

# Mills High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

<b>District Name</b>	San Mateo Union High School District
<b>Phone Number</b>	650-558-2299
<b>Superintendent</b>	Randall Booker
<b>Email Address</b>	<a href="mailto:rbooker@smuhsd.org">rbooker@smuhsd.org</a>
<b>District Website</b>	<a href="http://www.smuhsd.org/">http://www.smuhsd.org/</a>

## 2023-24 School Description and Mission Statement

### MILLS HIGH SCHOOL VISION AND MISSION STATEMENT

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

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

**School Goal 1: Authentic Relationships:** Strong, positive and proactive relationships are critical to student engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture. Increase staff diversity such that it reflects the diversity of the communities we serve. Ensure every student has at least one strong relationship with an adult on campus. Ensure that there are multiple opportunities for family engagement and effective communication.

**School Goal 2: Safe & Connected Communities:** We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe. Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools. Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our school. Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding.

**School Goal 3: Inclusive and Relevant Learning for Every Student:** Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered support based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Create engaging rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas. Build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum,

## 2023-24 School Description and Mission Statement

instruction, and assessment. All students will have access to rigorous coursework aligned to their interests and post-secondary goals.

### School Learning Outcomes (SLOs)

These SLOs were revised as part of our 2018 WASC self-study. This work was completed by the Mills faculty and approved by the MPC Site Council. We are currently doing a full self-study with a visit scheduled in Spring 2024.

Our students are EPIC:

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

### WASC Critical Areas of Need

During 2022 - 2024, Mills High School conducted a WASC self-study analyzing data on all aspects of our school. In the past, Mills has always received a Six year WASC Accreditation. Divided into cross-disciplinary teams, the Mills faculty and staff analyzed disaggregated achievement data and identified the following Critical Areas of Needs:

**CAN #1** - Based on the academic achievement and school climate data, there remains a need for further development as an equity-centered culturally responsive school that centers authentic relationships, cultural relevancy, inclusivity and connection for all students.

**CAN #2** - A disproportionate number of our Latine population are identified to receive special education services and indicates a need to focus on Multi-Tiered Systems of Support (MTSS), especially at the Tier 1 and Tier 2 levels.

**CAN #3** - Mills needs to create learning environments for students that are both rigorous and humanizing, that uplift student voice and promote deep learning and engagement, and authentically assess student academic growth.

**CAN #4** - Create partnerships with families engagement that is inclusive and culturally responsive, and that recognizes the unique needs of each family in supporting the whole student.

**CAN #5** - Strengthen the structures and protocols for Departments and PLCs to support students, collaborate on lessons, and share student work and assessments that inform teaching and instructional practices.

As a community and among various stakeholders, Mills promotes the mission and vision statement, as well as the SLOs and Action Plan, as the heart of our practice. Norms that guide our community and decision-making bodies include keeping the creation of equitable student experiences at the center of our work, taking an inquiry stance, assuming positive intentions and taking responsibility for impact, hearing and accepting all voices, staying engaged, starting and ending on time and using consensus to reach agreements.

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	285
Grade 10	270
Grade 11	294
Grade 12	292
Total Enrollment	1,141

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7%
Male	54.3%
American Indian or Alaska Native	0.1%
Asian	49%
Black or African American	0.6%
Filipino	8.8%
Hispanic or Latino	19.5%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	8.8%
White	12.1%
English Learners	3.8%
Foster Youth	0.1%
Homeless	0.2%
Socioeconomically Disadvantaged	21.6%
Students with Disabilities	10.3%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	50.20	90.49	391.50	82.79	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.40	0.10	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	0.72	12.10	2.57	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.13	10.20	2.17	12115.80	4.41
<b>Unknown</b>	4.20	7.64	58.50	12.37	18854.30	6.86
<b>Total Teaching Positions</b>	55.50	100.00	472.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.80	84.45	387.40	79.14	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.70	2.79	4.80	1.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.26	13.30	2.72	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	1.25	5.20	1.06	11953.10	4.28
<b>Unknown</b>	6.80	11.23	78.60	16.07	15831.90	5.67
<b>Total Teaching Positions</b>	61.30	100.00	489.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.40</b>	<b>0.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	0.70
<b>Total Out-of-Field Teachers</b>	<b>0.60</b>	<b>0.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	0.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

**Year and month in which the data were collected**

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current and meet State and Local Standards/2015	Yes	0
<b>Mathematics</b>	Current and meet State and Local Standards: CPM 2017	Yes	0
<b>Science</b>	Current and meet State and Local Standards	Yes	0
<b>History-Social Science</b>	Current and meet State and Local Standards	Yes	0
<b>Foreign Language</b>	Current and meet State and Local Standards	Yes	0
<b>Health</b>	Current and meet State and Local Standards/2016	Yes	0
<b>Visual and Performing Arts</b>	Current and meet State and Local Standards	Yes	0

## School Facility Conditions and Planned Improvements

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

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

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

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

## School Facility Conditions and Planned Improvements

In March 2020 Bond Measure L was passed and supported the installation of a new turf stadium field and an upgraded security (camera) system in the summer of 2020. In the Fall of 2021 construction started on the new tennis courts as well as synthetic turf for baseball and softball fields that was all completed in spring 2023. Projects that began the summer of 2023 earmarked for the campus with the support of Measure L include the repair of deteriorating walls containing encapsulated asbestos, improved air handling and circulation systems, and updated fire /security systems. The school received a new PA system in the summer of 2022 with enhanced features for emergency drills. Over the past three years, the Parent Organization has raised funds for technology upgrades in the classroom, including high-definition screens.

Year and month of the most recent FIT report

11/27/23

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	73	76	72	47	46
<b>Mathematics</b> (grades 3-8 and 11)	71	57	50	48	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	287	265	92.33	7.67	72.83
<b>Female</b>	121	114	94.21	5.79	65.79
<b>Male</b>	166	151	90.96	9.04	78.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	139	134	96.40	3.60	79.85
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	32	31	96.88	3.12	80.65
<b>Hispanic or Latino</b>	62	49	79.03	20.97	40.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	21	95.45	4.55	80.95
<b>White</b>	30	28	93.33	6.67	78.57
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	30	29	96.67	3.33	75.86
<b>Socioeconomically Disadvantaged</b>	71	59	83.10	16.90	59.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	13	41.94	58.06	30.77

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	287	260	90.59	9.41	56.54
<b>Female</b>	121	111	91.74	8.26	47.75
<b>Male</b>	166	149	89.76	10.24	63.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	139	135	97.12	2.88	71.11
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	32	31	96.88	3.12	41.94
<b>Hispanic or Latino</b>	62	44	70.97	29.03	13.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	20	90.91	9.09	70.00
<b>White</b>	30	28	93.33	6.67	60.71
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	30	28	93.33	6.67	53.57
<b>Socioeconomically Disadvantaged</b>	71	58	81.69	18.31	36.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	12	38.71	61.29	8.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	75.68	51.27	50.81	50.74	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	287	275	95.82	4.18	51.27
<b>Female</b>	131	125	95.42	4.58	49.60
<b>Male</b>	155	149	96.13	3.87	52.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	134	133	99.25	0.75	62.41
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	25	24	96.00	4.00	70.83
<b>Hispanic or Latino</b>	51	47	92.16	7.84	34.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	23	95.83	4.17	47.83
<b>White</b>	43	39	90.70	9.30	28.21
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	36	34	94.44	5.56	47.06
<b>Socioeconomically Disadvantaged</b>	60	57	95.00	5.00	36.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	20	68.97	31.03	5.00

## 2022-23 Career Technical Education Programs

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

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

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

- Architectural Design I and II
- Innovations in Green Technology
- Food & Nutrition, Culinary Arts
- Engineering Technology
- Woodworking
- Art & Multimedia Arts
- Principles of Computer Science, AP Computer Science
- Art of Video (Video Production)
- Biotechnology
- Publications
- Journalism
- College Success, Career Planning, and Life Exploration\*

\*2023-2024 Mills offered two sections of a College Career Planning Class that targeted 1st generation students at Mills that was taught by two counselors within our department.

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

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

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

For the past few years, Mills hosted community college courses on-site through Skyline College including HSCI 180: Health Career Pathways: Gateway to Health Careers, EMC 400- Emergency Medical Responder and BUS 100- Introduction to Business, HSCI 484- Medical Terminology, and BUS 161- Creativity/Innovation in Entrepreneurship. Participating students earn CTE elective credits and community college credits (dual enrollment) through these evening courses which are included in GPA calculation. Enrollment is open to all SMUHSD students across the district.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	648
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.29
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	80.71

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	95%	95%	95%	95%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

There are numerous opportunities for parents to become involved at Mills High School. The Parent Teacher Organization (PTO) conducts regular outreach to parents and meets monthly to plan activities such as fundraising for scholarships,

## 2023-24 Opportunities for Parental Involvement

classroom equipment and supplies, and hospitality for school-wide functions. In addition, the PTO publicizes a newsletter to communicate to parents every two weeks.

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

A part-time family engagement coordinator organizes and recruits for such events and facilitates the Spanish-speaking parent Group and ELAC.

There are multiple opportunities for parents to volunteer in school-wide functions and events such as teacher appreciation luncheons, student registration, textbook distribution, and supervision assistance at school-wide events under normal circumstances.

For information on the PTO, MPC, ELAC, Spanish-Speaking Parent Group, Mills Athletic Boosters or Music Boosters please contact Ms. Pamela Duszynski at (650) 558 - 2500.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	1.9	1.4	3.1	3.8	3.9	6.7	9.4	7.8	8.2
<b>Graduation Rate</b>	97.4	97.9	94.2	92.1	92.2	91.5	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	294	277	94.2
<b>Female</b>	133	127	95.5
<b>Male</b>	160	149	93.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	135	133	98.5
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	25	24	96.0
<b>Hispanic or Latino</b>	54	47	87.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	26	23	88.5
<b>White</b>	44	40	90.9
<b>English Learners</b>	27	22	81.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	71	88.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	33	20	60.6

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1164	1152	107	9.3
Female	529	524	52	9.9
Male	634	627	55	8.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	564	561	28	5.0
Black or African American	7	7	2	28.6
Filipino	100	100	6	6.0
Hispanic or Latino	235	231	40	17.3
Native Hawaiian or Pacific Islander	14	14	1	7.1
Two or More Races	102	100	14	14.0
White	141	138	15	10.9
English Learners	51	51	11	21.6
Foster Youth	2	1	1	100.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	272	267	43	16.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	126	121	34	28.1

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	2.79	2.58	0.22	6.06	3.52	0.20	3.17	3.60
Expulsions	0.00	0.08	0.00	0.00	0.07	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.58	0
Female	1.89	0
Male	3.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.89	0
Black or African American	0	0
Filipino	1	0
Hispanic or Latino	8.09	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.96	0
White	2.13	0
English Learners	17.65	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.56	0

## 2023-24 School Safety Plan

The Mills High School Safety Plan is reviewed and updated on an annual basis. Faculty and staff training is conducted at the beginning of each school year where emergency procedures and evacuation and safety procedures are reviewed. Each classroom is equipped with a red emergency bag that contains first aid and emergency preparedness supplies. These supplies are replaced and replenished on a regular basis. Emergency drills for all of the Big 5 Protocols outlined by the San Mateo County of Education are held monthly to ensure students are also familiar with the emergency procedures.

Mills administrators including the Principal, three Assistant Principals and one Dean of Students along with three Campus Safety Specialists and four Counselors lead our efforts to create a safe and respectful environment for all students. Three Wellness Counselors and our district Manager of Mental Health Services provide assessment, crisis counseling, social-emotional support, and mediation for students. The four school counselors at Mills provide academic and social-emotional support for students. All counselors also provide outside referral resources for students and parents. The administration team utilizes Restorative Practices as a first approach to discipline issues, including the District's Alternative to Suspension Program, VAPE program, or substance abuse program to assist students in making positive decisions.

All students are encouraged to join a school club or participate on an athletic team. Mills has nearly 40 plus active clubs that foster student leaders and 27 sports teams in its extra-curricular programs. The Safe School Plan emphasizes the importance of supporting students both socially and emotionally with a caring staff, student support programs, and a strong extra-curricular activity program.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	47	28	4
Mathematics	21	23	30	6
Science	26	8	20	13
Social Science	22	20	15	14

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	44	19	10
Mathematics	22	20	23	10
Science	22	14	26	5
Social Science	18	28	23	8

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	31	21	9
Mathematics	27	8	22	13
Science	32	1	14	15
Social Science	24	14	14	16

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	308.38

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,127.55	3,062.87	13,064.67	121,140.38
District	N/A	N/A	16,747.71	\$123,086
Percent Difference - School Site and District	N/A	N/A	-24.7	3.9
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	65.8	25.1

## Fiscal Year 2022-23 Types of Services Funded

Mills provides a number of programs and services to support student achievement and personal success. In addition to a comprehensive academic core program, Mills offers Strategic Support classes in Community and Literacy in Action, SAIL program for some 9th Graders, Algebra I, Algebra II and Geometry support classes. Mills also offers Self and Social Empowerment (Guided Studies) Classes for select students in grades 9-11 as well as an On-Site Credit Recovery (OSCR) course using the Edgenuity learning platform. Community and Literacy in Action classes are offered to support English Language Learners. In addition, Mills offers a number of out-reach services such as College/Career Advising through the Mills College and Career Center as well as three Wellness Counselors that focus on social-emotional supports for students.

Additional programs and services provided at Mills High School include:

- After School Tutoring
- Classroom based Tutoring
- Online Tutoring through Brainfuze
- Wellness Counseling
- Naviance – School and Career Planning Software
- Schoolwide Flex Time
- Freshman Flex Time with advisor
- EL Specialist
- Student Success Coordinator
- Professional Development
- Peer Groups facilitated by Staff
- Two mentor programs: Viking Mentor Program and LMP (Latina Mentor Program)

Funding sources include:

- GATE Parent Grants
- Mills Annual Fund

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$73,218	\$57,234
<b>Mid-Range Teacher Salary</b>	\$113,687	\$95,467
<b>Highest Teacher Salary</b>	\$139,111	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$153,476
<b>Average Principal Salary (High)</b>	\$215,635	\$173,198
<b>Superintendent Salary</b>	\$328,848	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	29.78%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	5.08%	4.46%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	35.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	0
<b>English</b>	7
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	3
<b>Mathematics</b>	6
<b>Science</b>	9
<b>Social Science</b>	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	31

## Professional Development

During the 2023-24 school year, the Professional Development Coordinator position is a .2 FTE release period, the Instructional Technology Coordinator position is staffed at a .2 FTE, and the MTSS coordinator is staffed at a .2 FTE. Furthermore, a total of .8 FTE is supported by the District as Instructional Coaches to work with teachers on a full evaluation cycle. These "Teachers on Special Assignment" (TOSA) are responsible for identifying professional development needs, designing and implementing appropriate site-based professional development, and guiding site-based goal-setting and assessment practices. Identified professional development priorities include Cultural Responsive and Anti-Racist teaching which continues to be a core tenet of MHS professional development. This year, there is a focus on uplifting student voice through fishbowls, empathy interviews, and surveys as it relates to our Racial Equity Board Policy and Administrative Regulation 415.1 and our work as a culturally responsive school.

Primary areas of focus are aligned with the Mills WASC Report and the District Local Control Accountability Plan. As part of the Mills WASC Self-Study, a comprehensive data review was conducted to create the WASC Action Plan. The WASC Action Plan identifies specific strategies as well as targeted instructional practices to improve student achievement. This Spring, Mills will be visited by a WASC team for a full self-study process.

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

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

Past Professional Development includes:

- \*Collaborative Solutions & Effective School Solutions (MTSS Implementation)
- \*CA MTSS Summer Conference
- \*A Black Educators Network Conference at Stanford (ABEN)
- \*Dismantling White Supremacy Culture (Joe Truss)
- \*National Equity Project

## Professional Development

\*Bay Region Community Colleges Racial Justice Training Forum

\*Mission Possible By Hatching Results

- Learning and the Brain Conference
- Bay Area Foreign Language Project
- College Board Advanced Placement Workshops
- California Science Education Conference
- Learning and the Brain Conference
- California Council for Social Sciences Conference
- Challenge Success Conference (Stanford)
- National Science Teachers Association Conference
- Technology in the Spanish Curriculum Institute
- Co-Teaching/ Debra Herburger, West Ed
- American Council on the Teaching of Foreign Languages Conference
- California Association of Directors of Activities Conference
- Differentiated Instruction National Conference
- Students Under Pressure: Helping Manage Stress and Anxiety
- BRAVE Spaces Institute- Equity Conference
- College Board Advance Placement Course Training- various subjects

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4