

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA DEPARTMENT OF EDUCATION

FOR

MILLS HIGH SCHOOL

**400 Murchison Drive
Millbrae, CA, 94030**

San Mateo Union High School District

March 10th-13th 2024

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Introduction

Mills High School (MHS) is a large comprehensive high school serving about 1200 students in grades 9-12 that is located in Millbrae, California, which is about 15 miles south of San Francisco. Established in 1958, MHS has been serving students from diverse ethnic and socioeconomic backgrounds. They have a growing population of Latinx, Arabic, and students that identify as two or more races at present than at any other time in their history. MHS has three and a half administrators, four counselors, three wellness counselors, a dean, sixty teachers, two speech and language pathologists, and a school psychologist. All certificated staff are fully credentialed and NCLB highly qualified. There is no doubt that MHS has invested significant and substantial time and energy into creating and achieving its mission of building a culture of connection and belonging for students. This is evident in the major overhaul of the school's leadership structure, their responses as a community to the intense challenges of the recent years, and the passion for the students evident during the Visiting Committee (VC) meetings and classroom observations.

MHS students have access to a wide variety of academic classes in different subject areas and at different levels. MHS offers 20 AP courses in six departments to give students the opportunity to challenge themselves academically. Some dual enrollment courses are also offered which allow students to earn dual credits on their high school and college transcripts. Mills provides opportunities for students to play different sports and also participate in theater and music programs. MHS also has over 50 student run clubs covering a variety of areas like community service, culture, art, language, politics, leadership, religion and many more. The extracurricular opportunities at MHS help students develop real life skills that will help them in college and beyond. They also learn to engage with the community outside of school.

In 2017-18, Mills High started its journey towards becoming a more inclusive, antiracist and culturally responsive school that is focused on equity by adopting Zaretta Hammond's *Culturally Responsive Teaching and the Brain* as a guide. In September 2020, in response to the San Mateo County Supreme Court's Grand Jury Report outlining how the San Mateo Union High School District (SMUHSD) did not properly respond to anti-black, antisemitic, LGBTQIA+, discrimination, and hate, the district co-created the SMUHSD Racial and Equity policies with input from Equity Advisory Committee, feedback from Black Parents Association, and student activist groups. In addition, MHS has also been focused on changing the school system and support. They have focused on implementing some equity and inclusion initiatives as described below:

- MTSS: The culture and climate team at MHS has created and trained staff on MHS Tier I Behavior Response Plan and the MHS Student Concerns Flowchart. These protocols guide the staff's response to intervention for students.
- MHS Instructional Norms are school-wide agreements about what instruction looks like on a daily basis in classrooms. In Spring 2023, the district-led Instructional Leadership Team developed the first District Instructional Framework that is guiding the instructional work starting Fall 2024.
- Co-Teaching Model: Special Education teachers are pairing up with Subject Matter Teachers to provide inclusion of students with IEPs (with mild to moderate disabilities) in general education classrooms. This co-teaching model has been developed as a result of it being identified as a critical area of need in the last self-study. The co-teaching has resulted in an increase in Universal Design Techniques being used in general education classrooms.
- Student Advancement via Interdisciplinary Learning (SAIL): This was started in Fall 2018 with a cohort of 60 freshmen who have the same teachers in English, Biology, Ethnic Studies, Health and Physical Education. The students have the option to opt-in to the program. The SAIL teachers meet weekly to collaborate and plan their instruction, they also provide socio-emotional activities and academic skills building during the Advisory Period.
- Student Equity Committee: SMUHSD started this program to provide training to students for advocacy and giving them an opportunity to work on programs to help improve school climate and help the district and school sites to understand the issues that are important for the student body.
- Affinity Models: In the past two years, to meet the needs of faculty and staff, MHS has engaged in affinity-based work. This has also been an opportunity to highlight the experiences of BIPOC students and staff at MHS. Student voices have been centered using empathy interviews, fishbowls, and kiva panels. This has led to the use of models of restorative based discipline practices and equity-based grading practices.

Self-Study Process:

Mills High's Self-Study Process involved all stakeholders - school administration and staff (certificated and classified), students and parents. The work started by asking for volunteers to be WASC coordinator and the focus group leads. The staff (classified and certificated) were asked their top three preferences for the focus groups. The staff members were mixed up to ensure that each group had representation from all departments. The focus groups engaged in their work during academic senate meetings, department meetings, and breakout sessions during the Professional Development days. Each group met three times and also generated questions for their sections to get some feedback from the community. They also hosted panels for parents and students. Focus group leads and the WASC coordinator also gathered feedback from the ELAC

and PTO meetings.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The VC observed systematic and cohesive involvement in planning as well as in the SS process. The VC also is extremely impressed with the commitment of the school to its equity and inclusion work and has little doubt that ongoing improvement will occur. At MHS, there is a strong link between the action plan, SPSA and LCAP.

Chapter 1: Progress Report

In Spring 2018, Mills High School received a 6-year accreditation. In the last 6 years, there have been several significant developments at MHS.

Significant Developments:

In March 2020, the initial two weeks closure of MHS turned into a closure for the rest of the school year and the next school year as well. All school activities shifted to the remote learning model. The pandemic caused major disruption, stress and trauma for the school community. During this time, MHS helped with the technology needs of the students by providing Chromebooks and hotspots to students who did not have access to technology. This ensured their participation in the learning process. Teachers at MHS increased the use of Canvas LMS to organize their instruction and elevate the use of technology in the classroom. Upon return from remote learning, teachers continue to use Canvas to organize their instruction and grading.

MHS, along with all schools in the district, transitioned to the same block schedule which includes a flex period to provide support to students. This also made it easier for staff who work at more than one site. The bell schedule also provided a common collaboration time throughout the district which helped the Intradistrict PLCs in conducting their meetings and other joint training, like the anti-racist training and culturally responsive teaching once a month.

MHS and the district had developed a Multi-Tiered System of Support (MTSS) framework before the Covid pandemic to provide academic and socio-emotional support to all students. Student wellness became a major concern during and after the Covid crisis. The continuing pandemic protocols in place for Covid positive students and staff has resulted in lost instructional days and has been a source of stress and concern for students and staff alike. The culture and climate team at MHS has created and trained staff on MHS Tier I Behavior Response Plan and the MHS Student Concerns Flowchart. These protocols guide the staff's response to intervention for students.

In Fall 2022, two new assistant principals joined MHS. In addition, a new superintendent was also hired at the district after the retirement of the former superintendent who stayed for seven years.

Implementation and Monitoring of School Plan for Student Achievement (SPSA):

MHS updates SPSA each year outlining the goals that are aligned with the district's LCAP goals, school site specific action steps and data outcomes. The last self-study in 2018 identified six growth areas and four Critical Areas of Need (CAN), which have been incorporated into the SPSA.

The first CAN was to clearly define the co-teaching program. This is aligned with the SPSA that all students will receive appropriate, equitable instruction, support, and interventions to reach academic proficiency and achieve graduation success and A-G readiness. MHS has implemented the co-teaching model. Special Education teachers are pairing up with Subject Matter Teachers to provide inclusion of students with IEPs (with mild to moderate disabilities) in general education classrooms. The co-teaching has resulted in an increase in Universal Design Techniques being used in general education classrooms. Oftentimes, the co-teaching pairs work together for multiple years which helps them to build stronger teaching relationships and better alignment of their co-teaching policies. MHS also hired some external consultants to provide instructional training for co-teaching pairs pre-covid (2018-2020) and then after covid in 2022-23 school year.

The second CAN was to develop and implement a schoolwide, ongoing and evolving process (MEP - Mills Evaluation Process) to evaluate the effectiveness of programs, policies, and practices targeted at supporting students. MHS has made some progress towards this goal by conducting some cycles of inquiry to create and formulate MEP protocol. However, the formalized MEP protocol did not serve as an effective tool though MHS does conduct cycles of inquiry and analysis of data for program improvement. Since the distance learning, MHS gives

Panorama Survey to staff and students each semester. The results of this survey are used to guide the Tier I and Tier II work and professional development for staff.

The third CAN was to address the achievement gap by improving the effectiveness of the PLCs. This is aligned with the SPSA goal to ensure rigorous and relevant teaching for all students. Since moving to a block schedule during distance learning, MHS (along with the district) has a dedicated time for PLC work. The Multi-Tiered System of Support (MTSS) framework is being used by teachers to support Tier I students and to narrow the achievement gap. Student Learning Outcomes (EPIC) have also been aligned with the school's mission and vision statements. PLCs also engage in cycles of inquiry to analyze student work and achievement data to guide their work in supporting students. MHS also uses equity frameworks like the Anti-Racist Teaching Rubric, Ethnic Studies Tenants and Student Learning Outcomes (EPIC) to guide their PLC work.

The fourth CAN was to address culture of achievement, stress, and school connection. This is aligned with the SPSA goal that all students will receive appropriate support for their well-being and social-emotional health in a community that welcomes diverse cultural and socio-economic backgrounds. This area has been a primary focus for MHS for the past few years. Standardized test scores and grade data show the achievement gap between non-White and non-Asian students as compared to White and Asian students. MHS started its journey towards becoming a more inclusive, antiracist and culturally responsive school that is focused on equity by adopting Zaretta Hammond's *Culturally Responsive Teaching and the Brain* as a guide. The district launched its Anti-Racist Transformational Journey in Fall 2021 and anti-racist teaching became the focus at each school in the district. The PD for the staff is also aligned with the goal of building awareness of how to be an anti-racist educator. Racial affinity groups for staff are used regularly to reflect, share and grow as professionals towards the shared goal of equity in their classrooms. The 2022-23 school year focused on listening to student voices through fishbowls, empathy interviews, panorama surveys, CA Healthy Kids Survey data, and student panels. This has helped to collect some data to understand the barriers faced by students in their learning process and their experience at MHS.

After coming back from distance learning, a Freshmen Flex program was developed to support the incoming freshmen to help them transition to high school. MHS also has a Wellness team that provides a variety of individual counseling, group counseling and classroom-based presentations. A Wellness center was created in Spring 2023 to serve as a support space for students. Students can drop in or make appointments to visit the Wellness center. The Wellness team at MHS uses a variety of ways to respond to students who need interventions. Teachers can also refer students to the Tier II for interventions, most of which have been created after the last

self-study. MHS staff also receive periodic PD about wellness so that they can support students as well.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Prior accreditation findings are reviewed and contribute to continuous school improvement and the school reviews action plan/SPSA progress and shares with the school community at the Mills Planning Council meetings (similar to School Site Council). MHS has made significant progress in addressing the learning needs of the students by using the MTSS model of support and also creating the Co-Teaching model for some of the math, English and history courses. The Mills Evaluation Process is still a work in progress and its impact on student achievement cannot be quantified. MHS has focused on providing mental health and wellness support to students and opening a Wellness Center is a step in that direction.

Chapter 2: School and Student Profile and Supporting Data

Mills High School (MHS) is a large comprehensive high school serving about 1200 students in grades 9-12 that is located in Millbrae, California, which is about 15 miles south of San Francisco. Established in 1958, MHS has been serving students from diverse ethnic and socioeconomic backgrounds. They have a growing population of Latinx, Arabic, and students that identify as two or more races at present than at any other time in their history. MHS has three and a half administrators, four counselors, three wellness counselors, a dean, sixty teachers, two speech and language pathologists, and a school psychologist. All certificated staff are fully credentialed and NCLB highly qualified.

Vision: The focus 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.

Mission: 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.

Schoolwide Learning Outcomes: Students are at the center of all that MHS does. Their students are EPIC:

- Effective Communicators and Collaborators.
- Positive Contributors to the Community.
- Individuals that are healthy, self-reliant and responsible.
- Critical Problem Solvers and Creative Thinkers.

School goals are aligned with the district’s LCAP goals.

School Goal 1: Authentic Relationships

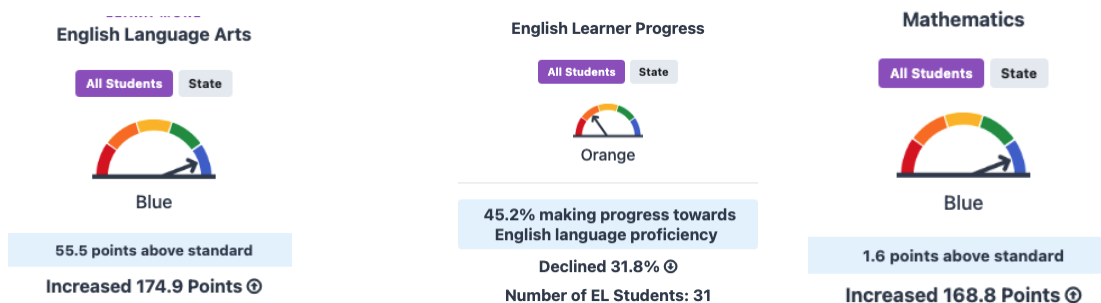
School Goal 2: Safe and Connected Communities

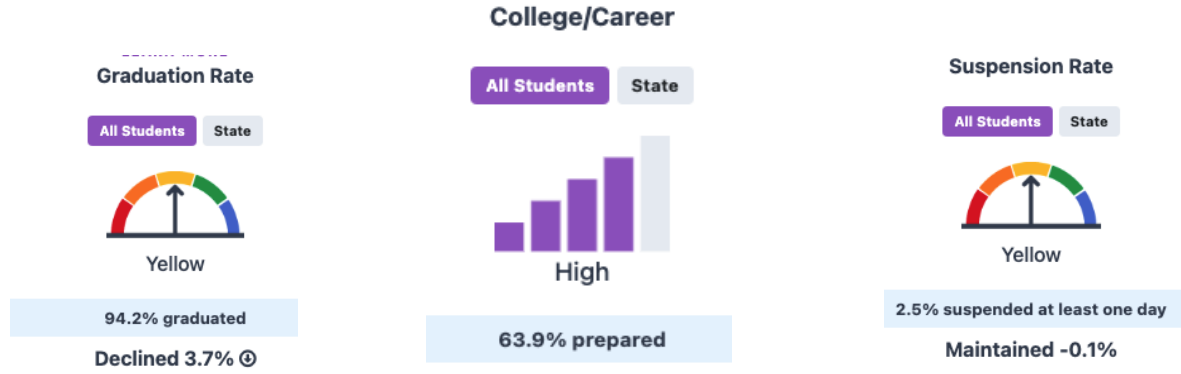
School Goal 3: Inclusive and Relevant learning for Every Student

Preliminary Learner Needs:

- Latinx students are disproportionately identified for special education - IEPs and 504s. These students require greater focus on Tier 1 classroom interventions and support.
- How to close the achievement gap between Asian/White and other students.
- There is a need for creating student-centered learning environments which are anti-racist and help provide voice and choice to students, especially the BIPOC students.
- Promote the development of an equity-based, culturally responsive school culture which helps in building deeper relationships and connections between staff and students.

Dashboard Data : <https://www.caschooldashboard.org/reports/41690474134557/2023>



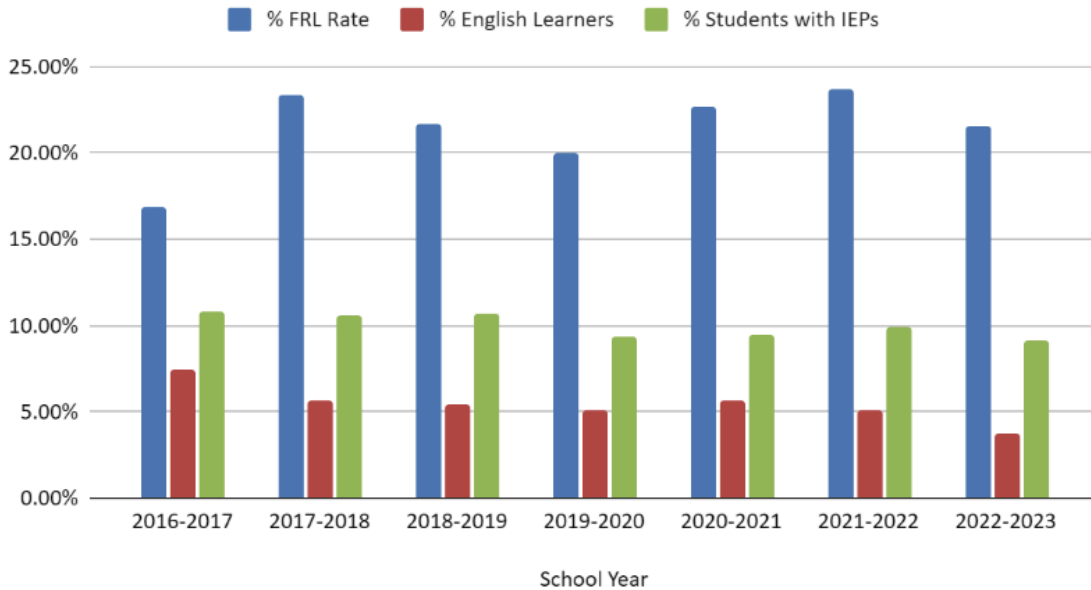


Enrollment and Graduation Rate Data

Mills High School Total Annual Enrollment 2016 - 2023

YEAR	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Enrollment	1240	1220	1182	1205	1180	1156	1141
% Asian	45.9%	46.7%	45.8%	44.9%	45.9%	48.7%	49%
% Filipino	10.6%	10.7%	10.2%	9.2%	9.1%	8%	8.8%
% Hispanic	19.8%	19.7%	18.7%	19.9%	19.9%	18.3%	19.5%
% Black or African American	0.2%	0.3%	0.5%	0.6%	0.7%	0.5%	0.6%
% Multiple Races	6.9%	7.5%	6.2%	5.7%	9.3%	9%	8.8%
% Native Hawaiian or Pacific Islander	2.9%	3%	3%	2.7%	1.9%	1.3%	1.1%
% White	13.6%	12%	2%	1.1%	12.9%	13.8%	12.1%
% American Indian or Alaskan Native	0%	0%	0.2%	0.3%	0.3%	0.3%	0.1%

% FRL Rate, % English Learners and % Students with IEPs



Data Summary Statement: In the last six years, the enrollment numbers for MHS have declined slightly which is consistent with a decline in student population across the district and the state. The racial demographic split has seen no major change though the population of Latinx students has increased since last year. However, the free and reduced lunch rate has increased to almost 25% over the last six years.

School Year	Overall Graduation Rate (%)	English Learner Grad Rate (%)	Socioeconomically Disadvantaged Grad Rate (%)	Students with IEPs Grad Rate (%)	Total Grads
2022-2023	94.20%	81.50%	88.80%	60.60%	277
2021-2022	97.90%	96.40%	98.60%	90.50%	278
2020-2021	97.40%	100%	96.50%	95.20%	258
2019-2020	94%	82.90%	92.30%	65.90%	300

Data Summary Statement: The graduation rates are high overall for school at about 94.2% but have decreased for ELL (81.5%), students with disabilities (60.6%), and socioeconomically disadvantaged students (88.8%). There is also a gap between Asian students (98.5%) compared to the Latinx students (87%) and White students (90%). About 75% of students meet the A-G requirements.

A Tier III program for students with severe emotional disturbance was discontinued at MHS last year by the district. MHS is the only school in the district that doesn't have that program now. This will potentially impact the ability to serve students who are at risk and need the most support.

Program Enrollment Data

AP Enrollment Data by Race (percentage enrollment of each racial group enrolled in at least one AP course)

	Asian	Filipino	Hispanic	Multiple	Pacific Islander	White
19/20	45.49%	31.86%	14.58%	34.58%	6.67%	17.95%
20/21	47.76%	32.08%	16.96%	44.00%	4.55%	24.66%
21/22	43.99%	30.53%	17.96%	42.86%	14.29%	27.27%
22/23	45.99%	41.84%	15.25%	38.38%	23.08%	24.82%
23/24	54%	34%	17%	39%	0%	24%

Dual Enrollment Data by Race (percentage enrollment of each racial group participating in at least one dual enrollment course)

	Asian	Filipino	Hispanic	Multiple	Pacific Islander	White
19/20	14.18%	17.70%	21.67%	18.69%	26.67%	18.59%
20/21	24.25%	14.15%	18.70%	20.00%	13.64%	17.12%
21/22	23.16%	27.37%	27.67%	21.43%	42.86%	25.32%
22/23	24.06%	24.49%	23.77%	20.20%	15.38%	25.55%
23/24	19%	14%	18%	16%	8%	20%

Data Summary Statement: In 2023, 23.08% of Pacific Islander students were enrolled in at least one AP course. This is a significant increase from 6.67% in 2019. Percentage of Filipino students has also increased significantly. The AP program has a wide difference between racial groups as compared to dual enrollment which has more uniform participation amongst all racial groups.

Percent Students in Program at MHS by Race

Race	Students	Music	Drama	SAIL	Leadership	Total
Asian	149	10.1%	1.3%	5.4%	4.0%	20.8%
Black or African American	2	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	35	22.9%	2.9%	2.9%	8.6%	37.1%
Hispanic	82	6.1%	1.2%	8.5%	2.4%	18.3%
Multiple	26	19.2%	7.7%	3.8%	3.8%	34.6%
Pacific Islander	3	0.0%	0.0%	0.0%	0.0%	0.0%
White	47	10.6%	4.3%	10.6%	10.6%	36.2%

Data Summary Statement: Demographics in the music, drama, SAIL and Leadership programs reflect the demographics of the school but more could be done to increase the enrollment of Latinx students in music.

Special Education Data

% of Student Racial Group That Has An IEP	School Year							
Race	17-21	17/18	18/19	19/20	20/21	21/22	22/23	23/24
All	9.20%	9.60%	9.27%	8.43%	9.49%	9.21%	9.16%	9.19%
American Indian or Alaskan Native			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian		3.22%	4.06%	3.87%	4.95%	4.97%	5.41%	5.03%
Black or African American		33.33%	25.00%	14.29%	0.00%	0.00%	16.67%	0.00%
Filipino		7.19%	9.03%	7.75%	5.65%	6.25%	4.21%	6.00%
Hispanic		40.29%	33.86%	29.08%	38.40%	34.96%	20.47%	20.81%
Multiple		4.84%	3.57%	4.37%	3.65%	3.79%	5.10%	7.14%
Pacific Islander		17.50%	19.44%	14.71%	16.67%	18.75%	25.00%	15.38%
White		13.67%	15.17%	12.18%	14.38%	14.29%	11.45%	10.77%

Data Summary Statement: About 9.2% of MHS students have an IEP. In Fall 2022, 43% of students with IEPs were Latinx though only 18% of the student population is Latinx. 53% of Latinx students with an IEP are classified with a “Specific Learning Disability”. There is a history of a disproportionate number of Latinx students with IEPs. Many EL students also end up getting the IEPs since they seem to struggle in class. Improving the MTSS is one way that MHS could address this issue. The data also shows that the number of students with 504 increases with grade levels. Students with 504s have the highest D/F rates in Math, Science, and World Languages. Many 504s are initiated for mental health reasons especially since Covid.

Grade Data

Distribution of Grades amongst all racial groups

Race	Marks	A's	B's	C's	D's	F's	NM's	IF's	D-IF%
Asian	3512	2418	722	243	48	17	0	13	2.22%
Black or African American	12	4	4	2	1	1	0	0	16.67%
Filipino	620	330	172	69	16	3	0	9	4.52%
Hispanic	1377	433	320	276	128	82	2	15	16.34%
Multiple	610	358	159	51	17	10	0	5	5.25%
Pacific Islander	81	13	13	28	13	8	0	4	30.86%
White	822	460	173	101	26	18	1	10	6.57%

Distribution of Grades amongst all departments

Department	Marks	A's	B's	C's	D's	F's	NM's	IF's	D-IF%
Career Technical Education	321	201	74	26	10	1	0	0	3.43%
English	1099	653	254	120	41	15	0	9	5.91%
English Language Dev	36	20	8	5	0	2	0	0	5.56%
Fine and Performing Arts	443	411	23	6	1	0	0	0	0.23%
Health	132	91	34	3	0	0	0	0	0.00%
Mathematics	1157	473	334	214	53	46	1	34	11.50%
Non Departmental (ND)	527	240	61	33	5	4	1	0	1.71%
Physical Education	563	371	86	41	24	20	0	2	8.17%
Science	1051	594	264	131	40	17	0	4	5.80%
Social Science	1040	622	252	101	35	13	1	6	5.19%
World Languages	665	340	173	90	40	21	0	1	9.32%

Data Summary Statement: Latinx and Pacific Islander Students receive the majority of D/F across most content areas. Visual and Performing Arts have the least number of D/F marks.

CAASPP Data

2022 - 2023 CAASPP ELA/Mathematics Overall Achievement

Achievement Level	State of California (Smarter Balanced Summative Assessments ELA averages)	Mills High (Smarter Balanced Summative Assessments ELA averages)	State of California (Smarter Balanced Summative Assessments Math averages)	Mills High (Smarter Balanced Summative Assessments Math averages)	State of California (California Science Test averages)	Mills High (California Science Test averages)
Testing Rate:	93.4%	92.3%	93.1%	90.6%	83.1%	96.5%
Standard Exceeded: Level 4	25.99%	46.79%	12.04%	36.54%	6.58%	13.82%
Standard Met: Level 3	29.42%	26.04%	15.31%	20.0%	20.33%	37.45%
Standard Nearly Met: Level 2	21.18%	15.09%	21.25%	22.69%	59.32%	38.91%
Standard Not Met: Level 1	23.41%	12.08%	51.39%	20.77%	13.77%	9.82%

Data Summary Statement: MHS students consistently score higher than the state on the ELA, Math and California Science Test. In 2023, both ELA and Math scores increased as the school met the participation rates for testing. Students lost ground in ELA and Math proficiency rates after distance learning.

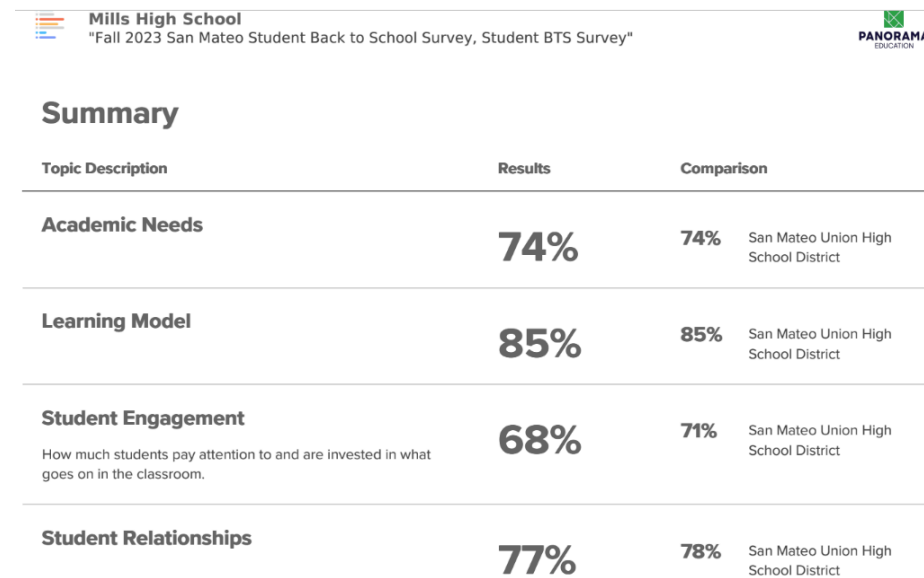
English Learner Data

Summative ELPAC Data between the State of California and Mills High School

YEAR	ELPAC Data Set	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1
2022-2023	Mills High School	18.92%	54.05%	18.92%	8.11%
	State of California	16.5%	33.77%	29.4%	20.33%
2021-2022	Mills High School	48.08%	44.23%	5.77%	1.92%
	State of California	15.57%	35.23%	30.73%	18.47%
2020-2021	Mills High School	18.64%	40.68%	20.34%	20.34%
	State of California	13.98%	33.66%	32.57%	19.79%

Data Summary Statement: Mills High School students generally score as more English proficient on Initial ELPAC assessments than the average across the state of California. The increase in novice English learners over the past year indicates the need for more English Learning support in the lower levels of instruction like ELD 1 - 3.

Social and Emotional Learning Data



Data Summary Statement: The Wellness initiatives at MHS have been helping the students (as shown by the survey results). These results from the Panorama Surveys have been used to plan different wellness activities for students. Overall, the students generally feel that they are connected to school but that more can be done to build connections. Almost a quarter of the students reported experiencing microaggressions on campus which again emphasizes the importance of engaging in the anti-bias and anti-racism work in school.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: Analysis of the data provided shows that MHS has a high graduation rate overall. In 2023, the ELA and math scores increased slightly as the school met the participation rates for testing. There is an achievement gap between Latinx and other racial groups. Latinx students are also overrepresented in Special Education

Chapter 3: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

Mills High School's (MHS) vision, mission, and Student Learning Outcomes (called EPIC) are thorough, relevant, and clearly stated. Leadership and staff frequently review them, and the district LCAP and site initiatives are connected and aligned. School goals are shared with families on the school website and through parent groups such as the Mills Planning Committee (MPC) and ELAC. They are shared on the website, on posters throughout campus, and during meetings. The VC observed that students were aware of many of the goals during the Service Commission tour and student Panorama Survey data about anti-racist board policies.

The Visiting Committee (VC) frequently observed critical thinking and collaboration in the classrooms, as well as an overall focus on equity, physical/emotional safety, and connections between staff and students. During the classroom visits, lessons were engaging and interactive. Collaboration was visible in the classrooms with group/partner work, peer editing papers, and discussions. During the Focus Group discussions, the VC heard from staff and students that students, staff, and the community have a strong academic focus. According to the Panorama data, students confirm that critical thinking is a key part of their education at Mills. Furthermore, equity is considered when planning the master schedule (CP, AS, AP), scheduling SPED students, establishing the Equity and Inclusion committee, offering *Grading for Equity* books to interested staff, and offering bilingual services to EL families through the Family Engagement Specialist. From Student Focus groups, the VC heard that students feel physically safe, included, connected to caring staff, and supported in regard to academics and mental health. The school

offers support for mental Health through the Wellness Center and academic support through strong teaching, FLEX periods, and after school Tutoring. To develop and refine the vision and goals, leadership utilizes: student voice through committees, Panorama survey data, SSC feedback on goals, grade data, CAASPP scores, Aeries referral data, and staff feedback through the Academic Senate. The VC heard from the focus groups that the Staff Norms were developed this year to ensure better communication and collaboration with staff, especially around the anti-racist initiative. The VC committee observed other ways that MHS is focusing on equity, such as the SAIL cohorts, Restorative Justice practices with discipline, the Ethnic Studies class, the Math Summer Bridge program, the Co-teaching model, and prioritizing SDC students' schedules to access general education electives.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

The vision, mission, and SLOs (called EPIC) are clear and relevant. They guide the initiatives to have a safe, inclusive, supportive, equitable school in which students think critically, collaborate, and feel connected. Processes are in place to ensure involvement of all stakeholders in the development and review of the vision and purpose.

A2: Governance

At Mills High School (MHS), the goals and initiatives are aligned with district LCAP goals and Board Policies. The first LCAP goal focuses on building connections and positive relationships, and MHS staff has strong connections with the students, as shared by students and staff in the Focus Group Meetings with the VC. As stated in the Self-Study report, due to a previous Grand Jury Report, there is a strong, articulated initiative for racial equity across the district. The Racial Equity Board policy guides district and site Professional Development. The VC observed that the governing body is very active with the operations and running of the MHS initiatives on racial equity and inclusion. The Mills Planning Council (MPC), which is equivalent to the School Site Council, reviews and discusses the governing board policies and also reviews the SPSA. VC confirmed that the MPC meeting notes are available on the MHS website. At the site level, the VC was informed of a Student Equity Committee, as well as several focus areas in relation to equity. For example, PLCs are working towards aligning essential standards, pacing guides, rubrics, and grading policies. Focus groups informed the VC that *Grading for Equity* books were

provided to interested staff members to inform their work on equitable grading practices. According to the Panorama data, the need for more mental health/SEL support resulted in the district funding a Wellness Center and three Wellness Counselors at MHS. As stated in the self-study report and observed in the Focus groups meetings, parent/guardian communication between Board members, site administrators, and staff occurs through newsletters, ParentSquare, and groups such as ELAC and PTO.

The district follows a Uniform Complaint Procedure which is available on the district website. The board meeting agendas and meeting notes are also available on the website.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

The district and site goals are aligned and clearly guide the initiatives. The goals focus on positive relationships, racial equity, maintaining a safe/supportive environment, and communicating with families. Various community organizations support MHS in their work. All stakeholders feel that there is adequate communication to explain actions, decisions, expectations, and space to be heard on issues and affect change.

A3: Leadership for Learning

Mills High School (MHS) leadership and staff review data such as D/F grades, AP enrollment, Panorama survey responses, and ELA/math CAASPP achievement data. The discussion and analysis of the data guides decision-making about student needs in regard to class offerings, academic supports, social emotional supports, and staff professional development. Data is also reviewed with parents through the Mills Planning Council (SSC) when updating the SPSA in alignment with LCAP goals.

The MTSS Tier I and II team reviews data to refer students to appropriate interventions/supports. The Tier I team, that includes teachers, classified staff, counselors, and administrators, discusses the results of student surveys, develops activities and initiates action steps to generate a list of Tier I classroom and school-wide strategies to support all students. The VC observed shared leadership/responsibility with various leadership groups, such as the Academic Senate (department heads and administrators, meets twice a month) and Leadership Team (only administrators, meets every week). These teams help develop school strategies and actions to

improve and monitor students and school performance.

The PLCs are working towards aligning essential standards, pacing guides, grading rubrics, and grading practices. The VC observed that not all teachers are fully invested in the PLC model. The VC committee was informed by the focus groups that various PLCs and departments are working towards using common AP rubrics for writing and vertical/horizontal alignment to reinforce/introduce skills.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Leadership and staff review data during decision-making processes. MHS has structures and supports in place to assess data to determine student needs, to collaboratively determine and implement strategies and actions, monitor results and impact on student success and implement data-based decision making in alignment with SPSA and LCAP. The self-study stated the goal of reviewing data more frequently to assess program effectiveness and to explain how student needs are guiding initiatives.

A4: Qualified Staff and Professional Development

At Mills High school (MHS), an area of strength includes the highly qualified, and passionate staff. In various focus groups meetings, the VC heard from staff, students, and families, how much they appreciated the support and connections with the certificated and classified staff. Many staff members shared that they requested to work at MHS or returned after working in another school. One of the goals of MHS school plan is to increase staff diversity such that it reflects the student population. The staff undergo a two- or four-year evaluation process based upon past evaluations. The district offers instructional coaches to all new teachers and to certificated staff on a four-year evaluation cycle for improvement and support. This allows staff to set a professional goal and dig deeper into their instructional practices. Classified staff participate in an annual evaluation process.

From the Self-Study and Focus Group Meetings, the VC determined that the district's anti-racist initiative has mainly guided Professional Development (PD) for staff for the past few years. At the beginning of the year, staff receive PD on this topic and it is reviewed at staff meetings throughout the year. The VC noted that PLC work has protected time in the schedule each week for staff to collaborate and align. The measurable effect of PD on learning needs is not supported

yet with data nor have they even identified data sources. A lot of the collaboration time is taken up by staff meetings, department meetings and district PDs. Some staff members expressed the desire to engage in PLC goals related to instructional and grading practices for their courses. They felt that too much of PLC time is spent on district-led initiatives. To support student achievement, PLCs participate in “KidTalk” to discuss specific students and how best to support them. The VC also learned that the district and site dedicate a significant amount of effort and time on the anti-racist initiative to combat racism and hate speech. The initiative also supports other equity focus areas such as equitable grading practices, culturally responsive teaching, increasing enrollment in AP classes for underrepresented groups, and providing support classes for subjects like math.

Communication of school policies, procedures, and family rights and responsibilities are posted on the school website in the Student and Parent Handbook. Parents and students interviewed stated that they know teacher policies and procedures. Both these groups stated that there is adequate communication between the school and the district to the parents. The admin team also sends out weekly updates to staff to share information about the school.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS has highly qualified, passionate staff who connect with and support students. Staff feel supported by the administrators in making progress professionally and supporting students. Professional Development is guided by the district and site goals. Instructional coaches provide extensive support, and the staff appreciates it. Parents and students feel teachers are working to better support high achievement for students. School policies, procedures, and family rights and responsibilities are communicated effectively to parents.

A5: Resources

The District follows protocols for incorporating stakeholder feedback with LCAP, DELAC, the District Equity Advisory, bargaining units, and leadership teams at the district and sites. The VC was informed by school leadership that the Mills Planning Council (School Site Council) talks about allocation of PTO donations, site goals, and the SPSA. A Site Accounting Technician handles accounting and the budget at Mills. The district and school leaders work to develop an annual budget that is aligned with the MHS SPSA. From the Self Study Report and Focus group

meetings, there is a clear adoption process for instructional materials. A District committee helps the sites to review, pilot, and adopt new curricular materials.

The VC observed a highly impressive campus that is well-maintained, highly equipped, and safe. Facilities such as the theater, two gyms, outdoor athletic facilities, woodworking equipment, robotics room, large library, music room, media room, ceramics room, and other areas offer a wide variety of resources and opportunities to the students to pursue their education and extracurricular interests. Some buildings and rooms have been updated. In 2023, a new sports complex was completed which includes new baseball, soccer, softball and multi-purpose fields and new tennis courts. In 2020, surveillance cameras were added across campus to promote safety for staff and students. The classrooms are equipped with large television screens that work as a projector screen. The science classrooms have adequate lab space. Students and staff feel the facilities are safe.

Teachers create welcoming environments in their classrooms using different desk configurations, decor, and lighting, especially in the new Wellness Center. MHS is a 1-1 technology school with all students having access to technology. The VC observed that Special Education classrooms have adequate supplies and resources. MHS has a College and Career Center specialist who focuses on advising students about career building strategies and skills. MHS students have access to Naviance to plan for college.

Resources that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS is doing well with the resources that it has. MHS has a thoroughly impressive campus that is well-maintained, highly equipped, and safe. Staff have resources and have an environment that fosters professional growth. These resources and professional growth opportunities need to be guided by student outcomes data. It is part of the action plan to affect this change.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

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

1. MHS has a clear vision, mission, and SLOs that guide initiatives such as anti-racist education and equity.
2. The campus is physically and emotionally safe with impressive, well-maintained, large facilities and extensive resources.
3. MHS focuses on strong academics with critical thinking and collaboration among students.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Explore more ways to close equity gaps, such as math achievement, English language proficiency growth, Latinx and Pacific Islander achievement, and anti-racist initiatives.
2. Review/analyze student data more often and explain to staff, students, and families how it guides decision-making.
3. Increase student involvement in school governance to improve equity and include more marginalized students.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus Group Discussions and Interviews with families, students, staff, and leadership
- Classroom Observations
- Meeting Agendas
- Organizational Charts
- Campus Tour
- Survey Data
- Website

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

MHS provides the students with effective, rigorous, relevant and coherent curriculum in a variety of ways. Courses are A-G approved and graduation requirements align with UC/CSU college entrance requirements. Most students have access to the school's academic program and most students, in particular the highest performing students, make use of the most advanced courses. Students in grades 11 and 12 make use of the College and Career Center in building their academic and career goals. Academic counselors make students aware of graduation

requirements.

District initiatives are implemented in the areas of Anti-Racism Professional Development but the Constructing Meaning strategies and training that is illustrated in the district EL plan from 2019 is not currently in the site-based PD plan. The Critical Area Needs from the Mid-Cycle report include addressing the root causes based on data analysis protocols, and exploring strategies to reduce achievement and opportunity gaps, particularly for White, Filipino and Latino students. According to the Mid-Cycle VC report, MHS had developed and implemented a school-wide, evolving, and ongoing process (MEP- Mills Evaluation Process) to evaluate the effectiveness of such programs, policies and practices targeted at supporting students. In VC observations and conversations with focus groups, this protocol is not being used at the school level to inform staff on effective curriculum implementation, curricular strategies or evaluation of support classes for high needs students.

MHS reported the SAIL program for freshmen and the COT (Co-Teaching) model are supporting students with any number of academic needs. MHS reports they have worked with due diligence on a successful implementation of both SAIL and COT but that data needs to be analyzed to determine effectiveness. The VC noted that there needs to be a stronger connection and analysis of data that supports the continued use of programming to evaluate student engagement, curriculum effectiveness and student proficiency. The VC observed high engagement of students enrolled in either program with teachers that are highly prepared for instruction.

MHS staff participates in PLCs meetings weekly and use this time to incorporate current instructional practices within their disciplines. The VC observed that about half of these meetings are taken up by staff meetings, department meetings, and district PD, which leaves much less time for the actual PLC work focused on instruction. The VC met with staff who shared that many PLCs are using common assessments to evaluate students though they agreed that common grading policies are not in place. The use of redemptive practices is inconsistent and varies across departments. The staff shared that there is still work to be done in the areas of common assessments, common grading policies, as well as cross-curricular PLC work.

MHS doesn't offer any honors classes though it offers a variety of AP classes. The focus group shared that Credit Recovery is offered through the district Summer School program. MHS also offers some Dual Enrollment classes like Intro to Business, Biotechnology, Culinary Arts , and Food and Nutrition, in partnership with the Skyline Community College, for students to earn

high school and college credits. The VC observed some career technical classes that provide students with career readiness. Classes include Innovations in Green Tech, Engineering Technology, Architecture Design, Data Science and Statistics, Advanced Video Production and Advances Art and Multimedia.

Staff shared that MHS engages with community partners to provide opportunities for students in a variety of areas such as guest speakers, community agencies, and mental health agencies. The school reports limited shared articulation between itself and the feeder schools, in particular with the SAIL and music programs, local colleges for the purpose of dual enrollment and limited connection with technical schools as related to college and career planning. MHS reports a desire to do more targeted math articulation with the feeder schools, but nothing is in place as of yet except for a small number of “Math Summer Bridge” students during the summer. The VC confirmed these aspects of community engagement.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS has created an engaging and rigorous learning environment for their students. Staff provide a standards-based curriculum that supports graduation requirements. Dual enrollment options, though limited, are available to students. Data from the Co-Teaching (COT) model, used to support students with academic needs, needs to be analyzed to determine effectiveness. PLCs are in place and working towards the goal of common assessments and common grading policies.

B2: Equity and Access to Curriculum

At MHS, access to AP classes is available to all students. Students who want to make use of additional academic resources are able to do so via the College and Career Center as well as the FLEX period that is embedded in the bell schedule.

Students enrolled in one or more of the twenty plus AP courses available at MHS are prepared for the AP Exams as evidenced by the high number of students who take the exam; in the 2023-2024 school year out of 945 enrollments, 777 are planning on taking the exam at a rate of 82%. This is consistent with the data from the prior year as AP exam takers have increased from

2021 and students are benefitting from the addition of two new AP classes in the 2022-23 and 2023-2024 school years.

The VC observed there are incomplete CTE pathways but there are stand-alone classes and a couple of pathways offered through the site with dual enrollment at San Mateo Community College District for Business in the Twilight program and another pathway for Architecture and Design offered during the school day. The VC observed that there are partial pathways for CTE, but a more robust program is not present currently. In focus groups, participants shared when asked about how college and career readiness skills are embedded in cross curricular classes; that it is limited to soft skills in some classes most evident in the SpEd. MHS reported that sophomores have the opportunity to take a dual enrollment class for College and Academic Success and enrollment numbers indicate that a majority of Hispanic students (36.59%), followed by Asian students (31.71%) is making use of this class in the 2023-2024 school year.

There is a College and Career center that offers students support services in college research and applications. The VC observed that this space is well used and is well managed. MHS reported that they have a variety of AP classes for students who seek advanced level work. MHS reported that enrollment in AP classes is highest among Asian students, lowest among Hispanic, Pacific Islander and Black Students. In the 2018 WASC self-study, in the 2021 Mid-Cycle and again in the current WASC self-study, MHS reported a need to increase enrollment in AP classes among other racial groups. The VC observed that there are limited options for students who may not want to enroll in AP classes with the exception of a few dual enrollment options. The VC observed that MHS could benefit from a more robust career readiness program at the school to meet the needs of all students. Enrollment patterns do not reflect the diversity of the school population as is evidenced by the AP and Dual enrollment numbers.

MHS reported that they offer Co-Teaching classes for Algebra 1 that provide support to students. Graduation requirements for math are Algebra 1 and Geometry. VC observed that most of the Algebra 1 classes have 34 students and the average class size for Geometry is less than 30 students which makes it difficult for teachers to provide individualized support. Equity is central to the district and site LCAP goals have been consistently prioritized and yet math scores are low and math D/F rates are high for students. Engagement in math curriculum is supported by lower class sizes and also allows for a more authentic learning experience with regards to relationship building and anti-racism work. The VC could not corroborate MHS claims of a robust student-parent-staff collaboration in the data provided to the VC. In focus groups, when asked about parent contacts about grading consistency, participants could not address parent feedback

on the various grading systems utilized by teaching staff.

The school makes a strong effort to engage parents through the Family Engagement Coordinator and also communicates with parents through the PTO and monthly newsletters. The VC met with parents who shared that they believe that students have equal access to the school's curriculum and receive guidance with their personal learning goals. Students also reported that they felt they received help when needed.

MHS uses the platform Naviance which is introduced to the students by the school counselors. Students use the Naviance platform to track their personal learning plans, explore strengths inventories and take career assessments. The special education teachers shared that students who have been identified as Special Education have an Individualized Education Plan to assist with meeting their educational goals. Parents are part of the collaboration with students and staff to monitor their student's personal learning plan. Parents can monitor their student's progress through platforms like Canvas and Aeries and receive frequent communication from the school using the Parent Square app. The VC met with parents who shared that the teachers respond promptly to any questions/concerns that they may have about their child.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale: MHS offers a variety of AP, CTE, and Dual Enrollment courses for students to develop the essential skills for success in college and careers. Parents, students, and staff work collaboratively in developing and monitoring a student's personal learning plan including their educational goals.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. Access to AP classes is available to all students.
2. Students who want to make use of additional academic resources are able to do so via the College and Career center as well as the FLEX period that is embedded in the bell schedule.
3. Students enrolled in one or more of the twenty plus AP courses available at MHS are prepared for the AP Exams as evidenced by the high number of students who take the AP

exam.

Growth Areas for Continuous Improvement for Curriculum:

1. Algebra 1 and Geometry students continue to demonstrate the lack of proficiency in these math courses as evidenced by both CAASPP and in D/F rates, large class sizes, even with the co-teaching model, points to a need for further evaluation and reassessment of program goals and implementation.
2. Increased CTE and Dual Enrollment options would benefit all students, especially those who are not motivated to take advanced classes.
3. College and Career Readiness initiatives are not clearly evident in all courses.
4. MHS serves a small number of ELL students and yet these students continue to struggle with courses and meeting graduation requirements.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Enrollment in AP Classes is highly encouraged by the school and enrollment is highest among Asian, Filipino and Mixed Race students. These students are being served as evidenced by the high enrollment numbers of these groups.
- EL students continue to struggle in mainstream classes as evidenced by the D/F graph for 2023/24. LTELs struggle the most in reaching proficiency in their courses.

Fluency	Marks	A's	B's	C's	D's	F's	NM's	IF's	D-IF%
EL in Mainstream (not LTEL)	175	75	56	28	7	0	2	2	5.14%
EL reclassified fluent	2971	1628	700	357	132	51	0	18	6.77%
EL who is LTEL	106	11	18	29	17	16	0	6	36.79%
English only	3315	1964	706	320	88	71	1	29	5.67%
Fluent	467	338	83	36	5	1	0	1	1.50%

- Focus Group Meetings
- Classroom Observations
- Student Meetings
- Parent Meeting
- Testing Data

CATEGORY C. LEARNING AND TEACHING**C1: Student Engagement in Challenging and Relevant Learning Experiences**

Students at MHS are actively engaged in learning. Teachers have planned thoughtful lessons that challenge critical thinking and that engage students in collaborative assignments. MHS teachers use the California Standards to create relevant lessons that reflect the school wide goals. Work samples from both content areas and electives were included in the SS and demonstrated challenging, real world application problems and problem solving whether it be applying skills learned in the Visual Arts program to make a Media Arts Portfolio or to conduct a Family Values and Beliefs Interview for an AP English class. Many examples of rubrics were also included in the Self Study (SS). There were many examples in the SS of self-assessments and reflections on learning in various content areas. For example, the PE department's Engagement and SEL Rubric which focuses on attitude, effort, support and responsibility. There was evidence of students utilizing technology through presentations, creating videos, and other methods to demonstrate mastery of content.

Student equity is a main focus at MHS. The teachers connect to students' identities, and they build connections to the content of everyday life. Students experience equitable learning by voice and choice, for example in an English 3 class (Juniors) students were able to choose a research topic that would impact their life. A student team chose teen mental health to support their peers with self-advocacy. As referenced in the SS, in Drama and Visual Arts programs, students use their performances and arts to create projects that connect to their daily lives. In Algebra 1 students have structures for group collaboration and performance on group tests. In Data Science & Statistics, students are provided choice on their topics, choice of data and the final project.

During the classroom visits by the VC, some classrooms had a daily learning objective displayed and shared with students. This was not a consistent practice across school though. It is evident that attention has been paid to utilizing effective instructional practices across the school. But it is noted that common grading standards and data-based learning goals, linked to the SLOs, are needed.

Teachers are actively involved in developing challenging work and projects that support student learning. Department teams meet regularly to support each other and to drive instruction. College and career readiness is evident across the school site. Ensuring that student academic needs are met is an ongoing concern and challenge. Staff and students also noted a concern for more consistently identifying students who may not get the help they need to meet academic

challenges, such as differentiated teaching strategies, tutoring, or credit recovery.

Student Engagement in Challenging and Relevant Learning Experiences that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS staff engages students in challenging and relevant instruction that enhances the learning experiences for most learners. There were many examples of student work that reflected student understanding of learning expectations and opportunity for students to extend their thinking and apply their learning. MHS has a diversity of course offerings including A-G, CTE, VAPA offerings, Electives, APs and some Dual Enrollment courses. Technology is being used effectively in classrooms. The VC encourages MHS to continue its various efforts to identify and address student needs and applauds the creation of the Wellness Center to help meet SEL needs.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

During classroom observations, the VC noticed that most teachers use a variety of instructional methods to ensure student learning and achievement. In many classrooms, technology use is evident with the use of TVs as projectors and examples of students demonstrating their knowledge through applications like Desmos, Google Docs, Slides, and webpages. In some classrooms the VC observed presentations, and activities linked through CANVAS. A variety of materials, resources, and technology were observed by the VC and in the SS. In the hallways, student artwork could be seen, and students were happy to explain and share their work. Students were observed using materials anywhere from paper/pencil, artwork, Google platforms (Docs, Slides, Sites, etc.), paper planes, and a variety of websites. MHS is a 1:1 environment where every student has a device and can access digital platforms. Evidence of students creating posters and analyzing literature through support of a graphic organizer in foreign language classes are among a few strategies utilized to demonstrate their learning.

The VC observed many ways in which the students are engaged to extend their learning. There is evidence in many classes that the students are not expected to just learn and repeat information. Students are encouraged to apply their learning to work on projects that have real life applications. For example, in Integrated Math, students do the Connecting Careers to Math Practices project. Students are engaged with their coursework in many ways. Teachers utilize a

variety of resources to allow students to access content and to demonstrate and extend their learning including traditional note-taking utilizing guided notes, websites, Google platforms, artwork and projects. The SS includes many examples of how technology is being used to enhance student engagement in class.

MHS has instructional norms for staff that guide day to day instruction in classes. The Self Study (SS) included the instructional norms as well as a list of examples of how these norms are being used across different classrooms. Some examples of the instructional norms are: differentiation, learning targets, UDL, culturally responsive teaching, student voice, and formative assessments. Each department has a focus on Tier I instructional strategies and the SS includes a list of best practices from different departments. During classroom visits, the VC observed evidence of some of these norms and strategies in action. For example, some teachers used equity cards to ensure student voices were heard. The VC observed a peer-editing checklist process in Ethnic Studies while using a rubric. A think-pair-share activity was observed in a Language classroom. MHS has 3 Instructional coaches who work with teachers to create student centered lessons and assessments.

In VC's meeting with parent and student groups, the MHS staff in general and the counseling staff in particular received high praise. The counselors advise, create and revise four-year plans for each student. Naviance is used to assess strengths and complete a plan to accomplish college and career goals. Students also receive support filling out FAFSA and registering for community college. MHS also offers some Dual Enrollment classes in which students can get college credits in addition to getting the high school credits. Students are offered classes that satisfy A-G requirements and graduation requirements for the district align with A-G requirements. Over 20 AP classes are offered covering a variety of subjects including Math, Physics, Chemistry, Biology, Environmental Science, Computer Science, Foreign Language (Spanish, Chinese, Japanese), History, Government, English Literature, Economics, and Statistics with one third of the students taking at least one exam. MHS also has a new class called Green Teach that encourages and develops student awareness of and skills for career opportunities in sustainable STEM fields.

MHS follows a Co-Teaching Model for Algebra 1, Geometry, English 1, English 2, Integrated Math 2, and US history classes. In this model two teachers, one of which is a special education teacher, are present in each class with the goal of providing full inclusion for students with mild to moderate learning disabilities. This Co-Teaching model was a result of being identified as a critical area of need from the last self-study. The VC observation of these classes shows student engagement and interest though a smaller class size would be beneficial. MHS does not have a

specific program for EL students. Students who need language support are generally enrolled in the “Community and Literacy in Action” class which is not enough support for many students. In addition, MHS also has two sections of Guided Studies classes which are open for sophomores and juniors to opt in to receive extra support. Directed studies is a support class for students with IEPs. In the focus group meeting, the staff expressed the desire to expand the Guided Studies program to provide much needed support to all students who need it. Grading is used to evaluate and provide feedback on student performance. Students have multiple opportunities to get support from their teachers. Flex time is used as a support.

MHS has a peer tutoring program that allows juniors and seniors the opportunity to volunteer in Algebra 1, Geometry and Integrated Math classes to tutor students. Students can also sign up for an after-school tutoring program which is available for all students and takes place on Monday through Thursday after school.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS uses a variety of educational resources to challenge and engage learners in rigorous instruction. MHS ensures that students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college readiness. Through the district, MHS has a well-developed MTSS program and work will continue on making it more effective. The Co-Teaching model is a step in the right direction and needs to be supported. The Needs of ELL students are not being met completely and need attention.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Students understand classroom expectations, learning goals, and outcomes. Students are fully engaged, excited about learning, and asking thought provoking questions that prove they are thinking critically about the subject matter.
2. A wide variety of learning tools are used to strengthen student engagement.
3. Counselors are accessible to students to help them plan for future classes and college.
4. The teacher collaborative process (PLC work) has become more effective and efficient.
5. Teachers at MHS are very thoughtful. Teachers have a strong desire and motivation to

improve student academic and emotional growth.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Continue to work on creating Essential Learnings, Common Instructional Strategies, Common Grading Practices in course-like teams.
2. Increase representation of BIPOC students enrolled in AP classes
3. Expand and strengthen MTSS/tiered support to strengthen student engagement
4. Improving cross-curricular communication/collaboration between departments.
5. Explore more CTE pathways

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus Group Meetings
- Classroom Observations
- Student Meetings
- Self-Study

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

At Mills High School (MHS) school leadership and instructional staff use effective and equitable assessment processes and report information to community partners including students and parents. MHS creates a yearly School Plan for Student Achievement that funds department needs based on student data and expends PTO (Parent Teacher Organization) funds. MHS uses Canvas, a learning management system that provides grade transparency, allowing students and parents the ability to monitor student performance, including assessments, and communicate with teachers. Parents reported to the Visiting Committee (VC) that they are able to easily use and observe their children's grade progress and performance.

During staff interviews the VC learned that alignment of assessments within PLCs and departments is sporadic, however continues to be a topic of interest and discussion. The self-study reports that there is a large amount of variation between classes and teachers. Parents reported the same information to the VC and have not reported this as an area of concern. MHS

self-study states that, “Mills High School uses a variety of means to assess student progress from state mandated assessments to teacher created common summative PLC assessments, and formative assessments.” The self-study additionally states that, “ELPAC reports are shared with students and mailed home to parents twice a year.” During interviews it was shared with the VC that CAASPP and ELPAC data are not shared nor discussed at professional development or PLCs. While MHS students continue to score above state average on the CAASPP, scores have dropped since the last year of assessment prior to the Pandemic of 2020. MHS instructional staff reported to the VC that classroom assessment results are used to encourage and invite students to attend FLEX and tutoring time for support. The VC learned from school leadership that site and district leadership work together to fund the instructional programs, including assessment, in support of student success.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

While the self-study makes note of the sporadic alignment of assessment within PLCs and departments, students continue to grow in their site academic success indicators. Instructional staff reported that CAASPP and ELPAC data was not reviewed amongst teachers.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

The learning community of school administrators, teachers, staff, and students at Mills High School (MHS) is engaged in efforts to assess and monitor student growth, provide students with feedback, and demonstrate student achievement. Instructional staff in all school-wide departments at MHS informed the Visiting Committee (VC) that they regularly monitor students’ growth and progress in PLC and department meetings. Teaching staff disseminate student grades and assessments, review D&F rates in both department and PLC meetings, and measure and track student performance as students work towards meeting the district graduation requirements. Communication to students at MHS regarding their targeted learning goals are provided by teachers who employ a variety of means to give timely, specific and descriptive feedback. The VC was informed by MHS staff that students are often invited and encouraged to seek academic assistance in the form of retakes and tutoring during the FLEX period and after school. During student interviews this was confirmed for the VC. Teachers provide feedback through grades, rubrics, written comments, and verbal feedback in both formal and informal, formative and summative, settings. While the majority of departments informed the VC that rubrics are used, individual teachers may not implement rubrics consistently. Mills High School teachers use a

variety of formative and summative assessments to determine and monitor all students' growth towards graduation, meeting academic standards and college and career readiness expectations. The VC observed the use of equity cards in student assessment, technology, written and verbal assessment, and direct student support provided in Individual Learning and Co-Teaching courses.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective
Ineffective

Narrative Rationale:

During classroom observations a variety of formal, informal, and formative assessments were used by instructional staff including verbal and written responses, technology, and small group interaction and observation by staff. A variety of rubrics were included in the self-study, though instructional staff shared that not all teachers implement the use of rubrics.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. School-wide use of Canvas
2. Informed and active parent community
3. FLEX time and after school tutoring to support all students in their academic success

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Develop and implement *Grading for Equity* professional development school-wide
2. Develop and implement rubrics use school-wide
3. Encourage use of Common Formative Assessments in course alike teams.
4. Consider teacher voice in choices of Professional Development offered at both at the site and district levels.
5. Effectively disaggregate and analyze CAASPP and ELPAC data with instructional staff

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- The VC learned through observations that instructional staff use a wide variety of instructional strategies and assessment through both formal and informal measures via verbal and written student responses, use of technology, and small group check ins.
- Students reported to the VC that their favorite thing about MHS is their relationship with their teachers and the support their teachers provide to them daily.

- Parents reported to the VC that they are able to view their children’s grades updated daily in Canvas and are able to use this information to inform potential next steps.
- The VC observed that FLEX time and tutoring take place and are on the published schedule.
- Instructional staff reported to the VC that Grading for Equity was provided to teachers that expressed interest in the text and not to every teacher, that some teachers and departments have not developed rubrics, and that they do not have agency in the selection of the professional development received at site and district levels.
- Focus Group Meetings
- Classroom Observations
- Student Meetings
- Self-Study

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

The Visiting Committee (VC) found Mills High School (MHS) to be an educational community with a strong foundation in positive, safe, and culturally sensitive relationships between and amongst students, school staff, parents, and community members. Students reported to the VC that relationships with instructional staff are among their favorite things about MHS. The school's approach to the students and parents, ensures an inclusive, welcoming, and supportive environment while respecting, responding, accommodating, and integrating diverse cultural backgrounds.

In the parent meeting, parents overwhelmingly reported that they feel that MHS provides a safe and supportive learning environment for their child. Parents also expressed satisfaction with the communication they receive from the district and the school about various events. The addition of the Flex Period for students to receive extra support was also appreciated by parents.

MHS is committed to Anti-Racist teaching and prioritizes inclusive cultural understanding through events like Latino Parent Nights, multilingual resources, Parent newsletters and survey, Open House attended by incoming ninth grade students, Family Engagement Coordinator to assist with parent communications, Latino parent group, Athletic boosters, PTO, ELAC, Mills Planning Council (SSC), Drama Guild, Music and Arts group, and Booster organization like the Athletic Boosters. The Parent Teacher Organization (PTO) is very active and publishes a PTO

weekly Newsletter. MHS hosts various parent events like College Planning Night, Academic Planning Night, FAFSA Workshop, College Fair, and College Info Night, to provide important information for parents. To bridge the language gap and to make the school more accessible to parents, MHS offers Translated Documents and Translation Service for meetings for Cantonese, Mandarin, and Spanish.

For the past six years, professional development at MHS has centered around Anti-Racist Teaching and staff has been trained to engage families in a culturally sensitive manner. The VC looked at the training material for PDs and it shows the commitment of the MHS staff and administration to make MHS a welcoming, inclusive, culturally sensitive and supportive place for all students and their families.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS hosts an abundance of evening events for students, parents, and community members to learn about the school and programs which are widely attended and ensure that student successes and opportunities are highlighted. The school is a welcoming and friendly place for learning that is staffed by former students, parents, and community members that care deeply for students and their success. MHS also has a Family Engagement Coordinator to support communication between families whose primary language is Mandarin, Cantonese, and Spanish and school personnel. MHS engages with parents via multiple platforms and ensures communication is provided in multiple languages. Staff has received training in Anti-Racist Teaching.

E2: School Culture and Environment

It is clear that the school leadership is focusing on building relationships with staff and students. Many staff members have mentioned that they have been on site more than 10 years. A teacher in the focus group stated, “every student has a place here.” Based on the atmosphere of MHS, the VC found that the school has a clean welcoming environment that is conducive to teaching and learning. Observations by the VC confirm that the campus appears clean and well-kept. MHS maintains and implements safety measures such as AEDs , Fire Extinguishers, and safety inspections with the local fire department. MHS also has security cameras around the campus for the safety of students and staff.

MHS is committed to promoting an inclusive school culture that supports diverse student voices within the school setting. There are various bulletin boards around the school that reflect the climate of the campus. For example, hearts around the school with their reasons for loving the campus, anti-racist posters that unite against hate, and hallways full of student work samples. MHS has created a positive and inclusive school culture. Staff and students are welcoming, warm and friendly. Students are aware of resources and have access to support staff. In focus group meetings students reported that they feel comfortable approaching and talking with their teachers, counselors, and the admin team about any issue. MHS has its own Student Equity Committee (SEC) that supports centering on their diverse voices. Students trust and respect their teachers and each other. High expectations and concern for students are communicated in a variety of ways. The Viking Student Honor Code is posted on the MHS website. Though most students in the focus group reported that they feel safe at MHS, some students shared about how some student behaviors are being ignored by the administration.

The VC observed that the school is committed to equity, inclusivity and restorative justice, and works to create a safe and welcoming environment where all students are aware of “Viking Behaviors” which is a school wide initiative. Students follow the Vibe (Connect & Respect) - Grind (Work & Learn) - Thrive (Aspire & Grow) Matrix and its posters are posted in most classrooms. For internet safety, MHS uses an app called BARK which vets students’ searches, emails, and other correspondence. Panorama student surveys are given every year to get feedback from students.

A recent addition (Spring 2023) to the school safety and student well-being is the Wellness Center. Students, staff, and parents praised the Wellness Center as a positive place to provide support for students who are feeling overwhelmed, stressed, or in crisis. At this time the Wellness Center is open to students during first and seventh periods on a drop-in basis. Appointments can be made for other times to meet the counselors. MHS has three Wellness Counselors in addition to four School Counselors.

In focus group meetings, both students and staff expressed feelings of mutual trust and respect. Staff reported that students frequently approach them to discuss not just academic issues but issues in their personal lives as well. Parents also described MHS as a safe and welcoming environment for students. Parents of students with IEPs shared with the VC how MHS provides support for the physical, academic, and emotional needs of their children. Parents also noted that there is a strong feeling of community on campus, and they feel that there is less bullying and

judgment here as compared to other schools. Staff, students, and parents all commented on how supportive the administrative team, counseling team, and the office staff are. Several staff members specifically mentioned that the principal is very professional, supportive, helpful, and a great mentor and role model for them.

Overall, the staff members show a culture of respect and trust in each other. However, some staff members feel that they are not heard, and their opinions are not valued. Staff also reported that a schoolwide policy regarding cell phone use needs to be implemented to address the widespread use of cell phones by students during class time.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS has a school culture that supports student success and growth and a staff that is dedicated to student achievement and well-being. MHS provides a safe, clean, and supportive learning environment for its students and staff. Parents, students, and staff describe MHS as a warm, welcoming, and inclusive community where diversity is celebrated. Students feel valued, accepted, respected, and cared for by the staff. The Wellness Center has been described as a great new addition to MHS by all. The admin team at MHS was praised for supporting and mentoring staff in achieving their professional goals.

E3: Academic, Social-Emotional, and Multi-tiered Supports

MHS has four academic counselors and three wellness counselors that support the academic and social emotional needs of their student body. The VC observed academic, social-emotional and multi-tiered supports (Tier I, Tier II, Tier III) to help student learning, college and career readiness and success. The Self Study (SS) included examples of College and SEL presentations done by counselors. MHS also provides after school tutoring to students who need extra support.

In the focus group meeting with the counselors, the VC was informed that there is some role confusion about what counselors are supposed to do. At this time students with a 504 plan are being assigned to the counselors (as opposed to managed by the Admin Team) and it takes away time from the work that they are supposed to do. It was reported that in the last couple of years there has been a 50% jump in the number of students with a 504 plan. Students with an IEP have their own case managers and are very well supported but the students with a 504 plan don't have

a case manager and it falls on the counseling team to support them. Counselors also shared that some staff members show resistance in implementing the 504 plan accommodations in their classroom though they are more receptive to implementing an IEP accommodation.

The MHS has implemented several programs to support academic success for all students. MHS offers a variety of Advanced Placement classes and courses to challenge students academically. MHS provides the Dual Enrollment option for some classes. Additionally, the school has a Flex tutoring program and academic mentoring program to provide extra support for struggling students. The VC visited the College/Career center, and it was observed that the students were researching college and career opportunities in a collaborative environment. The addition of the Wellness Center at MHS has been received positively though there is very little non-anecdotal data about the effectiveness of the Wellness Center in reducing student stress and providing mental health support.

Students at MHS have access to a wide variety of co-curricular activities which include a variety of student clubs (both academic and community based), leadership activities, and sports. A new sports complex was added this year. Students with special talents have multiple opportunities to express their interests. The VC observed that students feel free to express themselves creatively. For example, a student felt empowered to start a “horror movie club.”

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

MHS is an academically rigorous school and provides students the opportunity to take challenging AP classes. In addition, MHS provides multiple supports to students with MTSS Tier I, II, and III supports, a FLEX period, after school tutoring, and academic mentoring. MHS offers a number of co-curricular options for students that help students explore their interests and passions. College and Career center helps students navigate the road to college and beyond. The Wellness Center provides mental health support to all students as needed.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional,

and Academic Growth:

1. School- wide multi-tiered support system (MTSS) to provide targeted intervention and support to students in need
2. College/Career Center and Wellness Center.
3. Variety of extracurricular activities and clubs to help students explore and develop their interests and talents
4. MHS is a united school with a strong commitment to students through rigorous academic program where students are challenged to become lifelong learners

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Underrepresented groups do not have adequate representation. MHS can improve by recruiting more diverse staff and students by offering more culturally diverse curriculum and activities.
2. Parent engagement: MHS can improve by offering more varied inclusive events and outreach for the larger community for instance a multi-cultural event
3. Improve student outreach and creating an environment where students are more aware of the existing programs and providing more support for staff to be aware of how to identify the needs of struggling students

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- The VC met with various stakeholders and gained an understanding of the needs of MHS. Various stakeholders voiced their concerns and thoughts. Some comments include: “more time to show we are people at school, more fun, community activities and time to bond”, “we need more response to intervention” and “we should be proactive instead of reactive.”
- The VC also noted that teachers felt that students and staff felt a “sense of belonging” ; they stated that the school had a positive atmosphere, positivity and laughter and positive hallways.” One staff member commented that “student voice is encouraged and celebrated.”
- Focus Group Meetings
- Classroom Observations
- Student Meetings
- Self-Study
- Survey Data
- Website

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

1. MHS has a clear vision, mission, and SLOs that guide initiatives such as anti-racist education and equity.
2. The campus is physically and emotionally safe with impressive, well-maintained, large facilities and extensive resources.
3. MHS focuses on strong academics with critical thinking and collaboration among students. MHS is a united school with a strong commitment to students through rigorous academic program where students are challenged to become lifelong learners
4. Students understand classroom expectations, learning goals, and outcomes. Students are fully engaged, excited about learning, and asking thought provoking questions that prove they are thinking critically about the subject matter.
5. Access to the challenging AP classes is available to all students. Students enrolled in one or more of the twenty plus AP courses available at MHS are prepared for the AP Exams as evidenced by the high number of students who take the exam.
6. Some CTE classes and Dual Enrollment classes are available for students.
7. FLEX time and after school tutoring to support all students in their academic success
8. School- wide multi-tiered support system (MTSS) to provide targeted intervention and support to students in need
9. College/Career Center provides guidance to students about the college process and beyond. Counselors are accessible to students to help them plan for future classes and college.
10. Wellness center has been well received by all stakeholders.
11. Special Education classes are well supported and have adequate resources to provide support for students with IEPs.
12. Variety of extracurricular activities and clubs to help students explore and develop their interests and talents
13. Teachers use a wide variety of learning tools in the class to strengthen student engagement.
14. The teacher collaborative process (PLC work) has assigned time each week and has become more effective and efficient.
15. Teachers at MHS are very thoughtful. Teachers have a strong desire and motivation to improve student academic and emotional growth.
16. MHS has Instructional Coaches that provide support for all teachers.
17. Students, families, and staff report high levels of trust, respect, and feelings of “I belong

here” on the MHS campus.

18. School-wide use of Canvas helps students and their parents track their progress in class.
19. MHS has a very informed and active parent community. School provides regular information about MHS to parents in weekly updates via emails and Parent Square.
20. To make attending school meetings more accessible to parents, translation services are provided in Mandarin, Cantonese, and Spanish.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. **The school’s growth areas for continuous improvement as explained in the School Action Plan are given below.** Under each area, a list of possible “measurements” (measurables) that can be taken is given, however there are no target numbers attached with any item.

1. Critical Area of Need (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 relevance, inclusivity and connection for all students
 - % of newly hired staff who are BIPOC
 - % of students who respond favorably to Teacher/Student relationships
 - Increase the # the availability of Family Engagement Activities
 - % of families who respond favorably that communication is inclusive & accessible
2. Critical Area of Need (CAN) #2: A disproportionate number of our Latinx population are identified to receive special education services and indicate a need to focus on Multi-Tiered Systems of Support (MTSS), especially at the Tier I and Tier II levels.
 - Increase percentage of student leaders trained to address equity issues on campus
 - Increase percentage of students who respond favorably to questions about addressing hate speech on the Panorama Survey
 - Decrease in number of Suspensions, Expulsions & Chronic Absenteeism
3. Critical Area of Need (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
 - The district will improve the percentage of students who are deemed “prepared” by meeting one or more elements of California’s College and Career Indicator.
 - Disaggregated percentage of 10th graders on Track for Graduation year over year

- Disaggregated percentage of 11th grade students met/exceeded standard in English-Language Arts (ELA) and Math on CAASPP Assessment year over year.
 - Disaggregated percentage of 11th and 12th Grade students enrolled in two or more AP/IB/Dual Enrollment (Community College) courses year over year.
 - Percentage of students accessing 7-period Day - improvement among HUGS students.
 - English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC
 - English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC
 - English Learner Measure #2: Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses
 - English Learner Measure #3: Increase the percentage of EL's reclassified each year
 - Increase A-G eligibility for all students, especially our Latinx, Students with Disabilities, and Multilingual learners
4. Critical Area of Need (CAN) #3: 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
- Increase % of SMUHSD teachers who meet the minimum qualifications for Dual Enrollment courses including Master's Degrees
 - Improvement of teacher satisfaction with professional learning experiences (via annual Panorama survey)
 - Implementation measure regarding anti-racist teaching practices (% of teachers self-reporting and/or observed implementing practice[s]) - create measure and set baseline in 2021-22 and then improvement target for subsequent year
 - Implementation measure regarding School-wide common Tier I universal support practices (% of teachers self-reporting and/or observed implementing practice[s]) - set baseline in 2021-22 and then improvement target for subsequent years
 - Improvement of teacher of color perception of support/inclusion in school community (via Panorama Survey) - set baseline in 2021-22 and then improvement target for subsequent years

The visiting committee has come up with the following list of areas of growth. All these have also been identified by MHS.

1. Explore more ways to close equity gaps, such as math achievement, English language proficiency growth, Latinx and Pacific Islander achievement, and anti-racist initiatives.
2. Algebra 1 and Geometry students continue to demonstrate the lack of proficiency in these

math courses as evidenced by both CAASPP and in D/F rates; large class sizes, even with the co-teaching model, points to a need for further evaluation and reassessment of program goals and implementation

3. Increase representation of BIPOC students enrolled in AP classes
4. Review/analyze student data more often and explain to staff, students, and families how it guides decision-making. Effectively disaggregate and analyze CAASPP and ELPAC data with instructional staff
5. Increase student involvement in school governance to improve equity and include more marginalized students.
6. Underrepresented groups at MHS do not have adequate representation. MHS can improve by recruiting more diverse staff and students by offering more culturally diverse curriculum and activities
7. Improve student outreach and creating an environment where students are more aware of the existing programs and providing more support for staff to be aware of how to identify the needs of struggling students
8. Expand and strengthen MTSS/tiered support to strengthen student engagement
9. Increased CTE and Dual Enrollment options would benefit all students, especially those who are not motivated to take advanced classes. Explore more CTE pathways. College and Career Readiness initiatives are not clearly evident in all courses
10. Parent engagement: MHS can improve by offering more varied inclusive events and outreach for the larger community for instance a multi-cultural event

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed -

1. MHS serves a small number of ELL students and yet these students continue to struggle with courses and meeting graduation requirements. Specific and concrete steps need to be taken to support this group of students.
2. PLC Work:
 - a. Continue to work on creating Essential Learnings, Common Instructional Strategies, Common Grading Practices with a focus on academic language in course-like teams.
 - b. Develop and implement *Grading for Equity* professional development school-wide.
 - c. Develop and implement rubrics use school-wide.
 - d. Improving cross-curricular communication/collaboration between departments.
 - e. Consider teacher voice in choices of Professional Development offered at both at the site and district levels.

Chapter 5: Ongoing School Improvement

The schoolwide action plan is aligned with the student needs, school and district goals, in addition to the school's LCAP and SPSA. As explained by MHS in their self-study, given the challenges and changes that MHS has experienced since the last self-study, the focus of their action plan is to continue working towards creating an inclusive school where learning needs of each and every student are met. MHS wants to focus on improving their systems of support, like the MTSS and the Co-Teaching model to better support students who need it the most. MHS also wants to improve student learning and engagement for all students. Increasing parent engagement with the school is another focus area for MHS. The MHS Leadership Team will revisit the WASC action plan at the start of each school year and analyze the progress made and decide the next steps. The plan will be implemented with the participation of the entire Mills community including the Administrative Team, Academic Senate, MTSS Teams, Student Equity Coordinator, Site Leadership Team, Counselors, Teachers, Student Success Coordinator, College and Career Coordinator, CTE Coordinator, and English Learner Specialist.

MHS' School Wide Action Plan focuses on four goals:

- Critical Area of Need (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 relevance, inclusivity and connection** for all students.
- Critical Area of Need (CAN) #2: A disproportionate number of our Latinx population are identified to receive special education services and indicate a **need to focus on Multi-Tiered Systems of Support (MTSS)**, especially at the Tier I and Tier II levels.
- Critical Area of Need (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.
- Critical Area of Need (CAN) #3: 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.

The VC is confident that MHS is committed to doing what needs to be done to facilitate student achievement at the highest levels possible. The school is committed to continue its work in anti-racist teaching and making MHS an inclusive and supportive school where students feel challenged as learners, are assured of help as needed, feel safe and cared for by a passionate staff and leadership. The VC believes that MHS is set up for success in fostering student achievement.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale: The current action plan is predominantly a staff action plan. While it has a list of possible “measurements” that could be used to measure growth towards a goal, it does not have specific target numbers attached with any item. The action plan does align with SPSA/LCAP goals and VC is assured that MHS is committed to doing what is needed to ensure that all students are performing at the highest levels possible.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale: MHS has a culture of collaboration among staff. Admin team and staff respect and trust each other. Collaboration, shared decision making, transparency, and distributive leadership are foundations for school success. School staff and leadership believe in and are passionate about the work that they are doing to ensure equitable outcomes for all students.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		XX		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		XX		
Acceptable progress by all students		XX		
Vision and Purpose (A1)	XX			
Governance (A2)	XX			
Leadership for Learning (A3)		XX		
Qualified Staff and Professional Development (A4)		XX		
Resources (A5)	XX			
Rigorous and Relevant Standards-Based Curriculum (B1)		XX		

Equity and Access to the Curriculum (B2)		XX		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		XX		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		XX		
Reporting and Accountability Processes (D1)			XX	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		XX		
Family and Community Engagement (E1)	XX			
School Culture and Environment (E2)		XX		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)	XX			
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		XX		
The capacity to implement and monitor the schoolwide action plan/SPSA		XX		