cantonese. Spanish is spoken by approximately 9% of families and is the third most spoken language with a steady increase in the number of families indicating Spanish as the primary language since 2012. Written communication sent home is always translated into Chinese and frequently in Spanish. Oral communications are interpreted into Cantonese and Spanish based on need. Events on site and at the district office are also interpreted in Cantonese, Mandarin, and Spanish.



Title I

The number of students who qualify for Title I increased in 2016-2017 to 10 students and has nearly doubled to 19 students in 2017-18. In previous years the number remained constant at 6 students since 2012-2013. Mills High School is not a Title I school so this data is strictly for

informational purposes and does not affect budgets or programs. There is an increase in Title I students over the past two years.



In an analysis of student demographic data by the Leadership Team, Mills is experiencing an increase in the diversity of the students it serves, despite declining enrollment. This precipitates a need to reflect this gradual change in all focus group areas. The revision of the Mills mission statement emphasizes the commitment to provide an inclusive learning environment for all students, and equitable supports to achieve academic goals, personal growth well-being and balance.

Special needs and other focused programs

Academic Senate Retreat - Data Analysis - AP / GATE

This data measures percent of students enrolled in AP classes and the passing of AP exam with 3 or better. Based on the data, the number of students passing the AP test with a score of 3 or higher stays the same, averaging 80%, though the total number of tests taken annually fluctuates. There has been a small increase, from 7% to 11%, of Latino students who pass with a 3 or higher.

This data also measures the number of GATE identified students. Based on the data, Mills has seen a significantly lower number of students identified as GATE than in previous years. The percentage of Asian, Filipino, and Pacific Islander has been approximately the same overtime. The percentage of Latino students fluctuates, while the percentage of White students is increasing. Students in subgroups EL were not represented as a subgroup.

Inquiry:

- Is there a way to beef up our non AP designated classes so that all kids get the rigor?
- Do we have the results of our Latino kids AP tests etc to (if positive) promote enrollment again. Presentation to the Latina Mentor Group and parents with success stories would be strong.

Advanced Standing (AS) and Advanced Placement (AP)

Mills has an open enrollment policy for Advanced Standing and Advanced Placement courses, with the counseling department using AP Potential as a tool to identify targeted subgroups of students, primarily Latino students, as a way to recruit and encourage more participation in AP classes. Asian students are the most represented ethnic group in these classes, with approximately 64% enrolling in advanced classes. There was a small increase in Latino student enrollment to 11% in AS and 12% in AP in 2016 - 2017, but all ethnicities besides Asian continue to be underrepresented in these courses.

Advanced Placement												
	2015-2016				2016-2017				2017-2018			
Ethnicity	MHS Total Enrollment Ethnicity by % (1)	# of students in AP (2)	% of Group in AP (3)	% of AP Cohort (4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Asian	52%	259	42%	67%	50%	298	48%	64%	50%	305	50%	67%
Black	1%	0	0%	0%	0%	2	33%	0%	1%	2	20%	0%
Filipino	11%	32	25%	8%	11%	40	30%	9%	11%	47	35%	10%
Latino	17%	31	15%	8%	19%	54	24%	12%	20%	46	19%	10%
PI/Native	3%	7	21%	2%	4%	8	19%	2%	3%	6	15%	1%
White	16%	58	30%	15%	16%	64	32%	14%	15%	49	26%	11%

Enrollment in Advanced Standing classes has consistently decreased as AP enrollment increases, though this is partially attributable to the large Class of 2018 cohort. AS classes are generally concentrated in the 9th and 10th grades, while AP classes are generally concentrated in grades 11 and 12. This lines up with the AP enrollment increasing for 2016-17 and 2017-18, while AS enrollment declined in the same time period. There continues to be an emphasis on diversifying AP enrollment so it is reflective of the demographics of the school. To this end, AP Potential reports are used to give one-to-one counseling to underrepresented students in AP courses, and teachers make specific recommendations for moving targeted subgroups of students from CP to AS classes at the semester.

Advanced Standing												
	2015-2016				2016-2017				2017-2018			
Ethnicity	MHS Ethnicity % (1)	# in AS (2)	% of Group in AS (3)	% of AS Cohort (4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Asian	52%	223	36%	69%	50%	192	31%	64%	50%	159	26%	64%
Black	1%	4	67%	1%	0%	2	33%	1%	1%	0	0%	0%
Filipino	11%	23	18%	7%	11%	35	26%	12%	11%	25	19%	10%
Latino	17%	29	14%	9%	19%	26	11%	9%	20%	24	10%	10%
PI/Native	3%	4	12%	1%	4%	5	12%	2%	3%	3	8%	1%
White	16%	41	21%	13%	16%	38	19%	13%	15%	39	21%	16%

Enrollment in Guided Studies and other support classes has remained approximately constant over the last three years. As the Latino population grows, there seems to be a corresponding increase in the number of Latino students in Algebra support. However, Geometry support has seen a decrease in the number of Latino students, indicating that Algebra support classes are meeting and exceeding student needs and helping to prepare them for Geometry. Asian (not including Filipino) students remain very underrepresented in support classes, while other ethnicities are overrepresented.

Guided Study												
	2015-2016				2016-2017				2017-2018			
Ethnicity	MHS Ethnicity % (1)	# in GS (2)	% of Group in GS (3)	% of GS Cohort (4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Asian	52%	8	1%	14%	50%	9	1%	14%	50%	7	1%	14%
Black	1%	0	0%	0%	0%	0	0%	0%	1%	0	0%	0%
Filipino	11%	8	6%	14%	11%	7	5%	11%	11%	4	3%	8%
Latino	17%	24	12%	41%	19%	26	11%	41%	20%	28	11%	57%
PI/Native	3%	4	12%	7%	4%	7	16%	11%	3%	3	8%	6%
White	16%	15	8%	25%	16%	14	7%	22%	15%	7	4%	14%

Mills High School ACS WASC/CDE Self-Study Report

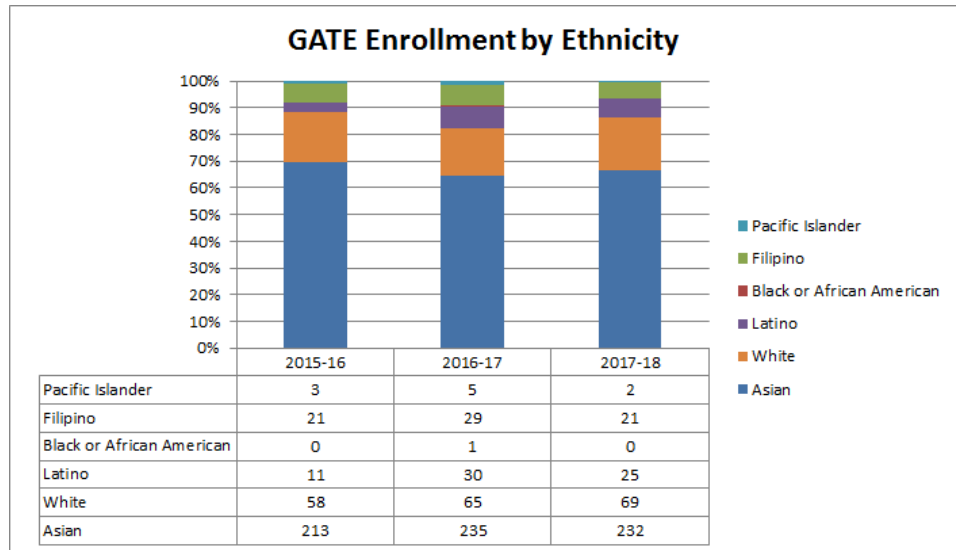
English Support												
	2015-2016				2016-2017				2017-2018			
Ethnicity	MHS Ethnicity % (1)	# in ES (2)	% of Group in ES (3)	% of ES Cohort (4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Asian	52%	3	0%	19%	50%	8	1%	31%	50%	6	1%	29%
Black	1%	0	0%	0%	0%	0	0%	0%	1%	0	0%	0%
Filipino	11%	4	3%	25%	11%	1	1%	4%	11%	2	2%	10%
Latino	17%	6	3%	38%	19%	12	5%	46%	20%	8	3%	38%
PI/Native	3%	1	3%	6%	4%	3	7%	12%	3%	2	5%	10%
White	16%	2	1%	13%	16%	2	1%	8%	15%	3	2%	14%

Algebra I Support												
	2015-2016				2016-2017				2017-2018			
Ethnicity	MHS Ethnicity % (1)	# in AIS (2)	% of Group in AIS (3)	% of AIS Cohort (4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Asian	52%	7	1%	22%	50%	8	1%	13%	50%	6	1%	17%
Black	1%	0	0%	0%	0%	0	0%	0%	1%	2	20%	6%
Filipino	11%	8	6%	25%	11%	6	5%	10%	11%	2	1%	6%
Latino	17%	12	6%	38%	19%	32	14%	51%	20%	20	8%	56%
PI/Native	3%	0	0%	0%	4%	5	12%	8%	3%	4	10%	11%
White	16%	5	3%	16%	16%	12	6%	19%	15%	2	1%	6%

Geometry Support												
	2015-2016				2016-2017				2017-2018			
Ethnicity	MHS Ethnicity % (1)	# in GeoS (2)	% of Group in GeoS (3)	% of Geo S Cohort (4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Asian	52%	4	1%	14%	50%	1	0%	9%	50%	7	1%	18%
Black	1%	0	0%	0%	0%	0	0%	0%	1%	0	0%	0%
Filipino	11%	6	5%	21%	11%	1	1%	9%	11%	3	2%	8%
Latino	17%	14	7%	48%	19%	5	2%	45%	20%	14	6%	37%
PI/Native	3%	0	0%	0%	4%	0	0%	0%	3%	6	15%	16%
White	16%	5	3%	17%	16%	4	2%	36%	15%	8	4%	21%

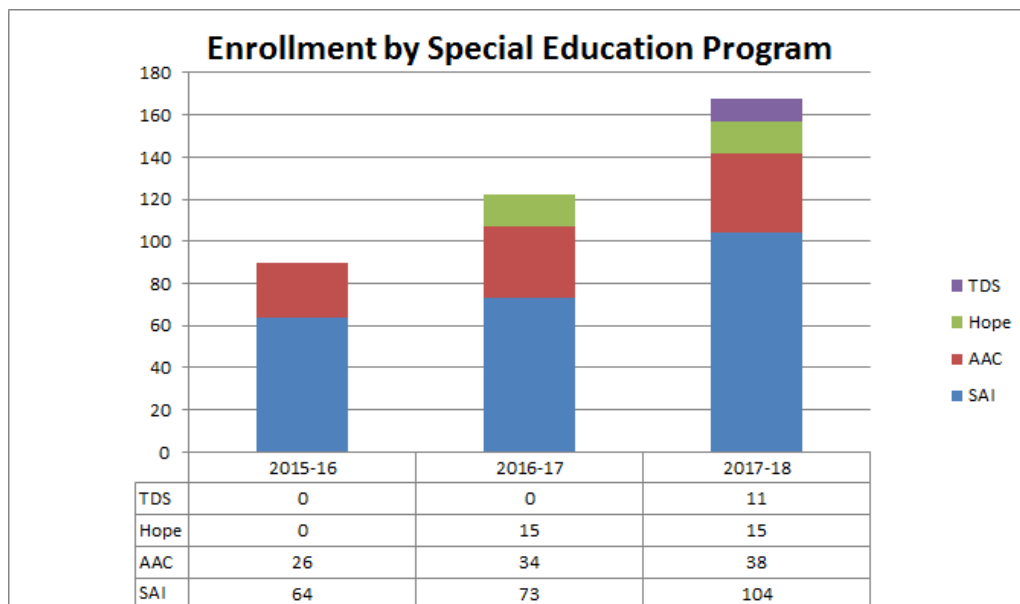
GATE

There was a decrease in total enrollment of students in GATE in 2016 - 2017, with the largest decrease in African American students to 0%, the smallest subgroup of students at Mills. The ethnic representation enrolled in GATE has remained fairly consistent over the years, with students of Asian descent comprising over 65% of enrollment and all other ethnicities underrepresented.

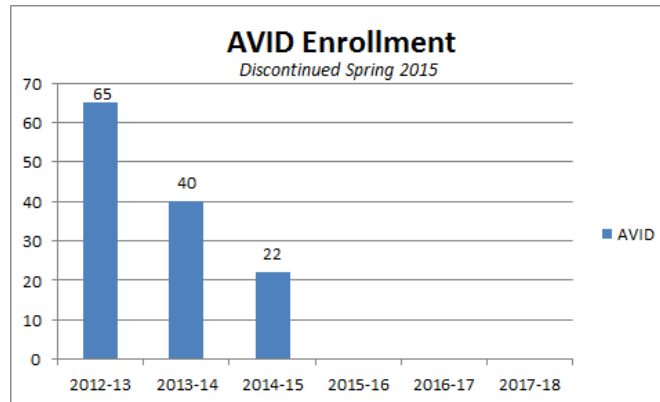


Special Education

Special Education students represent approximately 11% of the student body. The average caseload for Specialized Academic Instruction (SAI) is 20 students. For Applied Academic Curriculum (AAC), which serves students with moderate to severe learning differences, the average caseload is 12 students.

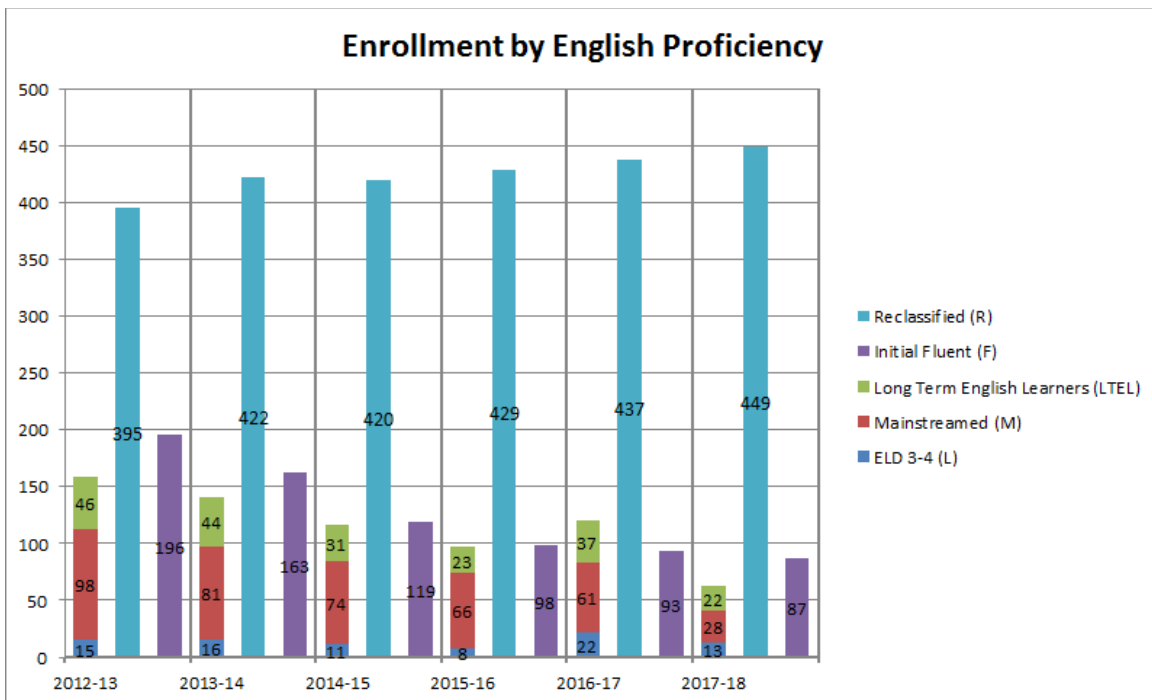


Student enrollment in AVID steadily decreasing from 2012 to 2014. The decline in overall enrollment at Mills led to the AVID program being discontinued in 2015-2016.



Language Proficiency

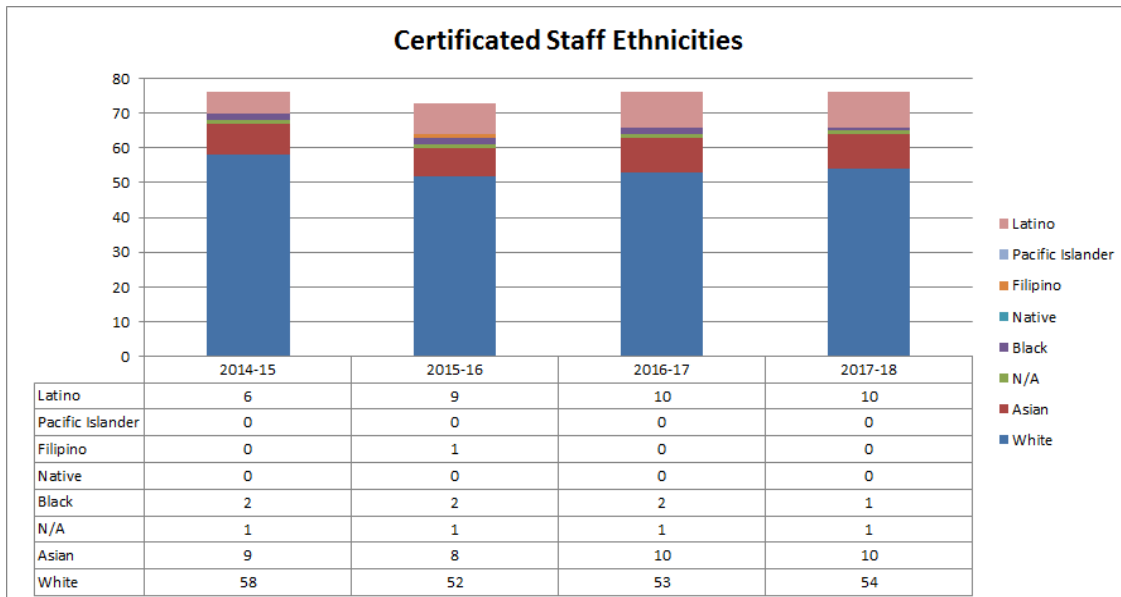
English Learners represent approximately 7% of the student body, another 35% are reclassified and 7% initially fluent (IFEP). Of the 7% ELs, 2% are enrolled in ELD III and 2% are in mainstream classes. The number of IFEP students has been steadily decreasing over the last 6 years, from 15% to 7%.



Data on Addressing the Eight State Priorities

LCFF 1 - Basics (teachers, facilities, instructional materials)

There are 73 certificated teachers at Mills; the three most represented ethnicities are White (73%), Latino (14%), and Asian (14%). From 2014 - 2017, all certificated staff were fully credentialed. This year, there is one incomplete credential.



Support Staff include the following:

Academic Counselor	3.6 FTE
Counselor (Wellness/Social/Behavioral)	2.0 FTE
Library Media Teacher (Librarian)	0
Library Media Service Staff (Library Media Technician)	1.0 FTE
School Psychologist	.8 FTE
Social Worker	0
Nurse	.14 FTE
Speech/Language/Hearing Specialist	.5 FTE
Resource Specialist (non-teaching)	0

Textbooks

All district textbooks are approved by the district governing board and support the California Curriculum Standards. All students are assigned a copy of the classroom textbook.

Reading/Language Arts	Current and meet State and Local Standards/ 2015
Mathematics	Current and meet State and Local Standards CPM/ 2017
Science	Current and meet State and Local Standards
History-Social Science	Current and meet State and Local Standards/ 2015
World Language	Current and meet State and Local Standards
Health	Current and meet State and Local Standards/ 2016
Visual and Performing Arts	Current and meet State and Local Standards
Science Laboratory Equipment	Current and meet State and Local Standards

Facilities

The overall all status of the Facility Inspection Tool (FIT) for the School Year 2017-2018 is “Good,” including ratings in the following areas:

Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical	Good
Restrooms, Sinks Fountains	Good
Safety: Fire Safety, Hazardous Material	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

LCFF 2 - Implementation of Academic Standards

The Academic Core was adopted district-wide in 2004. The goal of the Academic Core is to ensure students are UC/CSU eligible by end of their 10th grade year. The Academic Core includes the successful completion of the following courses:

- Algebra I and Geometry
- English I and II
- One year of science (UC/CSU “D” approved)
- Contemporary World Studies (1 semester)
- Modern World History (1 year)
- World Language (1 year)
- PE (1 year)

Students who complete the Academic Core have passed the required courses with a C or better. In 2014 there was a slight decrease the in the number of student completing the Academic Core from 69% to 64%. The last two years have shown a steady increase in students completing the academic core, 69% in 2015 and a jump to 76% in 2016.

While there still remains a lower percent of Latino, English Learner and Students with IEPs completing the Academic Core, significant gains have been made for these subgroups since 2012. A possible factor contributing to this discrepancy is inconsistent grading practices among teachers.

Students Completing the Academic Core By Subgroup								
Graduating Class	2014		2015		2016		2017	
	#	%	#	%	#	%	#	%
All Students	307	64%	283	69%	279	76%	281	75%
Asian	174	78%	157	86%	162	89%	97	80%
Latino	46	24%	36	28%	32	31%	58	55%
White	59	59%	48	56%	54	69%	37	78%
English Learners	29	10%	19	37%	7	57%	20	5%

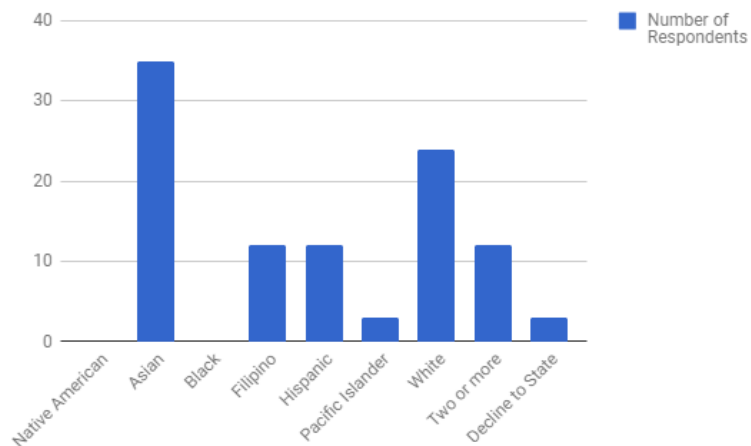
LCFF 3 - Parent Engagement

Parents support Mills in a variety of ways. The current official parent organizations Mills include the Parent Teacher Organization (PTO), Mills Athletic Boosters, Mills Musical Arts Group (MMAG), and Mills Drama Guild. These groups meet monthly on campus to support students and programs. Parents may also attend other parent meetings such as the English Learner Advisory Committee, Latino Parent Group, and Parent project. Parents also volunteer in several

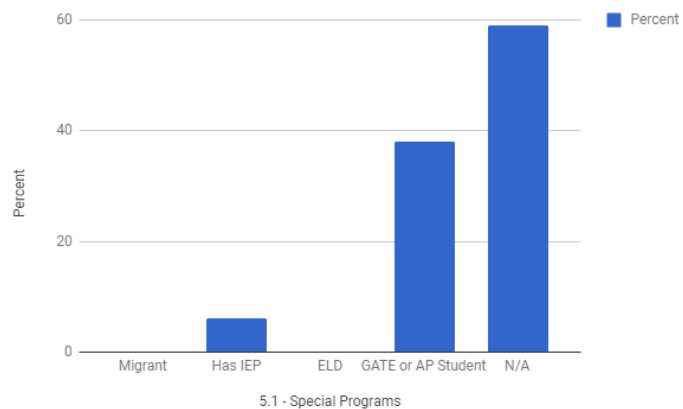
areas: field trips, school performances and presentations, athletic teams, clubs, student registration, and in the library.

Parents are asked to voluntarily participate in the California School Parent Survey at the beginning of the school. Mills had 34 parents who participated in the survey in 2016 - 2017. Full survey results can be found [here](#). In order to get more reliable data it is important to have more parents participate in the survey. Overall, the parent survey results are in alignment with the data analysis from staff, and what students report as well. Selected data has been charted below.

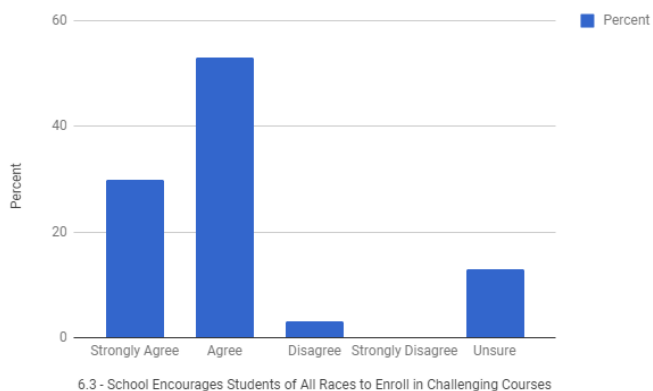
Question 3.3 collected demographic data about the responding families.



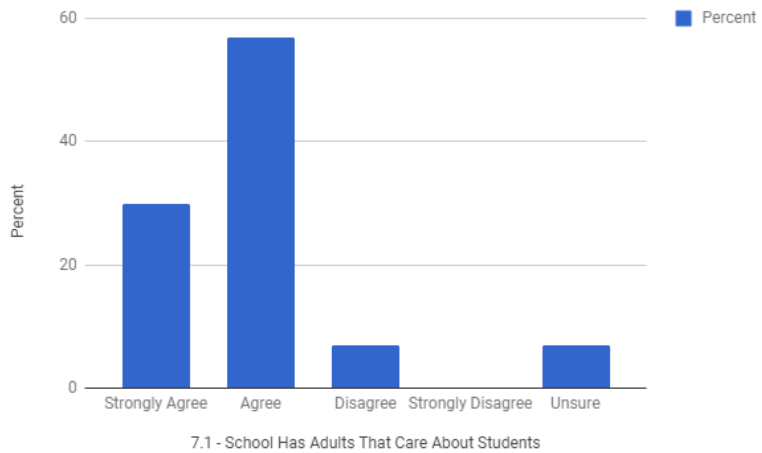
Question 5.1 collected data from the families about what programs, if any, their students had.



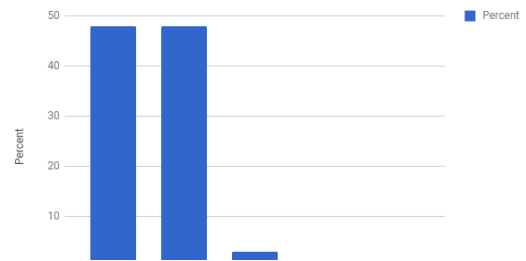
Question 6.3 asked parents whether they believed the school (Mills) encouraged all students to enroll in challenging courses. The vast majority of parents agree that Mills does so.



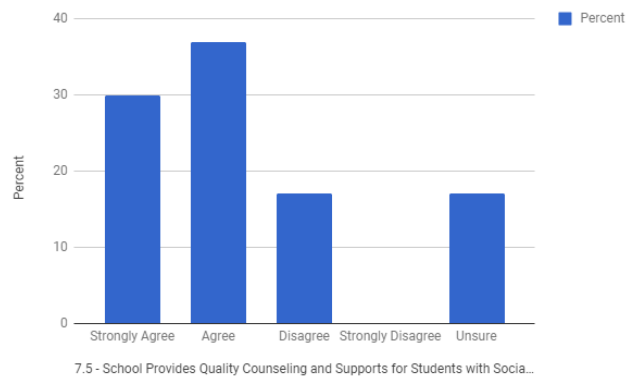
Question 7.1 asked parents whether they believe Mills staff/faculty cares about the students. The majority of parents are confident that our staff and faculty care about their students.



Virtually every respondent agreed that Mills is a safe place for their students, in terms of safety from bullying, violence, etc.

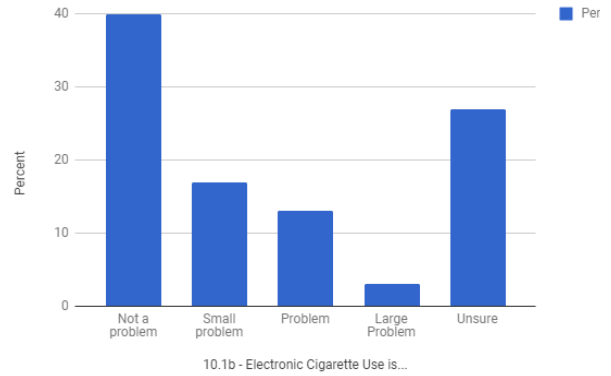
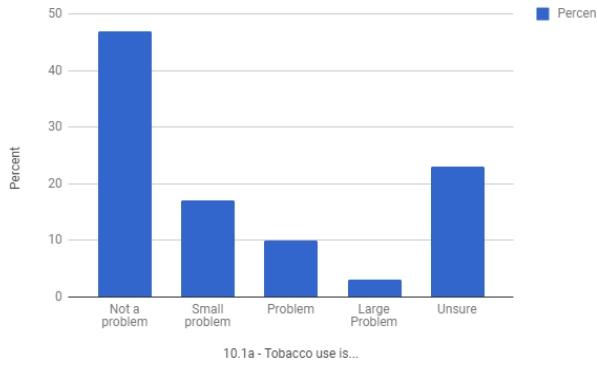


The majority of parents believe Mills has a high-quality counseling staff that is able to meet their student's needs. Almost 20% do not believe so, showing there is room for growth.

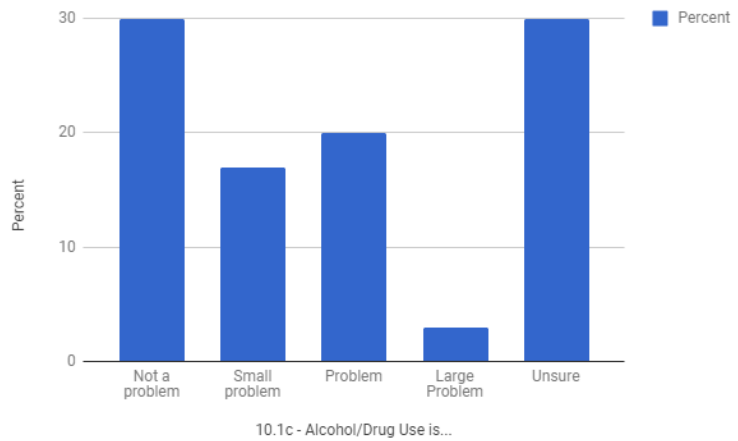


Mills High School ACS WASC/CDE Self-Study Report

In the following three questions, parents were asked whether or not they believed, in their own experiences and what they have heard/observed, that tobacco use, e-cigarette, and drug/alcohol use were problems in the school.



20% of parents believe that alcohol/drug use among students at Mills is problematic, which indicates that there may need to be opportunities for families to learn about substance use and signs of use.



LCFF 4 - Performance and Standardized Tests

Academic Senate Retreat - Data Analysis - Academic Core / CAASPP / CST / PE

This data measures proficiency on CAASPP ELA and Math and CST Science. Based on the data, students in subgroups ELs and Students with Disabilities are the lowest performers on CST Science, with 2% proficiency compared to Asian subgroups at 70% proficiency and overall proficiency at 80%. This finding shows a significant achievement gap that negatively affects White, ELs, Latino, and Students with Disabilities. In addition, the percentage of EL students who did not meet the standards for ELA and Math increased dramatically between 2015 and 2016 (from 13% to 50% for ELA and from 20% to 56% in Math). The decrease, of EL students who met the standards, needs to be investigated. Based on this data, there is a need for more targeted support for all students, with a focus on struggling students.

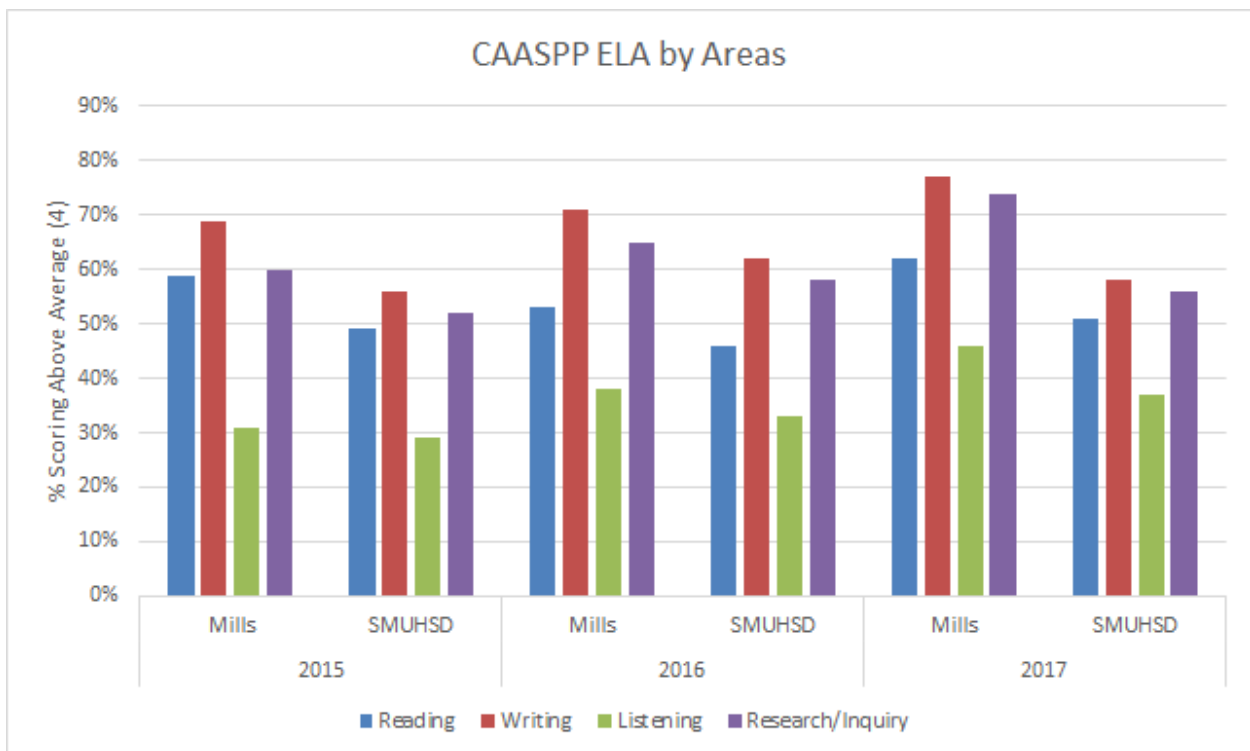
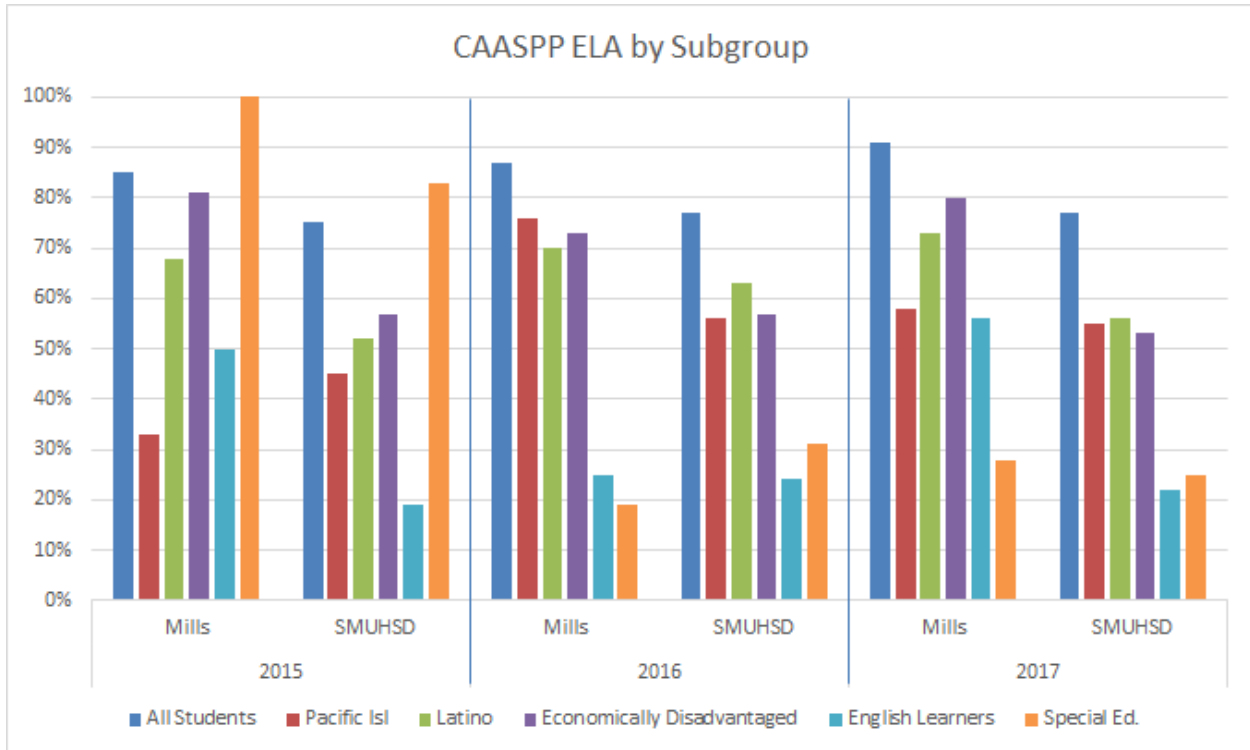
Inquiry:

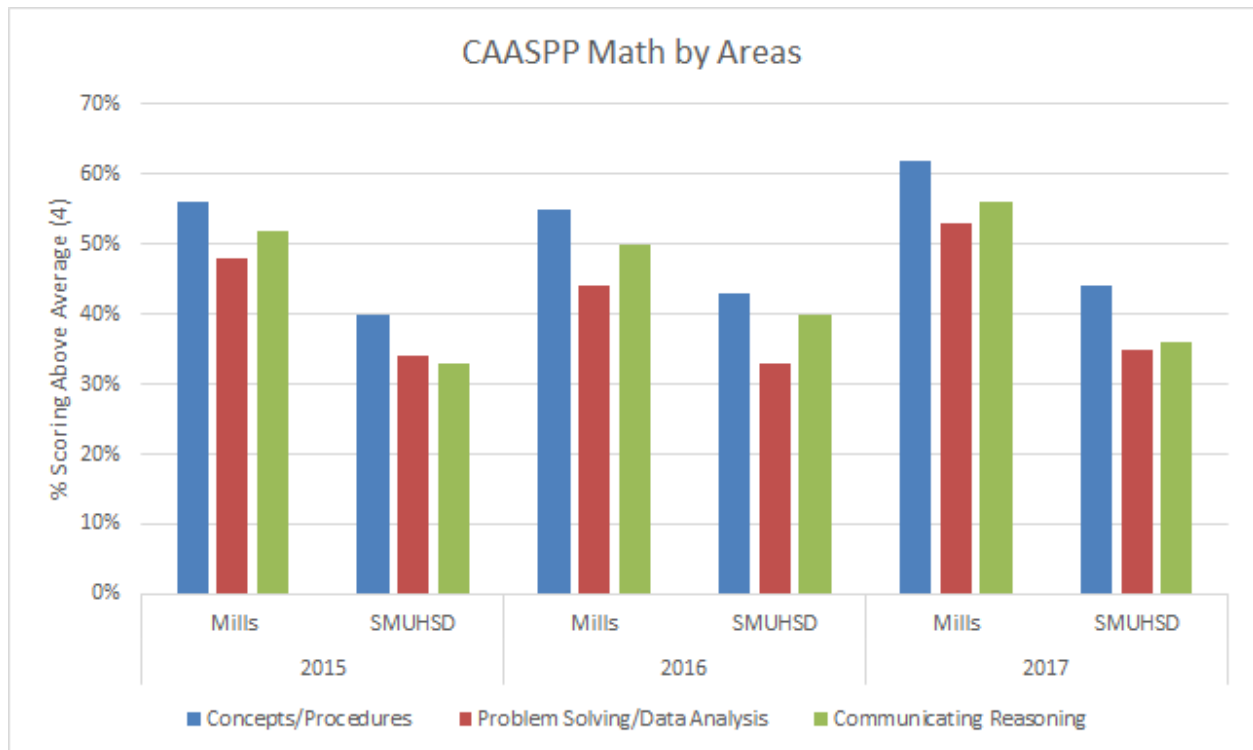
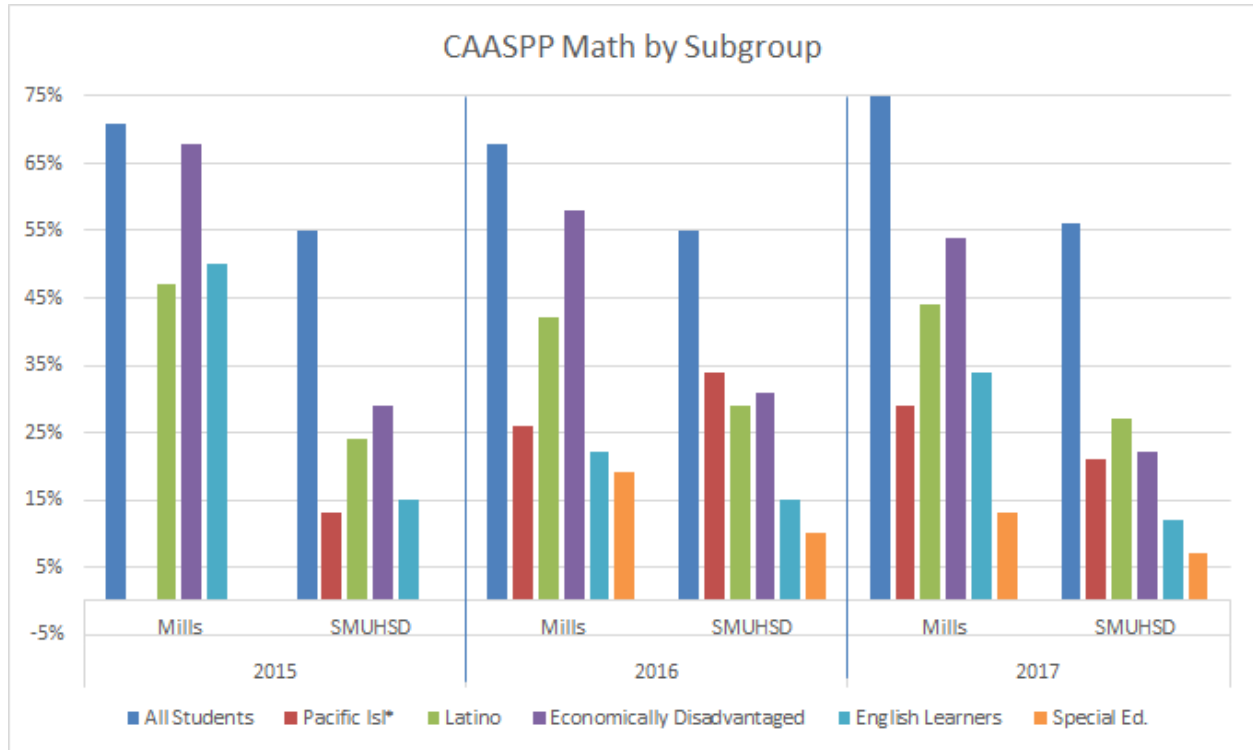
- What support would be more beneficial for EL students?

Disaggregated data is analyzed regularly to identify areas of need and develop schoolwide goals. CAASPP, EAP, and CELDT data are presented at faculty meetings during which areas of strength and areas of growth are examined. Deeper analysis takes place during Academic Senate and School Site Council meetings. These discussions result in the development of the Single Plan for Student Achievement goals. Curriculum alignment, and common formative and summative assessments, are goals for Professional Learning Communities (PLCs) developed during designated collaboration time. Mills has introduced protocols for looking at student work and using disaggregated data to guide instruction. However, there is a need to implement these protocols with more consistency, and focus on students that are not achieving.

CAASPP and EAP

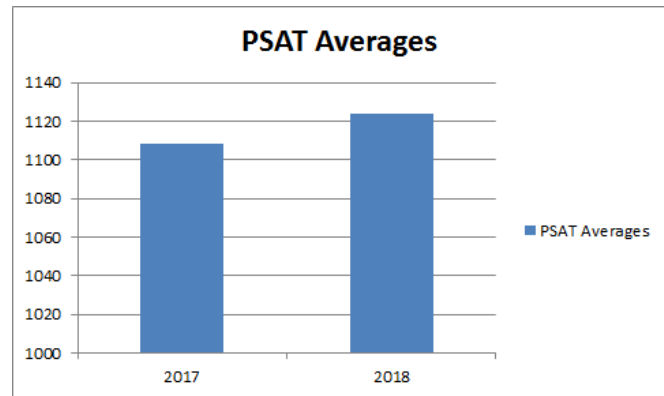
For the last two years, the CAASPP math assessment data shows that the percentage of Asian students (83% / 84%) Exceeding/Meeting was higher than White (64% / 62%), Latino (48% / 40%), and EL students (47% / 22%). There was a particularly large drop in EL students from 2015 to 2016, 47% to 22%. The same discrepancy in scores by ethnicity is reflected in the CAASPP ELA assessment. Overall, there has been growth among all of the groups in CAASPP ELA.





PSAT

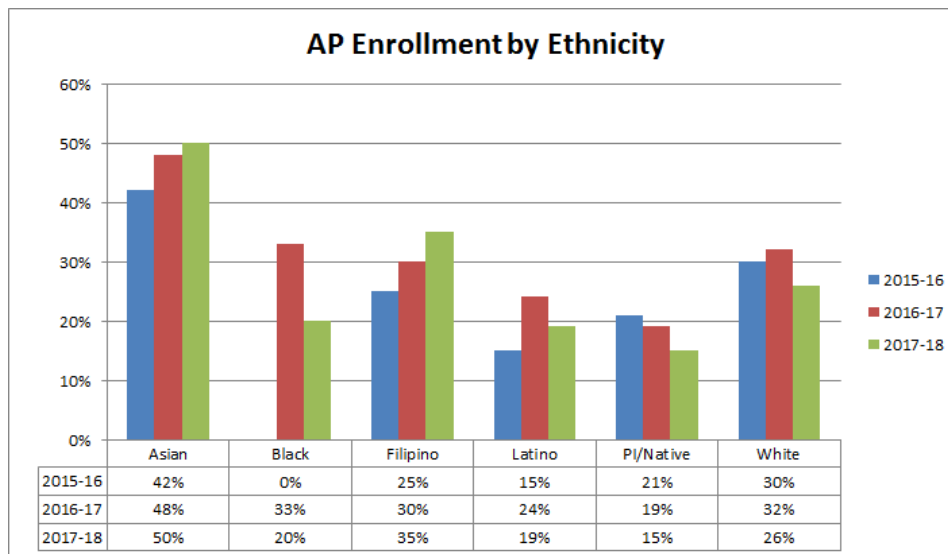
Mills implemented mandatory PSAT testing since the implementation of the new PSAT test in Oct. 2015. PSAT scores grew 15 points from the 2017 Cohort to the 2018 Cohort, which matches the trends of increasing CAASPP scores and expected increases in scores as students and teachers become more familiar with the new test.

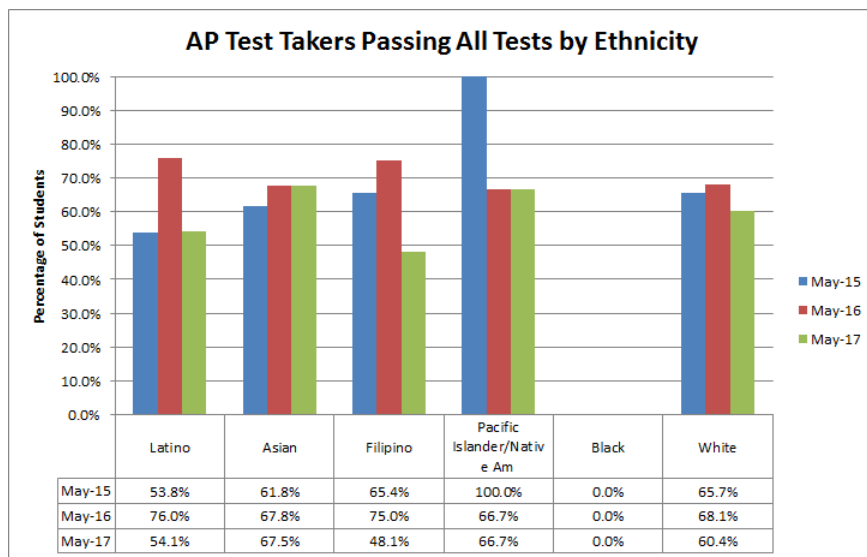


AP

Mills has seen strong growth in the number of AP exams taken and number of exams passed (scores of 3 or higher). In 2017, there was a slight decrease in pass rates, which corresponds with increasing the percentage of students enrolled in and taking AP exams. As expected from the AP enrollment data, Asian students make up nearly 50% of the AP test taker group. Each ethnicity is roughly equally performing in passing all tests taken, though there was a sharp,

unexpected drop in Filipino student performance in testing year 2017.





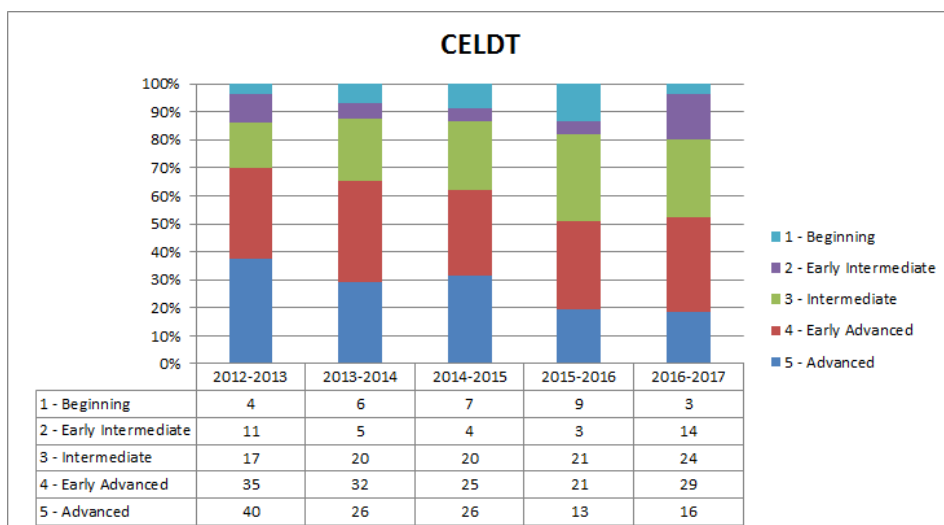
English Learner Proficiency

Academic Senate Retreat - Data Analysis - EL / CELDT / Reclassification

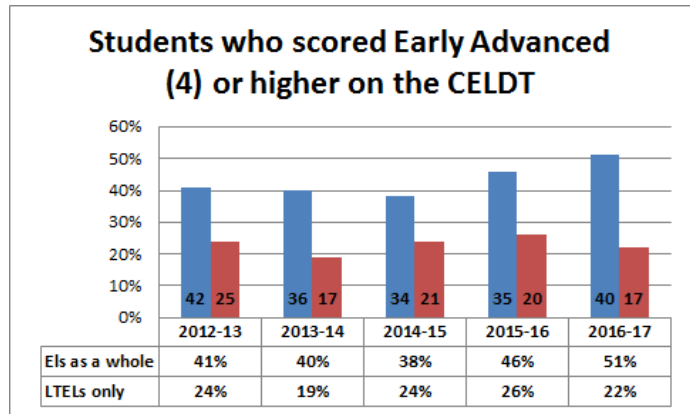
The population of EL students has shifted over the past five years. Previously, more EL students were classified as advanced. Currently, Mills has more EL classified as Intermediate or Beginner. The percentage of students who are Reclassified remains around 30 - 35% from 2012 - 2015.

CELDT Proficiency

Due to low numbers, Mills High School only offers English Language Development (ELD) courses for students with intermediate English proficiency or above. Beginning English learners are referred to other schools with ELD 1-2 programs within the district. The results below indicate that English learners are appropriately placed according to their proficiency needs. However, an analysis of English learner achievement data indicates a significant number of the long-term English learners are struggling

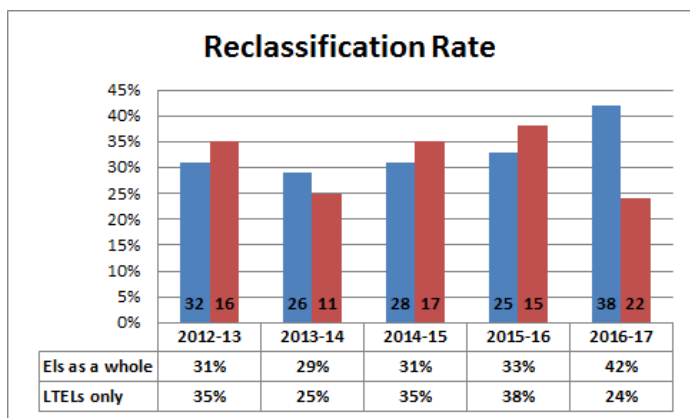


academically. This resulted in the redesign of the EL program in 2017 - 2018, and the addition of a sheltered Biology and sheltered Modern World History class, two classes where English learners received the most significant numbers of D/Fs.



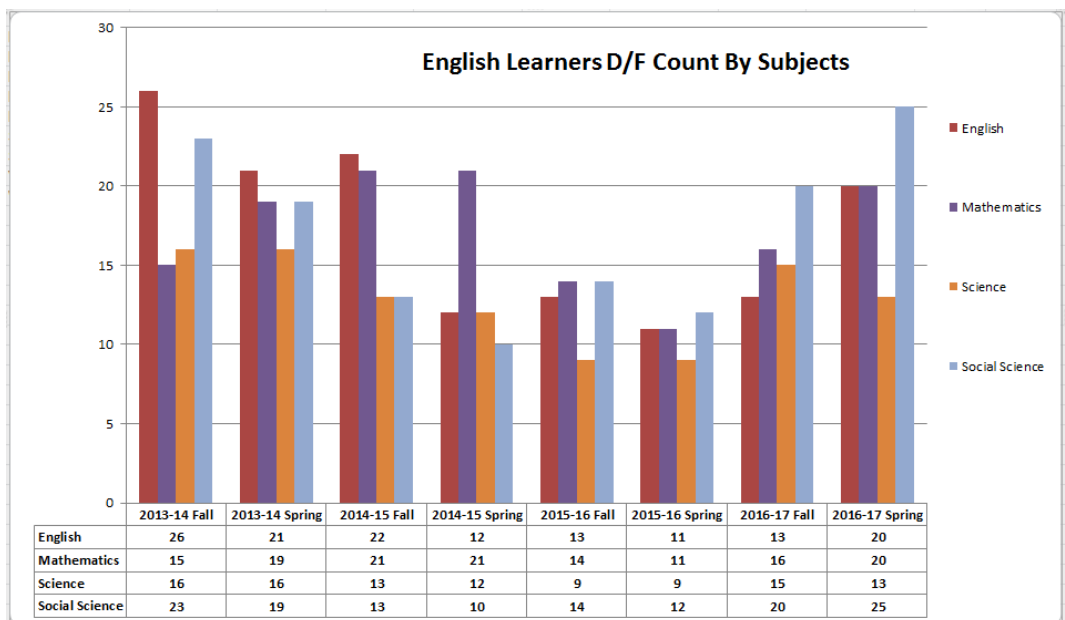
English Learner Reclassification Rate

Overall EL reclassification has remained fairly consistent, ranging from 29 - 33%. There was a slight decline in LTEL reclassification at 25% in 2014 compared to 35% in 2013. LTEL reclassification increased that last two years and reached 38% in 2016.



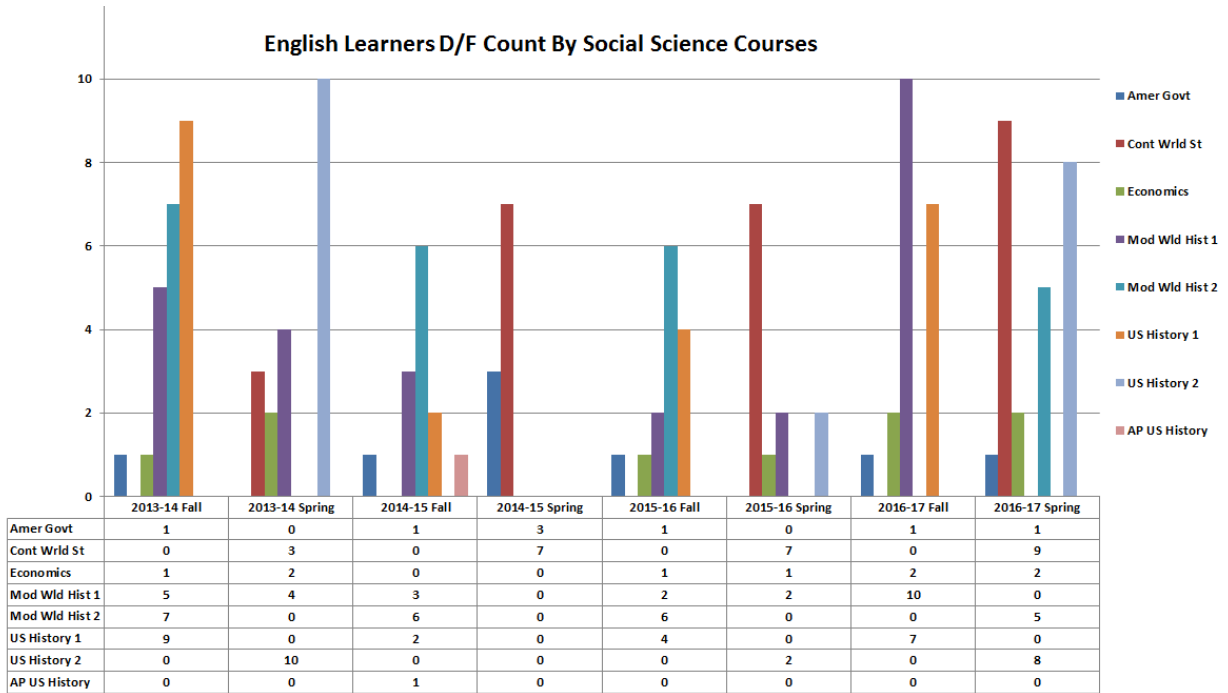
English Learners D/F Count by Subjects

Over the last four years, English Learners consistently struggle with D and F grades in Social Science courses.



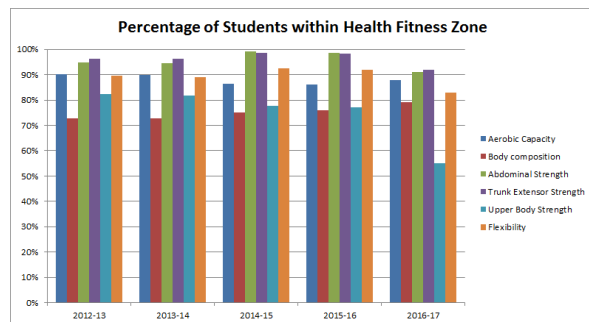
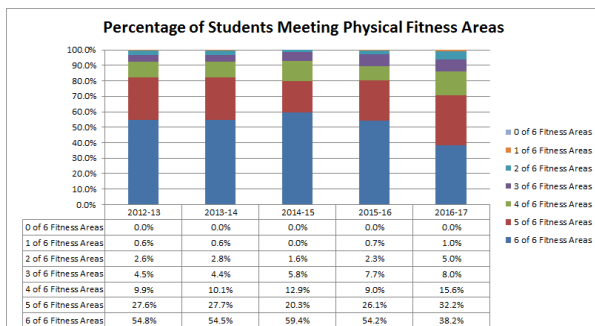
English Learners D/F Count by Social Science Courses

Looking specifically at the Social Science subject for the last four years, most English Learners consistently struggle with D and F grades in Modern World History 2 and Contemporary World Studies. With this data trend in mind, Mills created EL courses for these two classes as a support for English Learners enrolling in 10th grade Social Science.

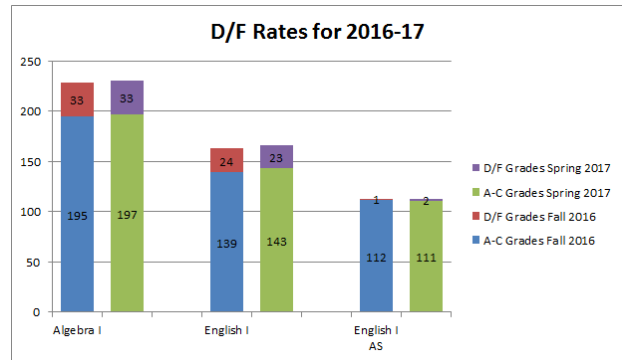


Other Local Assessments

1. PE: Student physical fitness scores dropped significantly in the last school year. The reason for this drop is yet unknown and being discussed district-wide through the PE council.



2. Ds and Fs for last 3 semesters



LCFF 5 Pupil Engagement

Graduation rate

The graduation rate at Mills has remained consistently within the 97% - 99% range.

School Year	%	Total Grads	Total Diploma Bound Seniors	Total Non-Grads
2012-2013	99.69%	324	325	1
2013-2014	99.69%	319	320	1
2014-2015	99.34%	300	302	2
2015-2016	99.29%	278	280	2
2016-2017	99.3%	287	289	2

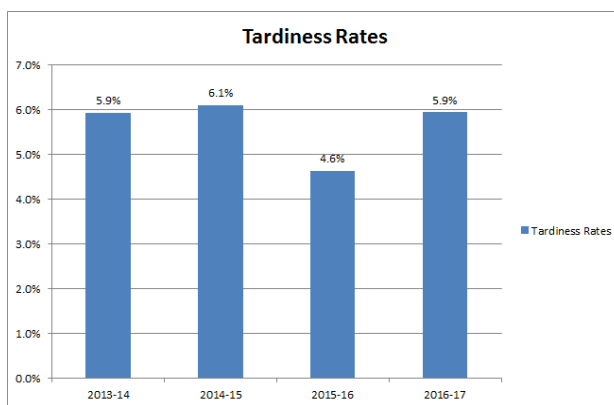
b. Chronic absenteeism

School Year	%	Days of Enrollment	Total Students with (10%) 18+ Absences	Total Active Students
2012-2013	3.52%	185	44	1249
2013-2014	3.98%	185	48	1207
2014-2015	3.68%	185	44	1195
2015-2016	3.27%	185	39	1192
2016-2017	4.49%	180	55	1224

Tardiness rate

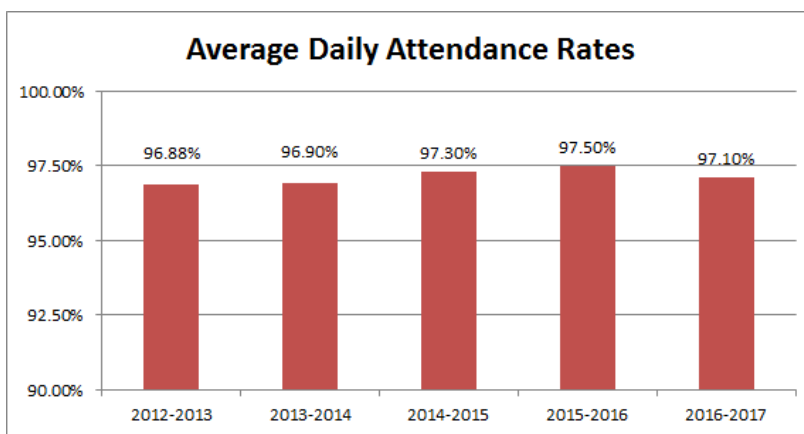
Tardiness rates have remained low and stable over the last few years. We hope to maintain this trend, which has been reinforced through automated phone calls and emails.

Tardiness Rates	2013-14	2015-15	2015-16	2016-17
Total Tardies	13,206	13,325	10,090	13,369
Total Periods	222,893	218,969	218,012	225,417



Average Daily Rate of Attendance

Daily attendance rates have remained approximately constant over the last few years, and are projected to remain that way.



LCFF 6 School Climate

Suspension rate

Suspension rates have remained roughly constant over the last five years. Mills saw a low of 22 suspensions in 2014-15, but overall has decreased the number of suspensions since 2012-2013.

Suspensions by Violation	2012-13	2013-14	2014-15	2015-16	2016-17
48900 (a)(1) Injury/Fight	5	2	0	2	2
48900 (a)(2) Force/Violence	2	1	0	2	6
48900 (b) Weapons	2	2	0	6	3
48900 (c) Possession/Sale of Drugs	6	2	6	2	11

Mills High School ACS WASC/CDE Self-Study Report

48900 (d) Sale of a Controlled Substance	0	0	1	0	0
48900 (e) Robbery/Extortion	0	0	0	0	0
48900 (f) Damage of Property	0	5	0	1	0
48900 (g) Theft	11	3	1	6	3
48900 (h) Tobacco	0	2	2	0	1
48900 (i) Obscene Act/Habitual Profanity	4	0	0	2	2
48900 (j) Paraphernalia	2	0	4	1	3
48900 (k) Disruption/Defiance	30	33	12	27	27
48900 (l) Receipt of Stolen Property	0	0	0	0	0
48900 (r) Bullying/Harassment	1	5	1	2	3
48900 (s) Aid in Physical Injury	0	0	0	0	0
48900.2 Sexual Harassment	5	1	1	4	2
48900.3 Hate Violence	0	0	0	0	0
48900.4 Harassment/Intimidation	1	1	1	1	1
48900.7 Terrorist Threats	0	0	0	1	1
48915 (c)(3) Sale of a Controlled Substance	0	0	1	0	0
<i>Total Code Violations</i>	<i>69</i>	<i>57</i>	<i>30</i>	<i>57</i>	<i>65</i>
<i>Individual Suspensions</i>	<i>47</i>	<i>36</i>	<i>22</i>	<i>28</i>	<i>34</i>

California Healthy Kids Survey

The California Healthy Kids Survey is administered to students during the school day. Data provides staff with information about how students' connectedness to school and student perspective of the school.

Academic Senate Retreat - Data Analysis - Mental Health / School Climate

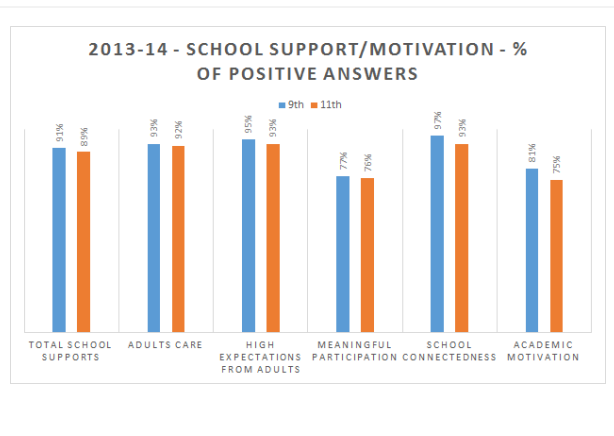
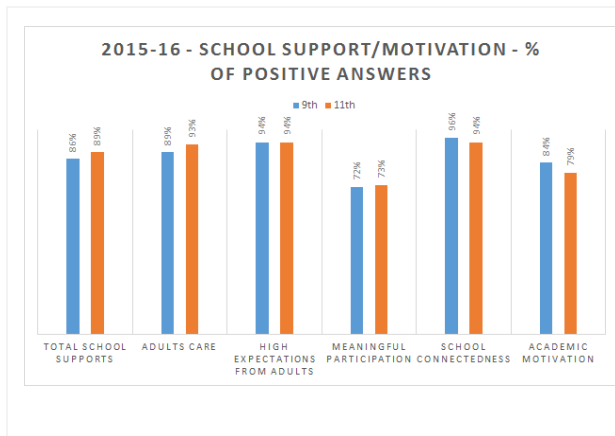
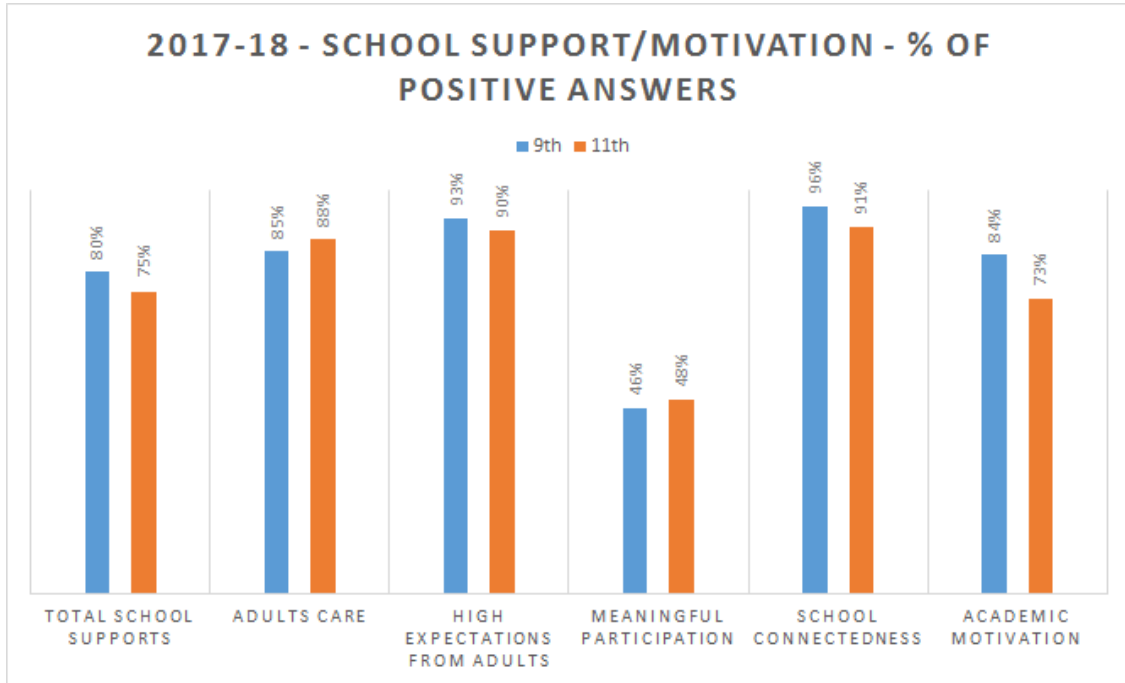
Mills should continue to offer the support groups and classes, as well as clubs. School spirit has increased, increasing connectedness to Mills. The staff questions the validity of the data from 2011 - 2012. In general over 57% of Mills students are happy to be at school, so Mills needs to continue to do more work on community building and support. Adding yoga to PE may have had a positive effect in the last five years with the entering freshmen classes. Staff members are concerned about the low numbers of students feeling safe at school (Graduates of 2010) . This correlates with their attendance rates.

Outcomes:

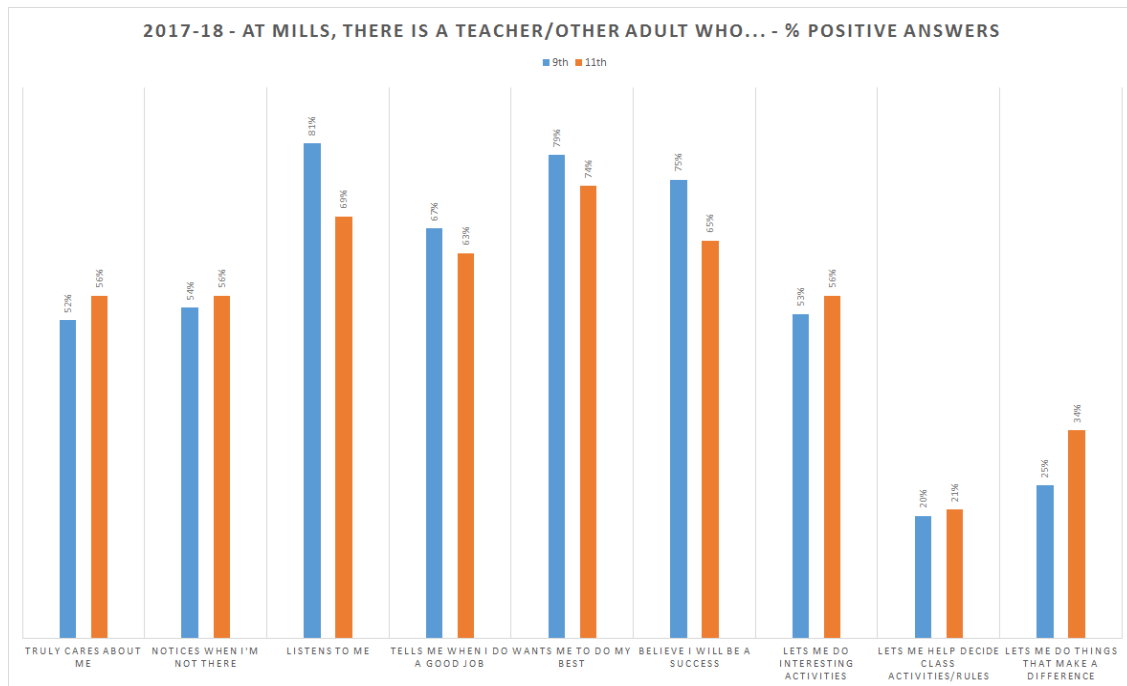
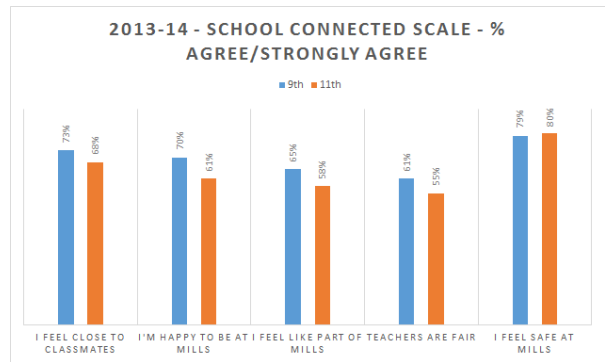
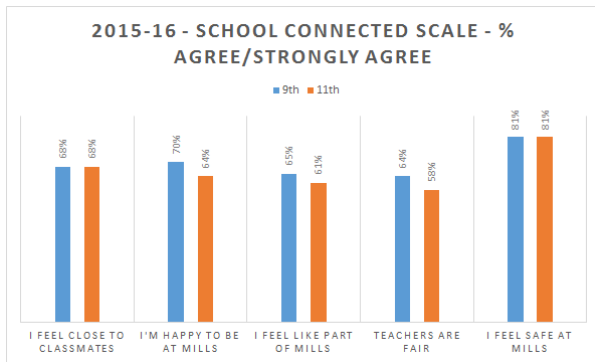
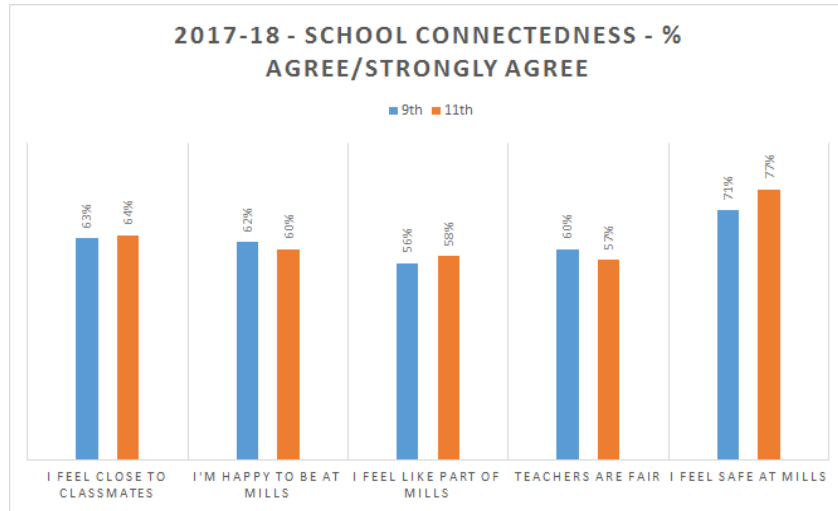
- Provide group support. Continue with wellness center. Expand opportunities for students to connect with different groups of students, adults on campus for sense of belonging.

School Connectedness

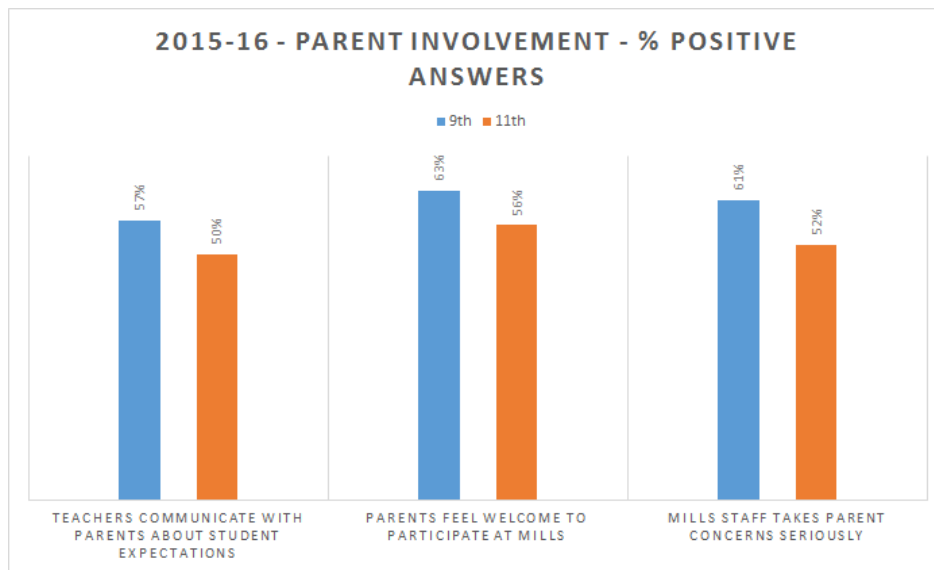
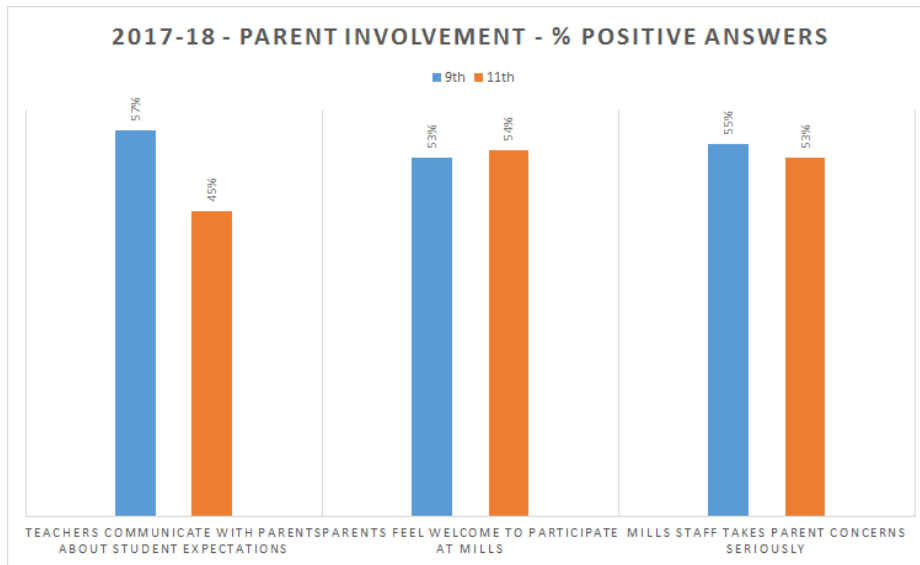
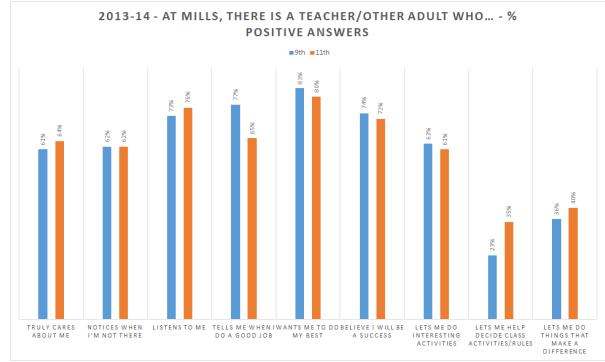
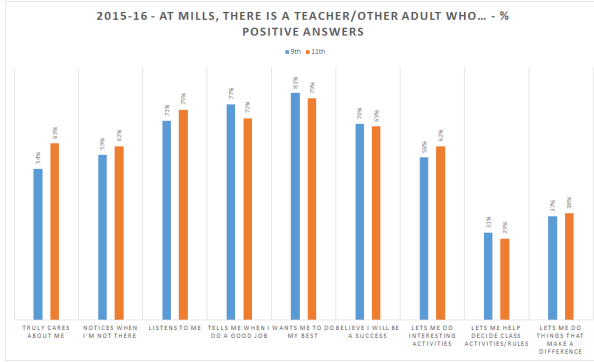
For some of the questions related to school connectedness students at Mills reported feeling less connected compared to the district results. Regarding feeling safe at school, Mills students reported feeling safer compared to the district results. The feeling safe data was consistently high from 2013 to 2015.

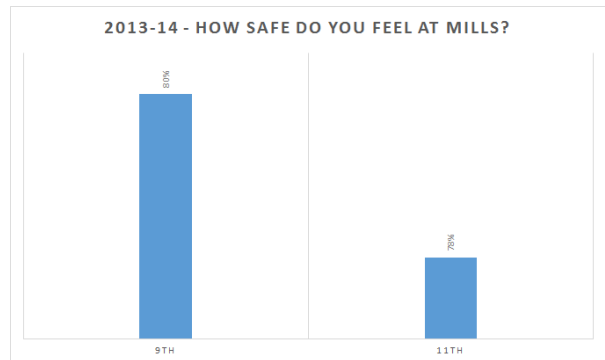
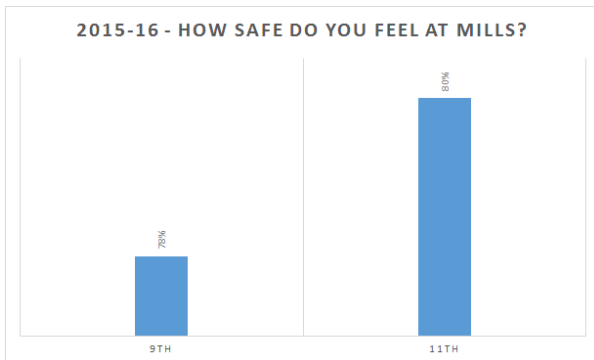
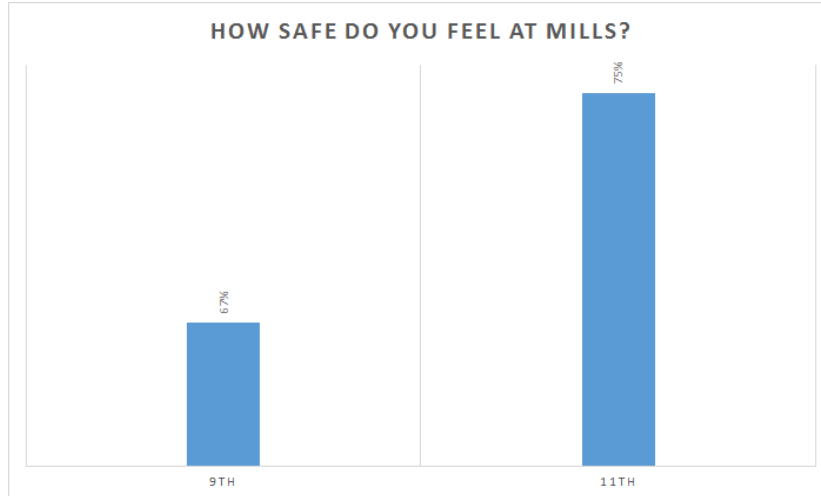


Mills High School ACS WASC/CDE Self-Study Report



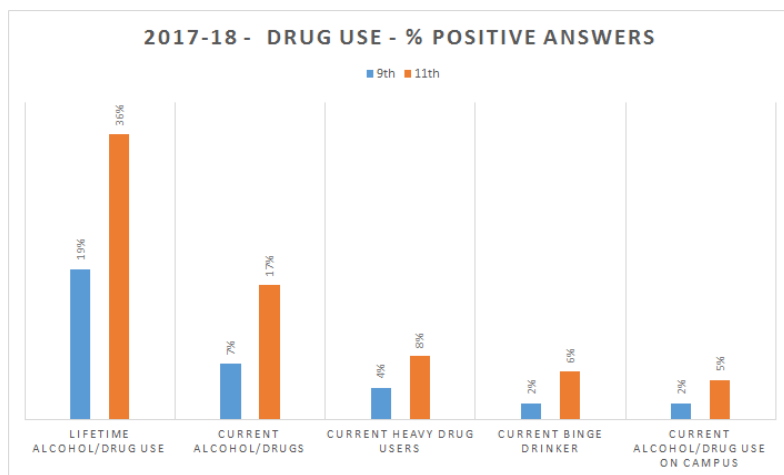
Mills High School ACS WASC/CDE Self-Study Report

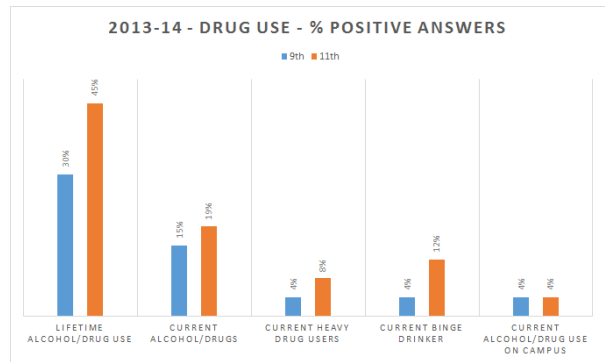
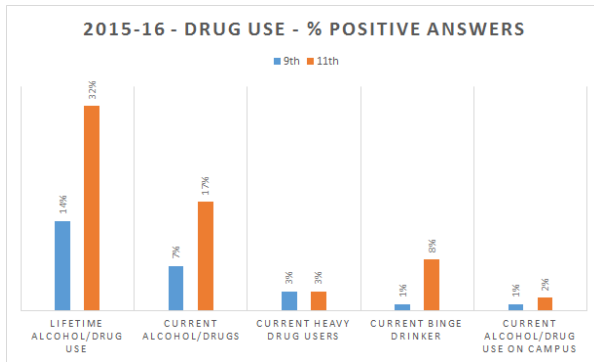




Alcohol and Other Drug Use, Lifetime Use

There is an increase in alcohol and other drug use from 9th to 11th grade. Compared to the rest of the district Mills students report this being less of an issue.





Mental Health

Students were asked the top reasons they are absent from school. After illness, the second highest reason for missing school reported was lack of sleep.

Mills students took this issue further and created a club that gathered more data in 2016-2017 on student mental health. The data expanded on how much students know regarding resources available at school and who students tend to reach out to in crisis mode. In 2017-2018 students lead a mental health awareness assembly for all students.

Expulsion Rate

Expulsion rate was the highest in 2012-2013 and 2015-2016, with four students being expelled. All other years two or fewer students were expelled. With wellness programs increasing in the district, more resources and supports are being provided to students with the goal of decreasing expulsion, suspension, and absenteeism rates. The programs are also meant to provide students with coping skills for dealing with the wellness issues that are affecting their success at school.

Expulsions	Students Expelled	Percent Expelled
2012-13	4	0.31%
2013-14	2	0.16%
2014-15	1	0.08%
2015-16	4	0.34%
2016-17	2	0.16%
Total	13	0.21%

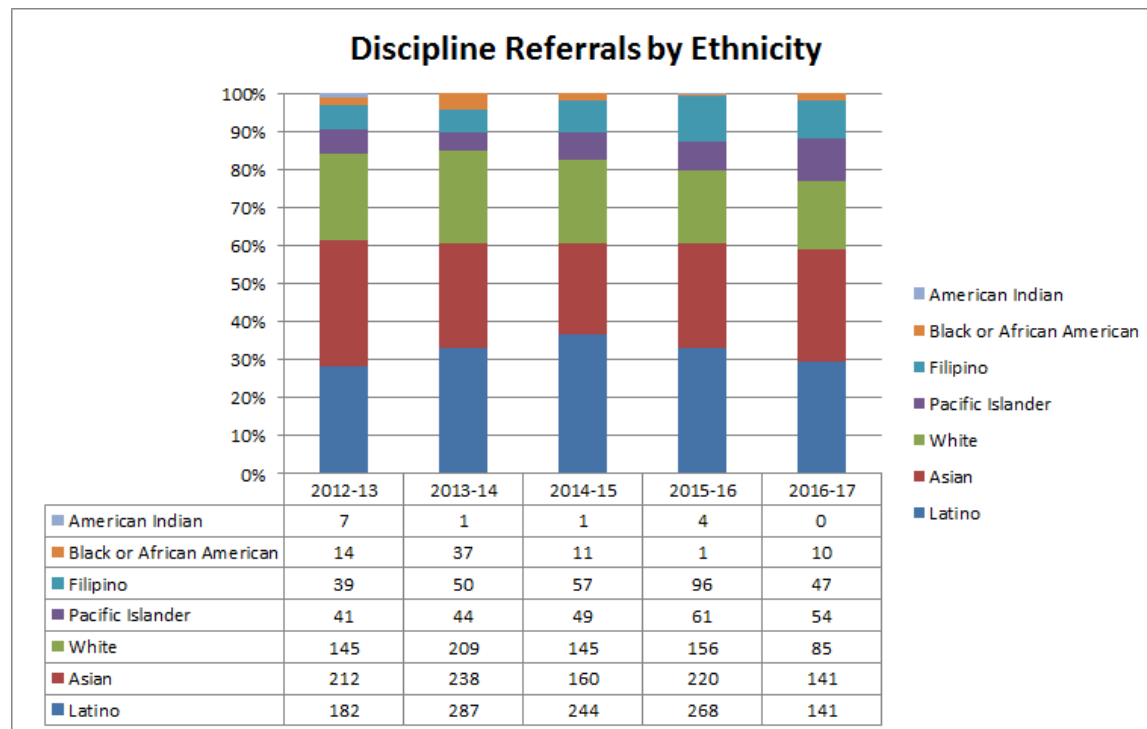
Discipline Referrals

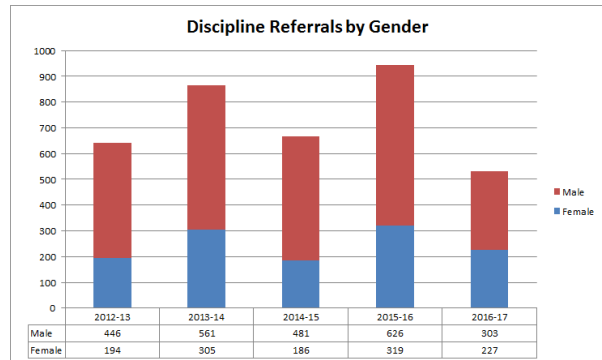
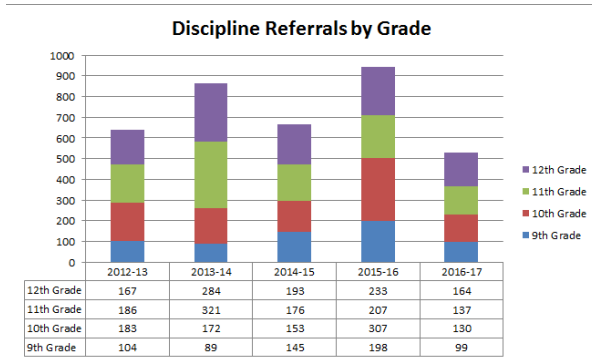
Academic Senate Retreat - Data Analysis - Discipline Referrals

Latino students represent the largest number of referrals, and the subgroup has shown a significant increase from 2014 - 15 to 2015 - 16. This is disproportionate to the total percentage of Latino students which is 21%. Asian student referrals have decreased significantly since 2012 - 13. For all other subgroups including white, Filipino, Black, and American Indian. Males tend to receive more referrals than females -- $\frac{2}{3}$ to $\frac{1}{3}$. Unexcused and excused tardies have both decreased. The suspension rate remains pretty consistent, but has recently shown a small dip. Each of the four years of suspension data indicates that suspensions are primarily due to disruption/defiance.

Inquiry:

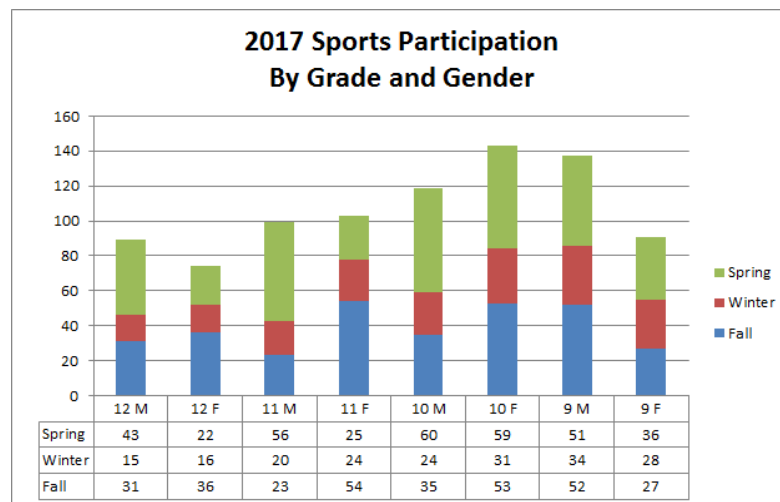
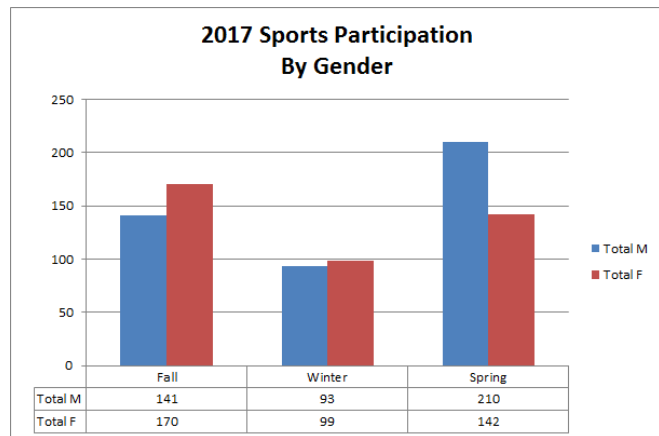
- Why are Latino student referrals so high this past year?
- Are there multiple instances from certain students?
- The tardy rate seems to be getting better but teachers still complain about the number of tardies. Are teachers following tardy policy and referring students for multiple tardies?





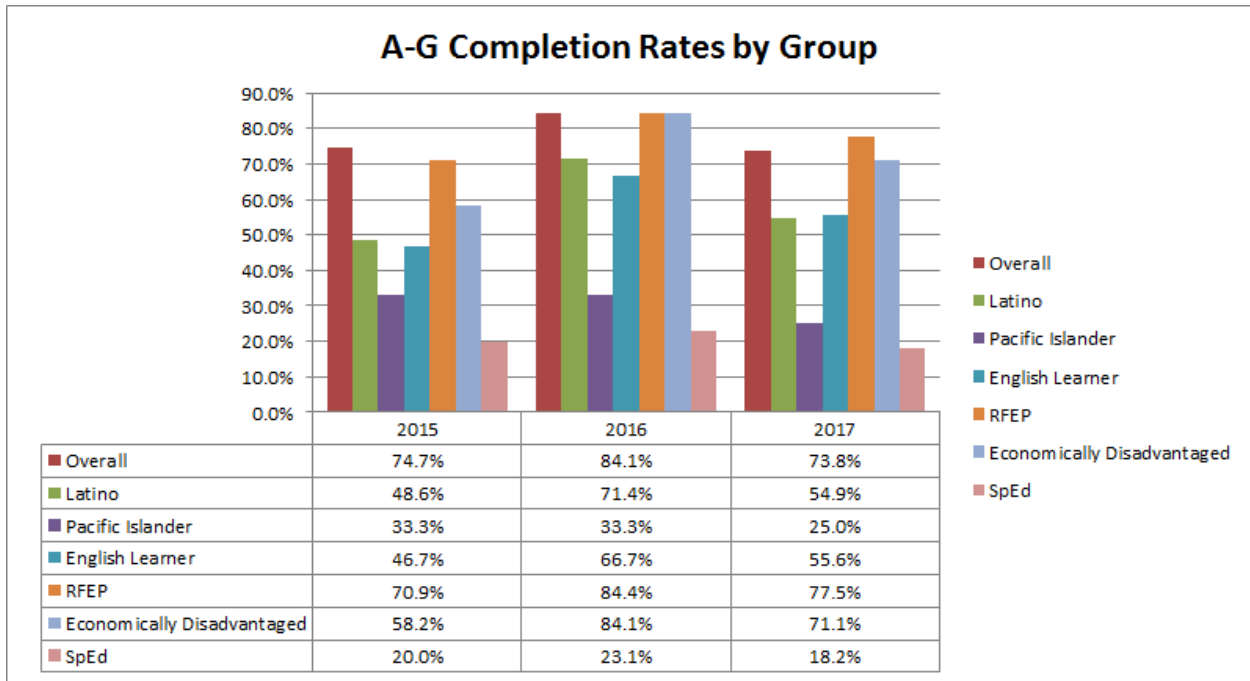
Extracurricular Activities - Sports and Clubs

Mills offers a variety of clubs and sports to all students. There are over 50 different clubs ranging from academic, cultural, science, social justice, and educational themes. Mills High School offers over 25 different competitive sports programs for male and female student athletes. Mills has one of the largest water polo programs in the county, with four teams, and a pool facility that hosts water and swim events. Mills makes it a point to host basketball, water polo, swimming, and track events to showcase the new facilities. Mills sports boosters supports the Mills sports programs and freshmen programs so that more student athletes have opportunities to play a competitive sport.



A-G Requirements

A-G completion rates have remained approximately consistent over the last three years. 2016 saw an overall spike in completion rates, while 2017 closely matched 2015 rates. A-G rates for all groups besides Reclassified English Learners and Economically Disadvantaged students are significantly lower than the overall 74% A-G completion rate, but have generally risen from 2015 to 2017.



Chapter III: Self-Study Findings



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

1. **Cristina Tutaj - Social Science**
2. **Alexandra Dove - Social Science**
3. Tim Christian/Donna Kraus - Dean
4. Ben Goltz - Health and Wellness Counselor
5. Mark Nichols - Career Technical Education
6. Kelly Alberta - English/ELD
7. Joe Hudelson - English/ELD
8. Ivette Zaldivar - Mathematics
9. Caroline Tiziani - Physical Education
10. Charles Olson - Science
11. Angela Zink - Social Science
12. Patricia Jackson - Visual and Performing Art
13. Michele Dudley - Attendance Clerk
14. Katherine Landa - Site Accounting Technician
15. Maurine Seto - Staff Assistant - Administrative Services
16. Becky Shiozaki (retired) - Office Assistant
17. Tammie McGee - Administrative Assistant
18. Joy Kim - Library Media Tech
19. Gaby Gonzalez - Facilities Manager

A1. Vision and Purpose Criterion

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

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Mills High School has clear and established mission and vision statements. The Mills Community has been involved in creating the mission statement and revising the Student Learning Outcomes, SLOs. These have been periodically revisited and revised by Faculty meetings, Academic Senate meetings, Mills Planning Commission, and Department meetings made up of teachers, administrators, parents and community members. Each curriculum council also establishes annual goals for the specific curricular area.

School goals and improvement efforts focus on providing a rigorous and relevant curriculum in a supportive learning environment based on best practices and current research and in the belief that all students can learn at proficient levels. Research includes studies by Carol Dweck on Growth Mindset, by the Center for Public Education, and OECD on Educational Equity. The school goals are also influenced by the P21 Framework, which incorporate the 21st century skills identified by the business community as essential skills for the workforce. This research guides our school vision and curriculum goals.

The mission and vision statements address the diverse nature of the Mills High School community, and the importance of creating a supporting teaching and learning environment for all students.

The San Mateo Union High School Board of Trustees and the District's central administration are committed to supporting the academic and personal development of all students. The support is evident through the District's attention to Academic Core Data, CSU/UC eligibility rates, and other Site, District and State common assessments as well as the District's open

enrollment policy for all Honors and Advanced Placement classes. To assist all students in meeting graduation requirements, the District has implemented a 7-period day schedule to afford strategic support classes (Algebra Support and English Support), Guided Studies 9, 10, 11 and OSCR (Blended Learning) classes for credit recovery.

To further support student achievement and personal growth, the District and local control funding supports the following personnel to ensure a safe and supportive school environment: four guidance counselors, two Wellness Counselors, Wellness Coordinator, a College and Career Adviser, an English Learner Specialist, Homework Support Coordinator, Health Aide, Library Media Technician, Career Awareness Coordinator and Student Data Analyst. In addition, the District has successfully passed three separate school bond measures, Measures D, M and O, over the past 11 years. The respective bonds have funded the modernization of the entire school facility.

District policies and procedures are posted on the District website and reviewed regularly. The mission and vision statements at the six schools in the district reflect a level of cohesion between the District and school sites. The District and the site mission statements both seek to challenge and motivate students to achieve at high levels and support the importance of learning as members of a diverse community.

Findings	Supporting Evidence
<p>Mission and Vision reflect current student needs, educational research, and a strong belief that all students can be academically successful and have been revised due to evidence from ongoing discussions have taken place at PTO, MPC, Academic Senate and individual department meetings.</p>	<p>PTO, MPC, Academic Senate, Faculty, and Department agendas and minutes</p> <p>Admin, Professional Development TOSA</p>
<p>Student achievement data and sharing of best instructional practices is common at faculty and department meetings.</p>	<p>Growth Mindset “Students embrace learning for growth...”</p>
<p>Educational research guided creation of new Mission and Vision. Research includes relevant findings on equity, inclusion of students with IEPs in the mainstream and growth mindset.</p>	<p>Well-being matters</p> <p>Equity and supports for disadvantaged youth</p>
<p>SLOs were created to address and promote student well-being and community involvement from Mills students.</p>	<p>Educational Equity</p>
<p>Findings that directed development of SLOs include data derived from the district LCAP, current educational data, student achievement data and sharing of best instructional practices at faculty and department meetings.</p>	<p>Inclusion of Students with IEPs in the Mainstream</p> <p>Example of Department Agenda Sharing Achievement Data and Creating Goals</p>

[Example of Department Agenda](#)

[SLO Revision Activity](#) Whole Staff

[SLO Revision Activity Academic Senate](#)

[LCAP](#) 2016-2017

The Mills school wide Mission Statement is posted on the Mills website.

Mission statement and SLOs are posted in most parent information guides.

SPSA and SARC located on the school website

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

The Mills faculty and staff reviewed and revised the Schoolwide Learner Outcomes with input from all departments, Academic Senate, and the Mills Planning Council (school site council). Initially, the Schoolwide Learner Outcomes were critiqued within individual departments. Each department reviewed the original Schoolwide Learner Outcomes, addressed concerns, and participated in the refinement of the older Schoolwide Learner Outcomes and the creation of the new Schoolwide Learner Outcomes. This process was highly effective as it led to the incorporation of various perspectives, which led to further discussions and refinements of the Schoolwide Learner Outcomes. In Spring 2017, each department brought their revised Schoolwide Learner Outcomes to the Academic Senate and MPC for discussion, input, and revision. The Schoolwide Learner Outcomes were then reviewed and edited by a the site Leadership Team. The revised Schoolwide Learner Outcomes were approved by the faculty, staff and Mills Planning Council (MPC) in the spring of 2017. Although Mills High school updated

the SLOs, there is still a need to engage students on a larger scale for feedback. The revision is an ongoing process based on the needs of students.

The Governing Board regularly monitors school and student performance of District, State and National assessments and academic standards through various Board presentations and/or Board Study sessions. The Governing Board receives annual reports on student performance data that is disaggregated by site and by specific statistically significant student groups. Each fall, schools present the Single Plan for Student Achievement (SPSA) for Board review.

In addition, each fall, the Superintendent presents District goals aimed at supporting student achievement of the expected schoolwide learning results, academic standards and the District's graduation requirements. The Board engages in a vibrant discussion around yearly District goals to ensure high levels of engagement and support for student learning. Site principals develop site goals based on the Superintendent's District goals.

Findings	Supporting Evidence
<p>The Mills faculty and staff reviewed and revised the SLOs with input from all departments, Academic Senate, and the Mills Planning Council (school site council). The revision is an ongoing process based on the needs of students.</p>	<p>Academic Senate, PTO, Department, Faculty and MPC agendas and minutes</p>
<p>SLOs are now posted in classrooms and in some course syllabi. SLOs are shared at Back-to-School Night.</p>	<p>Classrooms</p> <p>Back-to-School Night Presentation</p>
<p>Site goals are informed by the LCAP and the Superintendent Goals creating alignment, coherency and consistency regarding student learning outcomes.</p>	<p>Classroom Presentations during Back-to-School Night</p> <p>Superintendent Goals approved by the Board</p>

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

The SMUHSD enacts an annual process of LCAP engagement by which District leadership holds meetings with representative students, staff, parents, and other school community

members. This process is outlined in detail in the “Stakeholder Engagement” section of the District LCAP (pages 42-48). These meetings with students, parents and community groups met the statutory requirements for LCAP stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01 as well as internal stakeholders - certificated and classified staff.

Findings	Supporting Evidence
LCAP Parent Advisory - comprised of the required Parent Advisory Committee representation as well as members of the broader community.	LCAP Stakeholder Presentation to School Site Councils
LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of English Learners from across all of the district's school sites.	List of LCAP Advisory Participants
School Site Councils (SSC)/Mills Planning Council (MPC) meetings.	MPC presentation regarding School Goals
Site Leadership Teams (comprised of administrative and teacher leadership) meetings.	ASB Agenda and Minutes
English Learner Advisory Committees (ELAC) Associated Student Body (ASB) Representatives - from across all school sites.	ELAC Agenda and Presentation
Parent Teacher Organization meetings	PTO Presentation on Vision/Mission and School Goals
Collective Bargaining Units - both classified and certificated.	School Website
District Curriculum Coordinators	District Website
	CA School Parent Survey Results

A2. Governance Criterion

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

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

The SMUHSD complies with all state Education Codes and has an attendant set of [local policies and administrative regulations](#). The District’s policies related to specific duties and roles of the governing board and district administration are outlined in District policy, [BP 2000](#) related to Administration. In summary, these policies indicate that district administration performs the essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy. Furthermore, the Board and Superintendent work together as a team in the exercise of district governance. The Board and Superintendent have established protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

In addition, the governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college-and-career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Findings	Supporting Evidence
<p>The district’s website has a complete accounting of policies and procedures listed under “Policies and Procedures” (BP 2000).</p>	<p>Procedures/policies found on the SMUHSD website under Board “Policies and Procedures”</p>
<p>Assessment of effectiveness of complaint and conflict resolution procedures done at the district level through William’s Uniform Complaint procedures.</p>	<p>Williams Uniform Complaint link on District Website</p>

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Online instruction is used for credit recovery purposes in the general education program and monitored by credentialed teachers. It is also used in the special education program in the HOPE and TDS classrooms for students to earn credits and is monitored by the special education teacher. Students are provided devices during the scheduled period of online instruction. The district publishes an acceptable use policy as part of the annual registration of students, and this policy is included in the Mills Student & Parent Handbook.

Findings	Supporting Evidence
	Acceptable Use Policy

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

In addition to the basic policies and procedures regarding the duties of the Board and district administration, there is also a clear delineation of the roles and responsibilities of the professional staff and board. As indicated in A2.1, these role clarifications are outlined in [BP 2000](#). The District School Board sets and monitors district policy and oversees the District budget while the Superintendent and district professional staff enact policy and operate the schools.

There is a clear understanding about the relationship between the Governing Board and the responsibilities of the professional staff. The governing board requires that all teachers be evaluated based on the following triennial cycle: full evaluation, expedited evaluation and then one year without evaluation. The evaluation of all certificated teachers is based on the California Standards for the Teaching Profession. All teachers on full evaluation will engage in on-going self-assessment and identify at least one SMARTe professional goal to improve instructional practices connected to student learning and achievement. 34 Certificated are on Full Evaluation cycle this school year; 25 are receiving support from an Instructional Coach (IC) (74%); Counselors and any Certificated with less than a .4 FTE are not considered for IC support. In addition, since each site was reduced a .2 IC in the district due to budget cuts last year, 4 credentialed teachers voluntarily agreed to write a Professional Growth Plan (PGP) in lieu of IC support. See [TES guidelines](#) and [PGP guidelines](#). The evaluation process clearly

outlines the responsibilities expected of all teachers and indicates at what capacity teachers are fulfilling their responsibilities. All teachers on the evaluation cycle receive Introduction to CANVAS and the Teacher Evaluation Program - [CANVAS Evaluation Cycle handbook](#).

Pertaining to new teachers in the district, new employees are asked to attend the District New Teacher Orientation Meeting - [CM training for New Teachers](#) , Mills [New Teacher Orientation Agenda](#), and District BTSA/New Teacher Training.

District policies and procedures are posted on the District web site and reviewed regularly. The mission and vision statements at the six schools in the district reflect a level of cohesion between the District and school sites. The District and the site mission statements both seek to challenge and motivate students to achieve at high levels and support the importance of learning as members of a diverse community.

Findings	Supporting Evidence
Governing Board requires all teachers be evaluated every two years.	Evaluation Process /Cycle - CANVAS Evaluation Cycle handbook
All teachers sign a contract that outlines teacher responsibilities.	SMUHSD Contract
At monthly public Board meetings various groups share out information with the Trustees.	Annual Reports to the Board
The governing board has stated philosophy, goals, objectives, published minutes, and comprehensive plans.	Board Meeting Minutes
Numerous district-wide meetings involving members of each school site meet during the course of each month to discuss the interests and goals of the governing board. These meetings include the various curriculum councils, the Management Policy Group (MPG) composed of site principals , Assistant Principal Council and Curriculum Instructional Council (CIC).	Curriculum Newsletter Community Events of Interest Professional Development, Conferences, Workshops, or Scheduled Activity Requests

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Mills has an English Learner Advisory Council (ELAC) consisting of parents/guardians who have a student in the school’s EL program. The group meets three times a year to provide input on how to improve the site’s EL program through personal feedback and response to data. The ELAC is also encouraged to provide feedback on the school’s SPSA. In addition, Mills denotes one ELAC representative from our site to meet monthly with the DELAC (District English Learner Advisory Council).

The annual principal’s welcome back letter to families outlines opportunities for parent involvement at the school site, in addition to outreach efforts by the PTO Board and president.

The school board requires that each school has a site council with representation from certificated staff, classified staff, students, parents, administration, and community. This group, called the Mills Planning Council or MPC, is responsible for discussing and implementing some governing board policies and decisions that affect the school. The MPC, with input from Faculty and Staff, is responsible for approving the Single Plan for Student Achievement which is then presented to the Board for final approval and is responsible for approving Professional Development funds requests. MPC meetings begin with a “share out” from all “bodies” and allows for clarifying questions from the committee. Site budgets are reviewed to support transparency.

Findings	Supporting Evidence
<p>The site council at Mills is the MPC, composed of administrators, teachers, certificated and classified staff, parents, and students. Published agendas from the meetings are on the school’s website.</p>	<p>Site Council Minutes</p> <p>ELAC Agenda and Presentation</p> <p>PTO Presentation on Vision/Mission and School Goals</p> <p>Community Member Information on District Website</p> <p>SPSA Reports</p>
<p>The district website outlines community relations.</p>	
<p>School’s SPSA Reports available to community on school website</p>	

Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student*

performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

The SMUHSD Governing Board conducts an annual evaluation of the Superintendent. This evaluation process is outlined in Board Policy ([BP 2140](#)). In addition, the governing board receives reports on the academic and social-emotional progress of students in the schools and provides input to the Superintendent in the ongoing monitoring of school progress and corrective actions.

The Governing Board’s evaluation and monitoring procedures are posted on the district website. The agenda is posted before each board meeting and the minutes are posted after each meeting. There is a Construction, Policy, Property, Budget Advisory and Citizen Oversight Committee that meet separately throughout the year as well. Their minutes and agenda are posted on the district website as well. The board policies and protocols are on the district websites and state that the board is monitoring and evaluating the student performance, school operations, and fiscal health.

The District undergoes a comprehensive annual LCAP input process that engages all stakeholders in examining student learning metrics and the development of annual goals.

Findings	Supporting Evidence
The School Board has published policies on the district website to review student performance and school operations.	General District Assessment Information
Board Policy of Facilities is clearly outlined on the district website.	California Dashboard
There is a Budget Advisory Committee of the Board. They post their agenda and minutes on the district website before and after each meeting.	College Board (AP test results in Data Module in CANVAS) Grades/Evaluation of Student Achievement Site review of D/F Lists CAASPP
Business and Non-Instructional Operations are clearly defined on the district website	LCAP and Stakeholder Input Process SPSA Stakeholder Input
Governing Board receives reports to provide input to the Superintendent to monitor school progress and corrective actions	MPC) agendas
	School Loop
	Budget Advisory Committee of the Board
	District Website

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

The District complies with the *Williams Uniform Complaint Procedures* for all board/school complaints and resolution of conflicts. These procedures are outlined in [Board Policy 1312.3](#). These complaints are reviewed on a quarterly basis and the overall procedures are reviewed annually by the local governing board.

Parents are encouraged to lodge complaints at site or local level prior to resorting to district-wide uniform complaint.

The Governing Board’s complaint and conflict resolution procedures are clearly defined on the district website. All shareholders have clearly defined procedures to follow should a complaint be necessary.

Findings	Supporting Evidence
<p>The district website has links to address complaints concerning district employees, complaints concerning instructional material, and uniform complaint procedures.</p>	<p>District Website under “Community Relations” tab</p>
<p>The governing board allows public comment at each of its meetings</p>	<p>Board Meetings</p>

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Data is compiled by the Administration and reviewed at both Faculty/Staff meetings and at the Academic Senate by all Department Heads. The Department Heads bring the data back to their departments at their monthly meetings, review, discuss, and analyze the data.

Based on analysis of student achievement data, the school leadership and staff make decisions regarding the achievement of the SLOs and academic standards. All stakeholders are represented and the process is broad-based and collaborative. Using multiple methods we have improved communication among all stakeholders regarding schoolwide learning results and academic standards.

Student achievement data is reviewed annually by all stakeholders and informs and guides the development of the Single Plan for Student Achievement. Disaggregated data from CAASPP, CELDT, grades are used to identify students not meeting academic standards. Through the use of Canvas, a web-based software program to be implemented in 2018 - 2019 school year, teachers and administration have access to class-level student achievement data as well as school wide data through Canvas (Data Module) to inform conversations regarding student progress.

Department Heads set annual goals and participate in the review, analysis, and planning of improvement efforts aimed at assisting all students to meet academic standards. Teachers and departments work in PLCs to further the schoolwide data discussion and ensure the school’s planning process is shared with all shareholders . A common data protocol is used schoolwide when discussing data.

All stakeholders are represented through the review of achievement data at Faculty meetings, Academic Senate, MPC, and PTO meetings.

Revisions have been made to the SLOs and WASC Action Plan based on analysis of student quantitative and qualitative data.

Findings

Supporting Evidence

Achievement Data:

[Canvas](#)

- CAASPP
- AP Exam scores

- D/F Reports
- CSU/UC Eligibility
- Department Common Assessments
- Grade Reports
- Department Awards/Recognition
- Student of the Week Recognition

Communication Instruments:

- Meeting Minutes
- School Loop/Teacher Websites
- KVIK Daily Announcements
- Phone Dialers
- School Events (i.e.: Back-to- School, Open House, 8th Grade Parent Night, College Planning, Freshmen Orientation, Career Day etc.)
- Mailers
- School Marquee
- Community Outreach (i.e.: extra-curricular off campus activities: Rotary presentations, Interact, Millbrae Leos Club, Latina Mentor Club etc.)
- Single Plan for Achievement
- Financial Records supporting expenditures
- State Standards

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Data is used with all stakeholders to develop and monitor SPSA and LCAP goals. In 2016, a data analysis protocol was introduced with the department heads in the Academic Senate and used as a tool to unpack and discuss the implications of various metrics. Data conversations have led to schoolwide initiatives such as the development and implementation of Flex Time as a Tier I support for all students, common grading practices within PLCs and targeted counseling practices such as the recruitment of underrepresented students in AP classes and Wellness supports.

Findings	Supporting Evidence
Mills has made progress in creating a data driven culture that regularly analyzes student achievement data to inform school goals and action plans	SPSA Flex Time Surveys Data Analysis Protocol Data Review- Whole Faculty/Staff Data Review Log

Staff Actions/Accountability to Support Learning

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

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

At the start of each school year each department and PLCs within departments develop goals and submit them to the Administration. The Administration reviews the goals and ensures that they are in accordance to the District and schoolwide goals. The schoolwide use of *Constructing Meaning* in the classroom provides teachers with the process and tools for weaving explicit language instruction into content-area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning.

Findings	Supporting Evidence
Administration drafts the SPSA in accordance with the Action Plan. The Academic Senate discusses and revises the plan. The SPSA is presented to the MPC for the parents and student representatives to review. MPC issues final approval	Strategic Algebra and English Support Classes Meeting Minutes

of the SPSA.

School leadership and staff correlate the Single Plan for Student Achievement, SLOs, and academic standards.

The SPSA reflects the SLOs performance goals and other critical academic needs for all students.

Analysis of student achievement data led to District-wide initiatives including the development of strategic support classes and Socio-emotional support structures.

Implementation of an Academic Support Counselor was created in the current school year to identify 9th and 10th grade and EL students in need of additional support and/or tutoring. Currently, donations from the parent fund help fund a .2 counselor to support 9th graders.

Student ASB Council Meeting Minutes

Professional Development Fliers and Workshop Schedules

Tutorial Schedule including optional and targeted tutoring

After School Tutoring

Master Schedule

Naviance Records

SLOs posted in Classrooms

Department Collaboration and Goals

9th Grade Support Counselor

Internal Communication and Planning

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

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Faculty and staff have numerous communication channels such as district email, School Loop and Canvas, which will supplant School Loop in the fall of 2018, which provides the school with a web based communications tool that allows parents and students to keep in touch with teachers and other staff members. Teachers can maintain their own sections of the website. In addition to the public website, the software allows school staff to create news and calendar events that are viewable only for registered users, such as parents, students, teachers and staff, when they log in to the website.

In addition to the web based utilities, the site uses Google tools such as Gmail, Google Classroom, and Google Calendar, are heavily used by faculty/staff for day-to-day communication, planning and operations.

The school also relies on the traditional means of communication: Site Council, Administrative, Faculty, and various Department based meeting agendas.

Department heads serve on the site’s Academic Senate that meets monthly. Important information including student data and school initiatives are shared with the Academic Senate and then subsequently shared with the respective department during monthly Department meetings during collaboration time. Within the Master Schedule, PLC time is provided to most core content PLCs, serving as another important time in addition to monthly PLC collaboration time, to communicate, plan, look at student work and student data.

The Principal sends out a weekly message (Monday Reminders) to faculty/staff each week that communicates important dates/activities as well as highlights the work of the school.

When differences occur between staff, typically a department head will assist in resolving the difference at the department level. If needed, the department head will seek the support of the administration. The administration has an “open door” policy to assist staff and faculty when problem-solving and resolving differences. There are schoolwide norms used in all settings.

Findings	Supporting Evidence
Technology serves as a primary vehicle for communication.	School Loop
Academic Senate, Department, PLC and Faculty/Staff Meetings serve as a structure for communication among staff. Norms assist for all meetings.	Canvas Faculty Meetings Email Google Docs Principal’s Monday Reminders Department Agendas Staff Meeting Agendas Master Schedule with built in PLC time Academic Senate Meeting Agendas Schoolwide Norms

A4. Staff: Qualified and Professional Development Criterion

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

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Mills High School has a highly-qualified and talented staff that is committed to seeing all students meet academic standards and schoolwide learner outcomes. The Mills faculty is engaged in a system of preparation that includes District supported professional development days, New Teacher Orientation, the SMUHSD Teacher Induction Program for new/first year teachers, Department collaboration time, and support for specific professional development opportunities.

All new teachers participate in the District's Beginning Teacher Support and Assessment (Teacher Induction Program) designed to support new teachers through the designation of a qualified Instructional Coach, materials for ongoing training, and additional time and resources necessary to support their development. Instructional Coaches meet with new teachers on a regular basis. They help support through professional development and classroom observations and assessments.

New teachers to the district are provided with an Instructional Coach to help create a SMARTE (Strategic and Specific, Measurable, Attainable, Realistic, Timely, and Equitable) goal. Instructional Coaches help new teachers in the district by observing, assessing, and providing feedback to help achieve their goal. Teachers and Instructional Coaches meet on a regular basis, as well as meet with the evaluator to discuss ongoing progress and next steps. There are six cycles throughout the year to assist with continued growth in the specific area chosen by the teacher. First and second year teachers to the district are evaluated. Teachers are evaluated every five years afterwards.

The District has clear employment and hiring policies and practices to ensure new hires are well-qualified and meet site and District requirements. The SMUHSD hiring policies have promoted and encouraged highly-qualified applications for all open positions. This site complies with all CTC guidelines and NTLB standards. The current staff exceeds compliance in many aspects. Additional financial incentives are offered as part of the teacher contract, such as an additional stipend for Master's degrees and PhDs.

Ongoing positions (TOSA - Teacher on Special Assignment) include a Professional Development Coordinator (PD TOSA), Athletic Director, Instructional Technology Coordinator (ITC), and Instructional Coaches (IC).

Findings	Supporting Evidence
Staff has been assembled with an eye for excellence.	Compliance with NCLB -- every teacher is highly qualified with SDAIE/CLAD training
Hiring policies are clear and followed according to national, state, and local standards.	District/Teacher Contract
The site complies with CTC qualifications.	A significant percentage of teachers have advanced degrees.
The SMUHSD contract allows for two site and two district-wide Professional Development days and three teacher workdays.	Salary and Health Care Schedules encourage highly-qualified applicants.
Site TOSA positions, including Instructional Coaches, Professional Development Coordinator, and Instructional Coaches positions.	New Teacher Program
Department members and department heads participate in the screening and interview process for hiring new teachers.	Professional Development Agendas
	Live Scan Procedures
	Interview materials

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

The school seeks to attract and hire high quality staff. The application and interview process is rigorous and as a result, a highly-qualified staff has been assembled. Once a teacher is hired, there is an extensive and ongoing evaluation process. In addition, professional growth is encouraged by providing opportunities to attend workshops, conferences, and specific training as needed. The focus is on helping each staff member be as effective as they can be. Embedded supports such as support from the department heads, PLCs, Instructional Coaches and New Teacher Professional Development exist to further support .

The administration works with department chairpersons and individual teachers to build the master schedule and to assign staff members to maximize their expertise. Professional development opportunities are available and encouraged for teachers working with specific student groups such as English Language Learners, SPED, and Advanced Placement. District curriculum councils further support teachers in their development to maximize their expertise while allowing for district-wide input and feedback.

Findings	Supporting Evidence
Administration considers the individual strengths of teachers when selecting teaching assignments.	List of teacher credentials
All teachers are certificated in the subjects that they teach.	Department Master Schedule Requests; Department Meeting Agendas discussing assignments
The needs of students are considered above the desires of staff when making these assignments.	Master Schedule Agreements
All teachers of specialized subjects (AP, CTE etc.) are encouraged to attend conferences and get training in their area of specialization.	AP Conference Participation
	Department Head job description
	District curriculum councils

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Site administration promotes teacher leadership roles. Roles and responsibilities for leadership groups like MPC/Site Council are clearly defined. Norms have been established for all group meetings. Staff members adhere to professional duties and expectations. The Mills Faculty Handbook is reviewed and revised on a regular basis. Google is used extensively by faculty/staff and departments.

Findings	Supporting Evidence
<p>New employees attend the District New Teacher Orientation Meeting.</p> <p>Teacher have access to the Mills Faculty Handbook in electronic form. This handbook contains the written policies of the school and district.</p> <p>Additional information is also constantly communicated through faculty email, on School Loop and at meetings.</p> <p>Through the evaluation process, teachers are provided structured support through instructional coaching to improve on their yearly SMART goals for evaluation.</p> <p>Mills recently develops, adopts and revisits norms for all group meetings. These norms are developed and accepted with input from all staff members on an annual basis.</p>	<p>Mills Faculty Handbook</p> <p>E-mails, School Loop, Faculty Meeting agendas</p> <p>Teacher evaluations, Canvas online course with evaluator and coach</p> <p>List of meeting norms, Examples of meeting agendas sent in advance of meetings</p> <p>List of reminders for weekly events (principal's Monday Reminders)</p>

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Mills has a culture that supports new and veteran teachers to continually refine and update their skills and knowledge. The coordinator positions, including Professional Development, Instructional Coaches, and Instructional Technology Coordinators, illustrate the District's move toward a system in which professional development is driven by teacher leadership focused on immediate student learning needs. Four Professional Development Days have been included in the school calendar. Two work days are also scheduled in the school calendar.

Mills has weekly collaboration time on Wednesday from 8:00 to 9:10 AM. Collaboration time is divided between Faculty meetings, department meetings, and course-alike Learning Teams (PLCs). Collaboration is focused on student learning and socio-emotional well-being of students and staff.

The Professional Development Coordinator maintains focus and continuity with the professional development design. In addition, Mills teachers have opportunities to take additional trainings

after school, when the school offers them throughout the year.

Additional professional development opportunities are available. District curriculum councils organize specific trainings focused on identified student learning results, and research based practices, such as *Constructing Meaning*, to support the development of literacy rich learning environments for all students.

District and site administration participate in regular Leadership Meetings once a month to share information regarding current research and best practices. Each year, District personnel organize a Leadership Retreat focused on District and school goals.

Instructional Coaching provides more feedback and support to both veteran and new teachers alike and strengthens the peer observation culture at Mills. Teachers are supported through both the IC and the evaluating administrator to reach SMARTe goals that are focused on student learning outcomes.

The impact on student learning is that there is a continual focus on student learning outcomes, teacher growth, rigorous instruction, and appropriate supports for students that struggle. Student achievement data for CAASPP in ELA and Math show significant gains for students, although increasing D/F rates indicate a need to continue to align professional development efforts at the site for targeted subgroups of students (EL and SPED especially). More needs to be done at the site to utilize professional development resources and focus on the learning outcomes of all students.

Findings	Supporting Evidence
The District has created and maintained commitments to TOSAs to provide meaningful, relevant PD efforts at the school sites. The result is more effective and focused support for teaching and learning.	PD Coordinator and ITC assignments on Master Schedule
Some training is offered to some Certificated staff on schoolwide programs. There is a need to expand the sharing of best practices through the Learning Team structure.	PD Calendar Learning Teams and staff feedback
Instructional Coach model has had a positive impact on teacher growth and student learning outcomes, providing a vehicle for all teachers to engage in reflective practice.	CA Healthy Kids Staff Survey Summaries of Evidence (SOEs) by teachers on evaluation

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Mills does not have staff that are only implementing online classes.

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Mills' staff implemented a collaborative process called Peer Observation Week whereby department members observe students' academic behavior. Teachers benefited from the process because of a non-judgmental feedback norm. Peer Observation Week is a vehicle is a flexible process that will adjust depending on department-identified needs. Over the past two years, there has been a sharp decline in teachers participation in Peer Observation Week. Other strategies such as, the Instructional Coaching program, and classroom sharing, have helped faculty observe one another's practice. In addition, the PLC structure has provided a greater peer observation in some PLCs, who are committed to observing each other's classrooms to improve lesson design and delivery. However, more discussions on how to promote a culture of peer observation and feedback needs to happen at Mills.

The Instructional Coaching program has strengthened the culture of peer feedback/assistance for both veteran and new teachers alike. Administration works in coordination with the Instructional Coaches and teachers on evaluation to discuss and develop SMARTe goals and target standards using the CSTPs. The Instructional Coach completes three observations each semester with the teacher, providing detailed feedback. In addition, the IC participates in the initial conference and interim conference, with the teacher on evaluation and the administrator. There are five ICs this year at Mills representing four core departments, allowing for the ICs to operate as a professional learning community regarding how to best support teachers on evaluation. The Instructional Coaches try to meet every six weeks with the administrative team to share observations, discuss the timeline of support, and calibrate. The Instructional Coaching model has greatly enhanced the evaluation process.

Tenured teachers are evaluated on a full evaluation once every four years, with an "expedited" evaluation once every two years if receiving an overall "satisfactory" or above on their performance ratings. Teachers without tenure and temporary teachers are evaluated annually. The principal assigns Instructional Coaches and the evaluating administrator. Administrators have received training through the New Teacher Center on best practices for conducting evaluations and share practices regularly during their weekly administration team meetings.

Classified staff are evaluated annually. New classified staff are evaluated on a 30, 60 and 6 month schedule. A rubric outlining 22 categories of performance is used to discuss ratings. Administration evaluates and holds conferences with each classified staff to discuss ratings and create improvement plans if necessary.

The evaluation and supervision process is comprehensive, embedding peer support for teachers, and regular opportunities to give feedback to classified staff. The evaluation process

is focused on effective strategies to reach and support all students, enhancing student learning outcomes and creating a strong culture that is focused on high-level teaching, learning and student support.

Findings	Supporting Evidence
Peer observation is promoted as an effective practice, but low participation rates during Peer Observation Week demonstrate a need for revisiting the structure.	Peer Observation Feedback Form Results
The Instructional Coaching program has enhanced teacher growth and student learning outcomes, promoting a culture of peer support and feedback.	Summaries of Evidence by teachers on evaluations
The evaluation process is focused on student learning and teacher growth and aligned to the CSTPs.	IC documents
Classified staff are given feedback on job performance on a consistent basis.	Professional Development for ICs
	Admin/IC meetings
	Teacher Evaluations
	Classified Evaluations

A4.5. Additional Online Instruction Prompt: *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Mills does not have staff that are only implementing online classes.

A5. Resources Criterion

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

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic

standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

The decision-making process about resource allocation is collaborative. During the budgeting process, site and district leaders consider input from a variety of stakeholders. Members of the School Site Council help set goals that require specific resources and during the LCAP development process, the Superintendent and Director of Curriculum and Instruction, gather parent and community input from the community. When developing budgets, the site and district leaders take into account a wide range of factors, including the following: school mission, student learning outcomes, critical learner needs, academic standards, SPSA goals, and the LCAP. For example, the after school tutoring program was born out of an expressed need for equity in after school support. Principals and District leadership determined that funding could support student learning through the position of an Homework Center Supervisor. Additional funds for homework support include funds for teacher and student tutors.

The SPSA action plan is aligned to allocated resources and is approved by the school site council annually, allowing for resources to be tied specifically with school goals around student learning.

Findings	Supporting Evidence
LCAP development involves all stakeholders. SPSA is created and aligned to school goals related to student achievement data.	LCAP Input meetings at district and site SPSA document and planning with Academic Senate SPSA approval by school site council

Practices

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

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

A full-time, site-based financial technician monitors the school’s budgets and works closely with site leadership and the SMUHSD Business Services Department to ensure quality business and accounting practices. The District Business Services Department works closely with the Principal and Site Financial Technician in developing the annual budget with quarterly site meetings. The Business Office provides the school an allocation from the general fund that is primarily used for instructional purposes. The development of these budgets is based on a close collaboration between the school administration and staff. To ensure compliance with federal, state, and local guidelines, the District’s Business Services Department provides a variety of support services, including ongoing PD of the site finance technician, review of operational procedures, review of reconciled bank statements, review of quarterly financial reports, examination of accounting procedures, and the development of response to any annual audit findings.

Findings	Supporting Evidence
Effective processes and procedures are in place to ensure allocated funds are used for intended purposes to improve student learning.	Annual Site Budgets Department Budgets
The site works closely with the District’s Business Services department to be in compliance with the handling of funds.	Quarterly site meeting agendas with Business Services and site

Facilities

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

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Major campus renovations established ten years ago have been well-maintained. Students at Mills have access to a state of the art theater, a renovated classroom wing, pleasant grounds, and clean, secure classrooms. The campus has a student-centered feel to it.

Stadium lights were installed and are now in use for 2017-2018 Athletic events. Students can now participate in more athletic contests that do not involve early releases/missed class time due to daylight savings. Also, lower division (JV) soccer contests will be able to be held at Mills on the field. In addition, the District maintains buildings, documenting this in the [Annual Citizen's Oversight Report](#).

The staff is able to maintain a physical environment that is safe and conducive to high levels of learning. All classrooms have networked computers, projection systems, sound systems, and the entire campus is covered by wifi. The student body and staff use all of the school's facilities every school day.

The Assistant Principal meets with the school's Facilities Manager weekly to discuss any site needs, events, and logistics for staffing/ maintaining optimal safety.

Mills follows and practices the San Mateo County's Big Five Protocol for emergency operations, allowing for a common language and protocol to be used in coordination with local emergency services. Staff are trained in the protocols and drills are practiced annually. An Assistant Principal oversees emergency preparedness and training at the site. According to the CA Healthy Kids Survey, students report that they feel Mills is a safe learning environment.

Findings	Supporting Evidence
Students and parents feel that Mills is a well-maintained safe learning environment	CA School Parent Survey CA Healthy Kids Survey
Staff are trained in emergency preparedness	Big Five protocols and Staff Training

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Teachers receive adequate support through a variety of means to acquire adequate instructional materials, equipment, technology and related support systems. Resources are provided through the District's Curriculum and Instruction department for adopted textbooks, and a system is in place through the Curriculum Councils to adopt and approve new materials that are aligned to the standards. The Assistant Principal at the site serves as the liaison between the departments and the district office to procure the required materials and makes formal requests using the online Textbook Request form each Spring for the following school year. The district's Curriculum and Instruction office is supportive in providing the requested instructional materials in a timely and efficient manner.

Through a Digital 1:1 Program, teachers, departments, and PLCs, are able to apply for a computer cart of 35 Chromebooks to be used to enhance access to technology in the classroom. Teachers are required to reapply annually to ensure that the resources are invested appropriately to maximize student learning and enhance classroom instruction. The site-based Instructional Technology Coordinator (ITC) works closely with the district ITC to create professional development at the site for teachers who use the computer carts. The site is allocated a full-time Instructional Technology Specialist to assist with imaging new computers, resolving hardware and software issues, and any internet accessibility issues, and is vital to the sites efforts to improve access to technology to enhance teaching and learning.

In the Fall of 2017, 30 loaner laptops were provided, to check-out, to students who do not have access to technology at home. The Library Media Specialist is in charge of organizing the program, checking out and checking in laptops, and working in conjunction with the site administration and counseling department to identify students in need.

Departments are funded through the site budget. Site budget allocations have been recently cut, across-the-board in the district, by ten-percent. Many departments are operating on budgets that have not seen an increase in funding for many years. The principal allocates funding first semester based on the previous year's budget, and examines if additional funding is possible based on department need the next semester. The Mills Science Department is well-funded for laboratory materials and supplies in large part due to fundraising efforts by the parent community, which supplements the budget on an annual basis. The parent fundraising also supports three sections of staffing, including a .4 FTE to allow for two computer science classes and a .2 FTE in the counseling department focused on 9th grade supports. Other funding sources include grants such as the GATE Parent Grant that has funded a number of projects throughout the past several years.

The Mills Library is staffed with a full-time Library Media Technician and recently underwent a thorough updating process, with some redesign, to create a more student-centered learning environment. The Library Media Technician is making efforts to obtain new materials, and is working with the administration to create a vision for the learning commons.

Findings	Supporting Evidence
Effective policies and procedures exist at the District level to adopt and procure instructional materials.	Textbook Request Form
Digital 1:1 Program offers carts for teachers, departments and PLCs to enhance access to technology for teaching and learning.	Textbook Room Example 1:1 Application
Parent fundraising supplements course offerings, additional counseling and a well-supported Science department budget.	MPC Requests and Minutes
Technology is supported by Instructional Technology Coordinators and IT Support.	Science Annual Fund letter ITC TOSA positions in Master Schedule ITC Workshops

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Mills High School has the resources, policies, and procedures to ensure that a well-qualified staff is meeting the needs of the students. Through close collaboration with the Human Resources Department, the school is able to attract excellent candidates for certificated and classified positions, however, an ongoing goal for the district is to develop and to retain qualified teachers who can afford to live on the Peninsula. For this reason, the Superintendent has been seeking ways in which to provide low-cost housing for faculty and staff. This has been a challenge, and currently the Board of Trustees and the Superintendent are still exploring options for providing such housing opportunities. The Mills campus is one possible Teacher Housing site.

Vacant positions are posted through Edjoin, with screening and interviewing site-based. All applicants recommended for hire are reviewed by an Associate Superintendent and must be approved by the Governing Board. Mills High School is fully staffed and all certificated personnel are working in their credential area(s). A challenge exists in finding high quality substitute teachers, especially during pull-out days for professional development and for teachers on leave. Due to a lack of substitutes, teachers are often asked to cover classes during their prep periods.

The SMUHSD and Mills High School have the resources to run robust professional development programs. The District supports four required professional development days for all faculty, in addition to an orientation and regular professional development for New Teachers to the District. Currently, the district is focused on supporting equity for students of multiple learning styles, English Language Learner backgrounds, and socio-economic backgrounds. This focus on equity is also a priority for Mills, as CAASPP results reveal an achievement gap for students in the aforementioned groups. As the district moves towards more inclusion, there will need to be a concerted district effort to provide quality professional development opportunities for serving SPED students in the mainstream classroom.

Findings	Supporting Evidence
An effective and collaborative process exists to hire well-qualified staff. It is not solely the school administration making hiring decisions.	Interview materials Board presentations on Teacher Housing
There are efforts made by the District to consider how to offset the high cost of living to retain teachers.	New Teacher Program Workshop Agendas and Orientation
A robust District-led New Teacher program along with an assigned Instructional Coach makes a concerted effort to on-board and support new staff throughout their first school year.	Instructional Coaching Assignments Teacher Summary of Evidences (SOE)

Professional Development efforts will need to be focused on supporting inclusion efforts for SPED students as the District and Mills move towards inclusion. CA Staff Survey- PD needs

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Improved cohesion of the District LCAP and site SPSA is evident over the past two years. A comprehensive District LCAP process with specific metrics related to student learning outcomes has resulted in an improved process for evaluating progress of District and site goals. Since 2016, Mills leadership has made a concerted effort to improve the alignment of site goals to the LCAP, and to improve the process of analyzing student achievement data at all levels.

Findings	Supporting Evidence
Alignment of site SPSA and district LCAP results in greater cohesion between site and district.	LCAP Goals SPSA Goals

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

Summary (including comments about the critical student learning needs)

Mills and SMUHSD use current educational research and student data, to guide the development of the LCAP and SPSA, while using feedback from numerous groups of faculty, parents, students, and/or community members to help refine the goals. Data is reviewed at Academic Senate meetings and within departments to help identify areas of improvement for helping students meet the SLOs, whether by introducing support classes or changing curricula. The district also has clear policies on topics ranging from feedback to student support that also help with the development of the LCAP and SPSA. This process could be improved by increasing parent engagement and involvement, to ensure that they have a say in the educational processes at the school. To ensure that individual teachers succeed, SMUHSD has numerous new teacher support programs and systems, such as PLCs, to ensure teachers are constantly working with and learning from one another. SMUHSD allocates its resources based on school and student need, as determined through meetings with school administrators and data showing areas of improvement.

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

- Goals are easily accessible for all stakeholders to find and utilize
- Student driven opportunities for leadership and community impact, which influences goal development
- All stakeholders are engaged in goal development to ensure transparency

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

- Increase Parental/Guardian involvement/engagement
- Engage students in knowing and refining the SLOs
- Continual communication and discussion with all stakeholders regarding research used to guide and refine the SLOs

Category B: Standards-based Student Learning: Curriculum

1. **Melonie Cotter - Science**
2. Kalani Vasquez - Counselor
3. Jan Tuttle - Career Technical Education
4. Nina Woolsey - Career Technical Education
5. Steve Dwyer - English/ELD
6. Tricia Petersen - English/ELD
7. Robert Williams - Mathematics
8. Maggie Sullivan - Mathematics
9. Polly Wiard - Physical Education
10. Megan Hagler - Science
11. Tim Keller - Social Science
12. Wayne Phillips - Social Science
13. Kevin Murphy - Special Education
14. Joyce Lawrence - Special Education
15. Harry Morrow - Visual and Performing Art
16. Guannan "Narcissa" Wang - World Language
17. Carmel Turek - World Language
18. Rick DiMaio - Instructional Aide
19. Chris Miller - Instructional Aide
20. Cynthia Morgan - Instructional Aide
21. Kris Ogawa - Instructional Aide
22. Anna Atal - Instructional Aide

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Teachers are trained using current research to provide opportunities and support for students to think critically and to communicate their ideas effectively. Roughly 70% of teachers at Mills have been trained to use *Constructing Meaning*, by EL Achieve, and/or CM trained district trainers. CM training is also part of new teacher training from the district. The Mills faculty have, through professional development activities, worked extensively on developing PLC functionality in order to align curriculum with current mandates and research. PLCs have worked to integrate writing into all courses and create daily Learning Targets for core courses. Teachers have attended a variety of conferences and trainings to assist them in developing viable, meaningful curriculum. Many teachers use technology, via the computer labs and 1:1 carts, to implement their curriculum and increase accessibility. Departments and PLCs work together to share lesson plans, instructional strategies and align curriculum to enhance student learning, using the Cycle of Inquiry to examine student work/data to assess progress. Instructional Coaches monitor teachers on full evaluation to assist with assessing the implementation of SMARTe goals strategies on an individual basis.

Needs:

- Limited integration and follow-up from trainings/conferences into curriculum
- Progress through the Cycle of Inquiry stalls at or after the examination of student work
- Need to revisit the curriculum maps and incorporate the new courses of study into them

Findings	Supporting Evidence
Professional development work includes PLC development, Cycle of Inquiry, Formative Assessment, Response to Intervention, implementing the CCSS, developing curriculum maps, using CCSS required writing in all courses, developing Learning Targets, <i>Constructing Meaning</i> tools,	Faculty and PD Meeting agendas Writing Matrix by department Writing Matrix -- whole school

differentiated instruction, considering depth of knowledge and developing common syllabi.

Learning Teams focused on technology integration, differentiated instruction, *Constructing Meaning*, standards-based grading, using data, reading complex text; to allow teachers to learn and integrate strategies into their courses during the 2014-2015, 2015-2016 and Fall 2016 semesters.

The district and school have developed, and are developing, strategies to assess teacher support programs guided by current research practices, such as *Constructing Meaning*, (since 2014) to increase language production and Digital Literacy to embed instructional technology into instruction.

MPC has approved the funding for individual teachers to attend state and/or national conferences in their subject area. According to MPC agendas and the teacher workshop survey, faculty members at Mills have attended the conferences as listed in the Evidence. Teachers who attend conferences share their experience and resources with their department.

Teachers on full evaluation are supported by an Instructional Coach to give peer support/feedback on instructional practices used in the classroom.

Twenty seven classrooms have computer carts as part of the 1:1 Digital Pilot, incorporating computer and internet access for each student, in each classroom. Teachers re-apply and receive additional training each year supporting innovation and technology to maintain a meaningful instructional program.

World Language: various workshops and conferences in the past years during the school year and summer: [SWLP](#), [MBWLP](#), AP training, (2017, 2016, 2015, 2014, Digital Bridge [\(WL notes from 2016\)](#))

English: ERWC, CM training, AP Lang

Conferences: 1990 Institute, CSTA, NGSS Rollouts, Asilomar Math, HECC, NCSS, Choices, CAPHERD, SMUHSD Summer Humanities, Math, and Science Institute, CPM training, Pearson Math training

SMCOE SBAC training

District PD days

EL Achieve's [Constructing Meaning](#)

[MPC Agendas](#)

Instructional Coach meetings

Computer Carts at Mills for the [1:1 Digital Pilot](#)

[cpm.org](#)

The Science Department at Mills leads the way in NGSS curriculum development. 2/3 of the district curriculum development leaders are Mills Physics teachers, who lead the district and Mills Science Department in implementing NGSS. The Science Department this year is focusing on the science and engineering practice of modeling. Each teacher is using the new California Science Frameworks in the classroom, and working with their PLC to refine and maintain the program.

District English, Social Science, Math and Science teachers are in the process of rewriting all their courses of study to better align with current research CCSS standards.

The Math Department has been piloting new textbook/curricula over the past 4 years in order to find one that implements the new CCSS Math standards and practices. The department tried an online/computer-based course from Pearson in Algebra 1 and Geometry and piloted CPM's Geometry, Algebra 2 and PreCalculus courses. The department chose to adopt CPM's curriculum for the first 4 years of high school math (Algebra 1, Geometry, Algebra 2 and PreCalculus). This program incorporates technology integration, teamwork, discovery activities, mathematical modeling and communication skills.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Most core courses have curriculum maps that are aligned to the CCSS and the content standards, including references to where and when the standards are to be taught. Time is provided in the school week for teachers to work in PLCs to develop curriculum maps, lesson plans that are aligned to the curriculum, student unit guides, and common assessments to meet

the standards outlined in the academic and college- and career-ready standards.

All AP level courses submit syllabi for approval to the AP College Board which guarantee that the courses meet all requirements for students to be eligible for AP credit. Most courses at Mills are UC-approved and meet the A-G requirements. The Science Department meets all requirements for “wet labs” and each classroom is set up for specific ADA requirements.

Areas of growth:

More progress needs to be made in developing curriculum maps that fully integrate the Common Core and content standards, with an emphasis on identifying where in the course CCSS and college- and career-ready standards should be taught.

Findings	Supporting Evidence
<p>Most of the course offered at Mills are UC-approved and meet the A-G requirements.</p>	<p>List of UC-approved/A-G courses</p>
<p>Mills teachers have worked toward developing curriculum maps for all courses.</p>	<p>Master Schedule for Mills High School</p> <p>Curriculum Maps</p>
<p>CTE courses are aligned to CTE Pathway Standards and provide industry recognized certifications: efoodhandlers certification. CTE has attended Professional Development and Leadership and Management conference in order to be up-to-date in current industry standards.</p>	<p>MWH Student Unit Guides</p> <p>US History Unit Guides</p> <p>New US History Course of Study</p> <p>Example of In-Progress English Course of Study</p>
<p>Program Pacing guides are used in 9th and 10th grade English classes and in the World Language classes.</p>	<p>WL ACTFL (national) alignment of CCSS with language</p>
<p>The Math Department has rebuilt the math curriculum so it is common core aligned and implements skills that support the college- and career-ready standards.</p>	<p>2009 WL Content Standards for California</p> <p>Example of PE Sophomore Project</p>
<p>Physical Education courses are aligned to the Common Core State Standards and assess student progress through benchmarks.</p>	<p>Summative IPA Muneca (interpersonal assessment) of Spanish level 2.</p> <p>Conversation about a person: describing the person, their clothing, where he/she is going.</p>

The Science Department has aligned the course curriculum to meet the standards in the NGSS, which include three dimensions of student learning, as well as performance expectations and tasks. Over the past four years, Mills has led the district in Physics curriculum development, in science and engineering practices, disciplinary core idea and cross cutting concepts.

Most core classes in Social Science have working curriculum maps and unit guides that identify the expected learning targets that are aligned to the core curriculum. Teachers meet regularly to revise maps as needed. Social Science teachers have begun to work, in concert with the district, to align all core content to the new California History Framework. Thus far, the US History course of study has been completed. The department has developed vertical and horizontal standards for both content and skills.

The World Language Department has been moving towards “Standards-Based-Grading.” The change has shown that teachers are doing interpersonal, interpretive and presentational activities, yet not actually grading many of the interpersonal and interpretive activities. Those are used as formative assessments. There is an emphasis on incorporating summative assessments.

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Mills offers an online credit recovery program (OSCR), which is a blended course. OSCR curriculum maps are listed on the Learning Odyssey website categorized by subject, however, in the Fall of 2018, OSCR will have a new vendor.

Findings

OSCR Curriculum Map

Supporting Evidence

[Curriculum Map for OSCR](#)

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Mills High School uses learning targets to direct teaching strategies and scaffolding techniques to deliver a strong academic standards based program. This can be seen in Math and Social Science classrooms where teachers, in curriculum teams, have common daily aims and then students are held accountable to these learning targets on common assessments. Mills has refined schoolwide learning outcomes and is in the process of integrating the current EPIC outcomes into all levels of curriculum. Students across the curriculum are challenged to demonstrate what they have learned and what they understand through debates, Socratic seminars, class projects, research projects, structured discussions and essay activities. For example, the Math Department has adopted CPM which supports students use of the math practices which are aligned with the EPIC standards of E and C, effective communicators and collaborators, critical problem solvers and creative thinkers.

Embedded in curriculum, Mills High School is teaching and reinforcing the California College and Career Readiness Standards in all departments. The San Mateo Union High School district has aligned the graduation requirements with the UC/CSU A-G standards for college readiness. Throughout the school year, students are required to communicate effectively using written, visual, verbal and electronic methods.

Alignment and congruence between classroom lesson plans and the academic standards has been the primary focus of department collaboration meetings. Through the teacher evaluation process, lesson plan objectives are discussed with the individual teacher, the Instructional Coach, and the administrator, to ensure alignment with the academic standards. Mills SBAC testing results indicate teachers are implementing lessons plans that address the concepts and skills necessary to be successful within each subject area and outside career choices.

Departments have aligned content standards to curricula by subject area. There are common assessments developed within departments, as well as at the district level for Math and English, that assess students' knowledge of standards and skills. Also, Science has a district experience designed to enhance common goals. Teachers are expected to post daily Learning Targets that reflect progress towards academic standards. In addition, all sophomores and junior students take the PSAT in October.

Through SLOs, and Learning Targets, Mills establishes academic and skill goals for students. Current discussions are centered around evaluating student progress towards goals. The 9th grade Science and English teachers are at the beginning stages of developing common expectations, student practices, and curriculum.

Findings	Supporting Evidence
<p>California recently adopted new library standards which dovetail with core curriculum standards, particularly in English and Social Science standards. There is congruence between the core curriculum standards, library standards and the SLOs, which the librarian uses to guide the planning of student training lessons and collection development.</p>	<p>Math Department Pacing Guide English Curriculum Guide EDGE program Science Department Collaboration minutes</p>
<p>The English curriculum taught at Mills is overseen by the district to ensure that all students have access to grade level academic standards. The English curriculum has direct connections to the SLOs, especially those that deal with written and oral communication.</p>	<p>CER Guidelines Social Science Writing Program</p>
<p>Standards-based, accessible English curriculum (EDGE) adopted by the District, is used to support English learners and Special Education students access the curriculum.</p>	<p>Professional Development schedules Council Meetings Master Schedule</p>
<p>The Math Department collaboratively developed pacing guides aligned to the standards and SLOs. In addition to the pacing guides, Math teachers work collaboratively to create common assessments, projects, language support tools and links between algebra and geometry support courses to the general education math classes.</p>	<p>Collaboration minute Link to "Can-do statements" by ACTFL</p>
<p>In the Physical Education Department, the weight training project requires students to use technology to research, gather, then present their findings. Math skills are also needed to show set/reps systems in their workouts, gathering data in graphic forms, and using percentages for core lifting in-season programs. The students also identify muscle anatomy throughout their workout programs to target sport specific core and auxiliary lift and the muscles being targeted. During the Weight Training unit, students have made muscle men to demonstrate their knowledge of the muscle locations and what the muscles do in their body. In addition, the Golf Unit challenges students to create mini golf holes to show</p>	

their knowledge of a course, angles, slopes, degree of difficulty and demonstration of if the hole they created is functional and creative.

All state standards and most of the career and college ready standards are taught and evaluated in all the college prep science classes: Biology, Chemistry, and Physics. Science teachers meet regularly to collaborate and determine best teaching methods in order for students to master the Science content standards. Ninth grade Biology teachers adhere to effective lab experiments that meets the California Science Standard in congruence with Mills newly revised EPIC learning goals.

The Science Department collaboratively created the “CER Guidelines” that are aligned with the NGSS, to ensure each science student is effective in stating their claim, using evidence and explaining their reason. Focus is placed on the student communicating effectively in writing and expressing critical and creative thinking by applying data analysis.

Social Science teachers meet both in departments and in PLCs to agree on common skill usage such as essay development writing, annotation techniques, structured discussion, verbal skill strategies and application activities. The Social Science Department developed vertical integration of writing strategies, modeling the UC Davis Writing Program. Several subject areas, including Law and Society, International Relations and US History have created activities associated with seminars, fishbowl discussions, and philosophical chairs to advance student verbal skills and techniques.

Special Education teachers meet with course-alike general education teachers to ensure that modified curriculum is mirroring that of the mainstream classes. Special Education teachers attend intra-district meetings to monitor alignment across campuses with state standards and district goals for student achievement.

Mills is now a Full Inclusion school. Students traditionally placed in Specialized Academic Instruction classes are now integrated into general education courses in compliance with

the least restrictive environment stipulations. All students are exposed to the same college readiness standards in core courses and have a common academic experience.

World Language PLCs meet 2-4 times a month during their common preparation periods or after school to discuss, share ideas, and review student work to address the targeted skills and daily learning targets.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Mills High School provides students opportunities for a range of academic and elective courses. Mills also offers a variety of Career Technical Education courses to prepare students for their possible career paths. In addition, with the seven period day, some students have increased opportunities to take elective and Career Technical Education classes.

Mills students are guided in making appropriate academic choices and pursuing career and educational opportunities through grade level presentations given by counselors, College and Career presentations given by college admission representatives, workshops, and individual meetings with their counselor. CTE classes provide field trips for students to local community and state colleges, and integrate guest speakers into curriculum outlining possible careers in the field or CTE based courses. Students have the opportunity to participate in a career technical student organization through Family, Community, Career Leaders of America (FCCLA). Students in culinary classes participate in competitions designed to highlight offered careers associated with Career Technical Education. Regional, state and national competitive events provide opportunities for students to demonstrate a variety of skills. The International Relations class organizes field trips which allow students to attend public lectures through the World Affairs Council of Northern California and Asia Society on a range of international issues.

All students in English classes are taught three types of writing including narrative, argumentative/informational and expository, which are reviewed and reinforced each year, incorporating different levels of skills as the students progress.

Findings	Supporting Evidence
<p>CTE courses offered include: Art of Video, Bio-tech, Food and Nutrition, Culinary Arts, Woodshop, Architectural Design, Biotech, Journalism, Computer Science and Engineering Technology. These courses provide students with real life skills and challenges and expose them to challenging activities that lead to career opportunities.</p>	<p>Master Schedule Career Center calendar Career Day Master Schedule</p>
<p>Electives provide students with opportunities to explore potential career interests. In the Humanities field, these electives include: Law and Society, Psychology, and International Relations. CTE electives include Food and Nutrition, Culinary Arts, Woodshop, Engineering, Bio Tech, Computer Science, Journalism, and Publications. Visual and Performing Arts electives include Ceramics, Drama, Art and Multimedia and Art of Video. Math and Science electives include Bio-tech, Architectural Design, Engineering Technology, and Computer Science.</p>	<p>Special Education Teacher Caseload Applied Academic Curriculum Program Mills STEM Fair</p>
<p>Mills High School students have access to advanced classes through open enrollment. Currently, Mills offer seventeen AP courses and three Advanced Standing (AS) courses throughout the curriculum.</p>	
<p>The Career Center schedules regular yearly visits and presentations from community and technical schools, four-year colleges, universities, and military service representatives.</p>	
<p>In addition to course offerings, the Career Center organizes Career Day each year. The goal of Career Day is to provide students information on possible careers and their requirements employment opportunities. Career Day enlists a wide variety of possible career choices ranging from military enlistment, serve</p>	

oriented work positions, and academic career fields.

Students in the Special Education program who receive Specialized Academic Instruction are mainstreamed into classes with the support of individual classroom teachers, Special Education teachers and assigned aides. Mills also offer Math, English, Social Science and Science co-taught classes to fully integrate Special Education students into all academic subjects. Special Education students, based on their IEP meeting and accommodations, can have assignments modified to provide access to the curriculum.

Students in the Special Education program within the Applied Academic Curriculum program, focus on learning through a hands-on approach to make academic content relevant and concrete. The goal of the AAC program is to prepare students with the essential academic and occupational skills that will enable them to compete in an education and job market.

One of the Science Department chairs, serves on the San Mateo County Stem Fair Committee and produces a STEM fair at Mills for all AP Physics students. This STEM fair provides students with access and preparation to enter various math, science, and engineering careers. The interview portion of the fair supports soft skills instruction, as well as speaking and listening skill building, essential to academic and career success.

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

The Counseling Department in conjunction with the District articulates with feeder schools to discuss scheduling information and calendars. Counseling is also provided information on at-risk students in order to reach out to parents.

Mills provides information for incoming 9th grade students and parents in the form of group and individual meetings. Math, World Language, and English placement tests are administered to incoming and transitioning students to help determine course placement.

Some subject area teachers articulate with feeder schools. Math Department chairs meet with Taylor Middle School once or twice year to articulate curriculum and common core implementation. Counseling department chair meets with feeder schools to discuss high-risk students called Counselor Watch. This year a representative from Taylor Middle School will come to observe the World Language classes. The Special Education teachers observe incoming 9th grade students in middle school and help to facilitate a district Special Education night in the spring.

Areas of growth:

There needs to be a more systematic, meeting and articulation process with feeder schools and upper schools (colleges, technical/vocational schools).

Findings	Supporting Evidence
<p>Articulation with feeder schools is coordinated by the district. There is an annual meeting during which there is an opportunity for administrators and counselors to discuss the scheduling process and calendar with the feeder school.</p>	<p>Meeting minutes Counselor Watch Spreadsheet Information meeting agendas Parent invitations</p>
<p>Mills counselors meet with feeder school counselors to proactively identify at-risk students and begin contact with those families.</p>	<p>8th Grade Shadow Rosters Articulation meeting notes</p>

Incoming 9th grade parents and students are invited to two information meetings during the spring semester.

Academic courses, student activities and athletics, and the required paperwork are reviewed, followed by a question and answer session. Incoming 9th grade parents and students also have an individual meeting with a Mills counselor to discuss and confirm their course selection for the following year. Math, World Language, and English placement tests are administered to incoming and transitioning students to help determine course placement.

Mills hosts shadowing days for incoming 8th grade students where current Mills students host potential incoming students for the day. 8th grade students shadow 9th grade Mills students for the day in order to experience and “a day in the life of a Mills student.”

Special Education teachers coordinate with feeder districts to observe and articulate incoming Special Education students with an IEP meeting, including amending the IEP and selecting courses. Parents are invited to a districtwide Special Education night in the Spring.

CTE courses are aligned to local community college courses. Students who are enrolled in Mills CTE courses are able to continue the pathway toward a certificate program at the local community colleges. The Culinary Arts course is articulated with Mission College and offers students that complete the pathway six credits.

The Mills Counseling Department works closely with the local community colleges to inform students regarding the articulation process and provides informational presentations to both students and parents several times throughout the year. Speakers come to Mills from the various colleges to speak to Mills students.

Mills counselors annually attend the California State University (CSU) and University of California (UC) conferences for updates on the application process, policy changes and acceptance and enrollment trends.

CTE [Curriculum Maps](#)

List dual enrollment (Middle College)

Community College Informational Presentations

Representatives visit from these programs

College and Career Center Field Trips to Vocational Schools and Community Colleges

Powerpoint presentations used by Counseling team and Sandy Murtagh, Career Specialist

Registration receipts for CSU and UC conferences

B2. Access to Curriculum Criterion

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

Variety of Programs — Full Range of Choices

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

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Mills High School is successful in providing student opportunities through Career Day. On Career Day over 50 different careers are represented and students are given the opportunity to explore their specific interest. Four school counselors, college career advisor and internship coordinator are active in working with students identifying post-secondary options. Counselors offer grade level college information events in the evenings for parents and students. Counselors present in 9th - 12th grade classrooms covering post-secondary options and high school requirements. All Seniors participated in a Career Exploration activity through You Science in Oct 2017. College and Career Center offers College and military admission visits. Services also include college application help, essay writing and college list support. Different classes such as Economics, AP Computer Science, International Relations, Guided Studies, Health and Foods, offer guest speakers or mentors from various vocations. Mills Clubs offer field trips to work sites with organized presenters. Guided Studies offer a field trip to a community college for the 11th grade students.

Mills offers interest pathways: for example in Foods. In this pathway students earn an E handler certificate and if they complete the Food and Culinary Arts class a student will earn 5 college credits towards Mission College. Art pathways include: Art and Multimedia, Ceramics, Advanced Ceramics, and AP Studio Art 3D; as well as Art, Advanced Art and either A.P. Studio Art 2D or A.P. Studio Art Drawing. The Art Department also hosts an evening VAPA showcase for the school community in the Winter and Spring, sharing student work from the Art, Multi-media, and Ceramics classes, in addition there are performances from Choir, Band and Drama. The Film Festival in April, promotes student work, Engineering Tech I, II, Computer Science principles; and AP Computer Science. Mills could benefit by increasing the education around opportunities in different careers such as apprenticeship programs in vocational fields beyond technology, i.e. construction, electricians, food service, Entertainment (and arts-related

industry, most especially in California).

Naviance (NFC) provides Mills students with a powerful service that facilitates their college and career planning, college selection, application processing, and a convenient online connection to their guidance counselors, career center resources, and teachers at Mills High School. The application process to nearly all independent colleges and universities is managed by the Counseling Department through NFC. Articulation statistics and trends are monitored through the NFC software. According to Senior exit surveys, 90% of the class of 2017 enrolled in a two or four year college. The remaining 10% either enlisted in the military, joined the workforce, or took a gap year. UC/CSU A-G eligibility for this class was 72%, which is in-line with the historical average of 72%.

Findings	Supporting Evidence
<p>Teachers, staff and community members, communicate post high school options on Career Day and days such as College Sweatshirt Day.</p>	<p>LMP field trip to Twitter 10/13/2017</p> <p>LMP field trip to a college during Spring Semester</p>
<p>There are many recruitment opportunities for both universities and the military. A number of college representatives visit the school and give presentations.</p>	<p>Spanish speaking students trip to SFSU for a college fair</p>
<p>Senior English classes assist students in the development of personal statements.</p>	
<p>The Physics Department provides a practice based curriculum around the 8 science and engineering practices in the Next Generation Science Standards. Analytical and communication skills are taught and re-taught, practiced, and assessed throughout the year to help kids develop technical skills needed in STEM careers.</p>	
<p>Special Education students who qualify are served by both a Transition Specialist and Vocational Specialist. Referrals are made to the Department of Rehabilitation as warranted. Special Education teachers also serve as liaisons between the high school and the Student Services for Disabilities Department at the local community colleges.</p>	

Vocational Specialists conduct classes once a week. Special Education teachers work with students to attend the community college Students with Disabilities Department Initiation Orientations.

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Mills High School is successful in providing access for all learners to rigorous, relevant, and coherent curriculum by offering a wide range of courses including a variety of CP, AS, and AP courses as well as electives. In addition, Mills offers a variety of programs aimed towards learners of different abilities and needs. Some examples include co-taught classes, which pair a general education teacher and a special education teacher together to provide well-rounded support to all learners; directed and guided studies courses, where special education teachers provide Specialized Academic Instruction to augment the general curriculum; the TDS and Hope programs, which aim to provide therapeutic support for students with emotional and mental health needs; GATE, or Gifted And Talented Education, which supports students who are ready to extend their learning; and Flex Time, which are dedicated times during the week to allow students to have access to teacher support.

Mills courses focus on skills applicable to college and career readiness. These skills include academic and functional literacy skills, problem solving skills, critical thinking skills, citizenship, responsibility, self-advocacy skills, and independence so that Mills graduates are successful both in their postgraduate academic pursuits, their vocational pursuits, and within the community at large. All Mills teachers are trained and provided with strategies to support not only underperforming populations, such as English Language Learners, but all populations. One such program being initiated to support all students with academic literacy, in particular, is *Constructing Meaning*.

Mills is dedicated to raising student achievement to levels prescribed in the Common Core Standards. To ensure this, teachers create learning targets for each class and scope and sequence their courses to provide adequate exposure to the topics and skills covered in the State Standards and Common Core. Furthermore, teachers schedule the time necessary to not only teach the material, but allow students guided and independent practice, as well as time for material to be retaught or reviewed as necessary. In order to foster collaboration amongst

teachers and ensure continuity of subject matter amongst departments, teachers are grouped in Professional Learning Communities (PLC). These PLCs meet monthly to discuss successes and areas of growth and provide time to discuss and address student needs.

In addition, 27 classrooms have computer carts as part of the 1:1 Digital Program, incorporating computer and internet access for each student, in each classroom. Using tech allows teachers to differentiate curriculum and instructions as well as provide multiple ways to access the curriculum.

With the implementation of Full Inclusion of SPED and EL students, there is an increase in students in need of strategic supports in the classroom. The co-teaching model offers some support but there is a need to identify and develop targeted supports for both the general education teachers and the students.

Students have access to opportunities that will prepare them for college and post-secondary employment. Mills courses focus on skills applicable to college and career readiness including reading, writing, problem solving, and critical thinking. Coursework often includes connections to current events and require students to work effectively in a collaborative setting. Mills High School provides courses that are relevant to students and their academic and future occupational interests. Students are provided the opportunity to take a variety of honors and AP courses that are open to all students. Teachers and counselors work together to diversify the honors classes.

Areas of Growth:

1. Teachers need more support and training on how to better implement co-teaching to maximize the impact on student learning.
2. An analysis of curricula, to identify core concepts and skills.

Findings	Supporting Evidence
<p>Mills has implemented Full Inclusion of Special Education students and English Learners in all classes, with a few exceptions (Hope program, AAC classes.) To support the students in Special Education, Mills designated 11 sections of core classes (chosen based on D/F rates) to be Co-taught. This move increases access for SPED and EL students to rigorous, coherent curriculum.</p>	<p>SMUHSD 2017-18 A-G Outcomes data table</p> <p>Master Schedule</p> <p>Curriculum Maps</p> <p>Learning targets resources</p>
<p>The Hope program and TDS, Therapeutic Day School, moved to the Mills campus in 2016-2017 and 2017-2018 respectively. The Mills community is adjusting to the change in programs offered at Mills.</p>	

The English Department at Mills teaches a recursive, skills-based curriculum that focuses on the type of communications skills that students will need to be college and career ready. Students regularly interact with challenging texts, write essays both argumentative and informative, and develop speaking and listening skills they will have to employ for the rest of their lives.

There are two English Support classes and three Guided Studies classes. In addition, Mills implemented a Flex period, twice a week, where students choose where to receive help, complete homework, work on revise and redeem activities, etc. All teachers have their classrooms open.

In order to ensure greater success for all students, Mills has increased the number of support classes. In Math, there are two support classes for Algebra 1, and two for Geometry.

Learning Targets have been a Professional Development focus over the past two years. This instructional practice supports access to the curriculum for all students.

Students who have completed the introductory level Biotechnology course have the opportunity to continue to upper level courses at San Mateo High School or the College of San Mateo. Students participate in job shadowing, laboratory internships and research projects.

The AP Biology curriculum includes a service learning component through which students are expected to contribute to their communities in activities related to the curriculum. Most students become Peer Biology Tutors while others participate in activities outside the school such as beach clean-up campaigns.

Culinary Arts, Mock Trial, Model United Nations, , Robotics Club, Career Technical Student Organization FCCLA (Family, Career and Community Leaders of America), and athletics help students apply their knowledge and experience to real world situations.

Many classes go on fieldtrips, including: BioTech, Culinary, Video Production, CAD, Architectural Design, Field trips

(Asian Art Museum, City College of San Francisco, Mission College).

The Physics classes have a 1:1 Computer cart to allow students to use computers as substitution, augmentation, modification, and redefinition of the curriculum. Each student in the Physics classroom has access to, and uses computers 1-3 times a month. In addition, the course uses a common live agenda that kids can access from any browser:

Math has adopted a textbook series for the first four core math classes (Algebra 1, Geometry, Algebra 2, and PreCalculus) that fully implements the Common Core/College and Career Readiness standards and Math Practices. All classes are heterogeneously grouped.

Ninety-three percent of Mills students take three or more years of science, as recommended by the California Frameworks and the Next Generation Science Standards. The NGSS is focused on linking classroom experiences and skills to real world science and engineering.

The Social Science Department works collaboratively to ensure that all students have access to rigorous and relevant curriculum. Inherently, the Social Science courses integrate current topics and real-world experiences in their curricula. Students routinely engage in simulations, role-play, Socratic Seminars and Philosophical Chairs that focus on historical and controversial topics from past to present. Students are challenged by analyzing primary documents and developing critical argument supported by the most salient historical facts. The Social Science electives, such as International Relations, Law and Society and Psychology offer real-world experiences. Most teachers in Social Science are working toward differentiating instruction to meet the learning needs of all students and to ensure that all students have access to rigorous material.

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Mills High School has an open enrollment policy which ensures students have access to all classes including Advanced Standing, Honors, and Advanced Placement. Beginning this school year, diploma-track Special Education students have been mainstreamed into College Preparatory courses with the exception of students whose IEP requires a different placement. Support classes have been implemented and modified to address the needs of our student population.

Mills students are guided in making appropriate academic choices and pursuing career and educational opportunities through regular meetings with their counselor and the development of a individual 4-year learning plan.

Mills High School provides students opportunities for a full-range of academic and elective courses. Mills also offers a variety of Career Technical Education courses.

Ninety-seven percent of Mills High School students meet the graduation requirements. Students and parents understand what is expected of students to graduate and Mills offers a variety of opportunities for students to meet those requirements.

Findings	Supporting Evidence
<p>Mills offers Strategic Support classes aligned to the mainstream curriculum. Program Improvement has led to the creation of Strategic English Support (SES) and Strategic Algebra Support (SAS). These classes are closely aligned with the mainstream class and are targeted for student working below grade level. In addition, Mills also offers Guided Study to support underperforming students in mainstream classes. Guided Study is intended to provide socio-emotional and academic support.</p>	<p>Support classes CTE courses Elective selections</p>
<p>CTE courses offered include: Art of Video, Bio-tech, Food and Nutrition, Culinary Arts, Digital Photograph, Woodshop, Architectural Design, Web Design, and Engineering Technology. These courses give students real world skills and challenges and give them the satisfaction of creating usable, tangible products. All students must take a CTE course in order to meet graduation requirements.</p>	
<p>Electives provide students with opportunities to explore potential career interests. These electives include: Law and Society, Psychology, Drama/Theater, Journalism and International Relations.</p>	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Counselors regularly work to provide opportunities for parents, students and staff to collaborate on developing and monitoring student goals. Graduation requirements are disseminated to the Mills community and individual course selections are arranged by counselors as they meet with students to plan student schedules each year. Parents are informed of their students’ choice to take upper level AP courses and both students and parents must sign a parent acknowledgment form.

Counselors work with teachers to monitor student progress in classes as well as monitoring student progress via School Loop or CANVAS. Counselors meet with students, hold parent meetings or SSTs based on student needs. Student academic goals and instructional plans are then revised to support student success, including online recovery measures, enrollment in support classes, and other academic alternatives, such as Middle College, Peninsula High School or Jumpstart.

Findings	Supporting Evidence
<p>Counselors host an Academic Planning Night, open to all grades, for parents and students. Counselors host a Senior Night, Junior Night, and a Freshman Orientation. During Open house in the Spring, counselors offer registration support and information for incoming 9th grade families. At this time, families select classes and are provided with orientation information.</p>	<p>Academic Planning Night Freshmen Orientation and 9th Grade Registration Mills Handbook</p>
<p>Mills High School provides translators for Chinese and Spanish speaking families in order to increase communication to support student learning and student success. Translators are provided at parent/student events and meetings. Mills has an English Learner Specialist who hosts three ELAC meetings per year, monitors EL progress, and meets one-on-one with students.</p>	<p>Chinese and Spanish translators ELAC meetings 3- and 6-week Progress Reports OSCR School Loop and CANVAS Parent liaison for Latino community</p>
<p>Mills staff communicates regularly, via email, phone or written communication, with students, parents, and coaches regarding student progress. A three-week progress report is</p>	<p>IEP and 504 Plans</p>

sent to all the families of 9th grade students who are receiving a D or an F. In addition, families of seniors who are in danger of not graduating receive multiple communications of student academic deficiencies.

Mills has an on-site Parent liaison to support Latino families, Vilma Oliveras Rosas. Parent meetings are offered monthly. At these meetings, administrators and counselors may be invited to address topics relevant to their community. Individual one-on-one support for parents and students is provided by parent liaison.

Based on student academic needs, teacher or parent concerns, student may be referred for a 504 or SPED evaluation.

Counselors review student transcripts and monitor students who earn D's and F's by using the 6 week grading report. Counselors meet with student, hold parent meetings or Student Success Team meetings, based on student needs. These meetings include discussing educational and postsecondary goals. Students may be recommended to Peninsula Alternative High School, Middle College or Jumpstart as an alternative to graduation at Mills High School.

Mills High School provides a variety of academic support classes and tutoring. Students are recommended for these classes based on student academic performance, test results, and teacher recommendations. These support mechanisms focus on helping students pass classes before they fail.

Students work closely with teachers and counselors to monitor progress to ensure success for all students. Mills High School currently uses an online communications program called School Loop as a way for parents, students, and faculty to communicate (transition to Canvas Fall 2018). Canvas provides all the same capabilities, plus the ability to create assessments. Teachers can use School Loop to confidentially discuss a student's academic progress or behavior.

Student Study Teams (SST)

Naviance

Revise and Redeem

Students are assessed based on grades and teacher referrals and placed in Guided Study, OSCR (On Site Credit Recovery), and support classes as needed in the beginning of each semester. In Guided Studies, teachers monitor students grades and recommend tutoring or teacher meetings as needed.

Mills uses the online counseling program called Naviance to monitor student interests, college selections, college applications, and recommendation letters. Every student is required to fill out a Naviance survey created by counselors. Teachers access Naviance and use the student's personal information to help in writing recommendation letters for college acceptance and internships.

Ninety-seven percent of Mills High School students meet the graduation requirements. 9th grade students and parents are provided a course requirement handbook in order to understand what is expected of students to graduate at Mills. This information is also shared in grade level presentations to students and offered to parents via evening parent info nights. All high school and college requirements and presentations offered by counselors are available on the school website.

Over the past few years, some Mills teachers have implemented a Revise and Redeem Policy. Students who fail a test or an assignment, may revise the work to learn the concept, then redo the work for a different grade. Teachers spend extra time time working with students in need.

Post High School Transitions

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

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Students have access to opportunities that will prepare them for college and/or post-secondary employment. According to the School Profile on the Mills website, Mills sent 51% to 4-year

universities (state, private, etc.), 39% to community colleges, and 10% are other (unknown). In addition, the data from the You Science survey, a career aptitude assessment, shows a growing number of students enter college or career technical jobs upon graduation. Mills courses focus on skills applicable to college- and career- readiness including reading, writing, problem solving, and critical thinking. Coursework often includes connections to current events and require students to work effectively in a collaborative setting. Mills clubs also provide experiences for student to share common interest and/or to facilitate curiosity about postsecondary options.

Areas of Growth:

1. SLOs (EPIC) have been developed but needs to be integrated into the curriculum maps, course syllabi, and student unit guides.
2. There needs to have better follow up on graduates. There is a National Student Clearinghouse that provides access for schools to track their graduates progression post-high school. Mills has not been granted access by the district to access this information.

Findings	Supporting Evidence
<p>Mills Schoolwide Learning Outcome (SLOs) emphasize college-and career-ready skills such as teamwork and communication skills. SLOs are integrated into the curriculum of all courses at Mills. School EPIC standards are listed in course of study syllabus</p>	<p>SLOs/EPIC</p> <p>Parent Night Flyer</p> <p>Field Trips</p>
<p>The Counseling Department provides many opportunities for parents, community members and students to have informational evening events during the senior year presenting grade level college info presentations, career counseling , resume writing workshops, senior presentations, informational interviews, field trips to the local community colleges (Skyline and College of San Mateo, City College of San Francisco) and financial aid planning. A College Fair is provided district for all students.</p>	<p>Career Day Program</p> <p>Community College Workshops</p> <p>Career Day</p> <p>Master Schedule</p> <p>Class speakers</p> <p>Mills Clubs</p>
<p>Counselors and the Career Center Advisor host community college enrollment workshops and assist with enrollment in the Priority Enrollment Program (PEP) for approximately 50% of the Senior class.</p>	<p>Course Syllabi</p> <p>Elective Selection</p>
<p>Counselors and the Career Center Advisor organize targeted field trips to the local Community Colleges, focusing on vocational opportunities such as Automotive and Cosmetology as well as to CSU and UC colleges in</p>	

Southern California.

Mills facilitates Career Day where students attend three twenty minute sessions to listen to speakers from over 50 different career areas. This has been in place for at least the past 25 years. Some teachers invite speakers to the campus. For example, Gretchen McNeil, writer, opera singer, Mills alum class of '93, spoke in the library in January.

Many courses at Mills integrate coursework which expose students to postsecondary opportunities.

In Biotechnology, students participate in job shadowing, laboratory internships and research projects. Students who have completed the introductory level Biotechnology course have the opportunity to continue to upper level courses at the local community colleges.

The AP Biology curriculum includes a service learning component through which students are expected to contribute to their communities in activities related to the curriculum. Most students become Peer Biology Tutors while others participate in activities outside the school such as beach clean-up campaigns.

Mills elective courses provide a wide variety of experience for students including all the CTE courses, Journalism, Psychology, Law and Society, International Relations, and Leadership that expose students to career options post-high school.

The International Relations instructor accompanies a small number of students in attending the World Affairs Council on a voluntary basis. Last year students had the option to attend fourteen panel discussions. Asia Society offers programs that are all panel structures while the World Affairs Council programs are a conversational approach with audience questions allowed. Students learn how the present inquiry in a dynamic foreign policy venue.

Specific student populations are given field trips to college campuses such as the Latina Mentor Program and Guided Studies students. CTE program students are provided

opportunities to go to state conferences and field trips to learn about future careers culinary arts and architectural arts.

Representatives from the military come to campus periodically to inform students about career in the Armed Forces.

Mills has a plethora of students clubs that provide students a chance to collaborate with their peers as well as exposing them to postsecondary experiences. For example, students on the Mock Trial Team learn how to develop legal arguments from cases crafted from the Constitutional Rights Foundation. Ultimately students present their cases in a competition with other teams in the district.

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

Mills regularly sends faculty to conferences, trainings, and seminars to ensure that they are kept up to date on the latest educational research and methods. Faculty are currently working towards aligning their curricula with district, state, and national standards, such as the NGSS and California College and Career Readiness Standards. Mills offers a wide variety of college preparatory and advanced classes, along with support classes and programs such as Guided Studies and TDS/Hope for special education students with intensive needs, to allow every student to have equal access to a wide range of educational opportunities on a comprehensive campus. Mills also offers career and technical courses to allow students to explore potential careers, though these programs could benefit from enhanced funding, outreach, and support. To help students graduate or pursue alternate paths to graduation, students can transfer to Peninsula Alternative High School or to a local community college. These factors lead Mills to have a >98% graduation rate and be the district leader in student performance, with a reputation for access, rigor and excellence for all students.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Accessibility to rigorous and relevant curriculum
- Standards-based curriculum
- Support classes and co-teaching classes to support access to rigorous curriculum
- Tech-based courses and open enrollment for Advanced Standing (Honors) and AP classes
- School and parent communication
- Counseling support
- Mandatory and After-School Tutoring
- Flexible schedule to accommodate the needs of individual students
- High graduation rate and college-ready students

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Needs to be more comprehensive communication with feeder schools regarding scope and sequence of curriculum standards in preparation for transition to high school followed up by tracking graduates' pathways for five years after graduation.
- Clearly define co-teaching program to addresses issues in the following areas - instruction, teacher collaboration and team teaching, student expectations, 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.

- Although Mills is highly academic, not all Mills students go straight to college. Some students would benefit from apprenticeship programs to capitalize the CTE programs.
- Support students with written, oral, and reading comprehension to ensure mastery of basic learning skills, with an emphasis on teacher feedback in order to improve student learning as an integral part of our curriculum.
- There needs to be an effective way to track the progress of Mills graduates.
- Stronger links between curricula and real-world/college and career knowledge and skills.
- EPIC needs to be integrated into course curricula.
- Science needs to continue work on implementing the NGSS. Math needs to refine their implementation of the new CCSS math standards and practices.

Category C: Standards-based Student Learning: Instruction

- 1. Valerie Bolante - World Language**
2. Sophia Lu - Health and Wellness Counselor
3. Anthony Pretto - English/ELD
4. Hope Price - English/ELD
5. James Watrous - English/ELD
6. Justin Cottrell - Health
7. Lai Bui - Math
8. Stephanie Loi - Math
9. Mary Rustia - Science
10. Grant Paul - Science
11. Kathleen Louie - Social Science
12. Pat Ajemian - Social Science
13. Barbara Campbell - Social Science
14. Kevin Goyer - Special Education
15. Madeline Crisafi - Special Education
16. Nan Graham - Special Education
17. Akiko Soda - World Language
18. Olivia Krakower - Speech Therapist
19. Lauren Tannous-Weisburger - Instructional Aide
20. Tim Yung - Instructional Aide

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Students are made aware of curriculum standards and SLOs through course syllabi, project directions, and agenda. Teachers articulate to students the target of each day's lesson. All students are involved in challenging work and have access to curriculum through a variety of support structures that are in place to serve the needs of all students. Learning Targets are clarified so students know expectations for each lesson. Daily learning targets and formative assessments help teachers and students identify which learning targets have been met, or need to be reviewed and retaught for successful summative assessments. Structures are in place for departments and PLCs to meet, create common assessments, evaluate student work and revise curriculum and/or assessments to reach all students. This year, PLCs selected focal students, and are using protocols to discuss focal student work. This has served as a way to discuss best instructional strategies for all students. Focal students are followed through the cycle of inquiry, helping PLCs to evaluate the effectiveness of their instructional strategies, discovering what practices work for not just the focal students, but all students.

Departments regularly examine student work and assessments as part of the cycle of inquiry using a variety of protocols. Furthermore, there has been more analysis of data (for example D/F rates, CAASPP proficiency) to determine the progress of students, targeted subgroups in particular. This year, departments created goals based on this analysis. The practice of examining student work has led to richer conversations about student learning, a focus on students that struggle, and closer alignment of PLCs with curriculum implementation and grading practices.

Findings	Supporting Evidence
<p>Teachers review and provide students with a Course Syllabi, Agenda (on front board, hardcopy, and/or digital) that outlines course standards and SLOs. SLOs are shared with the parent community at Back-to-School Night. Teachers articulate daily the learning target for each lesson. Some teachers provide Calendars and update assignments on School Loop.</p>	<p>Course Syllabi, Agendas, Calendars, School Loop</p> <p>Back-to-School Night Materials/ Walkthroughs</p> <p>Admin Walkthrough/Feedback</p>
<p>Curriculum maps provide the key learning targets for course-alike subjects and for PLCs to effectively plan and reflect. Focal students are selected by PLCs as part of the cycle of inquiry and relate to department goals. Protocols are in place for discussing focal student work in PLCs, as well as tracking focal student progress each grading period. Focal students are often students that struggle and that teachers would like to discuss and obtain feedback on with their PLCs. Focal students assist PLCs on what works for all students. Instruction is modified based on these conversations.</p>	<p>Curriculum Maps</p> <p>Department Goals</p> <p>PLC Focal Student Form</p> <p>What's the Solution Student Intervention Protocol</p> <p>Equity Protocol for Examining Focal Student Work</p> <p>Summaries of Evidence (SOE) for teachers with an Instructional Coach</p>
<p>Inclusion provides some students with IEPs that were traditionally placed in contained classes learning opportunities in the least restrictive environment. The master schedule includes co-taught sections in Math, English and Social Studies, capitalizing on SPED teacher expertise in the mainstream setting. Sections in other content areas are supported by Instructional Aides in the classroom.</p>	<p>Evaluation Interim Conferences looking at Focal Student Work</p> <p>Teacher observations</p> <p>Master schedule</p>
<p>English language learners participate receive support in designated or integrated ELD classes and may be focal students. ELs are carefully monitored by the EL specialists and data on their achievement is reported on a regular basis. This year, two sections of sheltered content classes (Modern World History and Biology) were offered in an effort to support English learners.</p>	<p>Master Schedule</p> <p>Focal Student Form</p> <p>EL Achievement data</p> <p>World Language Unit Guides, Lesson samples, student work</p>
<p>All the CTE classes have recently updated course outlines that reflect the current standards and career readiness standards of CTE. The Foods and Nutrition / Culinary has a career technical organization , FCCLA , which provides students with opportunities to extend their skills in leadership and provides competitions at the local and state level. CTE</p>	<p>Student speaking sample (Spanish) Rubric</p> <p>CTE EXAMPLES</p> <p>Culinary Arts</p>

uses learning targets and exit tickets routinely as a formative assessment tool. Flex time is utilized to provide additional help for students that are not proficient.

In English, students develop their speaking and listening skills through class discussions, presentations, collaborative work and structured academic discussions. Additionally, students regularly utilize technology to build 21st Century academic skills such as producing published writing, creating multimedia presentations, researching and reading texts, and collaborating with peers. Student writing samples are analyzed in class as a group and individually through teacher-student mini conferences. This is an opportunity for teachers to provide students with timely feedback for revisions of their written work.

In Health, Learning Objectives and daily Learning Targets are posted on the whiteboard and supported with a daily agenda for students to follow. The use of Exit tickets give the PLC insight of understanding of the lesson. The PLC shares a common final. Copies of the Discussion Cards, and CM language guide, is included for student reference. Note taking format (Cornell notes), are practiced and encouraged. Student work is analyzed through a variety of assignments: unit packets, art projects, handouts, articles to read and annotate, internet videos, educational videos, peer and group collaboration, presentations and discussions.

In Mathematics, teachers often use formative assessments and exit tickets to get immediate feedback on the standards taught in order to alter instructions and assignments appropriately. The Math Department works collaboratively in course alike PLCs where the focus is on making common assessments and looking at student work. The PLCs also work on curriculum maps, reviewing the state standards for each course and making sure that the standards are aligned throughout the course and addressed appropriately.

[Leavening Experiment](#)

[Informational Interview](#)

[Resume Draft Notes](#)

Architectural Design

[History of the Golden Ratio](#)

[Video](#) Support

Computer Science

CodeHS Exercise 2.5.8
Snowman [1a](#) [1b](#)

Art and Multimedia

Student Portfolios

[1 1a](#), [2 2a](#), [3 3a](#)

Marketing Study [Project](#)

Video (Beginning and
Advanced)

[Rubric](#)

SOCIAL SCIENCE

[Sample Unit Guide](#)

[Progressive Era](#)

[Seminar](#)

[Writing Prompt](#)

[Free Speech Debate](#)

[DBQ](#)

[Differentiated](#)

[Assignment](#)

[Jacksonian Dinner Party](#)

In PE, teachers are using entry and exit tickets more frequently to get immediate feedback from all students. Group work is incorporated in testing i.e. dance; self defense, tumbling. Modifications are made taking into considerations student's IEPs, behavioral plans, etc. The PE Department delivers content through lecture, written, reading, multimedia - internet, powerpoint, google , instructional videos, peer rubrics/checklists, modeling and manipulatives (i.e. muscle man).

The Science Department has a theme of "All Standards, All Science". This theme is to encourage all students to enroll in and complete the 3 levels of high school science; Biology, Chemistry, and Physics. 94% of the class of 2016 completed UC eligible science coursework and 75% completed Bio, Chem, and Physics, which are the highest science completion rates in the district. Rigorous and challenging learning is also reflected in the number of science classes offered in the master schedule. Currently, students fill 3 sections of AP Biology, 2 sections of AP Environmental Biology, 3 sections of AP Chemistry and 2 sections of AP Physics. Student work is examined within each PLC.

The Social Science Department has developed a rigorous writing program that is implemented in each course. The department uses the Looking At Student Work Protocol to identify trends and patterns in order to guide instruction and improve student writing. Last year, the department began collecting all process writing assignments from 9th grade students showing their progress during the semester. These student folders were given to 10th grade teachers for 1) students to submit their work during 10th grade and 2) to guide teachers in their instruction of students with varying abilities. The department is in the process of developing a student writing portfolio reflection activity that students can complete at the beginning of each year, and common writing assessment that be administered at the end of each course during the 2018-19 school year using a common rubric. The data will be used to assess the writing program and make adjustments as necessary.

[Differentiated Hyperdoc](#)

VAPA EXAMPLES

Art - Google Doc Electronic portfolio:

[Ex. 1](#) (Visual Art)

Final Exams:

Ex. 1

[Ex. 2](#) (Music)

VA Orozco Adversity Lesson

Ex. 1

Ex. 2

MUSIC Audio examples

[Ex. 1](#)

[Ex. 2](#)

MUSIC Project example

[Online Theory](#) test sample

Art & Multimedia

Student Portfolios

[1 1a](#), [2 2a](#), [3 3a](#)

Describing Art [DOC](#)

Video (Beginning and Advanced)

Camera Angle [Lesson](#)

In Special Education, Ed Specialists consistently work with students and their student work. Most students with IEPs are placed in a period of Directed Studies. Ed Specialists check in with students and look at student work to provide feedback to students. Annual IEPs are another opportunity to discuss student progress and goals.

In VAPA, nearly all Visual Arts and Ceramics students have created a Google Doc in in order to organize the completed projects in a proper timeline and provide an area to write reflections, self assessments, peer assessments, and provide teacher feedback. The use of cycle of inquiry in the PLCs (both districtwide and on site for some who teach singleton subject areas) is essential to professional growth.

World Language courses are vertically aligned to first teach students to be culturally sensitive tourist, then the second year, students learn how to function in society in predictable situations. After three years or more, students learn how to be a member of and contribute to the target language community. World Language identifies areas for students to practice being positive contributors to the community. World Language teachers are adjusting writing prompts to include more 'interpersonal writing' rather than presentational writing. Observations of students have shown that they are very good at communicating for themselves, but need extra prompting in following up in conversations, i.e. asking questions and responding to the other persons' commentaries.

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>OSCR classes provides students with an opportunity to make-up courses needed for graduation using an online program. OSCR is provided in Math, English and Social Science. Students are able to work at their own and teachers are able to provide feedback on progress of class completion.</p>	<p>OSCR Pacing Guide</p> <p>OSCR Math D/F rate from 2012-2017 SY - 13.2%</p> <p>OSCR Eng/SS D/F rate from 2012-2017 SY - 59.8%</p>

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Teachers inform all students of the standards and expectations before, during, and after lessons using a variety of tools such as syllabi, learning targets, learning objectives, essential questions, curriculum maps and rubrics. Through a variety of formative and summative assessments and the use of group and direct instruction, students have access to instructional expectations and are able to assess their learning in regards to the standards.

Standards-based instructional materials are used to develop multi-modal lessons that correspond to featured goals, expectations, and requirements. Collaboration time has been used both in department and faculty-wide to discuss differentiated instructional strategies. There has been an increase in the use of seminar type discussions as well as student-centered simulations (in particular in Science and Social Science classes).

In an effort to better align expected learning outcomes with grading practices, some departments are beginning to move closer to standards-based grading practices. The Physics PLC has developed standards-based grading and as a result are fewer students earning Ds/Fs. Mills leads the district on CAASPP performance with 91% of students meeting or exceeding standards in ELA and 75% in Math, but more work needs to be done addressing the achievement gap for targeted subgroups of students (economically disadvantaged, EL, Latino, Pacific Islander, SPED students) and to lower the D/F rates for these students. Common grading practices by PLCs and standards-based grading will aid towards these efforts towards increased performance levels and student demonstration of proficiency.

Findings	Supporting Evidence
Standards and SLOs are stated in course syllabi, posters in classrooms, assignments, PowerPoint notes and on School Loop. Textbooks, readers, multimedia curricula, fiction and nonfiction novels, pre-tests, are all aligned with the standards by course.	Student self reflections, exit tickets, Formative and Summative Assessments MHS Syllabus Template
Departments follow the course of study outlined by the district curriculum councils for each course. English revamped the course of study this school year.	Lesson plans Posted SLOs New English Course of Study
Teachers have developed learning outcomes for each unit, as well as learning targets for each lesson. Learning targets are	Physics Course of Study

articulated in the classroom daily. Teachers specify goals for the week or objectives for the day in accordance with their PLC curriculum map. Formative assessments and summative assessments.

Student progress is monitored and underperforming students are identified. Grades are monitored in School Loop and Canvas (currently transitioning to Canvas). Student Study Teams are created to identify student needs. Academic Senate reviews D/F data schoolwide, by department, course and individual teacher each six week marking period.

The administration team has used the teacher evaluation process to help teachers develop and convey learning outcomes to students. Administration has stressed informing students of essential questions or goals before the instruction so that the students have an initial understanding of what is expected of them. Learning outcomes inform students of learning expectations and are provided to students before instruction.

Rubrics are used across the content areas. Students are introduced to rubrics prior to instruction and provided with student models of different levels of student proficiency. Student samples are used to help students understand the differences in grades and quality of work. In some classes (such as English) students provide feedback to each other using rubrics.

Band/Choir attend professional performances to learn about platform, process, and definitions.

The Special Education Department focuses on IEP and ITP goals (core curriculum, the arts, electives, and extending into extracurriculars)

Some members of the World Language Department use Can-do statements.

Standards-based grading practices are evolving in PLCs. The Physics PLC is implementing standards-based grading, with other PLCs and departments are moving closer to implementation.

[aligned to NGSS](#)

[Learning Target PD](#)

[Learning Target Development](#)

[Curriculum Maps](#)

Standards-based learning rubrics [Spanish Example](#)

Posted or articulated learning targets

Learning target [development sheet](#)

Learning target [exit ticket](#)

[Academic Senate D/F data analysis](#)

[Chemistry unit objective list](#)

Sample rubrics, student samples of work, standards-based student exemplars, self-assessment survey

[Chemistry Rubric](#)

[Math Proof Rubric](#)

[Math Writing Rubric](#)

[Playing Test Music Rubric](#)

Socratic Seminars and Fishbowls

Student-centered Simulations

Student performances (VAPA)

Students participate in planning & IEP meeting agendas

[ACTFL Can-do statements
\(World Language\)](#)

[Physics Learning Progress
Assessments \(LPAs\) and PLC
inquiry regarding fewer Ds/Fs](#)

[English Department Agenda
Re: Grading Policies](#)

[Standards-Based Grading
Learning Team](#) Presentation

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Differentiation of instruction takes place in various ways in all disciplines at all levels, utilizing tiered curriculum and many instructional strategies and technology in an attempt to meet the needs of students across the entire spectrum, including advanced students, strategic learners, English language learners and special education students. Differentiation allows for all students to be challenged by the curriculum while also increasing student engagement.

Mills uses differentiation to give students choices in how they learn and are assessed. Students are provided instructional opportunities that reach a variety of learning styles. Instruction includes a mixture of technology-based opportunities, structured small and large group collaboration, direct instruction, inquiry-based learning, the use of visuals and tactile manipulatives, and real world projects and problem solving. Differentiation allows for a more diverse classroom experience with English learners, special education, and regular education students working together in the same environment, with access to the same curriculum and learning opportunities.

While many classes integrate technology into the curriculum throughout the content areas. Mills is in the beginning stages of transitioning to Canvas as the learning management system.

The effectiveness of differentiated instruction is evident through informal and formal assessment of student learning, but as a whole is difficult to capture. These assessments may include exams, essay, projects, presentations, and interviews. However, more work is needed to provide

support for the co-taught and support classes to assess the effectiveness of the model and how to better support all learners in the classroom.

All students benefit from increased levels of support across departmental and curricular levels. Differentiation allows all students to have access to rigorous, flexible, creative, and individualized curriculum. This leads to greater student growth and success across all levels, and is part of the vision at Mills.

Efforts to provide differentiation within the content classes, and as a part of the school structure, have led to increased learning results for all students. CAASPP ELA data shows modest increases in scores for economically disadvantaged students, EL, Latino and SPED students. CAASPP Math results for EL, Latino and Pacific Islander students shows growth. Graduation rates for SPED students have increased 23% since the expansion of co-taught classes, and rates for Latino, Pacific Islander and economically disadvantaged students remain high, with a greater focus needed on EL students.

Findings	Supporting Evidence
<p>The technology plan emphasizes the 4 Cs (Communication, Critical Thinking, Collaboration, Creativity) which are also represented in the SLOs.</p>	<p>MHS 2016-2017 Tech Plan</p> <p>MHS 3 Year Tech Scope and Sequence</p>
<p>Teachers use projects, visuals, videos, manipulative materials, small group work, and other differentiated learning strategies to teach content multiple ways to a variety of learning styles and are supported through professional development opportunities to integrate technology into the curriculum. Students have access to technology in and out of the classroom that reinforces, and positively impacts student learning</p>	<p>Friends of Tech Agenda</p> <p>ITC support document given to teachers at beginning of the year</p> <p>Example Digital 1:1 Application</p> <p>Tech Presentation during faculty meeting and BryteBights survey results</p>
<p>The Friends of Tech Committee meet to integrate technology into the curriculum and supports Departments/PLCs.</p>	<p>History of Co-taught sections:</p>
<p>Two Instructional Technology Coordinators (ITCs) work to support teachers with integrating technology into the curriculum, implementing the tech plan and transitioning to Canvas. Currently, ten teachers are in early implementation phases of Canvas.</p>	<ul style="list-style-type: none"> ● 2017-2018 SY: MWH 10/CWS, Health, Algebra I, Geometry, English I, English II, English III, US History (no SAI classes this year)
<p>Teachers can apply for a classroom cart through the Digital 1:1 program. The application requires teachers to outline student learning outcomes.</p>	<ul style="list-style-type: none"> ● 2016-2017 SY: MWH 10/CWS, Algebra I, English I, English II, Chemistry (this year we
<p>Tech tips are shared by teachers during faculty meetings.</p>	

Faculty also examines data from the annual BryteBights survey data.

Co-taught and support classes, including Sheltered Modern World History, Sheltered Biology, Guided Studies in grades 9-11, English I Support, Algebra Support and Geometry Support and Directed Studies classes for students with IEPs, assist in meeting the needs of all students and providing opportunities for greater differentiation of the content.

In CTE, the computer science class uses self-paced software that allows a great differentiation of instruction, facilitating the back and forth interaction of the student and the teacher as they solve the various programming tasks.

In Culinary classes differentiation is used to allow all students to be successful. The material is presented in various ways such as verbal, written, demonstration and actual experience. A goal this year is to work on soft skills in all activities. This has involved guest speakers, awareness and conscience practice.

In VAPA, teachers are consistently working on the differentiation of instruction and curricular modification in order to address the large number of mainstreamed students in the department who have various skill sets.

There are extended time frames, various instructional aides available to assist and support students with the current project or performance piece that is assigned and an authentic personalization and inclusion into the visual and performing arts classes. Various training methodologies have been employed in order to further develop a level of trust to continue to creatively solve problems in a supportive environment. Teachers have participated in a variety of learning teams including *Constructing Meaning* and Differentiated Instruction in order to learn new strategies for delivering instruction to all students.

The WL Department continues to look at how teachers assess mini-conversations and get more target-language use in the classroom. Students practice at their own pace. They can go back and listen as many times as they needs.

had SAI English I-IV and SAI Algebra 1.5)

- *2015-2016 SY: American Government/Economics, Geometry, English II, US History, English I, Chemistry (this year we had SAI Algebra .5/1.0, SAI Algebra 1.5/2.0, SAI English I-II; SAI English III- IV)*
- *2014-2015 SY: MWH 10/CWS, English II, English IV, Government/Economics (this year we had SAI Algebra .5/1.0, SAI Algebra 1.0/1.5, SAI English I-II, SAI English III-IV)*

Online listening resources for WL students - they are encouraged to listen multiple times and follow up with the interactive link for further clarification:

[Videoele](#)

[spanishlistening](#)

[WL student recording of Clothing](#)

[Link to student paired conversation](#) using seesaw.me site.

D/F SPED students in subject areas

Lesson Plans created by content area specialists and education specialists

Students select their end of the unit project assignment (i.e.: end of clothing unit could be a fashion show or could be an in-store dialogue). The textbooks provide a variety of sites whereby students can practice specific needs (grammar, vocabulary, listening skills), a variety of online sources are also used.

In English, students are provided with choice in assignment options, differentiated levels of scaffolding, modified curriculum. Technology tools include NEWSELA, Turnitin.com, NoRedInk and the use of G suite programs, in particular google classroom.

In Math, technology tools are part of the curriculum. These include online homework help, as well as visual tools, to help support learning the content material. Manipulatives are an integral part of the curriculum, giving access to more students and addressing different learning styles.

Math support classes are offered for foundational courses - Algebra 1 and Geometry. Students receive frontloading of content and reinforcement of foundational skills to contribute to their success in Algebra 1 and Geometry.

In co-taught classes, there are modified tests and toolkits students are allowed to use on the tests. Special education students receive targeted instruction as needed and grading options are addressed in Individualized Education Plans. Pass/Fail is an option depending upon IEP team decision. Special Education teachers are working on defining what level of mastery of the standards this requires.

In Physical Education, differentiated instruction is used daily in swimming, running, weight training, and various sports, in particular focused on skill development and students on medical modification.

In Science, teachers provide learning strategies designed to reach multiple learning modalities, including: differentiated learning, small group work, POGIL(Process Oriented Group Inquiry Learning), evidence summary, Phet individual simulations.

Regarding Social Science, the 9th grade Modern World

Lesson plans, accountability forms, goal setting sheets, work day forms

Lesson Plans from all department and examples of student work

Copies of dated class notes taken by Aides

[Course syllabi](#), printout of computer based activities

Rosters of students attending tutoring

Computer Labs, computers in Library and Career Center

[D.I. Learning Teams Work](#)

D/F of special education students --track progress

[Textbook Tools](#)

[Master Schedule](#)

Sped and EL student are enrolled in mainstream courses.

Constructing Meaning teaching materials

[CM Learning Team example](#)

See Zink's course on Canvas

History course is a fully differentiated course of study. All 9th grade students enter Mills with a choice of whether they want to complete the advanced standing curriculum (AS) or the college preparation curriculum (CP). Lessons are not only tiered for AS and CP but MWH 1 teachers modify curriculum (MOD) for struggling students. Teachers construct levels of learning, which are based on DOK Levels. Students are asked to complete work that challenges them slightly above their skill level (zone of proximal development).

Differentiation in 10th - 12th grade occurs when teachers use visuals to aid understanding of language that students read and hear, providing notes to students with learning disabilities, students read out loud in pairs, use manipulatives (e.g. mini whiteboards, dice, verb cubes), students work individually, in pairs and small groups to complete activities, students move around the room during certain activities, students read, write listen and speak throughout every lesson (four modalities).

Guided Study class supports 9th, 10th, and 11th grade students who struggle in their classes and provides them with a holistic support system to help motivate and improve academic and personal achievement. Outside speakers from the Peninsula Conflict Resolution Center work with students on a weekly basis.

Students have the opportunity to participate in tutoring programs, both before and after school, during flex time, and by appointment with the teacher. In some cases, students may be mandated to attend tutoring or flex time by a teacher or counselor.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Mills is committed to supporting Professional Learning Communities. This allows teachers of common curricular areas to share best practices and support professional growth. The Master Schedule supports common preparation periods for PLCs, to provide teachers with the opportunity to meet during the school day. This commitment to utilizing a variety of strategies to support student learning has resulted in strong passing rates, and graduation rates of 95% in 2015 to 98% in 2016. The D/F rates are below 4% in 9 out of 12 academic areas.

In addition to PLCs, Learning Teams were developed to support professional development focused on current, researched-based instructional strategies such as differentiated instruction, *Constructing Meaning* (EL Achieve), culturally relevant pedagogy, instructional technology and standards-based grading. Learning Teams were not implemented this year in order to provide time for Focus Group meetings, department, PLC and faculty meetings.

As mentioned in above, efforts to train teachers with instructional technology have been supported through the work of the Instructional Technology TOSAs, Friends of Tech meetings, and the Canvas Pilot this school year.

New teachers attend The New Teacher Program, sponsored by the district, which supports and strengthens teachers' learning in the following instructional areas: classroom engagement strategies, rigorous content standards, differentiated instruction, constructing meaning, cultural responsiveness and instructional technology. Participation in the New Teacher Program workshops fulfills some of the requirements for newly hired SMUHSD teachers hoping to earn tenure in the district.

Findings support that professional development opportunities abound to train teachers in researched-based, high leverage instructional strategies.

Findings

At Mills many teachers have been involved in updating the District Course of Study frameworks, requiring our competency in current content. Additionally, time is embedded into faculty meetings for staff to share best instructional practices, staff is supported and encouraged to attend PDs and share back, and Mills teachers participate in District Professional Development days by leading sessions.

Supporting Evidence

Many teachers directly involved in writing new current District Course of Study Frameworks: Modern World, US History, Chemistry, Physics, Biology, PreCalculus, English.

In 2017-2018, sessions are available at Mills for teacher training on best practices for integrating Canvas LMS into the classrooms.

PLCs across all subject areas integrate technology into their curriculum.

In CTE, The Principles of Computer Science course makes extensive use of the variety of online resources for learning about computer Science, including video, text and interactive tutorials. The centerpiece of the course is CodeHS online course "Introduction to Computer Science", which teaches Javascript through a web-based curriculum which includes videos, quizzes, practice exercises, and a large number of programming assignments. The Mills Annual Fund funds the subscription to CodeHS.

The Culinary Classes have a classroom set of computers on wheels. The technology is used for various assignments including career preparation such as resumes and informational interviews. Educational videos are used for instruction and demonstration.

Woodworking uses educational videos extensively to teach safety instruction, basic tools and machine operation, and joinery and assembly.

Engineering Technology used images, animation, and video to introduce students to a variety of basic principles in the fields of computer programming, electricity, electronics, and physics. Architectural Design 1 and 2 use instructional videos to teach the Autodesk programs, AutoCAD and Revit, used by students to create architectural drawing and models.

The Art of Video classes routinely assign students to create short films/video using the latest video-editing software available on Mac and PC platforms, such as Final Cut Pro and an entire Adobe suite of video editing tools, such as Premier and After Effects. In Art and Multimedia, students use industry standard software of Adobe Photoshop, Illustrator, and After Effects to complete a diverse portfolio reflecting print design, digital art, and motion design.

Two of the three district-wide NGSS Science Curriculum leaders teach at Mills.

Mills has a Professional Development Coordinator Site TOSA who leads professional development during collaboration time.

Mills also has two .2 Instructional Technology TOSAs who are available to assist with learning and implementing technological tools.

Social Science Canvas courses
World Language computer carts are shared amongst Spanish and Japanese classes.

Classroom observations

Sample PE assignments

Sample Science assignments

Board agendas

Curriculum Council meeting agendas

Department meeting agendas

In Health, Health literacy is obtained in a variety of ways. Use of informational packets, art projects, internet, websites, Youtube, Ted Talk, videos, poetry and articles offer opportunities to acquire knowledge and demonstrate understanding of the content.

In VAPA teachers use Youtube video clips and the LCD projector to explain and demonstrate art techniques, facial proportion, and facial features for portraiture, media techniques, document camera for demonstrations, and cameras to create images that support the learning process i.e. google doc electronic art portfolios, video cameras for filming Drama students, Art and Multimedia and AAOV.

School Loop is the current learning management system where grades and assignments are posted in an online community whereby parents, students, and teachers may communicate electronically.

In World Languages, a variety of online sites are also incorporated to support and target specific needs. Vocaroo.com, seesaw.me, Google Classroom, quia, quizlet, Newsela, videoele, spanishlistening, and others.

Math uses a variety of technology tools to support student learning, have group structures in place to support collaborative learning, and utilizes mathematical tools and manipulatives to support mathematical modeling and multiple representation. In their different PLCs, teachers together plan instruction and common assessments integrating technology.

Physical Education teachers provide QR codes to students to provide access to self-defense instructional videos. Students video human performance and assess one another's moves/skills/ or videos pertaining to subjects being taught.

CTE routinely assigns students to create short films/video using the latest video-editing software available on Mac and PC platforms, such as Final Cut Pro and an entire Adobe suite of video editing tools, such as Premier and After Effects.

Science assigns students work involving creating, manipulating and interpreting data on Google spreadsheets, including making charts.

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>The Teacher on Special Assignment for Technology observes 1:1 classrooms, and asks teachers to complete a technology survey.</p>	<p>Tech survey BrightByte survey data</p>
<p>The District conducted a BrightByte survey to collect data regarding use of technology in the classroom.</p>	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

In the classroom, teachers use many strategies to facilitate learning and engage all students. Teachers use strategies such as *Constructing Meaning* (EL Achieve), differentiated instruction, culturally responsive pedagogy, equitable questioning strategies, scaffolding, gradual release of responsibility, small group work and the use of learning targets, in addition to many more. More classes are embedding project-based learning into the curriculum. Over the past several years Mills has offered, and teachers have taken advantage of, opportunities to develop these strategies to facilitate learning for all students. Teachers discuss these strategies in PLCs, departments, and strategy focus groups. Mills PLCs are given designated time to utilize the Cycle of Inquiry process to evaluate the effectiveness of the strategies, and to reteach where necessary or appropriate.

Findings	Supporting Evidence
<p>Guided Practice is common across departments. In English and Social Studies, the focus is often on annotation and paragraph structure (writing or interpreting). Annotation is also seen across</p>	<p>Evidence of Guided Practice:</p> <ul style="list-style-type: none"> • Social Studies: modelling primary source analysis

other departments such as Health and PE, to facilitate student learning. Science and Math utilize toolkits, charts, and graphic organizers to help students organize and access content.

Independent practice often follows guided practice. Writing portfolios and essays of different types are seen in Social Studies and English. SPED and CTE also have independent practice activities for students to help with comprehension of content. World Languages encourage reflection. Math and Science both provide students with problem sets and independent activities (and labs) to practice skills and absorb content.

Project-Based Learning is common at Mills. All departments utilize both creative and academic projects to help students access their content. Math and Science have lab-based projects as well as presentation projects. Social Studies and English have projects which go beyond research papers and posters to presentations. World Languages and CTE have projects which invite students to explore World cultures.

Equitable Questioning Strategies are across Mills as well. These strategies include popsicle sticks, cards, dice, and random number or name generators.

Mills teachers attempt to include many other non-didactic techniques in classrooms that cross categories above or stand outside them. These techniques have become integral parts of teaching. Students experience fishbowls, socratic seminars, pop-up debates, simulations, role-playing, and exposure to guest speakers who are industry professionals.

- English teachers model [note-taking](#), annotating, [paragraph structure](#), [TDS Strategy](#). (Topic, Details, Significance) [APPARTS strategy](#) for primary sources, [Writing program](#), [exam prep](#)
- Health Annotation for theme and individual inquiry
- PE Annotation of weight training, writing logs
- Science utilizes graphic organizers & CM ([Physics CM Fields](#)), experimental design, graphing, & analysis, problem set solutions readily available
- Chinese class modelling use of a story-telling checklist.

Evidence of Independent Practice:

- Social Science 9th grade writing portfolios
- International Relations: differentiated unit essay topics, application of seminars, fishbowl learning (all students present, provide follow-up questions), philosophical chairs, and research projects
- English Common Core Written Essays (Narrative, Persuasive, and Expository),
- Math: CPM – Inquiry Based Activities
- CTE: Digital Portfolio [templates](#), [Speaking](#), [Speaking](#), [Participation rubric](#)

- World Languages: [Self assessment and reflection](#)
- [Math Decay Lab](#)
- Science: [PhET simulations](#) and independent activities, such as [Compasses](#)

Evidence of Project-Based Learning:

- Math: Tessellation Project (Art/Math)
- Science [Fly By Project](#), all laboratories, AP Environmental Science Environmental Action Research Projects, AP Physics STEM fair projects
- Social Studies [Senior project](#), [Research Papers \(CWS Example\)](#), Current Event Activities
- [Student Japanese Trip Project sample](#), Chinese Cooking & Culture Project, [Spanish-Speaking Country project](#)
- Visual and Performing Arts Collaborative Showcases (Fall and Spring)
- CTE Classes- Art of Video monthly broadcasts, film project
- PE- Working on a 10th grade Project

Equitable Questioning Strategies:

popsicle sticks/cards/dice/random number or name generators used in many classroom observations

Other Non-Didactic Techniques:

- English & Social Studies Fishbowls, Socratic Seminars, Senior

- Speeches, Jacksonian Dinner Party
- Pop-Up Debates in Computer Science and Physics,
- Physics [Scientists' Gala](#),
- Examples of Guest Speakers across departments: Nuclear Energy Program Navy Officers in Physics, AP CS: Industry Volunteers, Health: Brain Trauma Specialist, Star Vista Suicide Prevention. Economists in Economics, International Relations: Foreign Service Professionals, CTE: Industry Professionals.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Students at Mills successfully demonstrate acquired knowledge and skills through various projects, assignments, and activities. Teachers ground curriculum in the Common Core, Academic Standards and Mills SLOs. The use of various types of instructional strategies allows teachers to assure that all students regardless of background and achievement can access curriculum and skills. Lessons are scaffolded as students are guided through the learning process towards independent demonstrations of their knowledge. Students demonstrate their comprehension of lessons through a variety of formative and summative assessments. Teachers then provide opportunities to encourage students' synthesizing abilities to demonstrate their understanding in unique and original ways. Inquiry, discovery, and the communication of new-found knowledge are celebrated and shared in various research and culminating projects.

Findings	Supporting Evidence
<p>Teachers scaffold activities that guide students to discover ways to acquire and organize new knowledge that culminate in student synthesis of new knowledge used in a student-centered discussion, to create an original project independently, and/or in groups.</p>	<p>Synthesis Project of Units: Mandalas in English, Totalitarianism story in Social Science & English, Ruth Goldberg Physics Faire in Science, Humans Right Violation Project in Social Science</p>
<p>Teachers assign projects that extend beyond the unit at hand so students experience a greater depth of understanding and relevance. For instance, connecting the content to current events or across curricular areas.</p>	<p>English and Science: Individual and Group Research Projects: English, Social Science</p>
<p>Students have access to county library resources to gather new knowledge. There are resources available to instruct students on how to use these resources.</p>	<p>County Digital Library Online Sources Classroom Computer Carts, Media labs, Makerspace</p>
<p>In Health, within each unit, students demonstrate understanding in a variety of expressions. Collecting of information in group collaboration and present their findings to the class. Compare and contrast their collected data with National statistics and Census. Create bar graphs, art projects, research substance use and report out to class. Students learn MLA formatting, annotation of printed materials, and composing summaries and reflections.</p>	
<p>In VAPA, students are organizing electronic portfolios of artwork, self assessments, peer assessments, written reflections and images of stages of development of artwork in both Ceramics and Art classes. It is an organizational tool designed to assist students in the college application process as well freshman, sophomores, and juniors in learning record keeping skills and develop further critical thinking skills in the self assessment and written reflection process.</p>	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Students have access to multiple digital resources that allow them to analyze, comprehend and conduct effective research. The new school learning management system, Canvas, provides a wide platform of digital collaborative and research applications. For example, students have

opportunities in classes to review their own and other student work online, conduct rigorous research, and analyze new material.

Teachers have set time during PLC meetings to evaluate the effectiveness of reviewing work online and online communications in order to assess whether or not students are successfully analyzing, comprehending, and conducting effective research. During this pilot year of Canvas, teachers have access to digital rubrics alongside the online student work. This practice is not yet schoolwide and will be a focus of professional development in the coming years as the school moves entirely to Canvas. At this point there is no schoolwide tool to assess the effectiveness of using digital tools to review student work online.

Findings	Supporting Evidence
<p>Teachers have access to tools to assess student work online.</p> <p>Resources encourage students to seek out new information and then analyze</p>	<p>Google Classroom, School Loop, Canvas (online discussions and collaborative evaluation of student work, rubrics)</p> <p>Flipgrid, SeeSaw, County Library Digital Resources</p>

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Students are given multiple opportunities to demonstrate higher level thinking and problem solving skills. Students are called upon to think, reason, and problem solve in a variety of settings: individual, partners, groups, as a class. Settings also include digital and in person, in the classroom, around campus, and off campus. Students are required to collaborate, discuss, debate, and present their findings in a variety of ways.

Assessments demonstrate higher level thinking skills such as applying knowledge, analyzing, evaluating, engineering, or creating. Student work reflects these acquired skills across departments.

Findings	Supporting Evidence
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Students participate in a variety of collaborative environments that challenge students to think, reason and problem solve such as fish bowls, philosophical chairs, seminars, and structured academic conversations.

Other activities that include journals, research projects, formal writing assignments, CERs (Claim-Evidence-Reasoning), Toolkits, Scavenger Hunts

Students reflect and assess their own learning through journal writing, self and peer review and class discussion. Teachers utilize a variety of strategies to assess students work.

English: Fishbowls, Socratic Seminars, Journals

Social Science: [US History Structured Academic Controversy Format](#), Social Science Argumentative Essay, Explanatory Essay, Analysis and synthesis writing assignments, structured discussions, points of view and precises, outside speakers from Department of State and Bay Area Consulate - Generals, open attendance to World Affairs Council and Asia Society programs, Constitution Day Scavenger Hunt

Science:

[Claim-Evidence-Reasoning](#)

Math:

- [Proof Rubric](#)
- [Toolkits](#)
- [Learning Logs](#)
- [Sample writing/problem solving task](#)
- [More samples](#)
- [Tesselations project](#)

Visual and Performing Arts:

- Publication skills-taking photos, Mural Designs, Mosaic Designs, Ceramic sculptures,
- Interview and writing
- Create Yearbook together

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

MHS has twenty-seven circulating Computer carts on Wheels (COWs) through the 1:1 Digital Program, two computer labs, plus the college center and library computers, so there are opportunities for students to use technology to support their learning. Teachers utilize these resources. In fact, many times, there are no “sleeping COWs” (i.e. COWs that are not in use). Teachers use Google Calendar to reserve the COWs and computer rooms. Representative samples of student work demonstrate that students are using technology to access the standards and SLOs as teachers increase their use of technology.

Findings	Supporting Evidence
<p>MHS Administrators and Staff have worked to increase the technology available for students inside and outside of class. Currently, the 27 COWs and computer carts support the classes in session while the library and career center as well as loaner computers provide access for students outside of class</p> <p>Use of technology supplements and enhances student learning. Every department uses technology to supplement classic assignments. For example, technology streamlines Science lab work and PE data collection, supports oral practice in World Language, provides additional tools in Math and English, facilitates online discussions in Social Studies, and allows for online assessments across the curriculum. Departments also introduce students to new resources and ways of accessing the standards through technology. Science and Math students access simulations and real data sets online, that enhance student learning tremendously, allowing students to conceptualize, experiment with, and experience aspects of the curriculum that were previously incredibly inaccessible. World Language students utilize online resources to record and grow their skills in ways not possible without technology.</p> <p>The Physical Education Department has uses technology in weight training having students view anatomical figures where muscles are located, and how to do various exercises.</p>	<p>Technology Available</p> <ul style="list-style-type: none"> ● COWs: 360 laptops in 11 classrooms; 520 Chromebooks in 17 classrooms ● All freshman have tech orientation and are given a Google drive account; @mymhs.org or @millshigh.org ● Library loans out 30 HP Probook laptops to students in need to a tech device at home (does not come with internet). Also, the library has 10 Kindle e-readers for check-out for students. Library has two loaner projectors for students or teachers.

The use of Canvas has allowed teachers across the school and departments across the district to share curriculum and assessments. Summative testing in PE has been used online. Students do graphing of their miles and analysis of swim strokes while applying it to their own performance. Data is used with the fitnessgram and students do research on various sports throughout the year. Group work on doing choreography in dance, video taping their group performances in dance and in tumbling. Google docs, Quia, CANVAS, and laptops are used on a regular basis.

- All libraries in the district transitioning to sharing with the county library system, increasing resources available.
- 2 desktop computer labs on campus
- Additional computer labs in library and career center with updated computers (less than 5 years old)

Classes with Technology

- Science: Spreadsheets to collect and analyze lab data, probes to monitor experiments, and Google Docs to create and share group work, access classroom notes ([Physics Live Agenda](#)), and research.
- World Language: Audio assignments online with Vocaroo.com; Digital Portfolios
- Math: Online textbooks & assistance, Desmos
- English: Write, edit, make suggestions, submit work through turnitin
- Social Studies: online discussions, and assessments
- PE departments: recording & measuring progress.

- Library: creating workshops to help students use online research tools like Noodletools to help with research development.

Activities only Possible with Technology

- Science: [Chemistry spreadsheet lab](#), [PhET simulations](#), [Concord Consortium simulations](#), [Kepler Infographic](#), [SDSS Star Analysis](#)
- Math: Online graphing calculator; CPM activities that model, simulate, demonstrate mathematical principles
- World Languages: Digital Audio Portfolio with See Saw, Build Vocabulary with Quizlet

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Most departments have students interact with materials beyond the textbook. This involves research, using both online and print sources. Students investigate through experiments and discovery activities, constructing a deeper understanding of the content and skills central to our courses. Students demonstrate their understanding through visual, oral and written assessments.

Findings

Students use computers to access online resources (e.g.

Supporting Evidence

<https://newsela.com/>

Google Forms for formative assessments, Newsela for reading practice, Character Based Learning within the SDC setting, PhET and other science simulation sites, etc.)

World Language has students demonstrate their mastery of vocabulary and fluency through projects, including the Country project and famous people projects. Students do research to collect information to include in projects. Teachers also use sites where students have the opportunity to hear a variety of speakers, and native speakers other than the classroom teacher. There are extended activities based on these 'authentic speaker' sites.

English does not use a textbook. All resources are "primary" sources. Students read fiction and nonfiction, as well as create original stories and poems.

Research Projects are a regular part of the curriculum for Social Science and English. Students must use multiple (types of) sources.

Many departments have students do oral presentations and write papers involving synthesizing research.

In Social Science, students use databases, articles, primary sources and documentary videos (DVDs). The district is in the process of moving away from databases and instead issuing public library system cards to all students.

In Science, all teachers supplement the text with labs and activities. The Biology teachers utilize gene connection labs that are shared throughout and beyond the district. Chemistry collaborates on labs and activities that bring clarity to the topic in the classroom. In addition to labs and engineering experiences, Physics utilizes resources from astronomical databases to introduce students to actual data analysis that allows them to decipher not only the life cycle of stars, but also that of the universe. Biology and Physics take students off campus to Science Museums and an Amusement Park (Bio to the Academy of Sciences and Physics to the Exploratorium and to Great America) where they are tasked with observing their sciences in action.

In Math, students use manipulatives, experiments,

<http://cblnewsworthy.org/#/>

<https://phet.colorado.edu/>

goo.gl/F4zTz9

<http://goo.gl/7vvU2A>

<http://bolante-espanol-ap.blogspot.com/>

Spaniashlistening.org

<https://goo.gl/KwKu8j>

<https://goo.gl/2LuYD8>

[English & Social Science](#)

curriculum maps. International Relations uses a variety of magazines and newspapers to supplement including: *New York Times*, *Wall Street Journal*, *The Guardian*, *Washington Post*, *New Yorker*, *Foreign Affairs*, *The Diplomat*, and selected blog posts.

Bibliography samples

Gale database, Britannica, World Book, [Mills Library resources](#)

[Science Curriculum Maps](#)

<http://cpm.org/>

discussion, and group-work to develop understanding of the content.

In CTE, students use oral ,written and actual experiences and labs to understand the concepts.

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

All students participate in activities to explore future career options. Students have the opportunity to use assessment tools to help identify possible career choices. Additionally, all students are required to take a Career Technical Education (CTE) class to graduate. Such classes include Publications, Culinary Arts, Architecture and Design, Engineering Technology, Art & Multimedia, Art of Video Journalism, and Biotechnology. In these classes, students practice and acquire knowledge about resumes, interviewing, budgeting, and finances. Mills has a Career Center filled with resources and a College & Career Advisor to assist students with College and Career explorations and to organize the Annual Career Day. Counselors provide a College Information Workshop for all Seniors. The new Career Awareness Coordinator will assist in engaging students with job shadowing and opportunities related to CTE pathways.

Findings	Supporting Evidence
<p>Every year Mills hosts a Career Day for all students in January. All students are given the opportunity to attend three speakers presentations.</p>	<p>Career Day Workshop selection flyer</p>
<p>Since 2016, all students are required to take one year of CTE courses to graduate. In CTE classes, all students must complete assignments related to their career path, writing professional resumes, conducting informational interviews.</p>	<p>Some CTE classes include: Biotechnology, Journalism, Yearbook, Architect and Design, Culinary Arts. Spanish class</p> <p>Youscience link</p> <p>http://www.folsommusic.org/folsomjazzfestival/</p> <p>http://cmeabaysection.org</p>

In 2017, all seniors had the opportunity to take a Career Interest Inventory Assessment (Youscience). This assessment tool is used to help students identify potential career choices based on their aptitudes and strengths. In January 2018, juniors will take the assessment.

The Music Director regularly brings in guest speakers such as professional clinicians and educators in music industry (ie: CMEA, CAJ).

The Economics class does a unit called Personal Finances, where students choose a career, find a job, find an apartment, and learn to budget their finances to their lifestyle. This class also teaches how to manage having a credit card.

College & Career Advisor provides a job bulletin, volunteer opportunities, and internship opportunities that are located and updated on the Mills High School website

Mills High School website provides a college tab that includes college preparation information for juniors and seniors. Items include topics such as: internships, to-do lists for ACT/SAT, examples of letters of rec, checklists, college workshops, how to apply to college, etc.

As of 2017, the district hired a Career Awareness Coordinator to help students explore potential internships and organize field trips for shadowing related to the CTE pathways.

Various Mills Clubs offer students opportunities to engage in real life explorations of career interests.

Mills provides introductory courses which may provide a pathway for a future career

<https://www.disneyyouth.com/programs/performing-arts/workshops/soundtrack-session-instrumental-disneyland/>

[Volunteer Tab](#)

[College Tab](#)

Science Biotech Internships

<https://www.smuhsd.org/college-careerfair>

Field Trip to Skyline Automotive program

Mock Trial, Robotics, Model United Nations, World Affairs Council, Biologees

Elective Offerings: International Relations, Psychology, Law and Society, Journalism

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

n/a

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

Instruction is guided by formative assessments and learning targets, as well as cooperatively designed curriculum maps. Teachers review student work in PLCs to adjust instruction and meet student needs. Supporting student access to the curriculum and SLOs, teachers provide many forms of assessments and reteaching opportunities for students. Students are engaged in instruction through methods both online and in person, both individual and in groups, both oral and written, both experiential and theoretical.

Student Learning would benefit from more access to technology, more support for developing teaching strategies (particularly to easily facilitate various accommodations such as inclusion), and a re-examination and update of protocols to examine student learning.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- There has been a strong emphasis on formative assessments and learning targets, which have focused students attention toward what they should be able to do by the end of a class period.
- Department-wide creation of curriculum maps have allowed departments and subject-alike teachers to communicate and decide what students should be learning and be able to do by certain time periods.
- Time provided for PLC collaboration has increased opportunities for students to better access the curriculum.
- With the increased access to technology, students have greater access to content mastery.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- More access to technology within the classroom. (With 27 COWs and 2 labs, there are at least 10 classes each period without access.)
- More support is needed for developing teaching strategies for the accommodation and modification of special needs and low-performing students, particularly with the implementation of inclusion.
- Examine the effectiveness of our protocols to examine student work and modify the protocols and how they guide instruction.

Category D: Standards-based Student Learning: Assessment and Accountability

1. **Lara Liu - Science**
2. Lisa Cole - Counselor
3. Serena Arge - Career Technical Education, Visual and Performing Art
4. Kelly Hensley - English/ELD
5. Lidia Battaglini - Mathematics
6. Denise Dreyer - Mathematics
7. Jeff Peterson - Mathematics
8. Max von Euw - Science
9. Mavish Kim - Science
10. Don Burdette - Social Science
11. Alex Lira - Social Science
12. Erik Anderson - Special Education
13. Kip Scialanga - Social Science
14. Elizabeth Saxton - World Language
15. Andrea Crowley - Staff Assistant - Instructional Services
16. Puru Padley - Student Data Analyst
17. Stefany Peng - EL Coordinator

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Data collection and analysis is ongoing with staff. Staff members are reviewing data routinely, and currently have access to data reports via Canvas. Data is reviewed monthly in Academic Senate and Department meetings. Data reviewed includes every 6 week grades, PSAT, CAASPP, AP, SMI (Scholastic Math Inventory) and SRI (Scholastic Reading Inventory). Data is disaggregated by subgroups so faculty can look at which groups have lower grades and scores, so these groups can be targeted. When reviewing data, staff members are asked specific questions to help guide analysis of the information, focusing on reviewing, analyzing and next steps. Staff members are asked to discuss their findings with colleagues. Sometimes groups are heterogeneous, other times staff is grouped with their departments. For example, data reviewed in August 2017, focused on CAASPP ELA and Math, D/F Rates, and Truancy, Suspension and Expulsion data. The focus of the data review was to identify emerging critical areas of need. Based on the data, teachers are encouraged to think about Tier 1 interventions they can implement in class to help students succeed. The connection between reviewing data and assessing student progress towards standards is not always explicit. However, data analysis has led to the implementation of schoolwide Tier I interventions such as Flex Time to support student achievement of the standards, and Tier II interventions such as a sheltered Modern World History course, support classes in English and Math, as well as other targeted interventions.

In addition to Faculty meetings, data pieces are shared monthly at Academic Senate meetings. Department Heads review and discuss the findings from the data, and make specific connections with their department work. Department Heads are asked to share data pieces with their departments and discuss how to use the data to inform best practices. Information is then shared in various degrees with departments across the school. There is not have a

schoolwide systemic process to make decisions based on data. Since 2016-2017, the Academic Senate uses a [Data Review Protocol](#) to review the data pieces. Administration is working to make this a schoolwide practice.

Findings	Supporting Evidence
<p>Data is shared monthly with Academic Senate using the Data Review Protocol. Various types of data (i.e. 6 week grades, CAASPP data, AP data, discipline) are shared and analysis is discussed. This data is then to be shared with individual departments at department meetings.</p>	<p>Academic Senate Minutes Data Protocol sheets</p>
<p>In addition to monthly meetings, AS participates in two full day retreats per school year for an intense review of school data. Data sets include: CAASPP, SPED enrollment, D/F rates, Academic Core rates, CST, PE, AP/Gate, discipline (grade, ethnicity, gender), English learner progress, (CELDT, reclassification), student wellness and school climate data, and graduation rate data analysis.</p>	<p>DF list(Aeries), Aeries Analytics, SBAC, PSAT, CAHSEE, CST, SMI, SRI, AP Test, Academic Core, CELDT, Dataquest through the CDE, LCAP: grad rate./dropout rate, A-G readiness, CTE pathways, UC/CSU eligibility, academic achievement: D/F rates, GPA, PSAT, CAASP, Math/Reading assessments, EL student progress</p>
<p>Data protocol is used at staff meetings, Mills Planning Council (School Site Council) meetings and other parent meetings.</p>	<p>AS Retreat Agendas</p>
<p>Departments review data during department meetings.</p>	<p>MPC Agendas</p>
<p>The goal of the MTSS intervention model is to have 80% of students receiving a strong academic program with Tier I systemic support. A smaller percentage of about 10 to 15% of our student body will be identified as needing additional support through the Student Intervention Team and will require T2 interventions. After the T2 interventions have been in place for at least one semester, the team will revisit the students progress and make appropriate referrals for T3 interventions.</p>	<p>Department meeting minutes SST referrals/forms, meeting notes, follow up MTSS intervention model Guided Studies, Support Classes, Co-taught classes, Directed Studies</p>
<p>SAI students have annual goals toward progress in core curriculum which are evaluated by for the annual IEP meeting. All curricular area goals are evaluated by the combined efforts of the Education Specialist and general education teacher observations. These include transition goals toward college and career planning.</p>	<p>IEP(redacted form) IEP meeting agendas SPED Calendar (IEPs) Vocational Specialist calendar</p>

Vocational Specialist meets regularly with 11th and 12th grade SAI students to discuss post HS opportunities. Vocational specialist conduct surveys and interest inventories to help expose students to areas of interests. Coordinates field trip to junior colleges as well.

Applied Academic (AAC) Students have individualized goals which are evaluated by their Education Specialists.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Mills aims to keep parents and students as informed as possible regarding student achievement. The Mills website provides links for the public to view CAASPP scores, SPSA, and SARC reports. The Mills PTO Newsletter, MPC and PTO Meetings, ELAC Meetings, Latino Parent Meetings, as well as Faculty and Academic Senate Meetings, are all means by which data is shared with parents, staff, the board, and other interested parties. Individual CAASPP scores, as well as other standardized test scores, are mailed home for parents. College and career readiness metrics, graduation rates, and student achievements are all made available to the public during board meetings and parent nights. In addition, Mills provides access to this information through the School Profile, website and school newsletters. Mills believe the process for reporting to parents is very effective in keeping parents and interested parties informed regarding how their students are doing and how the school overall is performing.

The Healthy Kids survey is conducted every other year, and parents report back on their experience with the environment at Mills. (See Chapter 2 for results.) This year targeted parent groups completed a WASC survey to give feedback on Mills.

Mills offers translation services and ethnic group specific events (ELAC, Latino Parent Night) to ensure all parents are able to receive information about their students and the school. In addition, the Family Engagement Coordinator, reaches out to parents to assist with translation and acquisition of information regarding student progress and school news. Parent Project, a class provided by the San Mateo County in coordination with the Conflict Resolution Center of

the Peninsula PCRC, is a 12 series class that comes to Mills every Fall and, given in English or Spanish. The content of the class is mostly parental education for adults raising teenagers. The Family Engagement coordinator participates at the beginning of every class giving updates and school system information. The English Learner Specialist works closely with students who are English learners to support their progress towards academic standards and also contacts parents to communicate academic achievement.

Tools such as School Loop (which will be replaced with Canvas next year) keep all parties informed of current student progress in their classes. Naviance software is used to inform students and parents of upcoming college and career events and activities. Counselors monitor students closely and work directly with individual families to set goals in order to achieve student success. Standardized test score results are mailed home to each family, as well as kept in each student’s cumulative records.

Guided Studies support allows students a safe haven for studying, specific tutoring support from the Guided Studies teacher and from student tutors, and skill-building such as time management and organizational skills. Guided Studies is also an opportunity for students to work with an advocate - a teacher who can assist students in their communication with teachers and with parents.

Back-to-School Night in the fall and Open House each spring are two schoolwide events that are used as opportunities to inform community members about student progress. This year, the school highlighted the revised vision, mission and school learner outcomes, in the general and breakout sessions with parents. Open House highlights student work that demonstrates the college and career readiness standards across the content areas. Parents and community members have an opportunity to visit each classroom to see student demonstrations, portfolios, projects, essays and work.

Findings	Supporting Evidence
<p>Mills’s website is updated regularly with events, achievements, and counseling presentations. Mills PTO sends a bi-weekly newsletter to parents who subscribe. SPSA and SARC reports are posted on the website annually in three different languages. MPC is conducted monthly, as well as, Academic Senate and Faculty meetings. Dates and agendas are posted on the Mills website.</p>	<p>Mills Website, School Loop, Mills PTO Meetings and Newsletter, MPC minutes</p> <p>Meeting agendas and minutes</p> <p>LCAP report, SARC, SPSA</p>
<p>Mills offers translation services and ethnic group specific events (ELAC, Latino Parent Night) to ensure all parents are able to receive information about their students and the school.</p>	<p>Board agendas</p> <p>Back to School Night presentations</p> <p>Open House photos/flyer</p>

LCAP presented at board meetings to keep board and public up to date on current school progress. [Mills Website \(School Loop and Canvas\)](#)

Teachers have integrated SLOs into the classroom and communicate with parents during back to school night presentations. IEP documents

Open House in March is an opportunity to showcase student work that meets the college and career readiness standards in each content area. All teachers participate.

Course Syllabi are posted on the school website for anyone to review.

Parents of students with IEPs are provided with progress updates each semester. Annual progress is reported to parents at IEP meetings, and in writing.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

The school monitors grades, completion of student A to G requirements, and state and district tests as a primary method of charting student growth. Administration, the counseling department, and each individual department monitors student progress in School Loop and Canvas. The counseling department closely monitors student progress by reviewing student transcripts and meeting bi-annually with students to ensure their progress toward completing the A to G requirements. Administration also monitors student performance on district and state tests to determine student growth and compare to previous data. Data is reviewed to determine the need for instructional modifications to help with continued growth.

The Information Technician Specialist codes the CTE classes in Aeries, and monitors completion of the pathway based on the student's past and current course load for reporting to CALPADS.

Counselors audit transcripts twice a year, meet with students annually for classroom guidance

and one-on-one with students for course selection. The counseling department uses Google Spreadsheets to monitor AP potential, support class recommendations, EAP college readiness and 9th grade articulation to schedule students. There is a process in place for mental health and social-emotional support through the Student Intervention Team. There is not a schoolwide process of monitoring and collaborating about individual student academic progress and growth. However, Mills is piloting a 9th grade teaming model with Biology and English. The purpose is to allow teachers to collaborate around effective academic strategies to meet the individual students cross-curricular needs.

Furthermore, individual departments have specific assessments to monitor student long-term growth. For example, PE uses fitness testing to chart student progress in 9th and 10th grade. PE charts individual students for the improvement in physical fitness in strength, flexibility and aerobic capacity. EL and English monitor student improvement by utilizing the SRI reading test as well as CAASPP test data which is taken in 8th grade and 11th grade. EL also uses state test such as CELDT to monitor EL and LTEL student language development.

Since 2015-2016, Mills teachers have discussed the components of standards-based grading. A team was developed to review and discuss how to integrate standards-based grading into the high school environment. Teachers discussed and adapted grading styles on an individual basis. Guiding questions in Faculty and Department meetings revolved around identifying the key standards and what determined meeting standard. In addition to evaluating grading standards, teachers also openly discuss the impact of the “toxic zero.” The discussion regarding the point system are still occurring. Individual teachers, PLCs, and some departments have adapted their grading practices towards standards based grading, but there is not a school wide commitment to grading practices. PLC agreements for Mills recommend that PLCs adopt common grading policies.

Findings	Supporting Evidence
Monitor grades every six weeks by department, discuss common grading practices.	Progress report D/F grades
High priority students identified in School Loop for individual teachers.	School Loop/Canvas
Communication between teachers and counselors regarding individual student’s academic needs. In addition, Counselors and Guided Studies teachers review transcripts with Guided Studies students.	Aeries data, A-G rates
Counseling Department monitors A-G requirements, career readiness, and CTE.	LCAP report
	Formative assessments - individual teachers, PLCs, departments
	Summary of Evidence - IC documentation

Review data from LCAP metrics which include two years of CTE, and A-G completion audits.

Teachers use formative assessments to check for understanding.

Since 2015-2016, Instructional Coaches support individual teachers with identifying student progress towards targeted standards, and applying strategic interventions.

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

n/a

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

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

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Curriculum departments meet at the district and school level to review content standards to identify essential standards. Assessments, both formative and summative, are designed to address these standards in department and PLC groups. After the assessments, PLCs participate in a review protocol to determine student success in achieving the essential standards. If determined necessary by PLC review, curriculum is modified and retaught to work toward student mastery. The evaluation of student work is essential in determining the effectiveness of the quality of instruction. This process is working in the more functional PLC groups on campus. There are however, some PLC groups who struggle with this process because of the turnover rate with members or different participation levels of team members. As a result, Mills has constructed schoolwide PLC agreements.

Teachers embed a variety of formative and summative assessments in their courses to determine if students are demonstrating mastery of the standards. Student assessments take many forms from class work to common district assessments and standardized tests. These assessments are aligned with state standards and the Schoolwide Learning Outcomes (SLO's). All students, including those with special needs, are offered opportunities to demonstrate proficiency of the standards and SLO's. These assessments include reading assignments, essays, research papers, oral presentations, and class projects. These assessments provide the information necessary to help teachers modify instruction and address student needs, especially for those who are at-risk or underperforming.

Individual teachers, grade-level teams, and subject area departments also consistently assess data to identify necessary modifications to curriculum and instruction. Each department, or team, uses specific sets of data, may be individual assessments to determine student proficiency and necessary interventions. Teachers on evaluation, work with their Instructional Coach, to review student data and determine curriculum and instruction needs. This year, focal students were selected as an effort to re-engage PLCs in looking at student work.

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Math department is using MI test in core courses to measure student growth and also as a measure for student placement in support classes freshman year.	District wide Math Inventory (MI) test given at the 8th grade year, and twice during freshmen and sophomore year
English 1 (at beginning of semester) and EL (monthly) departments use SRI for placement in support classes, and assessment reading levels. EL uses the SRI to monitor reading level improvement, modify reading strategies used in class and for benchmark criteria for exiting EL for mainstream classes	Ixl.com in Algebra Support OSCR, Khan Academy (S)RI, MI(Math Inventory)

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Mills dedicates department collaboration time and course alike PLC time to discuss and develop formative assessments. District supported trainings, such as E.L. Achieve's *Constructing Meaning*, and district and site professional development days, provide models and resources to support teacher and PLC implementation of formative assessments. Twice a year, Mills supports a Peer Observation Week (POW) which allows teachers to observe one another. Some teachers focus on formative assessments. Departments, PLCs and individual teachers all review formative assessments at varying degrees. Adaptations are made to lessons and interventions, sometimes on an individual or team (PLC) level, and inform department goals.

Most PLCs give both summative and formative common assessments. The degree to which PLCs meet to discuss and make curricular adjustments based on the evaluation of evidence varies. Teachers evaluate the use of assessments in several ways, including but not limited to examining student work, assessment data, and anecdotal data from talking with students.

PLC teachers meet to review student examples and may use a rubric to calibrate grading practices as well as to assess critical areas of need. In co-taught classes, co-teaching teams collaborate and utilize formative and summative assessments to identify students that will receive more educational benefit from modified curriculum and scaffolds.

The Math curriculum has changed multiple times over the past six years, so it has been challenging to find time to do an analysis of assessment practices. However, there is work in progress. The Geometry PLC added additional standards to units to address the learning needs of the students, based on the unit assessment.

PLCs routinely revise and improve common assessments. The assessments help inform the teachers which units need to be elaborated upon and re-taught. Several PLCs examine questions individually, and if correct student response rates are low, they examine the question to clarify or remove it. For example, recently, [LPA2](#) and [LPA2R](#) were given in Physics. This was a sequence in which students took an assessment (LPA2), those assessments were graded by the PLC together, data was analyzed, a reteaching unit was written and executed, and an optional replacement assessment was given (LPA2R). Teachers also use student responses to create a strategy for each upcoming school year on how to structure and refine their curriculum. In one physics teacher's classes, on the second quiz after targeted reteaching for LPA2R, 56

(64%) went up; 28 (31%) stayed same; 4 (5%) went down. After discussing the results, the physics PLC intends to build in some of the components of the reteaching unit to the teaching of the initial unit next year.

Findings	Supporting Evidence
<p>Teachers incorporate formative assessments as part of instruction to help students evaluate and interpret their progress towards current and future learning plans.</p>	<p>Student Evaluations</p> <p>Formative Assessment examples</p>
<p>Yearly physical fitness assessments are completed and given to the SMUHSD. The data is kept by individual teachers and passed on to 10th grade year of PE. This data will be used to guide 10th grade students in developing a life-long physical fitness plan.</p>	<p>Weekly mile runs</p> <p>Grades</p> <p>Assessments and assessment data</p>
<p>The Math Department uses quizzes, informal assessments, HW questions, in-class questions, exams to assess student work. Most PLCs identify below standard scores on assessments and work on addressing the missing areas. Geometry has examples of such evidence. The scope and sequence for the next unit was adjusted to include a section on standards that still need to be addressed, based on curriculum group conversations about test results from units 1 and 2.</p>	<p>School Loop</p> <p>Peer Feedback</p> <p>Student Evaluations of Personal Work</p> <p>Student input rubrics</p> <p>Needs Assessment Survey</p>
<p>With regard to support classes, more students are passing Geometry and Algebra 1 than would have without support.</p>	<p>Student Reflections</p> <p>CAASPP</p>
<p>In the English Department, PLCs regularly assess their summative assessments. PLC teachers meet, review student examples, and use a rubric to calibrate grading practices as well as assess critical areas of need.</p>	<p>PLC meetings</p> <p>Examples of assessments</p>
<p>Students who are struggling in English I may be placed in support classes. Student grades are monitored every six weeks to determine if they should continue in the support class or are ready to be moved out. Students who continue to not meet standards are discussed in PLC meetings for possible remediation. Some are given accommodations such as extended time on assignments, assigned to Flex Time for reteaching and reassessing, and referred to counselors for tutorial contracts.</p>	<p>Analysis of Student Work Protocol</p> <p>Differentiated instruction</p> <p>Assessments</p> <p>Grades</p>
<p>Strategic Algebra and Strategic English support classes are</p>	

available to students. Placement in the Strategic English class is based on student grades, CAASPP scores, and the Scholastic Reading Inventory (SRI) test scores. Placement in the Strategic Math class is based on student grades, teacher recommendations, 7th grade CAASPP scores, and the Math Inventory (SMI) scores. Students may exit either of these support classes at the semester's end based on grades and teacher recommendation. For second-year Algebra students, the CAASPP scores have been reviewed, and it has been determined that a portfolio assignment will be created to scaffold students' graphing skills.

In the Science Department, teachers consider various forms of evidence which include student work, assessment data (averages, means, percent improvement in focal students), and anecdotal data from talking to students. All three PLCs have common assessments and look at data regularly. Chemistry and Physics do so with practically every assignment and daily. Biology PLC collaborates on the final exam and some labs.

The Social Science department is continuously assessing if student needs are being met. In MW9 PLC, students are differentiated based on skills level and each group receives different materials and assignments. For example, CP students are given more assignments at the lower DOK levels while AS students are given assignments that push them to a DOK 3 or 4. The PLCs change each year based on teaching assignments. The momentum gained each year is lost, however, each PLC meets to look at student work through established [protocols](#), and many students do reflections on the assessment themselves.

In VAPA, essays, seminars, debates, paragraphs, and discussions are used to assess student learning.

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative

students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Departments work with students in different ways to provide them feedback on their progress. School wide, Flex Time allows teachers to speak individually with students and address learning needs.

The Counseling Department regularly communicates with students utilizing the Homework Matrix when creating educational plans or time management discussions. Counselors use the information provided by the academic departments to discuss with students and families and create a plan for a healthy balance of academics, school commitments, outside of school commitments, and personal/family responsibilities.

In the CTE courses students learn industry standard terminology and skill sets and their application to their careers. The students talk to adults and the instructor to help guide them on a career study / path, to look at the fields of work, write a resume, conduct informational interviews, and apply for internships. This year, a new part time position, the Career Awareness Coordinator, has been added to help assist students in their career planning and in applying to internships and job placement. The level of understanding varies according to grade level. This is often their first introduction to career planning in the CTE courses. Students take these CTE courses at different parts of their four years at Mills, therefore their exposure and understanding varies.

In both English and Social Science, student progress is monitored through the use of reflections and individual discussions. After assessments (at the end of units), especially essays, students are asked to reflect on the process and on their areas of growth. This information is used to support student academic improvement. PLCs share the results and discuss curriculum and instructional changes for future.

In Science, students regularly communicate with teachers about their progress and build in self-regulation and time-management. Students are encouraged to follow their passion as they choose courses beyond the introductory CP courses. Teachers offer students many ways to self assess, assess the course, and manage their time, by posting and clarifying connections to SLOs, daily learning targets, and unit objectives.

The Special Education Department maintains close communication with students on an ongoing basis related to student progress toward graduation and post-high school life. Students in 11th and 12th grade work with a SMUHSD Vocational Specialist as they work toward transition from

high school to college and career. Through interviews and dialogue, especially during IEP meetings, student needs and desires are considered, and appropriate referrals are made to the Department of Vocational Rehabilitation for career readiness.

The World Language department surveys students about assessments/ projects/ class. Students reflect on how they learn. This information drives how the World Language department teaches, plans units, and revises curriculum for upcoming units and subsequent years.

In the Math Department, some teachers have one-to-one dialogues with students on specific topics. Other teachers to Test corrections that involve students meeting individually with their teacher and going over and correcting their tests.

Findings	Supporting Evidence
<p>Students in Chinese class fill out a self and team reflection form after a group project to reflect on their contribution and their group member’s contribution in this project; students complete an end-of-the-year survey to reflect on how they did in a year. They also answer questions like what worked for them and what didn’t work. They also plan for next year based on their performances in the past year.</p>	<p>Student survey</p> <p>Learning targets</p> <p>Exit Tickets</p> <p>Rubrics</p> <p>Student written reflections</p>
<p>Teachers post learning targets in their classrooms so students can direct and assess their own learning. Some classrooms regularly use exit tickets that ask students to assess proficiency on the learning target.</p>	
<p>In both English and Social Science classes, students are taught how to assess their own written work based on the rubric. Students write reflections regarding their score and the connection to the standards measured in the rubric, identifying areas of strengths and improvement.</p>	
<p>Across the content areas, rubrics are used on large assignments, students use the rubrics to self and peer assess.</p>	

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system

drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Prior to 2017-2018, all teachers used School Loop to post assignment and grades. Mills, along with the entire district, is transitioning to Canvas. Currently most teachers are still using School Loop and some teachers have switched to Canvas. Regardless of the system, staff, students and parents can access class information through either School Loop or Canvas. Based on survey results, most parents review School Loop daily to check student grades. In addition to parents, counselors and support teachers monitor these postings and work with students with academic issues. Mandatory tutoring contracts are created and targeted students attend after school tutoring.

Almost all parents are enrolled in School Loop and receive daily emails about their student's homework, assignments and grades. Parents can (and do) contact teachers and counselors via School Loop about their students progress and grades.

The School Board reviews student progress data and LCAP goals, and approves recommendations from the sites for special classes, such as Guided Studies and other academic support classes, co-teaching, after-school tutoring programs, and TOSA positions, all in an effort to improve student learning outcomes.

Selected data, such as D/F rates, are first reviewed by Academic Senate, and then discussed in department meetings. This discussion leads to topics such as grading practices, differentiation, interventions and supports, lesson development and standards-based grading.

The Homework Matrix is used with students when creating educational plans or time management discussions. Counselors can use the information provided by the academic departments to discuss with students and families in creating a plan for a healthy balance of academics, school commitments, outside of school commitments, and personal/family responsibilities. All departments have completed and updated the homework matrix for all courses. There has not been any formal assessment on the accuracy of the homework matrix. There is anecdotal evidence that homework takes much longer than is stated in the matrix, but this cannot be verified. There is a suspicion that social media and other activities are aiding in

the extended homework time.

Findings	Supporting Evidence
<p>School Loop grades are updated regularly for students and parents to review.</p>	<p>School Loop</p>
<p>Pass D/F rates in English and Math classes are reviewed by all staff every 6 weeks.</p>	<p>Progress Reports</p>
<p>Board makes recommendations for district goals (i.e. lower D/F rate, increase AP enrollment).</p>	<p>Reports Cards</p>
<p>Student achievement in each course is reported in a variety of ways. These include grade reports sent home in six-week intervals, weekly progress reports (Blue Progress Reports), and daily School Loop reports. Parents, teachers, coaches, caseworkers, etc., use these reports to monitor their students' progress, and make interventions and adaptations when necessary.</p>	<p>Board agendas</p>
<p>Academic Core data is monitored (students passing with a C or better in English (2 yrs), Math (2 years), Science (1 year), World Language (1 year), Contemporary World Studies (1 semester), PE (1 year).</p>	<p>D/F Reports</p>
<p>SMI (math)/SRI (reading) assessments are given to EL students at least 3 times a year for placement purposes; SRI is delivered monthly to track reading growth.</p>	<p>Graduation Requirements Form</p>
<p>Twice a month, collaboration time is dedicated to department and PLC work. This time allows the teachers in each department to look at student achievement by examining student work, reviewing assessment results, writing common finals and/or other assessments, designing and creating new curricular lessons, discussing instructional strategies and current educational issues, etc. Some teachers also meet to collaborate during their lunch, common prep time, and after school hours.</p>	<p>Academic Core data</p>
<p>The Counseling Department monitors the academic progress of each student. All incoming freshmen are evaluated in Mathematics, English Language Arts, and World Language for proper placement in academic core courses. Students meet one-on-one with their counselor at least once a year. At</p>	<p>Program Participation Information</p>
	<p>Naviance curriculum</p>
	<p>Pre/Post Surveys</p>
	<p>Naviance Form</p>
	<p>Senior-Survey of Post</p>
	<p>Secondary plans</p>
	<p>UC/CSU Eligibility Rates</p>
	<p>IEP documents</p>
	<p>Bell Schedule</p>
	<p>Master Schedule</p>
	<p>Incoming 9 Placement Test Data</p>
	<p>CELDT Testing</p>
	<p>Intervention Data on Aeries</p>
	<p>504 Accommodation Documents</p>
	<p>SPED Binders</p>

these meetings, students are advised about their academic progress, graduation requirements, and college and career opportunities. Students with greater needs meet more often with their counselor. Graduating seniors complete a survey identifying their plans after high school. Teachers are given a Program Participation Information packet within two weeks from the beginning of each semester. This packet provides valuable information for accommodating students identified as gifted and talented, Special Education students, ELD program students, students with 504 plans, and students in SES, SAS and Guided Study classes.

Special Education case workers, together with representatives from the school administration, teaching faculty, and school staff, meet with student and family members at least once a year to review school progress, write goals, and discuss appropriate classroom accommodations. Special education case workers and academic counselors regularly request information about student progress, and review accommodations as needed. The school administration and staff examine the results from standardized state tests and common district assessments to develop interventions for struggling subgroups and individual students. All parents are invited to meet with the teachers and to learn about course specific requirements at Back to School Night. Teachers also use this time to communicate the most effective means for sharing concerns, needs, and expectations. In addition, throughout the school year parents have the opportunity to join various parent organizations and to collaborate with the school staff.

Each department self-reports homework times to the counseling department in order to prepare a homework matrix; the matrix assists students in making balanced choices around classes and extracurricular activities.

Student Data is organized:

- ACT: In cumulative folder and Naviance
- SAT/PSAT: Cumulative folder and Naviance
- AP: Downloaded by AP coordinator
- CAASPP: Cumulative folder and Aeries

Homework Matrix

Homework Matrix

Back to School Night Sign In Sheets

Aeries Analytics

[Course Syllabi](#)

- SMI/SRI: Aeries
- CELDT: Aeries
- In the future: ACT, SAT/PSAT, AP, and CAASPP will be stored in a database and linked to the students and one another.

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Mills has two OSCR classes that are scheduled during first period. One is Math based and another is English and Social Science based. OSCR students are on campus for the entire school day. They take classroom courses in addition to their online credit recovery courses. Students in OSCR are fully scheduled for state-mandated tests. The school does not enroll off-campus online students. When students go to Summer School for credit recovery some students are taking classes via OSCR.

There are some students in the Aeries database who do not attend Mills on a daily basis. These students attend Mills during the testing windows for the grade appropriate tests. These students are attending Middle College, at the College of San Mateo or Skyline, or may be placed in other online independent study programs.

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Some PLCs have dived into analysis of standards-based curriculum, and established processes for doing so. At Mills, the Science, English, Social Science, and Math PLCs, have developed and regularly analyze what students have learned in the standards-based curriculum. Physics has offered to lead an all school workshop on PLC effectiveness, including how they plan, assess, evaluate data, reteach, and reassess.

Departments do examine standardized test results and alter instruction to improve student achievement. English evaluated CAASPP data and saw a lower proficiency in listening skills than other areas. As a school, Mills has adjusted curriculum to include more speaking and

listening activities in most of the classes.

All students are assessed through common assessments administered throughout the semester in 9th and 10th grade English classes. Data from the English assessments shows a need for a bridge between English Language Development classes with mainstream English. There is also a need for more strategic support of long-term EL students.

EL students' progress are monitored every 6 weeks through report cards and School Loop. The EL Specialist meets with ELs who have below 2.0 GPA or have more than one D/F at each grading period. EL students who need Biology credits are offered sheltered Biology. Tenth grade ELs are offered EL Modern World History and EL Contemporary World Studies, both one semester classes. ELD III students are assessed 4 times a year via Scholastic Reading Inventory to monitor reading comprehension and assess whether student is reading at grade level.

Students are also assessed via embedded formative assessments in all math classes. In mathematics a CPM curriculum was put in place instead of the more traditional style that was used with the previous McDougal Littell text and the Pearson model (computer based). The CPM curriculum that is implemented in Algebra 1 and 2, Geometry and PreCalculus is more aligned with the common core curriculum. The CPM curriculum allows English language learners more opportunities to practice the English language as CPM is more language based and calls for students to work and communicate in small groups.

Test data and D/F reports are used to recommend student placement in academic support classes, such as Guided Studies and Algebra and Geometry Support.

There is not a systematic analysis of the effectiveness of site standards-based curricula and standardized assessments. As a school, Mills does analyze CAASPP results annually using a data protocol, as well as the LCAP outcomes. Mills examines this data and discusses results, but there is difficulty attributing growth or decline to specific programs. There is movement towards evaluating actions based on examining focal students and tracking their progress towards standards within the PLCs. Focal students tend to be students from targeted subgroups.

Findings	Supporting Evidence
In 2016-2017, a Learning Team focused on standards-based grading. Teachers experimented with curriculum, grading practices and discussed effectiveness (some departments have common grading practices).	Standards Quizzes Essays Quick Writes
August 2017, Professional Development day provided data to school staff to ID subgroups not proficient in CAASPP, intervention classes created, co-teaching, sheltered EL	Group Tests Individual Tests

classes developed from the data to better meet the needs of SPED, ELs, and underperforming students

Data is collected monthly and presented and analyzed by staff (grades, LCAP data, discipline, attendance)

Academic Senate analyzes data monthly

Dept council meetings examine and analyze data and curriculum

Data collected by individual teachers including formative assessments informs instruction

SAT and ACT scores are regularly updated in Naviance (along with GPA) so students can create post-high school plans

Quick-writes on future essay topics, reading quizzes, weekly vocabulary quizzes, literary terms identification, self-assessments, and focused one-page essays are used to assess student writing in English classes. In addition, a variety of presentations and discussions are used for oral assessment purposes.

In Math, teachers check for content knowledge formatively through quizzes and subject specific projects. In addition, Math teachers give summative assessments in group and individual formats.

All teachers have chosen focal students (based on data) to follow and analyze progress towards standards proficiency

A few years ago, common assessments were given on a district level in Math, but the validity of such assessments was questioned. Data was not analyzed or discussed. Currently the district collects data on students in Algebra and Geometry, through the (S)MI test, with the data from the assessment used to assist in placement and not necessarily program modification. We do not discuss data at district curriculum council meetings on a regular basis.

Subject Specific Projects

Portfolios

(S)MI math exam

SRI (English) exam

D/F rates

CAASPP data

Focal student form

Faculty meeting agendas

Department Agendas/Notes

Curriculum Council agendas

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

The school administration and faculty regularly examine the results from standardized state tests and other school wide data to develop interventions for struggling subgroups and individual students, creating a results-driven continuous process of improving learning outcomes for all students, despite the high academic achievement of some students.

Examples of changes in the school program based on student achievement data include efforts made to ensure better access to rigorous standards-based curriculum for SPED students in the mainstream setting. Adding more co-taught classes to the master schedule and moving away from sheltered content classes for SPED students has resulted in better outcomes for SPED students in CAASPP ELA and rising graduation rates for this subgroup.

Another example includes the focus on lowering D/F rates that resulted in the programmatic addition of Flex Time, twice a week during block days, in an effort to provide opportunities embedded in the school day for revise and redeem, targeted support, and homework assistance. Further examples include resource allocation to support classes in English, Math and for Guided Studies. Data shows that students have a better chance of passing core classes when placed in a support class, further aiding our efforts to reduce our D/F rates. This year, resources were allocated to increase in the number of support classes in math based on D/F data and (S)MI scores. While there is a need to discuss what “success” looks like from the support classes, it seems that more students are passing core content classes (English I, Algebra and Geometry) than would have without the support, leading staff to believe the courses are successful. Mills has implemented Guided Studies (GS) classes as part of the multi-tiered intervention system since the last WASC report. Mills currently has three sections. Ninth grade students are placed in GS based on their incoming grades and test scores. Tenth and 11th grade students are placed in GS because they have multiple Ds and Fs. There remains a need to examine the curriculum in these courses to determine their effectiveness in improving student outcomes.

Professional development activities such as Learning Teams, *Constructing Meaning*, PLC work aligning curriculum, developing common assessments and discussing grading practice, and

embedding technology into the curriculum are aligned to goals in the Single Plan for Student Achievement and the LCAP outcomes for improving student learning outcomes for all students, with an emphasis on targeted subgroups. The emphasis on focal students this year has aided efforts to examine best instructional strategies for targeted subgroups, EL, SPED and Hispanic/Latino students in particular. Based on EL achievement data, the school also added two sheltered classes, MWH and Biology, this year. These classes were decided on due to the high number of English Learners not being successful in the regular core classes. The hope is that these classes will help ELs increase success, lowering D/F rates and increasing graduation rates for our ELs.

At the end of each year, the site Leadership Team engages faculty on determining the PD focus for curriculum and instruction for the following year. This decision is not made ad hoc. Data is provided in the form of student survey responses, D and F data, and assessment data, to help make a collective decision.

Resource allocation includes the weekly collaboration time built into the Mills' master schedule for professional development and collaborative planning. This time allows the teachers in each department to look at student achievement by examining student work, reviewing assessment results, writing common finals and/or other assessments, designing and creating new curricular lessons, discussing instructional strategies and current educational issues. Some teachers also meet to collaborate during their lunch, common prep time, and after school hours. For example, during weekly PLC time, the Mathematics Department has modified lesson plans to address student gaps in understanding of certain skills and concepts. Modifications have targeted pacing calendars, concept presentations, classroom activities, and tests, which has resulted in increasing proficiency for some targeted subgroups of students such as Hispanic/Latino, Pacific Islander and EL students.

District-wide and site-based efforts to increase the achievement of ELs has included *Constructing Meaning* training for all teachers. *Constructing Meaning* provides teachers with strategies to help English Learners and all learners succeed in class (strategies include scaffolding, graphic organizers, sentence frames). As a result, Mills has seen an increase in CAASPP proficiency for ELs in English and math.

Findings	Supporting Evidence
Guided Studies is a support provided for students who need extra support to succeed academically and get organized.	Master Schedule
Specific support classes are also provided in English, Algebra, and Geometry.	Bell Schedule
Flex time includes two 30 minute periods weekly built into the school day to provide opportunities for students to check in with individual teachers.	Course syllabi that reflect revise and redeem
	Focal PLC form

Grading practices continues to be a school wide discussion as more departments are moving towards standards based grading. Most PLCs have common grading practices that assists in communicating expectations to students and parents.

Most teachers provide revise and redeem opportunities to allow to students to demonstrate knowledge multiple times.

After school tutoring is available for students who need assistance with completing coursework or preparing for exams.

PLCs picked focus students to monitor throughout the year to determine adjustments needed for instruction and assessment.

Department goals are developed yearly based on data and student needs.

Mills has an emphasis on equity; providing PD to teachers around informing general education teachers about supporting students with IEPs, 504s and English learners.

Flex Survey (student/teacher)

Department goals

Academic Senate agendas
evaluating support class data

Professional development
agendas

Learning Team agendas and
faculty feedback

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Administration, through collaboration with Academic Senate, regularly reviews student achievement data and makes programmatic decisions based on the results. The district plays several important roles in gathering, disaggregating, disseminating, and reviewing student achievement results that are aligned to our LCAP/SPSA goals. Each piece of data is shared with faculty via the department head from Academic Senate meetings or during faculty meetings, particularly in the beginning of the year when data is obtained by the district. A school wide data protocol is used that asks the following questions:

<u>Data</u>	<u>Context/Reflection</u>	<u>Inquiry</u>
<ul style="list-style-type: none"> ● What do we see in the data? ● What does the data show about subgroups? ● What additional questions do we have? 	<ul style="list-style-type: none"> ● What was happening last year? (program, practice, policies) ● What is happening this year? 	<ul style="list-style-type: none"> ● What do we have control over? ● What can we do to improve?

Throughout the school year, Academic Senate examines grades at each six week marking period using the data protocol. Department heads are tasked with sharing the data with departments to discuss and ensure that student needs are being met in an effort to reduce D/F rates.

The administration and staff examine the results from all available assessments PFT, CELDT, AP, PSAT, SRI, SMI, and the CAASPP. The assessment results are then used to develop interventions for struggling subgroups and individual students, as well as to make decisions about staffing.

All departments meet on a regular basis to discuss curriculum, instruction and student outcomes. District-wide, all departments continually create and review articulation documents to guide instruction and to ensure that vital concepts are taught at every level of instruction throughout the year.

A Homework Matrix (containing estimated minutes daily and per week for each class) is maintained by the counseling department and is regularly discussed and reassessed in Faculty meetings and Department meetings. Mills High School has worked hard the last seven years to look at the homework policies. Mills partnered with Challenge Success through Stanford. The team consists of teachers, administrators, students and parents. Teachers have collaborated cross-curricularly to implement a homework matrix and time management tool for students when selecting their courses. Counselors work with students and families to help students pick courses that they are interested in and that will work with their school/life balance. Mills is also in the fourth year of Homework Free Holidays. The teachers have agreed to not assign homework for Thanksgiving, Winter Break and Spring Break. The are discussions around expanding this program to include three day weekends, and possibly review not assigning AP homework over the summer.

PLCs meet weekly or monthly (depending on PLC) to create curriculum and look at data. Curriculum is revised based on data and student results. This year PLCs are picking focal

students and looking at their work in particular to address the achievements gap. The school counselors meet annually with each student individually to make sure students are making adequate progress towards graduation, academic planning, and college and career readiness. Counselors have a yearly calendar of planned activities and facilitate classroom guidance lessons by grade level utilizing School Counseling standards and benchmarks. Topics included in classroom guidance lesson include: understanding the A-G requirements and students create a four year plan, college and career readiness/planning, and graduation requirements. The school counselors also meet frequently with students who are not meeting their individual goals and are not on track for completing their graduation requirements either because of mental health or academic concerns. The counselors hold regular Student Success team (SST) meetings with an administrator, counselor, school psychologist, parents, and the student. Cumulative records, test scores, teacher observations and parent feedback are reviewed. From these meetings students are placed on Classroom Support plans, placed in academic support classes, and/or tutoring contracts. Where appropriate, students are assessed for 504 plans recommendations or special education assessment.

Programmatically, new course offerings have been created to help all students experience school success and be college and career ready. These new courses have been created primarily due to student requests/interests, changes in industry, and student need. For example, two new classes offered in 2017-2018 are called Art Multimedia and Architectural Design II, which better makes use of changing software and design methodology and better keeps pace with design's use of advancements in technology. Also, a new AP class, AP Environmental Science was offered in 2015-2016 based on student requests, with robust enrollment since its inception.

The following shareholders are involved in the assessment and monitoring process: teachers, staff, students, parents, and district. The faculty and staff monitor and assess student achievement extensively in the areas of academic standards and SLOs in several ways. Students and parents can monitor and assess student achievement in the areas of academic standards through School Loop, IEP/504 meetings, report cards, and parent nights.

Mills effectively communicates student progress and achievement data with the school board, parents, and students through a variety of means. Regular district and site-specific data presentations are conducted at Board meetings with the opportunity for discussion and further dialogue. Mills administration conducts regular presentations at PTO meetings, ELAC meetings and Mills Planning Committee (school site council meetings) regarding student achievement including CAASPP, Academic Core, and CSU/UC eligibility rates.

Each Spring, Academic Senate examines student learning outcomes and works with departments to focus on class offerings that meet students' needs (for example: Algebra and Geometry support classes) and to determine staffing assignments that will improve student achievement.

Findings	Supporting Evidence
<p>Department heads are responsible for sharing data and discussions with respective departments.</p>	<p>Academic Senate Minutes and Data</p>
<p>A Homework Matrix is a tool that is useful to help students plan course selections; the tool is updated yearly to reflect current estimates.</p>	<p>Homework Matrix</p> <p>Homework Free Holiday Notification</p>
<p>Counseling efforts district wide are currently being expanded and coordinated.</p>	<p>Time Management Tool</p>
<p>Data is be kept on how many times students attend tutoring sessions. For students on contracts data is collected on what their grades were pre-tutoring and post-tutoring.</p>	<p>Department Meetings</p> <p>Course syllabi</p>
<p>Mills is currently collecting data on evaluating the effectiveness of support courses such as looking at passing rates of students in support versus students who do not enroll in support classes.</p>	
<p>There is a need to establish systematic process to evaluate program effectiveness.</p>	
<p>School is looking at how effective the quality of homework is in meeting Student Learning Objectives, perhaps a better articulated homework policy should be defined.</p>	
<p>Independent departments are at different places regarding PLC alignment and grading practices.</p>	
<p>SPED Education Specialists are monitoring students meeting graduation requirements and adjusting IEPs to assist students in graduating in a timely manner.</p>	

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

In general, teachers secure and administer course examines to students in the classroom, including end-of-unit exams and final exams. Many teachers create multiple versions of an examine in order to maintain test integrity, and administer a separate version of an examine to

students absent on test day. Mills outlines the Academic Honesty policy in the Student and Parent/Guardian Handbook that is distributed annually to all students and families. Students are required to submit a signature page during August registration which serves as a testament to the student and parent/guardian for reading and abiding by the Viking Code of Conduct, including Academic Honesty.

All standardized testing documents, including CAASPP usernames, PSAT and AP tests, are securely maintained in a locked room (the vault) accessible only by designated personnel. Proctors pick up and drop off all accounted for materials to this location. Prior to testing, all proctors are given a thorough training, proctors manuals and any other materials helpful to administering the test. Proctors are expected to review all the materials prior to testing in case they have any questions. In the Spring of 2014, The College Board conducted an investigation regarding test integrity at Mills. It was discovered that the seating arrangements for a particular test did not follow College Board guidelines. For that administration, AP tests were invalidated and students were given the opportunity to retake the tests later in the summer. Since this issue, Mills High School has improved AP test proctoring by replacing staff, improving training for administrators and personnel who organize AP tests, increasing security measures and monitoring all testing per the College Board guidelines throughout testing period.

Findings	Supporting Evidence
<p>Teachers take measures in the classroom to ensure test integrity. Exams are administered in class by teachers who often create different test versions.</p>	<p>Sample test versions in math and science</p>
<p>School policies exist and are enforced regarding testing integrity including an Academic Honesty Policy and Viking Code of Conduct is recognized by all students and families and outlined in the Student/Parent Handbook. Academic Honesty contract with tiered responses is used when a student is found cheating.</p>	<p>Student/Parent and Guardian Handbook Academic Honesty Contract Viking Code of Conduct CAASPP Testing Affidavit</p>
<p>Whenever a standardized test is given, tests are secured in a secure room, called the “vault”, and monitored by two staff members under the supervision of the assistant principal. All staff members sign a CAASPP testing affidavits that acknowledges that the testing materials are highly secure and may be under copyright restrictions. It is the teachers and administrators professional responsibility to protect the security of the assessment outlined by the California Department of Education. For CAASPP testing the state secure Proctors are trained for CAASPP during faculty meeting. All testing devices have a secure internet browser</p>	<p>CAASPP Secure Browser CAASPP Testing Manual and Proctor Powerpoint PSAT PPT AP Proctor Training documents AP Coordinator Training</p>

download to them. All testing aside from AP and PSAT exams are all computerized.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

Mills uses numerous data sources to monitor and assess student performance and frequently shares this data with faculty, students, and parents. Some PLCs use this data to help guide their reviews of curricula and to find areas for improvement, but this process is not standardized. Metrics such as D/F and graduation/dropout rates are used by the administration to track overall student performance and growth, and are used to determine areas of special attention, such as increasing EL support and offering support classes. However, these methods are not standardized, meaning other areas for improvement may have slipped through the cracks. Due to the lack of formalized, standardized processes, Mills does not have a strong system for using data to implement changes in teaching processes or curricula.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Departments and PLCs use collaborative time to create and revise formative and summative assessments.
- PLCs analyze data from assessments to modify instruction.
- Opportunities are given to students to revise and redeem to achieve mastery.
- School wide Flex time provides an opportunity for students to seek help from teachers.
- School loop and Canvas provide a means for consistent communication between teachers, students, and parents.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- A school wide process to evaluate the effectiveness of programs and policies (grading, homework, interventions, support, etc...) and implementing change based on the results.
- There is a need to develop a formalized process for obtaining students feedback about assessments.
- There is a need for a school wide process to evaluate the effectiveness of common assessments and make curricular changes based on these results.
- There is a need for a school wide process of introducing, teaching, and assessing students' mastery of the SLO's.

Category E: School Culture and Support for Student Personal and Academic Growth

1. **Rachel Mack - Counselor**
2. Alex Stillman - Counselor
3. David Jackson - English/ELD
4. Rebecca Leung - English/ELD/VAPA
5. Roberta Lighty - Health
6. Peggy Peel - Mathematics
7. Nils Headley - Mathematics
8. Aiko Michot - Science
9. Steven Wang - Science
10. Yvette Gonzalez - Special Education
11. Andrew Batman - Special Education
12. JoAnn Wherry - Special Education
13. Jane Spencer-Mills - World Language
14. William Peightal - World Language
15. Lori Durham - Health Aide
16. Sandy Murtagh - College, Career and Financial Aid Advisor
17. Siandea Langi - Nutrition Services Lead
18. Vilma Olivera Rosas - Parent Involvement Coordinator
19. Rosamaria Ocegueda - Wellness Coordinator
20. Jennifer Giese - School Psychologist
21. Ryoko Hattori - Parent

E1. Parent and Community Engagement Criterion

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

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Mills High School implements a variety of community building strategies to encourage parent and community involvement, such as PTO meetings, evening parent events and booster groups. Many of these events aim to acculturate parents in the social and academic goals of the school. The school also uses a variety of means to communicate information to all stakeholders, such as email, our school website, and mailed letters. Mills also hosts family-friendly events that are open to the community, such as Mills Mania, music concerts, and drama performances.

Even though Mills reaches out to all stakeholders to participate, parental involvement in some groups is low compared to neighboring schools.

Findings	Supporting Evidence
<p>Information is shared with parents via online, mail, and phone communications. Teachers use an online communication and database system called School Loop to email students, parents and other staff regarding student concerns, class assignments, and important announcements. Through School Loop, parents and guardians can monitor student academic progress, view class and school activities, and e-mail school staff. In addition, the school’s website, parent letters, newsletters, and phone dialer system communicate schedule changes and important school functions. The school also uses the district’s online Aeries system to inform parents regarding student attendance. Six-week progress reports, mailed letters, and the auto-dialer system informs parents on issues of student achievement and attendance.</p>	<p>School Loop Mills website Letters home to parents. Phone dialer system Parent conferences, discipline calls/meetings Voicemails, phone calls home, phone dialer system Parent Teacher Organization School Site Council (MPC)</p>

During Academic Planning Night, parents and counselors discuss the school's college and career counseling services. They also review graduation requirements and the function of Naviance in college applications.

The PTO provides parents and guardians with information about student activities, fundraising efforts, and the management of the Mills Annual Fund. 160 parents were members of the PTO during the 2016-17 school year. The Mills Planning Council (MPC) includes parent and community members in important school decisions. Parents are also encouraged to participate in Booster groups such as MMAG, Drama and Sports Boosters. PTO members successfully launched the Mills Mania fundraiser in 2011, which has since become an annual school community event.

The school hosts an annual 8th Grade Parent Night, Back-to-School Night, and Open House to welcome the community, and educates the community about Mills and what it offers and 8th grade students are encouraged to shadow Mills' students to learn about the school. Counselors also host regular parent events include College Planning Night, Academic Planning Night, and College Info Night for seniors.

Parents are involved in Career Day plans and presentations. They are also invited to in house and district sponsored informational seminars. Topics include the "Well Balanced Student", "Stress, and the College Road Map", "Panel on Marijuana".

Parents also volunteer to guide students of Chinese ancestry in strengthening their socio-cultural and linguistic roots. The Family Engagement Coordinator facilitates communication between families of students in underserved communities and the school, hosting quarterly Latino Parent Nights during which parents access information about how to support their students' school success.

The Family Engagement Coordinator collaborates with San Mateo Behavioral Health Services to provide a 10 week class on parenting (The Parent Project) in Spanish hosted by the school where parents learn about effective parenting

Field trip chaperones

IEPs

Monthly Spanish speaking parents' meetings

MMAG

Sports Boosters

Translated documents

Family Engagement Coordinator

Evening Informational Seminars for Parents

Translation services for meetings

LMP cultural event outreach to students and parents

Special Olympic events hosted at Mills

Parents are invited to Arts and Sports events

PTO newsletter

School website with links for parents

8th Grade Parent Night, Back-to-School Night, and Open House, Senior Planning Night, College Night, College Fair

Mills Mania

Parent Project

Parent conferences upon

strategies.

The EL Coordinator coordinates translation services to facilitate communication between teachers, parents, and counselors. The school offers translation services in Mandarin, Cantonese and Spanish to facilitate an understanding of school services, policies, and procedures. Documents and forms are translated into any language requested.

Parents of Special Education students are informed of student progress and expectations through annual IEP meetings.

request

Field Trip chaperones

IEPs

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Mills High School offers students the opportunity to connect with the city of Millbrae and its surrounding communities for valuable learning and leadership experiences related to our SLOs (Effective Communicators, Positive Contributors, Individuals that are Healthy and Self-reliant, and Critical thinkers and Problem Solvers) and the curriculum. Mills capitalizes on community partnerships to allow for student participation in community events, while also forming partnerships that bring local organizations, business and community members and industry experts to the school. These partnerships provide important real world learning experiences for our students, and strengthen school ties with the Millbrae community, enriching learning for students.

Findings	Supporting Evidence
Mills invites college and community representatives for Career Day. Career Day is an annual event that connects students to community agencies and professionals. Mills has 50 presenters during Career Day with a special schedule so that each student can attend 3 different presentations.	Millbrae Police Department Outdoor Education Week Mills Mania Corporate giveaways/donations

Mills provides students the opportunity for community outreach. The CSF Club partners with the Marine Corps for its annual Toys for Tots program. CSF also joins with Blood Bank of the Pacific for a bi-annual on-campus blood drive. The Leadership class connects with local charity groups in an effort to provide holiday meals to needy families. The Latina Mentor (LMP) program provides students and staff the opportunity to donate clothing and money to adopted families. LMP also performs traditional Latin dances at local retirement homes and other community agencies. Mills students also have the opportunity to contribute to the school's fundraising efforts through The Rotary Club and The Lions Club. The student-club, the Interact Club, is an youth-based extension of the local Millbrae Rotary. There is a Mills student representative the is part of the Millbrae Lions' Club. The Mills community has also provided a home to visiting Japanese-exchange students for the past eight years.

The Millbrae Rotary awarded the first Student of the Year to a Mills student who was recognized for outstanding community service.

The Millbrae Police Department participates in important school functions, including fundraising, dances, sports, and graduation. The police and fire departments, local merchants, parents, and other community members supported the school's annual Mills Mania fundraiser.

Mills students frequently volunteer in the community. The Mills community is involved in major city events such as the Millbrae Art and Wine Festival, MS Relay for Life, the Millbrae Japanese Cultural Festival and the Millbrae Chinese New Year Parade. Seniors volunteer at polling sites during election year. Each November, Mills Juniors and Seniors participate in a week-long Outdoor Education experience for Taylor Middle School students.

(for science department)

Guest speakers

Clubs work with local volunteer organizations

Parent volunteers for tutoring supervision

Career Day

Provide home stays for visiting Japanese students

Fundraising

Spanish and Cantonese interpreters available for parent meetings with staff

School Loop available in Spanish and Cantonese

Viking Iron Chef with guest judges from community business and industry

Speaker approval list

Mills Family Engagement Coordinator

TEALS program

Generation Citizen Curriculum

International Relations Curriculum

The Millbrae community has an active role with Mills High School. Many Millbrae corporations make significant monetary contributions to the Mills Science Department and Robotics Club. Local attorneys coach the Mills Mock Trial Team and give team members the opportunity to attend an annual Law Day Luncheon. Bilingual parents and guardians of Chinese ancestry coach students' cultural and linguistic competency in Chinese classes.

Special Education Students participate in the Integrated Work Based Program during their Junior and Senior years. They also participate in a weekly Job Club course taught by our district's Vocational Specialist. Students in the AAC (Applied Academic Curriculum) Program participate in The Bay Area Special Olympic Tournaments throughout the school year. Mills has hosted the Special Olympic soccer tournament for the past two years. They also learn life skills by collaborating with local businesses.

Mills students have many opportunities to visit businesses local businesses and organizations so that they learn first hand about career options and opportunities. For example, the DECA club took a field trip to Google and the Biologees Club took a field trip to Stanford's School of Medicine to tour the anatomy and digital imaging laboratories.

Mills had two special assemblies last year: Craig Venter, a Mills alumnus and director of the J. Craig Venter Institute genetic engineer and Brian Stowe who was attacked and disabled at a Giants baseball game. The community was invited to attend an additional Craig Venter presentation in the evening.

Mills has partnered with the TEALS program to provide industry experts in the two AP Computer Science classes that assist in teaching the course. This year, a partnership with a non-profit, Generation Citizen, is being piloted in all American Government classes. Students research and implement a local action research project in their community. This has fostered relationships with Millbrae officials.

The International Relations class frequently brings in guest speakers who are experts in the field of foreign policy and collaborates with the World Affairs Council to deliver simulations as part of the curriculum.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Mills High School provides a safe, clean, and attractive physical learning environment. Mills reviews its fire, earthquake, and disaster plans on an annual basis to ensure an emergency response that is current and efficient using the county-wide Big 5 Protocols. To monitor student behavior, Mills has security cameras and campus aides, student service commissioners trained in school supervision, and KVIK announcements for health and safety instruction. The Mills staff also works collaboratively to provide students an emotionally safe learning environment.

Findings	Supporting Evidence
<p>The administrative staff, teachers, maintenance crew, and students work collaboratively to ensure that Mills is comfortable and aesthetically pleasing. The school custodians maintain the grounds and buildings in excellent condition.</p>	<p>School safety plan</p> <p>Big 5 Protocol</p> <p>Student-parent handbook</p> <p>Code of Conduct</p>
<p>Every room on campus is equipped with a portable emergency bag. The school administration has worked closely with the police and fire departments to ensure a safe and orderly campus. Campus aides enforce the school's closed-campus policy and safety procedures. During major events like football games and dances, security personnel and service commissioners ensure crowd and participant safety. Additional maintenance personnel are provided by the district office, as well.</p>	<p>Alternative To Suspension Program</p> <p>List of Student Clubs</p> <p>Health Office</p> <p>Wellness Room Calendar</p> <p>PSA videos</p>
<p>Administration conducts a review of the school rules and policies with all students at the beginning of the year, and students and families sign-off on policies outlined in the Student and Parent/Guardian Handbook. The dean works with guided studies classes to set up a mediation environment with administrators involved in one on one level follow up. Depending on the incident, restorative justice practice is the preference for enforcement. There are several programs district wide to support students with gaining coping skills in lieu of suspension, such as substance/tobacco abuse, and the alternative to suspension.</p>	<p>Master Calendar of Student Activities and Events</p> <p>Healthy Kids Survey Results</p> <p>Disaster Drill Calendar</p> <p>Training Calendar for Emergency Situations (AED, CPR, First Aid)</p>
<p>Mills enforces policies for drug use, bullying and other threats to student well-being. The wellness counselors, counselors, and social awareness clubs, like Students for Social Justice, Peer Helping, UNICEF, and Spectrum provide support for students to create an inclusive school atmosphere and are available to assist staff with student concerns. The wellness counselors coordinate on and off campus services, such as grief counseling, for student intervention as well as go into classrooms to address issues such as the 5150 protocol, suicide prevention program, and substance abuse program. Schoolwide activities and assemblies include the Brian Stow Assembly, Day of Silence,</p>	

Social Media and Cyber Safety Assembly and classroom presentations by wellness counselors. In addition, wellness counselors commissioned PSA videos for video broadcast to students. In the classroom, Freshman English Team Teachers establish an accepting culture in the classroom utilizing a curriculum promoting social justice and the Health curriculum includes professional and community guest speakers to enlighten and present current Health topics.

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Mills High School has a student body that is widely diverse in terms of race, socioeconomic status, language proficiency, and academic needs. As such, the faculty and staff work hard to address the academic, developmental, and socioemotional needs of Mills students. Mills works under an ethos that all students can succeed and grow. Part of our mission is to provide those equitable supports for each student. Teachers understand that success looks different for each student, which has led to an ongoing discussion around standards-based grading. A schoolwide Multi-Tiered System of Support is in place to support students at different levels but could be more widely used with faculty and staff when discussing student supports.

Mills teachers and staff create an atmosphere of caring by building intentional relationships with students, getting to know their academic strengths and weaknesses, as well as their personal lives, goals, and struggles. Data from the California Healthy Kids survey positively reflects that most students feel that they have an “adult on campus who cares about them,” whether it’s a teacher, administrator, campus aide, etc. Structurally, Mills has implemented more programming focused on student wellness, with an understanding that academic achievement is dependent on the foundation of a balanced, healthy mind and body. This year, the Leadership class held a powerful and moving assembly on Mental Health, encouraging students to seek support in response to academic, social, and emotional stress. The assembly was built into a campus-wide Mental Health week, where students and teachers were encouraged to assess, listen to, and respond to their mental and emotional needs. This effort was greatly supported by the Mills

counseling staff, who have worked closely with students individually and in groups to have discussions about social interactions, expected behaviors, and stress management. Teachers and counselors also utilize School Loop's Student Educational Team tool to correspond and communicate concerns about individual students.

Mills prides itself on having high academic expectations for all our students, believing that all students can learn, grow, and develop their future opportunities. All departments have aligned their standards with federal and state standards, including the Common Core (for math and English) and the Next Generation Science Standards (for Biology, Chemistry, and Physics). As a school, Mills has made great progress in moving away from teacher centered-instruction that focuses on learning individual facts, to a student-centered pedagogy that is focused on development of important skills, such as critical thinking, argumentative writing, data analysis, and communication through different mediums. High achieving students are continually challenged and pushed with a large offering of advanced placement courses, while struggling student populations and quickly identified and offered a number of support structures, including Guided Studies, Algebra, Geometry and English support, and after-school tutoring. Many groups on campus feel more methods could be utilized.

School policies, programs, and procedures have also been modified to better support student learning. While our data for disciplinary actions (suspensions and expulsions) have remained relatively constant over the past three years, the response to behavioral issues has moved towards an embracing of restorative practices focused on helping to the student to identify the root causes of their negative behavior, and equipping them with tools, supports, and mentors to guide them in their decisions and struggles. An example of this would be the district-wide ATS (alternative to suspension) program, used frequently as a first intervention and alternative to suspension for offenses.

A Student Intervention Team comprised of administration, counselors, wellness counselors and the school psychologist, meets bi-weekly to discuss interventions for specific students. An Intervention Dashboard in Aeries provides the team with data that identifies the frequency of numerous interventions used schoolwide. Faculty can make recommendations for student intervention through an MTSS Referral for the team to discuss.

School administration meets every Friday morning (Incident Review Meeting) to discuss weekly student discipline issues, calibrate discipline actions, and analyze data on the Discipline Dashboard in Aeries, resulting in better calibration and communication as a team. Discipline data is at times provided by the district regarding suspension and expulsion rates and analyzed by the team to identify areas of success and improvement.

Findings	Supporting Evidence
Faculty presentations about student stress and student safety are a regular part of faculty meetings led by the Wellness	D and F Lists

Counselors who present a brief 5-10 minute presentation about a various health and wellness topics related to teens. To provide more opportunities, first generation students are identified and targeted in an attempt to match them with internships. Also, the format for writing letters of recommendation for college admissions and summer internships are reviewed as a faculty. Finally, teachers nominate Students of the Month, celebrating individual academic and extracurricular achievements and complete positive behavior referral forms.

A partnership with Stanford's Challenge Success Program guides staff discussions on student perceptions of well-being, beginning with a review of student responses in a survey on stress and anxiety levels. This work led to the development of the homework matrix, the implementation of FLEX periods, and Homework Free Holidays. The partnership has also brought about faculty discussions around Revise and Redeem policies, eliminating the "toxic zero," and best grading practices.

The Healthy Kids surveys provide Mills staff insight into health and safety issues with students.

Student Leadership promotes individual differences by guiding an International Week and International Assembly to celebrate schoolwide ethnic and cultural diversity. Several student clubs exist that celebrate and recognize cultural and ethnic heritage including the Latina Mentor Club, the Filipino American Association, the Middle Eastern Club, Spectrum, and the Pacific Islander Club. All clubs are sponsored by dedicated faculty and staff.

GATE (Gifted and Talented Education) students participate in learning expeditions such as concerts, performances, lectures and museum visits, under the direction of a Mills teacher.

The Latina Mentor Program, originally created to support female students of Latin descent in achieving school success has expanded to include all interested Latino students. Each student in the program has a mentor who works for Mills. The mentors are selected based on their commitment to

Flex Time Data

Club Rosters

Healthy Kids Survey Data

9th Grade Intervention
Counselor

Aeries Dashboard Data-
Intervention and Discipline Data

MTSS Referral

Faculty Meeting Agendas

Positive Behavior Referral Form

PRIDE training

Club Charters and Activities

provide consistent one-on-one guidance at least twice a month to participating students. The mentors review grades and college plans. They also counsel mentees on issues of self-confidence, independence, and a greater sense of school achievement.

Each year students participate in the Day of Silence to recognize the hardships faced by LGBTQ students and others. This activity is organized by the Peer Helping and Spectrum clubs supported by the staff. Last year, the Spectrum club held lunchtime workshops for interested faculty and staff regarding various LGBTQ issues during Pride Week. The Mills Peer Helping club also sponsors events to promote personal connections between diverse groups and create positive experiences for personal growth. Peer Helping organizes an annual off-site weekend retreat (27th year) to celebrate non-academic talents and skills. Peer Helping promotes mindfulness, emotional intelligence and self-care principles.

All classrooms provide different interventions to support students academically and emotionally. Examples include flexibility with deadlines; online access to lecture notes for students who miss class or need review; open-door policy for students (both academic and socioemotional support).

Faculty and staff were trained by the PRIDE center in January to be updated on current practices to support LGBTQ youth.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Teachers, counselors and administrators use an online portal called School Loop to communicate with parents. Parents are able to see students' grades, homework assignments,

calendar with upcoming projects and test dates, etc. This site also allows parents/guardians to email student's support team of teachers and counselors.

Additionally, in the 2017-2018 school year, fifteen teachers and the administration have piloted a new Learning Management System, Canvas. Canvas is aligned with the Google Suite and will replace School Loop in the 2018-2019 school year. Teachers use Canvas in the same manner as School Loop, by posting assignments, grades, etc.; as well as communicating with students and their parents/guardians.

At the end of each week, the principal emails the staff a weekly update (Monday Reminders) highlighting observations from the week and outlining upcoming site events for the following week as well as denoting special events in the upcoming month. This update includes student activities such as athletic events, art performances, staff meetings and wellness classes, and other events found on the school calendar. All staff members have access to these weekly updates.

Monthly, the Parent Teacher Organization (PTO) holds meetings on campus in the evening for all parents, staff and faculty to attend. School concerns and celebrations are shared, as well as information for upcoming events and student opportunities. It is publicized on the school calendar and website, as well as via the principal's weekly emails.

Departments have monthly collaboration meetings, in which department members receive updates about District Curricular Council work as well as Mills' Academic Senate meetings. In this way, district and site leadership updates are extended to all teachers.

Teachers work in Professional Learning Communities (PLCs) in their content area, to align and design curriculum, develop assessments to check on student understanding of curriculum and to discuss best teaching practices based on assessment results. PLCs are allocated monthly collaboration time as well as sharing a common prep period to facilitate communication amongst PLC members.

The Single Plan for Student Achievement is developed by the school's administration in close collaboration with the site's Leadership Team, comprised of administration, the professional development TOSA and Instructional Technology TOSAs, and the Academic Senate. Last year, the Academic Senate focused on revamping the Mills SPSA goals, Vision and Mission statements and aligning the SPSA to the LCAP. Department members are able to give input to the goals and Action Plan via the department head. This collaboration takes place each fall at an off-site Academic Senate Retreat. The document is then approved by the Mills Planning Committee (School Site Council) and then the SMUHSD Board of Trustees. The entire faculty and staff participate in a review of the SPSA goals and action steps at the end of each school year during May faculty meetings. The result from this reflection often determines the professional development focus for the following school year, as well as assists departments in creating goals and PLCs in updating and revising curriculum maps.

Monthly, the Mills Planning Committee meets to share school updates, approve and monitor the SPSA, as well as review professional development requests. Students, faculty, staff, and parents all participate in these meeting, which allows for communication of vital issues and concerns among all stakeholders in the Mills community. This group also approves the Single Plan for Student Achievement.

Collaboration at Mills High School is focused on the needs of students and staff. Teachers engage in authentic conversations about school and classroom issues. Schoolwide norms have been established and are revisited frequently to emphasize the importance of student-centered pedagogy, respect and professionalism in communication, and decision making. A Social Committee organizes off-site activities for faculty as well as coordinates responses to the major life events experienced by staff members (marriages, births, condolences, etc.). As a caring community, faculty and staff organize efforts to help those colleagues that are experiencing hardships in their personal lives. School administration sponsors an annual holiday Chili Lunch in collaboration with the Culinary Arts teacher each December and a Teacher Appreciation Luncheon every May. Each Faculty Meeting begins with Appreciations and Celebrations where faculty and staff can publicly recognize each other for collegial support.

In the classroom, teachers model the markers of respect and clear communication – active listening, responsiveness, and equitable participation. Students are respectful towards the faculty and towards each other.

Findings	Supporting Evidence
Administration and teacher leaders communicate clearly via emails to global list	Wellness Counselors and Counseling services
All meetings have a published agenda as part of their norms, which is shared with members prior to meeting	Peer Helping Club
Every morning prior to the start of the school day, staff receive early dismissal announcements for student athletes.	Spectrum Club
Staff members use Google calendars to make appointments, meetings, IEPs and schedule computer labs and library usage.	Day of Silence
During faculty meetings, administrators share schoolwide academic data with faculty. Wellness Counselors and staff members share presentations and information as needed.	Collaboration
	Code of Conduct
Collaboration time is used to address schoolwide and department concerns as well as instructional strategies. Professional Learning Communities (PLCs) streamline strategies that address common teaching opportunities	

Students and staff collaborate to plan schoolwide events to promote diversity and respect

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Mills High School uses a variety of supports, interventions and strategies to help all students achieve at high levels. A range of support classes provide specialized and individualized support for underperforming students. Counselors proactively identify students in need of additional support as early as the first few weeks of school, and prescribe appropriate interventions throughout the year as needed following an MTSS Model of Intervention. Online referral forms enable teachers to refer students of concern to school counselors and/or wellness counselors for additional supports.

Mills provides multiple avenues for students to access additional academic support, including an After-School Tutoring Program, subject-based tutoring, Flex Time, and more. At the same time, teachers need to continue the evaluation process of how students access support to improve the models currently provided.

Mills' comprehensive School Counseling Program offers individualized support for students in the areas of college and career counseling, academic counseling and personal counseling. Mills' Wellness Counseling Program provides a range of mental health supports, including drop-in and crisis counseling, support groups, psycho-educational presentations, and ongoing therapeutic services (on a limited basis for qualifying students). The College and Career Advisor and Career Awareness Coordinator provide students with college and career readiness resources and opportunities.

Findings	Supporting Evidence
<p>Mills actively identifies students who need extra academic support and has responded by implementing a range of support classes, such as On Site Credit Recovery (OSCR), Guided Study, English and Math support classes, SPED classes and co-taught classes. In addition, Flex Time has been added twice a week to give students opportunities to seek individual help from teachers and and/or extra time to complete school work.</p>	<p>MTSS Model- Pyramid of Interventions</p> <p>Guided Study</p> <p>English/Algebra support classes</p>
<p>9th and 10th grade English and Math support classes aid students in better understanding the subjects through structured support that identifies specific student needs through the help of formative and summative assessments. Peer tutors in each class provide one-on-one support.</p>	<p>Middle College</p> <p>Blended Learning</p> <p>New curriculums English/Math</p>
<p>Guided Study classes are offered in the 9th through 11th grades to students who are failing multiple classes, and address both academic challenges and social-emotional needs. In these classes, students are academically and emotionally supported in their efforts to complete their homework, develop study and interpersonal skills, and address the issues that have contributed to their academic struggles. Peer tutors in each class provide one-on-one academic help in all subjects.</p>	<p>Special Ed programs adapted PE</p> <p>IEP meetings and documents</p> <p>504 plan</p> <p>Naviance</p> <p>GATE</p>
<p>Mills offers a Multi-Tiered System of Supports that ensures students who are struggling can access academic and personal support.</p>	<p>Course specific tutoring</p>
<p>OSCR classes provides students with a means of recovering credit (making up D's/F's) through classes that blend regular instruction with online instruction. Compass Learning software allows students to work at their own pace under the teacher's guidance.</p>	<p>Counseling- meet with student individually at least once a year for academic planning</p> <p>Challenge Success</p>
<p>Mills has moved to the full inclusion model for all of the SAI courses, and some courses have a co-teacher to support Special Education students in mainstream classes. In co-taught classes, a special education teacher and a mainstream teacher work collaboratively to provide differentiated instruction. SPED teachers and general education teachers further collaborate to maximize inclusion/social opportunities amongst all students. Mills also hosts two on-site therapeutic day classes (HOPE and TDS) for</p>	<p>Wellness Counseling Program</p> <p>Gay-Straight Alliance/Spectrum</p> <p>District Psychologist</p> <p>Counseling department</p>

students with intensive mental health needs.

Health classes teach units on internet safety, bullying and tolerance, character, mental health, abusive relationships, substance abuse and more.

After-School Tutoring is offered on campus every Monday, Wednesday and Thursday. All students with multiple D's and F's are offered tutoring contracts, and their progress is monitored by the After-School Tutoring Coordinator and the Freshman Intervention counselor. Tutoring is supervised by faculty members, and upper class students tutor in several subject areas. All students, regardless of grades, are welcome to utilize tutoring.

In addition, the Science Department offers content specific tutoring during the mornings and after-school by walk-in and/or by contract basis. On average, Chemistry tutoring hosts 30 students a week and Biology hosts 25. For Biology, freshmen are paired up with an upperclassman for the semester, and receive one-on-one support with assignments, homework, tests, etc.

Mills High School faculty continues to be invested in the mental well-being of the students. Several extra-curricular programs and clubs meet those needs. The Counseling Department and the wellness counselors also meet regularly with identified students who need support. In addition, the Counseling Department coordinates two study skills groups for at-risk 9th and 10th graders.

All faculty and staff members are trained in the protocol for supporting students in crisis. Mills' full time health aide is involved with individual student needs including allergies, athletic physicals and other medical needs.

Mills utilizes community resources to provide for the social, mental, and physical well-being of the students. School counselors and wellness counselors make referrals to community services such as low-cost health insurance plans, Planned Parenthood, food pantries, YMCA, Star Vista, and Youth Service Bureau.

Mills High School has procedures in place to identify students who need extra support academically and help inform the teacher of special needs through IEPs and 504 plans. Through those plans, the educational team works together closely to assist students and

Grief group

Boys and Girls Support Groups

Peer Helping Club

TDS and HOPE classrooms

monitor their learning plans. Accommodations are implemented according to IEPs and 504 plans so that all students are given the best opportunity possible to achieve both inside and outside of the classroom.

The Career Center is open to all students to create a sense of unity and a place where all students have access to computers, internet, and printers. Students use this space to work on projects and assignments, as well receive information about post-high school opportunities. This year, Mills hired a Career Awareness Coordinator who provides students with Career Technical Education learning opportunities outside of school, such as jobs and internships.

Annually, a Career Fair provides students with the opportunity to learn about various careers from professionals in the community. Over 50 speakers attend this event yearly. This year, the counseling department is also piloting the YouScience Program with 11th and 12th graders. YouScience is a sophisticated career aptitude assessment that helps students discover their strengths and potential career pathways. Counselors can use the results to provide individual career advising to students.

Counselors identify low-income and first-generation seniors (i.e. first in their family to attend college) who may benefit from additional support in the college application process. Some students are paired with college advising interns for one-on-one application help. All seniors also have access to a range of college application and financial aid workshops throughout the fall.

Counselors closely track students who are credit deficient or may be at risk of failing to complete graduation requirements. Counselors meet regularly with students to review academic plans and discuss alternative educational options if needed. Counselors also meet individually with all students at least once annually to schedule courses and advise on college options and requirements. The master schedule is also reviewed and crafted with courses that prioritize student demand and interests.

The wellness counselors support students and their families in effectively addressing and handling various social and emotional concerns that arise. Students are referred to the wellness counselors by their friends, parents, teachers, parents, guidance

counselors, or assistant principals. Students may also personally request an appointment with the wellness counselors during drop in hours. A therapist intern is also available to counsel students. Wellness counselors facilitate a variety of groups, such as grief groups or boys' and girls' support groups. This year, one of the wellness counselors also runs an after-school Drug and Alcohol Program at Mills, which is open to students throughout the district.

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Mills does not have students completing solely online curriculum. Therefore, this prompt does not apply to this school.

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Teachers continue to implement differentiation strategies in their classes. This reflects a school goal to engage students more with their learning, as well as provide various opportunities for students to demonstrate their learning proficiency. While some teachers employ these strategies consistently, others are at the beginning stages of their implementation. Additionally, many teachers offer "revise and redeem" opportunities to identify weaknesses and work on specific skills for student growth and mastery of content and skill development.

In all departments, curriculum is aligned by courses to provide consistency and equitably meet the needs of students. Teachers work in course-alike PLCs to develop curriculum maps and unit guides, as well as plan common assessments and teaching strategies. Departments vertically align skills and content. Curricula are aligned to State and College and Career Readiness Standards. Assessments used in classes, such as common exams or projects, are aligned amongst the PLCs. The idea of team teaching, in collaboration with differentiated instruction, benefits all students in the course and helps address the issue of inclusion at Mills.

Teachers, counselors and staff communicate regularly about student performance and behavioral issues in and out of the classroom as well as to plan responses as needed. Students are then placed in appropriate support classes or on tutoring contracts as needed. At the same time, evaluation of the current plan is needed to strengthen model for some students.

Students are offered a variety alternative education opportunities in the classrooms as well as schoolwide. Including as many Special Education students as possible in general education courses is a goal at Mills. Beginning in 2011, co-taught classes are offered in all of the core classes; students are provided additional support from both the content teacher as well as the Special Education teacher in the classroom. Even though the co-teaching method has been in effect since 2011, more training is needed to strengthen the model. Additionally, Special Education students are offered modified curriculum options at times, as well as alternatives for classwork completion.

In the 2017 - 2018 school year, 9th grade core curriculum teachers who share common students have been given a common prep period to discuss student needs and plan implementation of strategies. This was in response to a faculty discussions in previous school years, as it became apparent that greater cohesive support was needed to assist the freshmen as they transition to high school.

Findings	Supporting Evidence
Teachers develop appropriate and relevant curriculum that meets student learning needs through formative and summative assessments, questionnaires, evaluations, and general discussions and writing topics.	IEPs, 504 Protocols D/F list Three-week 9 th Grade progress report
Co-teaching combines one course-specific teacher with one Special Education teacher to work together to support student achievement.	Meetings with counselors School Loop
Revise and redeem policies are used by departments to allow students to identify weaknesses, review content, and have additional opportunities to demonstrate mastery.	Tutoring contracts Master Schedule
PLCs align curriculum and skill development.	

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Mills does not have students completing solely online curriculum. Therefore, this prompt does not apply to this school.

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Mills High School continues to provide a variety of support services and specific educational opportunities. Enrichment classes, such as Advanced Placement and electives, as well as extracurricular opportunities, such as the GATE Program are offered to challenge students as well as encourage a deeper passion for learning. Several clubs on campus provide additional opportunities for students to explore scholastic interests, such as Academic Decathlon, Model United Nations, and Robotics. Due to decreased enrollment, fewer electives of offered currently than in previous years.

The after school tutoring program is offered to all students multiple days a week in the library. In the program, peer tutors and teachers help students complete homework and assignments, use resources such as computers and textbooks, and make up assignments. Students sign in when they arrive. Data on student attendance is compiled, and shared with staff members as needed, as well as used when reviewing specific student progress. It is run by a coordinator who works with the counseling department to identify students who are then placed on a tutoring contract and/or matched with a specific peer tutor to work with. The coordinator also checks in with students and communicates at times with teachers about student progress. The Library and Career Center are open and available to students before and after school (the latter available daily, while the former is open only during tutoring). These areas provide students with access to computers and resources, as well as an open environment to complete group projects and collaborate.

English Language Learners are supported by specific EL classes as well as sheltered content classes in Biology and Modern World History. EL teachers consistently meet with district-led in services to better equip them to address EL proficiency as well as share a common prep to discuss strategy implementation and best practices.

Special Education students receive support from a variety of site and district services, including

the counseling department and district vocational specialists. The majority of Special Education students are mainstreamed into general education co-taught classes that provide appropriate academic support to reflect students' abilities. Content and Special Education teachers meet regularly to plan curriculum and modifications for students as well as discuss specific interventions. More support is needed for this program, however, to effectively implement and support all students and staff.

Students in support classes report increased success as indicated by [grade data](#) specific to the subject support.

Mills has two full time and two part-time school counselors as well as two full-time wellness counselors, and one wellness counseling supervisor (shared by two district schools). Additionally, the school recruits a counseling intern annually. Between these six staff members, students have a variety of supports for academic and socio-emotional needs. School counselors help place students into appropriate courses that match student needs and abilities, as well as address academic issues and stressors. The Wellness program is newer, with two counselors being added in the 2015-2016 school year. This addition has largely been in response to the uptick of student stress that has been noticed across the district. Wellness counselors disseminate information to students and staff about stress, social media, and other concerns that affect the student population. The Leadership class has also begun in the 2017-2018 school to address these concerns as well, for instance, such as producing a schoolwide assembly to destigmatize mental health issues and empower students to seek out support. Student stress continues to be prevalent across campus, and the staff continues to work to address it.

The impact of these additional services will be detailed via the results of this year's Healthy Kids Survey Data to be released (the survey was being administered at the time this document was written).

Findings	Supporting Evidence
<p>Mills High School has procedures in place to identify students who need extra support academically and help inform the teacher of special needs through IEPs and 504 plans. Through those plans, the school community works closely together to assist students and monitor their learning plans and progress. Accommodations are implemented according to IEPs and 504 plans so that all students are given the best opportunity possible to achieve both inside and outside of the classroom.</p>	<p>List of co-taught classes Tutoring Program sign-ins GATE roster Directed Studies data OSCR rosters ELD III English and Math Support class data Health office Workability program</p>
<p>In order to quickly identify 9th grade students who may be struggling, a 3-week progress report is generated with students who have 2 or more D's and F's. By early identification of</p>	

struggling 9th graders, Mills hopes to work with the student and their parents/guardians to address any issues and create a more individualized academic experience for the student through tutoring, schedule changes and/or counseling services. This year Mills has created a new 9th Grade Intervention Team which pairs students and teachers in their English and Biology classes to better support student success.

Transition services for
Special Education students
Guided Study

Counselors schedule Student Study Team meetings for students who are making poor academic progress, or in some cases who are struggling with significant mental health issues. The SST typically includes the counselor, school psychologist, parent/guardian, an administrator and the student. Counselors present historical data and teacher feedback to determine areas of concern. The team develops an Academic Action Plan with recommendations for interventions, which sometimes may include assessment for a 504 Plan or special education services. Counselors also follow up 4 to 6 weeks after SST's to monitor whether new interventions are effective. Close communication between teachers, counselors and parents/guardians ensures support for underperforming students.

Twice a month, wellness counselors facilitate Student Intervention Team meetings with administrators and counselors. Team members propose interventions for students who are struggling in the areas of academics, mental health, behavior or attendance. Teachers are invited to use MTSS (Multi-Tiered Systems of Support) Referral Forms to refer students to the team whom they are concerned about.

Special Education teachers hold annual Individualized Education Plan (IEP) meetings for students in special education (or more frequently as needed). Prior to the meeting, the school psychologist and/or special education teacher gather relevant information to assess the student's progress, which includes teacher feedback and possible additional testing. During IEP meetings, the IEP team discusses whether existing accommodations, modifications and supports are sufficient, and evaluates whether additional interventions are needed.

School Loop software provides ongoing feedback to students, parents and counselors about students' current academic progress, with most teachers updating grades at least bi-weekly. School Loop also shows grade trends over time. At every 6 week grading period, the Student Data Analyst (SDA) also prints reports for counselors with students whose GPA has decreased by 20% or more, to alert counselors to students whose grades are declining. The SDA also prints D and F lists for counselors every 6 weeks, which counselors use to identify students in need of academic interventions.

The English Language Development (ELD) Coordinator monitors the academic progress of all EL students, using GPA and standardized test data to make decisions about placement and interventions. The ELD Coordinator also collaborates with teachers and counselors to ensure EL students are accessing adequate support.

School Counselors and wellness counselors document all interventions in Aeries (our Student Information System), which includes functions that track aggregated data around the types of interventions that support staff are implementing. Since these features are new, Mills is not yet using them to their full capability to track the effectiveness of interventions.

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Mills does not have students completing solely online curriculum, so this prompt does not apply to this school.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available*

support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Mills offers a seven period day, which allows for a variety of classes to be offered to students that address their specific needs and support classes as well for those who would benefit from this based on data collected from district assessments for incoming 9th for example. All students have access to AP and AS courses if students have meet the prerequisites, this is determined during programming in the spring semester. For students who have failed a course and are not on track to graduate, Mills offers an online credit recovery option within the regular school day for students to graduate on time. Schedule changes occur throughout the year to best serve our students on a case by case basis. Mills is in its second year of the implementation of Flex Time, an open period two times per week for students to seek support from teachers. Mills has also moved to a full inclusion model for its SAI students and offers directed studies classes and co taught classes, where students with IEPs can receive support from their Education Specialists.

Findings	Supporting Evidence
<p>The master schedule is reviewed and crafted with the student’s interest in mind and is built based on course requests. With an open enrollment policy, students have equal access to AP and AS classes as well as a wide variety of elective courses, including many CTE courses. Each spring, counselors use AP Potential data to identify under-represented students who have potential to be successful in AP courses. If students have not elected to take AP courses, counselors meet with them to encourage them to enroll. In addition, teachers recommend students at the end of the Fall semester that are in CP classes that would benefit from participation in more rigorous AS classes. These recommendations are made based on an effort to diversify the AS classes. The seven period day provides an opportunity for all students to enroll in courses of interest, as well as meet graduation requirements.</p>	<p>Flex Time Schedule</p> <p>Study Group Rosters</p> <p>Revise and Redeem Policies</p> <p>Support Classes (Guided Studies, Strategic Algebra Support, Strategic English Support)</p> <p>After-school tutoring program in Library Schedule</p> <p>Before-school Biology Tutoring Program Schedule</p> <p>SPED/HOPE Program Students Class Schedules</p>
<p>Mills High School offers opportunities for students to make up course work through OSCR classes within the regular school day, flexible scheduling, and summer school options for credit recovery and acceleration. Teachers are made aware of students who are credit deficient or may be at risk of not completing graduation requirements and participate in Student Study Team meetings to better support students in</p>	<p>Accommodations/Scaffolding/</p> <p>Middle College Applications</p> <p>Course Selection Day Flier</p> <p>Wellness Counselor-Run Support Group Rosters</p>

these situations. Counselors work closely with students and families to best advise them on how to go about making up courses and credits from given options. If students are deemed to be off track for graduation counselors closely monitor and are in constant contact with families to review options and procedures. AP Potential reports

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Through co-curricular activities, students learn to be effective communicators, positive contributors to the community, and critical thinkers and problem solvers, all which support our SLO's (Student Learning Outcomes). Many co-curricular activities also support students' academic learning goals. Mills prides itself on its student leadership and student involvement in a variety of clubs on campus that demonstrate their leadership capacity in a variety of ways. In academic clubs, such as Mock trial and Model UN, students critically think and write persuasive arguments as well as enhance their communication skills. Cultural and community based clubs, such as Korean Cultural Club and the Dragon Boat Team, participate in activities that encourage students to broaden their understanding of the world. Leadership activities support student engagement with the school as well strengthen student abilities to be effective communicators.

The Athletics Department houses a total of 45 girls and boys sports through three competitive seasons. Participation in interscholastic sports ensures that students remain academically eligible by supporting students' academic goals, building leadership, communication, and collaboration skills, as well as representing the school in the outside community.

Student involvement is measured through the number of approved club charters submitted to the Activities Director each fall, participation in the annual Club Fair held each September where student clubs recruit new members, and the Mills Activities and Events calendar. There currently is not a formal process of collecting participation data, but instead anecdotal data is shared among faculty and staff regarding participation of subgroups of students in activities.

Findings	Supporting Evidence
<p>The Student Leadership class organizes and facilitates activities such as: Rallies, Lunchtime Games and Music, Senior Auction, Talent Show, International Assembly and Food Festival, Food Fairs, Special Olympics, Themed Spirit Weeks, and Homecoming Week.</p>	<p>Club meeting Minutes Mills Athletic Webpage Athletic Manual List of Clubs at Mills</p>
<p>Each year, Student Leadership facilitates events to help clubs fundraise and promote their mission. Mills Mania (annual kick off for the Annual Fund) and two food fair days where clubs get to sell food from different cultures. Student Leadership opens Mills Mania to the community once the school day is over.</p>	<p>Activity Calendar of Events Sports Calendar of Contests Roster of Club Advisors Roster of Head Coaches</p>
<p>Each club has a faculty advisor who helps with overseeing the club(s) and makes sure that they are following the FCMAT guidelines. Many student clubs hold monthly meetings and work towards their club's goals for the year.</p>	<p>Mills Mania Flier Student Government Meeting Minutes</p>
<p>Many clubs participation in community events, such as: Millbrae Art and Wine Festival, Relay for Life, MS Walk, Red Cross Club, LMP Performances for the Public, Toys for Tots, Global Glimpse, San Mateo County Youth Commissioners, Chamber of Commerce Students Representatives, Outdoor Education.</p>	
<p>Each sport team is coached by a qualified adult that is cleared through the district office. Interscholastic programs include Boys and Girls Freshmen, Junior Varsity and Varsity levels. Mills is a member of the Peninsula Athletic League which is overseen by the Central Coast Section of the California Interscholastic Federation.</p>	
<p>In addition to clubs and sport teams, students are able to participate in numerous creative outlets on campus, such as Visions Creative Writing Magazine, Thunderbolt Newspapers, Drama Productions/Tech/Costuming, Drama Club Student Showcase, VAPA Student Showcases, Talent Show, International Assembly, Brown Bag Lunchtime Concerts, Film Festival, MakerSpace, Video Announcements, Drill Team, and Spirit Squad, Fun in the Sun.</p>	

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Mills does not have students completing solely online curriculum. Therefore, this prompt does not apply to this school.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

The faculty and staff work hard to address the academic, developmental, and socioemotional needs of Mills students. Mills has implemented more programming focused on student wellness, with an understanding that academic achievement is dependent on the foundation of a balanced, healthy mind and body. While the data for disciplinary actions (suspensions and expulsions) has remained relatively constant over the past three years, the response to behavioral issues has moved towards an embracing of restorative practices focused on helping the student to identify the root causes of their negative behavior, and equipping them with tools, supports, and mentors to guide them in their decisions and struggles.

Even though Mills reaches out to all stakeholders to participate, parental involvement in some groups is low compared to neighboring schools. The Family Engagement Coordinator facilitates communication between families of students in underserved communities and the school, hosting quarterly Latino Parent Nights during which parents access information about how to support their students' school success.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- There is a comprehensive Multi-Tiered System of Supports, support classes, range of interventions, etc.
- Started addressing school culture issues around student stress
- Department curriculum aligned with state and CCR standards, as well among PLCs
- Comprehensive wellness program
- Comprehensive school counseling program that addresses academic, social-emotional and college/career development
- Strong communication between staff

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Address culture of achievement and stress - focus on learning instead of grades
- Evaluate models of support to better engage students who need intervention
- Increase opportunities for social-emotional learning and development of soft skills
- Strengthen sense of community (both among staff and among students)
- Increase parent involvement and engagement
- Mills should be more proactive in its research of the effects of social media and provide a consistent approach to educating parents and students in order to facilitate awareness and offer possible solutions.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize growth areas:

1. To increase the achievement of SPED students, there is a 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.
2. In an effort to continually improve and evolve supports and instructional practices to meet the needs of all students, a school wide process to evaluate the effectiveness of programs, policies and instructional practices (technology, grading, homework, interventions, support, etc) is needed and a process for implementing change based on the results. (focus on special groups/achievement gap)
3. To increase the achievement of targeted subgroups (EL, SPED, Economically Disadvantaged students and Hispanic/Latino students), there is a need to examine the effectiveness of PLCs and protocols used to examine student work. There is a need to set up protocols on how to evaluate student work for critical thinking and monitor how changes in instruction improve student learning outcomes for targeted subgroups (through the use of focal students).
4. To meet the needs of our English learners and increase their achievement, there is a need to support students with written, oral, and reading comprehension/listening to ensure mastery of basic learning skills, with an emphasis on teacher feedback in order to improve student learning as an integral part of our curriculum.
5. Integrate EPIC/SLOs into all classes, curriculum, instruction, include assessment of the SLOs.
6. Address culture of achievement, stress, and disconnection (amongst staff and students) by focusing on engaging all students with their learning rather than grades 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.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Critical student learning needs were identified through the work completed during faculty, department and focus group meetings. Based on qualitative and quantitative data, staff reviewed identified areas of need, discussed the [SPSA/LCAP goals](#), aligned areas of need with the goal categories and then prioritized areas of need. Once the areas of need were identified, faculty met to explicitly review the quantitative data and its connection to the critical area of need.

Staff identified six critical areas of need, which were revised into four critical areas of need by the Action Plan Team. Faculty members reviewed the areas of need and justified the critical need based on the data. Below are the revised four critical areas of need along with the data review.

The SPSA/LCAP categories are in bold.

CAN #1: Clearly define co-teaching program to addresses 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. **Access, Achievement and Equity**

1. Data:

- a. The data for A-G completion rates for Special Ed students needs to be disaggregated as currently the numbers may include students in AAC who are not working toward A-G eligibility. Most TDS and HOPE students are currently not working toward A-G. The inclusion of students in these last two categories has increased the number of special ed students over the past two years. The data should be differentiated to show number of students on certificates of completion.
- b. Based on the D/F rate, 24% of students with a D or an F are students with an IEP.
- c. Based on 2015-2017 CAASPP data, there is a need to support Special Education achievement (28% of SPED students met/exceeded ELA in 2017 and 13% of SPED met/exceeded Math in 2017).
- d. Based on the increase in enrollment in our Special Education programs over the past three years (from 64 students to 104 in SAI and with the addition of the HOPE program and the TDS programs over the past 2 years), there is a need to define our co-taught classes. There is a need to train both the general education and special education teachers to collaborate and maximize the co-teaching experience, including differentiating instruction. There needs to be training and

time for teachers to collaborate and prep together in this partnership. Currently the percentage of students with IEPs in the co-taught classes may reach more than a third of the total student population in the classroom.

CAN #2: To support the growth and to address the needs of all students, especially focal student populations, 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. **Access, Achievement and Equity**

1. Data:

- a. Based on reviewing the D/F rates, Mills does not have clear data on the effectiveness of support classes. The justification for this CAN is that Mills does not have a process to examine and act on the data.
- b. Based on A-G Completion Rates by Group, this is a critical area of need because only 55% of Latino and English Learner achieved the A-G requirements and only 25% of Pacific Islanders did. The findings show that students already enrolled in these courses beyond required courses for graduation need additional support in and out of the classroom to pass the courses, and although there are interventions in place, they are not assessed their effectiveness in an objective fashion.
- c. Based on data for Enrollment, this is a critical area of need because the population at Mills is changing. Student ethnicity is changing and there are more diverse needs in the classroom.
 - i. Even though the percentage of Latino students has increased at Mills, the percentage of Latino students enrolled in AP Classes has not.
 - ii. The number and percent of students enrolling at Mills as RFEP is steady but there is no designated ELD time within the school day. Mills will need to identify a support for RFEPs and measure its effectiveness.
 - iii. Many teachers are trained in CM strategies, however there is not a process in place for accountability of the strategies being implemented in the classroom.
 - iv. Mills started Biology and Modern World Sheltered Classes in 2017-2018 after identifying the low pass rates of EL students previously. It will be important to assess the success of those programs, as they demand increased resources compared to the regular courses.

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). **Access, Achievement and Equity**

1. PLC Data:

- a. Based on the D/F rate, there is a need for PLCs to develop strategies to support students in achieving a C or higher in their courses.
- b. Based on the decrease of students meeting the A-G requirements (84% to 73%) by the end of the 10th grade, there is a need for PLCs to support student achievement and development of academic skills.

2. Skill Data:

- a. CAASPP data shows that Mills is the top school in the district for ELA. More importantly, Mills students have shown a consistent increase in the percentage of students meeting or exceeding standard (from 85% to 91% over three years). Subgroup data also reflects this increase across the board. Students are performing on standardized tests, however teachers observe students struggling with literacy skill development at all levels.
- b. The 2016-2017 and 2017-2018 D/F data indicates a rise in the following content areas: Algebra 1, Geometry, Integrated Math II, Pre-Calculus; English I, English II, English IV; Biology, Chemistry, Physics; Modern World History (9th), U.S. History (11th); Health (9th).
 - i. Data findings bring up the questions:
 1. Are these increases related to inclusion of SPED in mainstream classes? If so, to what extent? What supports are needed?
 2. How do general education students perform in co-taught classes?

3. EPIC (SLOs) Data:

- a. Based on anecdotal data, the implementation of EPIC SLOs throughout the curriculum is an area of need because students in general are not specifically cognizant of how the student learning outcomes apply to their learning. The findings show that teachers need to reinforce EPIC SLOs on unit and major assignments.
- b. The findings show that teachers need to reinforce the EPIC SLOs both in unit outlines and in major assignments associated with the unit.
 - i. Effective communicators and collaborators
 1. CAASPP ELA Results- 91% met or exceeded standard
 2. 53% of 11th graders Above Standard for Writing Claim
 3. 53% of 11th graders Above Standard for Listening Claim
 4. 53% of 11th graders Communicating Reasoning

5. [Claim Data from CAASPP](#)

- ii. Positive contributors to the community
 - 1. CHKS- reference data in Chapter 2 and full [report](#)
- iii. Critical problem solvers and creative thinkers
 - 1. 53% of 11th Graders Above Standard for Problem Solving and Modeling in CAASPP Math
 - 2. CAASPP Results- 91% met or exceeded standard ELA; 75% met or exceeded standard Math
 - 3. PSAT Results- increasing averages (15 point growth 16/17)

CAN #4: Address culture of achievement, stress, and disconnection (amongst staff and students) by focusing on engaging all students with their learning rather than grades 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. **Student Wellness and Engagement**

1. Data:

- a. Based on the "School Absence (Past 30 days 2015-2016), Reasons" data, this is a critical area of need because the data shows that 11th graders (i.e. students who have been at Mills longer) tend to have higher absence rates than 9th graders.
- b. The findings show that these students also have higher rates of anxiety, stress and lack of sleep, which are likely factors in the higher absence rates.
- c. Based on the "2009-2010 California Healthy Kids Survey" data, it also appears that the general happiness of the 9th graders went down when that same cohort was tested again as Juniors in 2011-2012.
- d. Based on the parent survey in Chinese, parents report that students need support around making friends especially for recent immigrants, fitting into Mills, organizing study time, parenting support, more support around how to apply to college, support around communicating to teachers, counselors and support staff.
- e. Based on the parent survey in English, parents report that they would like more direct communication with teachers and counselors.
- f. Mills also has not addressed use of social media outside of school and how that use directly impacts stress levels, homework completion and studying. There is a need to be proactive in researching of the effects of social media and provide a consistent approach to educating parents and students in order to facilitate awareness and support student interactions and engagement in the learning process.

Chapter V: Draft of Schoolwide Action Plan

LCAP 1: Access

SMUHSD will provide high quality teaching and learning environments to all students by:

- Providing 21st Century facilities & learning tools (digital and analog) to all students
- Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development
- Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills.

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

<p>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.</p>			
<p>Metrics</p> <ul style="list-style-type: none"> • 50% or more of students with IEPs will spend at least 80% of their time in school in general education settings 			
Objectives	Strategies	Time	Team(s)
<p>1) Placement guidelines in a co-teaching class will be related to students area of need.</p> <p>2) Co-teaching sections will be developed in accordance with student needs.</p> <p>3) Students in therapeutic settings will be given exposure and opportunities to participate in mainstream classes with appropriate supports for success.</p>	<p>During articulation and programing meetings, program specialist and department head are identifying co-taught placement only in areas related to a student's learning disability.</p> <p>Criteria development in the SPED department regarding placement of a student in a co-teaching. (SRI, SMI, CAASPP, psycho-ed report, previous placement)</p> <p>All students in the therapeutic classrooms with participate in Course Information day.</p> <p>All students in the therapeutic classrooms will participate in programming activities each Spring.</p> <p>Education Specialists will work with general education teachers to monitor student attendance and progress in mainstream classes.</p>	<p>Spring 2018</p> <p>Spring 2018</p> <p>Spring 2018</p>	<p>Program Specialist Department Head Education Specialists Admin Counselors</p> <p>Education Specialists Admin Counseling</p>

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<p>4)School-wide norms and a common definition for co-teaching will be established.</p>	<p>Therapeutic weekly class team meetings will address supports needed for students not attending mainstream classes and monitor interventions on an on-going basis.</p>	<p>On going</p>	<p>Education Specialists Gen Ed Teachers</p>
<p>5)Consistent professional development and planning will be provided for co-teaching teams.</p>	<p>Provide 2 days for co-teaching teams to meet before Fall semester and use the Compass Fidelity Check Form to begin planning.</p> <p>Co-teachers have embedded collaborative planning time in the master schedule</p> <p>Identify and work with a consultant to provide a Co-Teaching academy for teams once every six weeks (pull-out day).</p>	<p>On going</p>	<p>Program Specialist Education Specialists</p> <p>Admin</p>
<p>6)The school is monitoring our progress as an Inclusive school using the Inclusive Schools Self-Assessment Instrument and addressing areas of need.</p>	<p>Quality Standards for Inclusive Schools Self-Assessment Instrument</p>	<p>Spring 2018</p>	<p>Admin Academic Senate</p>
<p>7)SPED Education Specialists utilize student centered planning, self awareness & advocacy.</p>	<p>Professional development provided by the district 2/5/18</p>	<p>August 2018</p>	<p>Education Specialists and program specialists</p>

CAN #2: To support the growth and to address the needs of all students, especially focal student populations, 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 to implement change based on the results.

Metrics:

<ul style="list-style-type: none"> ● Increase the percentage of students that are College & Career Ready for all students by 3% and for Focal Groups (EL, Low-Income, Latino and Pacific Islanders) by 5% ● Increase by 5% the overall percentage of students in the Focal Groups (EL, Low-Income, Latino & Pacific Islanders) in AP classes ● Achievement of SLOs ● CAASPP scores data 			
Objectives	Strategies	Time	Team(s)
<p>1) Employ consistent, validated, effective, PPPs that result in improved student achievement</p> <p>2) Develop a process that works at various levels (whole-school, department, grade-level, course, assignment) and for all stakeholders (whole-school, PTO, teachers, staff, department, PLC, teacher)</p> <p>3) Use resources (courses/master schedule, technology, materials, space, teachers, time, funding) more effectively and directly to support student achievement, especially for focal groups of students</p>	<p>Continue to expand supports for EL students, including sheltered content classes, ELD and an instructional program to build the language abilities of Long-Term ELs</p> <p>Develop MEP draft Get feedback from stakeholders & revise MEP Pilot use of MEP to evaluate the programs, policies and practices Re-Evaluate/Refine MEP Adopt MEP & implement Refine MEP, expand use Continue to implement MEP well-established and implemented system-wide</p>	<p>Fall 2018</p> <p>Spring 2019</p> <p>May 2019 May 2020</p> <p>Fall 2019</p> <p>Spring 2020</p> <p>Fall 2020</p> <p>Spring 2021</p>	<p>Leadership Team → AS, MPC, PTO, staff/departs</p> <p>Student Data Analyst</p> <p>Faculty & Staff</p> <p>Piloting groups</p> <p>All stakeholders</p>
<p>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).</p> <p>Metrics:</p>			
Objectives	Strategies	Time	Team(s)
<p>1)Departments will develop a common definition of EPIC in the PLC and in the curriculum and communicate this with students and wider Mills community. PLCs will then implement EPIC in the classroom, measuring it</p>	<p>Develop school-wide rubrics (include CCSS, Constructing Meaning rubrics, CCR) for SLOs (regarding communicating).</p>	<p>Spring? 2018 -- PLCs develop their common definition/ application to the content (see Spanish example) and</p>	<p>Departments/ PLCs</p>

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<p>using common rubrics.</p> <p>2) Teachers will review and implement CM strategies (as connected to E and C in EPIC).</p> <p>3) Increase integration of project-based learning and STEAM throughout the curriculum (as it relates to P and C in EPIC).</p> <p>4) PLCs will implement Canvas as a learning management system to teach the 4 Cs (communication, collaboration, creativity and critical thinking skills)</p>		<p>share with Department</p> <p>Spring 2019-- PLCs share with same grade-level PLCs for feedback</p> <p>Fall 2018 Departs agree and implement a CM strategy. Evaluate, revise/add another</p>	<p>Departments/ PLCs</p> <p>Departments</p>
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LCAP 2: Achievement and Equity

The SMUHSD will increase academic expectations and performance to create college-and career- ready students and measure and develop our work in this regard, especially as relates to our Achievement Gaps.

SPSA Goal 1: 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.

<p>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.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Increase in graduation rates for SPED students from 86.7% to 91.7% • Reduce absenteeism for SPED students from 18.5% to 17.7% • Decrease D/F Rates for SPED students in English by 5% or more and Algebra I by 5% or more 			
Objectives	Strategies	Time	Team(s)
1)Teachers routinely modify assessments, etc. to meet the needs of individual students.	PLC collaboration; teachers need a list of strategies for modifications that are more specific to students rather than the general (extra time, etc); conversation between Education Specialist and teacher; develop common practices for our students	On going	Admin Department Heads PD TOSA Education Specialist
2)Teachers use a variety of effective, research-based strategies to bring achievement within the reach of all students such as Universal Design for Learning (UDL) and Constructing Meaning.	Provide an overview of UDL to faculty/staff in August and have a school toolbox of CM strategies	August 2018	
3)Teachers and staff are skilled in classroom management strategies and professional development is provided based on needs (i.e. de-escalation, working with Autistic students, ability awareness etc.)	Have departments select an agreed upon instructional strategy to use across the department for SPED students.	August 2018	
4)Directed studies is designed as a period to provided targeted skill development and to frontload material delivered in the Gen Ed classes. Consider curriculum for directed studies.	Administer faculty survey to gather input on needed professional development in regards to serving SPED students.	Spring 2018	
	Identify trainer to provide training whole faculty	Summer 2018	

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).

Metrics:

- D/F rates (improve by 5%) - measuring Fall to Spring
- Increase Graduation rates
- Increase 10th graders on track (110 credits & GPA of 2.0 or better)
- EPIC rubric results
- Walkthrough results
- Increase CAASPP/EAP scores in ELA & Math
- Analysis of (focal) student work
- Syllabi Course Audits

Objectives	Strategies	Time	Team(s)
<p>1) PLC work will be focused on student proficiency of SLOs and content standards, examining focal student work (from targeted subgroups), resulting in changes in instructional practice that increases success rates for all students and decreases the achievement gap.</p> <p>2) Use MEP & Cycle of Inquiry with focal students (all the way through!) to assess and adjust instruction to meet all student needs.</p> <p>3) Agree upon best instructional practices are implemented in the classroom to address the achievement of all students, with an emphasis on focal groups. This includes the development of School-wide instructional norms.</p>	<p>Selection of focal students that represent target populations</p> <p>Create common rubrics to measure - start with CM <i>Constructing Meaning rubrics & CCSS</i> <i>CCR(21st C Skills)?</i></p>	<p>2019 Spring Pilot/Test (some) rubrics</p> <p>Fall 2019 Develop a complete set of rubrics</p> <p>Spring 2020 -- walk-throughs (to assess SLO integration)</p> <p>Spring 2020 -- Reflect & revise.</p>	<p>All faculty</p> <p>??</p> <p>POWeeks/all</p> <p>Departments/ PLCs</p>

LCAP Goal 3: Wellness

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

SPSA Goal 3: 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.

<p>CAN #4: Address culture of achievement, stress, and disconnection (amongst staff and students) by focusing on engaging all students with their learning rather than grades 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.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Increase the percentage of students who positively report on the CAHKS Developmental Supports for Total School Supports, including caring adults in school, high expectations-adults in school and meaningful participation criteria in the “moderate” and” high” range at school 3% for each grade level • Increase the percentage of student who positively report on the CAHKS School Connectedness and Academic Motivation criteria in the “moderate” and “high” range by 3% for each grade level • Track participation in school events and consistently improve student attendance • Decrease in student stress due to academics • Number of students taking 4+ AP classes • Lit Circle participation/ conversations • Increase the number of interventions used by administration, wellness and school counselors according to the Aeries Intervention Dashboard Data 			
Objectives	Strategies	Time	Team(s)
<p>1) Develop PBIS system that is a Tier One program for students demonstrating Viking Pride in an effort to increase school connectedness and clarify expectations</p> <p>2)Continue to build and develop our site-based homework plan (matrix,</p>	<p>Convene a group of staff participate in PBIS professional development</p> <p>Positive incentive program for attending Viking events</p> <ul style="list-style-type: none"> • Once a month Reward Lunch provided by leadership? Dance tickets? Photo on Wall of Fame? • Attending Events • Active Mills Community Member <p>AP Drop students share their stories</p> <ul style="list-style-type: none"> • Read their letters to the classes during class scheduling - goal: reinforce 	<p>Inform and implement Fall 2018</p> <p>Implement 2018-2019 School year Adjustment for following years</p>	<p>Dean/Admin/ Leadership</p> <p>Counselors/ Admin</p>

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<p>homework free holidays, board policies)</p> <p>3) Utilize MTSS interventions when responding to student wellness and academic concerns.</p> <p>4) Increase use of Restorative Practices as a first intervention for disciplinary issues.</p>	<p>student wellness and balance with fewer AP courses</p> <ul style="list-style-type: none"> • Explore removal of AS at the 9th grade level to detrack students so they begin their HS experience is the same and they have equitable opportunities when making their 4 year plan • Explore H (instead of AS) in 10th to satisfy community demand for increased enrichment <p>Student-led Wellness Assembly</p>		<p>Wellness Counselors/ Coordinator</p>
<p>3) Teachers and staff engage and reflect on equity, cultural relevance and the social emotional learning of students .</p>	<p>Create a committee to continue equity work</p> <ul style="list-style-type: none"> • Suggest Summer Reading • Establish an equity book club <p>Teachers/Staff are being reflective in order to support student achievement and social-emotional support.</p> <ul style="list-style-type: none"> • Learning Teams: Lit Circle - equity and education framework, CM & Culturally Responsive Pedagogy & Implicit Bias, Co-Teaching/SPED strategies, MEP & Tech support, STEAM 	<p>Spring 2018</p> <p>Suggested Summer 2018</p> <p>Learning Teams 2018-2022</p>	<p>Staff</p> <p>Staff</p>

	<p>Expand their interpretation of student behavior to include different cultural displays of learning and social interactions</p> <ul style="list-style-type: none">• While reviewing Focal Student work, reflect on readings from book to recognize alternative explanations for student behavior/ achievement which will lead to adaptations in the classroom		
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Appendices:

- A. [Visiting Committee Schedule](#)
- B. [Glossary of terms unique to Mills](#)
- C. [Mills Course Guide](#)
- D. [Student Parent Guardian Handbook](#)
- E. [Master schedule](#)
- F. [Local Control and Accountability Plan \(LCAP\)](#)
- G. [Parent/community questionnaire/interviews](#)
- H. The most recent [California Healthy Kids Survey](#)
- I. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- J. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- K. [School accountability report card \(SARC\)](#)
- L. [CBEDS school information form](#)
- M. [Budgetary information, including school budget](#)
- N. [California Local Control Funding Formula \(LCFF\) Eight State Priorities Rubric](#)
[Performance information](#)