Mills High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Mills High School
Street	650 North Delaware St
City, State, Zip	San Mateo, CA 94401
Phone Number	650-558-2599
Principal	Pamela Duszynski
Email Address	pduszynski@smuhsd.org
School Website	https://www.smuhsd.org/millshigh
Grade Span	9-12
County-District-School (CDS) Code	41-69047-4134557

2025-26 District Contact Information

District Name	San Mateo Union High School District
Phone Number	650-558-2299
Superintendent	Randall Booker
Email Address	rbooker@smuhsd.org
District Website	http://www.smuhsd.org/

2025-26 School Description and Mission Statement

MILLS HIGH SCHOOL VISION AND MISSION STATEMENT

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

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

2025-26 School Description and Mission Statement

LCAP Goal #1: Safe & Connected Community: We are dedicated as a district to creating a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, educators, and families are emotionally, physically, and socially safe.

School Goal: Increase staff diversity such that it reflects the diversity of the communities we serve. Ensure every student has at least one strong relationship with an adult on campus and that there are multiple opportunities for family engagement and effective communication.

LCAP Goal #2: Humanizing Education: All Students will participate in a learning experiences that are joyful, uplifting, empowering and validating of their identities.

School Goal: Foster positive and proactive family engagement in supporting our students' social-emotional development, well-being, and learning. Create a safe and supportive community that is restorative, culturally responsive, and inclusive and fosters a culture of upstanding.

LCAP Goal # 3: Empowering Educators: Ensuring that educators have and utilize the tools, resources, training and professional learning that promotes a culture of well-being and learning among students.

School Goal: Create engaging, rigorous learning experiences for all students aligned with their identities, experiences, and interests. Build and implement a robust multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment. Ensure all students have access to rigorous coursework aligned to their interests and post-secondary goals.

LCAP Goal #4 Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

School Goal: Create and sustain professional learning communities focus on student learning, equity, antiracist teaching and the cycle of inquiry. All staff are trained on addressing implicit/explicit bias, culturally responsive & trauma-informed classroom practice and restorative practices. Teachers engage in high-quality, personalized/differentiated professional learning aligned to each site's Tier I common assurances and school-wide universal supports. Teachers on probationary and temporary status will participate in the Instructional Coaching Program and the SMUHSD Induction Program if they need to clear their credentials. Faculty of color will feel supported and included in our school and collegial community.

School Learning Outcomes (SLOs)

These SLOs were revised as part of our 2024 WASC self-study.

Our students are EPIC:

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

WASC Critical Areas of Need

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

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

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

CAN #3—Mills needs to create learning environments for students that are both rigorous and humanizing, that uplift student

2025-26 School Description and Mission Statement

voice and promote deep learning and engagement, and that authentically assess student academic growth.

CAN #4—Create inclusive, culturally responsive partnerships with families that recognize each family's unique needs in supporting the whole student.

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

As a community and among various stakeholders, Mills promotes the mission and vision statement and the SLOs and Action Plan as the heart of our practice. Norms that guide our community and decision-making bodies include our shared community values around patience, justice, kindness, integrity, equity and community.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	274
Grade 10	278
Grade 11	288
Grade 12	275
Total Enrollment	1,115

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	51.9
Non-Binary	0.1
Asian	49.7
Black or African American	0.3
Filipino	9.1
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	1
Two or More Races	9
White	10.8
English Learners	4.8
Socioeconomically Disadvantaged	21.7
Students with Disabilities	8.5

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.8	84.45	387.4	79.14	234405.2	84
Intern Credential Holders Properly Assigned	1.7	2.79	4.8	1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.26	13.3	2.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	1.25	5.2	1.06	11953.1	4.28
Unknown/Incomplete/NA	6.8	11.23	78.6	16.07	15831.9	5.67
Total Teaching Positions	61.3	100	489.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.1	84.53	382.9	80.38	231142.4	83.24
Intern Credential Holders Properly Assigned	1.5	2.92	2	0.43	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.4	2.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.8	1.23	11746.9	4.23
Unknown/Incomplete/NA	6.6	12.53	73	15.34	14303.8	5.15
Total Teaching Positions	53.4	100	476.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48	84.45	382.3	79.45	230039.4	100
Intern Credential Holders Properly Assigned	0.5	1.04	5.9	1.24	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	0.76	15	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.25	3	0.62	12112.8	4.34
Unknown/Incomplete/NA	7.6	13.46	74.8	15.56	13705.8	4.91
Total Teaching Positions	56.9	100	481.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0	0.4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.70	0	0.1
Total Out-of-Field Teachers	0.70	0	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8	0.7	0.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	11/2021

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

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

School Facility Conditions and Planned Improvements

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

The passage of Measure M in November 2006 provided an additional $298 million for the renovation of the district's six comprehensive schools. Measure M renovation projects at Mills High School began in the Summer of 2009 with the

School Facility Conditions and Planned Improvements

replacement of student lockers and the installation of air conditioning school-wide. During the 2009 - 2010 school year, the student cafeteria and the locker rooms were renovated. State-of-the-art Biotechnology, Video Production, and Woodworking classrooms opened in the Fall of 2010. Renovations through Measure M also included constructing a new academic building, which opened in the Spring of 2011, and renovating physical education facilities, including remodeled Weight and Dance rooms and the swimming pool facility.

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

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

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

In May 2024, work began on a curb appeal project at the front of the school to provide more shaded areas for student pick-up after school, including solar powered panels in the front parking lots and student parking lots, in addition to EV charging stations. Additionally, the school fire alarm system and panel was upgraded. There are plans at the District to improve classroom learning spaces with new lighting and furniture (classroom transformation project) and Mills is scheduled for this work during the Summer of 2027.

Year and month of the most recent FIT report	January 15, 2026

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	75	82	71	74	47	48
Mathematics (grades 3-8 and 11)	56	63	47	51	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	283	270	95.41	4.59	81.85
Female	129	125	96.90	3.10	84.80
Male	154	145	94.16	5.84	79.31
American Indian or Alaska Native	0	0	0	0	0
Asian	140	136	97.14	2.86	88.97
Black or African American	0	0	0	0	0
Filipino	26	25	96.15	3.85	92.00
Hispanic or Latino	59	51	86.44	13.56	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	83.33
White	25	25	100.00	0.00	72.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	42	85.71	14.29	64.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	8	44.44	55.56	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	283	270	95.41	4.59	63.33
Female	129	125	96.90	3.10	64.00
Male	154	145	94.16	5.84	62.76
American Indian or Alaska Native	0	0	0	0	0
Asian	140	136	97.14	2.86	79.41
Black or African American	0	0	0	0	0
Filipino	26	25	96.15	3.85	68.00
Hispanic or Latino	59	51	86.44	13.56	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	70.00
White	25	25	100.00	0.00	52.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	42	85.71	14.29	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	8	44.44	55.56	--

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	44.98	49.01	49.35	48.61	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	272	253	93.01	6.99	49.01
Female	135	127	94.07	5.93	52.76
Male	137	126	91.97	8.03	45.24
American Indian or Alaska Native	0	0	0	0	0
Asian	150	147	98.00	2.00	57.14
Black or African American	0	0	0	0	0
Filipino	17	15	88.24	11.76	60.00
Hispanic or Latino	47	39	82.98	17.02	20.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	52.38
White	34	31	91.18	8.82	38.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	18	16	88.89	11.11	75.00
Socioeconomically Disadvantaged	61	58	95.08	4.92	41.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	10	37.04	62.96	--

2024-25 Career Technical Education Programs

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

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

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

- Architectural Design I and II
- Food & Nutrition, Culinary Arts
- Engineering Technology
- Woodworking

2024-25 Career Technical Education Programs

- Art & Multimedia Arts
- AP Computer Science
- Art of Video (Video Production)
- Biotechnology
- Publications
- Journalism
- College Success, Career Planning, and Life Exploration*

*Since 2022, Mills has offered two sections of a College Career Planning Class that targeted 1st generation students at Mills taught by two counselors within our department.

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

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

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

This year, Mills hosted community college courses on-site through Skyline College,BUS 100- Introduction to Business. With District support and leadership, there are plans to explore a Health Care Career's pathway, and in 2025/2026 the District hired a full-time TOSA to begin planning this pathway for implementation in the Fall of 2026.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	514
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	14.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.01
Graduates Who Completed All Courses Required for UC/CSU Admission	66.42

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.20%	95.57%	96.68%	96.31%	95.94%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.1	2	1.1	6.7	5.3	4.6	8.2	8.9	8
Graduation Rate	94.2	93.9	97.1	91.5	92.5	93.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	278	270	97.1
Female	138	134	97.1
Male	140	136	97.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	153	149	97.4
Black or African American	0	0	0.00
Filipino	17	16	94.1
Hispanic or Latino	49	47	95.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	22	22	100.0
White	35	34	97.1
English Learners	29	28	96.6
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	91	88	96.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	34	29	85.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1130	1124	92	8.2
Female	541	537	41	7.6
Male	588	586	50	8.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	560	558	20	3.6
Black or African American	--	--	--	--
Filipino	102	102	5	4.9
Hispanic or Latino	230	228	42	18.4
Native Hawaiian or Pacific Islander	12	11	1	9.1
Two or More Races	103	102	10	9.8
White	120	120	14	11.7
English Learners	65	64	8	12.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	280	278	50	18.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	106	33	31.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.58	4.12	2.92	3.52	3.35	2.96	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.09	0	0.02	0.05	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.92	0.00
Female	2.03	0.00
Male	3.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.43	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.80	0.00
White	1.67	0.00
English Learners	4.62	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	23	17	15
Mathematics	31	5	20	13
Science	30	4	19	10
Social Science	24	16	19	9

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	19	13	18
Mathematics	28	10	17	14
Science	30	3	10	16
Social Science	27	11	8	20

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	319.71

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18,204.37	3,693.43	14,510.94	125,188.90
District	N/A	N/A	16,747.71	$133,238
Percent Difference - School Site and District	N/A	N/A	-14.3	-6.2
State	N/A	N/A	19,167.22	
Percent Difference - School Site and State	N/A	N/A	-27.7	

Fiscal Year 2024-25 Types of Services Funded

Mills provides several programs and services to support student achievement and success. In addition to a comprehensive academic core program, Mills offers Strategic Support classes in Community and Literacy in Action for Multilingual learners, an opt-in SAIL advisory program for some 9th Graders, and Algebra I and Algebra II support classes. Mills also offers Self and Social Empowerment (Guided Studies) Classes for select students in grades 10 & 11, emphasizing Geometry support and an On-Site Credit Recovery (OSCR) course using the Edgenuity learning platform. In addition, Mills offers several outreach services, such as College/Career Advising through the Mills College and Career Center, as well as three Wellness Counselors focusing on student social-emotional support.

Additional programs and services provided at Mills High School include:

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

Funding sources include:

- Mills Annual Fund

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$79,574	$67,238
Mid-Range Teacher Salary	$128,361	$106,841
Highest Teacher Salary	$151,187	$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$167,233
Average Principal Salary (High)	$237,089	$193,950
Superintendent Salary	$307,000	$314,304
Percent of Budget for Teacher Salaries	27.52%	29.51%
Percent of Budget for Administrative Salaries	5.08%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	42.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	9
Fine and Performing Arts	2
Foreign Language	3
Mathematics	6
Science	13
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

Professional Development

During the 2025-26 school year, the Professional Development Coordinator position is a .2 FTE release period, and the MTSS coordinator is staffed at a .2 FTE. An Instructional Technology Facilitator is paid a stipend to support teachers with Canvas. Furthermore, a total of .1.0 FTE is supported by the District as Instructional Coaches to work with teachers on a full evaluation cycle. These "Teachers on Special Assignment" (TOSA) are responsible for supporting teachers on the evaluation cycle, identifying professional development needs, designing and implementing appropriate site-based professional development, and guiding site-based goal-setting and assessment practices. Identified professional development priorities included teachers selecting one of the elements of the new instructional framework to focus on for the school year (Relevant and Meaningful Learning) and generating an equity question based on the instruction domain of the principle. PLC structures that support this

Professional Development

inquiry-based question include Content PLCs, Choice PLCs (self-selected by the teachers), Whole Staff, and Grade Level Teams (KidTalk).

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

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

The Mills Planning Committee (School Site Council) quarterly reviews and approves funding requests from teachers and staff. The school principal approves professional development requests from teachers that align to our school goals. This year, a district-organized professional development committee also approved requests. Professional development requests approved during the most recent period include:

Recent Professional Development includes:
*"Telling a Better Story: Antibias Literacy Instruction for Stronger Readers, Writers, and Thinkers," San Mateo County Office of Education, (Ethnic Studies PLC)
*"Leveraging AI in Teaching Practice", Stanford World Language Project, (Spanish Co-Department Chair & Teacher)
*The California Association of Health, Physical Education, Recreation, and Dance (CAHPERD) and National Adapted Physical Education Conference (NAPEC) (PE Department, Health Department)
*Stanford World Language Project (Mandarin Teacher, Japanese Teacher)
*Universal Design for Learning Workshops for MultiLingual Learners (Biology PLC, selected teachers)
*Equity Academy, Association of CaliforniaSchool Administrators (ASCA) (Administration)
*21CSLA (UC Berkeley) (Administration)
*Principal Leadership Institute (PLI; UC Berkeley) (PD coordinator)
*Anti-Racist Teaching Training with Joe Truss (New to Mills Teachers)
*Site Leadership Team Coaching with Joe Truss (Site Leadership Team)
*Constructing Meaning Training (selected teachers)
*Visit to International High School in Oakland (VAPA Department chair)
*Student Equity Council Training, Restorative Equity Project (SEC advisor & SEC students)
*Hatching Results (School Counselors)
*Campus Supervisor Training, San Mateo County Office of Education (Campus Aides)
*STEP Principal Cohort, Stanford University (Principal)
*The Art of Coaching, Elaine Aguilar

Past Professional Development includes:
*Collaborative Solutions & Effective School Solutions (MTSS Teams)
*CA MTSS Summer Conference (Administration and MTSS coordinator)
*A Black Educators Network Conference at Stanford (ABEN) (Administration & PD Coordinator)
*Dismantling White Supremacy Culture (Joe Truss) (selected teachers)
*National Equity Project (Administration)
*Bay Region Community Colleges Racial Justice Training Forum (Counseling Department)
*Mission Possible By Hatching Results (Counseling Department)
*California Association of Student Leaders (CASL) (Activities Director)

- Learning and the Brain Conference (selected teachers)
- Bay Area Foreign Language Project (World Language Department)
- College Board Advanced Placement Workshops (selected teachers)
- California Science Education Conference (Science Department)
- Learning and the Brain Conference (selected teachers)
- California Council for Social Sciences Conference (Social Studies Department)
- Challenge Success Conference (Stanford) (Counseling Department & Administration)
- National Science Teachers Association Conference (Science Department)
- Technology in the Spanish Curriculum Institute (Spanish teachers)
- Co-Teaching/ Debra Herburger, West Ed (Special Education Department and selected teachers)
- American Council on the Teaching of Foreign Languages Conference (World Language Department)
- California Association of Directors of Activities Conference (Athletic Director)
- Differentiated Instruction National Conference (selected teachers)

Professional Development

- Students Under Pressure: Helping Manage Stress and Anxiety (selected teachers)
- BRAVE Spaces Institute- Equity Conference (PD coordinator, selected teachers, administration)
- College Board Advance Placement Course Training (selected teachers)

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4