

Millennium Alternative High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Millennium Alternative High School
Street	760 Magnolia Ave.
City, State, Zip	Piedmont, CA 94611-4029
Phone Number	(510) 594-2702
Principal	Shannon Fierro
Email Address	sfierro@piedmont.k12.ca.us
School Website	www.piedmont.k12.ca.us/mhs
County-District-School (CDS) Code	01612750130286

2022-23 District Contact Information

District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Donald Evans
Email Address	devans@piedmont.k12.ca.us
District Website Address	http://www.piedmont.k12.ca.us/

2022-23 School Overview

Millennium High School is an alternative high school located in Piedmont, a city of about 10,000 residents located in the hills above the San Francisco Bay Area. Millennium High School is located on the Piedmont High School campus and shares many resources with the school. Students at Millennium High School are challenged in small, interactive, non-competitive classes. Instruction is individualized and students work at their own pace to achieve mastery. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community based learning, service learning, interdisciplinary and multiple intelligence instruction, flexible scheduling and personal counseling.

Millennium High School seeks to instill in our students a commitment to RISE, our student learner outcomes of RESPECT: Honor yourself, your commitments and your environment; IMPACT: Recognize your responsibilities with the community; SKILLS: Develop the academic and social abilities to achieve success; ENGAGE: Courageously take ownership of your personal growth and future. We are committed to supporting each student's personal and academic goals in an emotionally as well as physically safe environment. Students are recognized for and supported to develop strengths and talents unique to them as individuals as well as challenged to expand their areas of competence and comfort. We foster a climate where respect for the learning process is upheld by honoring the diversity of learning styles and emotional histories present in our students. We promote academic excellence and personal growth through our dedication to meeting the needs of our students, regardless of each one's level of proficiency. We create opportunities for our students to become active, engaged participants in their school and larger communities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	15
Grade 10	10
Grade 11	18
Grade 12	14
Total Enrollment	57

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	61.4
Male	36.8
American Indian or Alaska Native	0.0
Asian	5.3
Black or African American	17.5
Filipino	1.8
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	14.0
White	47.4
English Learners	0.0
Foster Youth	0.0
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	15.8
Students with Disabilities	43.9

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.70	95.80	136.60	88.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.04	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	2.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	4.00	8.30	5.40	12115.80	4.41
Unknown	0.00	0.00	3.60	2.34	18854.30	6.86
Total Teaching Positions	5.00	100.00	153.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on September 28, 2022 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2022-2023, all textbooks and instructional materials at Millennium High School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Chromebooks for all students for access to online instructional materials.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	No assigned textbooks; several fiction and nonfiction books	No	0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 9-11, adopted 2016	Yes	0
Science	Anatomy - Human Anatomy & Physiology Savvas/Pearson, 2019 Biology - Biology in Focus (Miller Levine), Campbell/Pearson, 2017 Chemistry- Chemistry in the Community, Chemistry Principles and Reactions, Conceptual Physical Science Environmental Science - Exploring Environmental Science for AP; Gale/Cengage; adopted Fall 2020 Introduction to the Human Body, Physical/Earth Science, Physics (Giancoli) Physics Principles and Problems. Adoption pilots for Chemistry and Biology occurring this year.	Yes	0
History-Social Science	World History- the Modern Era, Prentice Hall, adopted 2001, World History Connections to Today Modern Era, Prentice Hall, adopted 2001. U.S. History- The Americans:reconstruction to the 21st Century, McDougal Littell, 2006 Civics- Constitutional Law, Rich Kitchens, 5th Edition, 2001, private publisher Economics- Economics; Principles and Practices, Glencoe,Glencoe 11th adopted 1991, McGraw Hill;A History of Western Society, American Pageant, Exploring Psychology, 40 Studies That Changed Psychology Street Law, World Geography Adoption pilots for the latest adoption cycle occurring 2022-23	Yes	0
Foreign Language	Spanish Avancemos 1,2,3 (Spanish, I, II, III grades 9-12)	Yes	0

Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	Science Lab Equipment (9-12) All students at Millennium High School have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classrooms. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners. In Distance Learning, teachers have supplemented with online lab tools and have distributed lab materials to students for home use.	Yes	0

School Facility Conditions and Planned Improvements

Millennium High School is located on the Piedmont High School campus. Piedmont High School was partially modernized in conjunction with the District's Seismic Safety Bond Program. The "30's" building was renovated but other buildings on the campus, including the building housing MHS, were not deemed a seismic collapse hazard ("10's", "20's", "40's", "Alan Harvey Theater" and "Binks Gym"). They were not been modernized. Priorities for MHS maintenance are roof and Mechanical/HVAC repairs and replacement.

The passage of the H1 Bond in November 2016 has resulted in the design and construction of a new STEAM (Science, Technology, Engineering, Art, and Math) Building at PHS (completed Fall 2020) and new Alan Harvey Theater (completed summer 2022).

The school is rated in "good" overall condition by the Facility Inspection Tool.

Year and month of the most recent FIT report

12/06/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Mechanical/HVAC issues in Binks Gym, 40's/MHS building, and Witter Field
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof deficiency in Binks Gym, 40's Bldg
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	86	N/A	87	N/A	47
Mathematics (grades 3-8 and 11)	N/A	31	N/A	81	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	14	70.00	30.00	85.71
Female	--	--	--	--	--
Male	11	6	54.55	45.45	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	7	63.64	36.36	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	16	80.00	20.00	31.25
Female	--	--	--	--	--
Male	11	7	63.64	36.36	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	8	72.73	27.27	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	14.29	--	68.86	75.14	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	8	57.14	42.86	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

There is no CTE program at MHS at this time. Students have access to CTE courses through secondary enrollments at Piedmont High School.

Partnering with the Contra Costa County Office of Education CTE/ROP program, the district offers several Career Technical Education courses, including Biotechnology, Computer Science, Journalism, and Culinary Arts at Piedmont High School. Through enrollment in CTE courses, students demonstrate effective skills in oral and written communication, demonstrate job skills, etiquette and work ethic valued by employers, demonstrate the ability to think critically and creatively about complex issues, and work productively both as individuals as as team members.

Teachers of these courses integrate core academic standards within their curriculum. Work-based learning opportunities such as guest speakers, field trips, and internships are an integral component of each course, which is accessible to all Piedmont High School students. The courses are evaluated annually through classroom observations, reports, and surveys.

PHS Principal Sukanya Goswami and Director of Instructional Technology Stephanie Griffin serve as the lead representatives of the CTE Advisory Committee. The Advisory Committee consists of representatives from a variety of technology-related industries.

2021-22 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	90.91

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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	57%	71%	71%	71%	71%

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.

2022-23 Opportunities for Parental Involvement

Piedmont Unified School District receives federal funding to support our unique learning community. One of our responsibilities under section 1118 of the Elementary and Secondary Education Act is to support meaningful parent participation. We work to engage parents in regular, two-way, and meaningful communication involving student academic learning and other school activities to insure the following:

- (A) that parents play an integral role in assisting their student's learning
- (B) that parents are encouraged to be actively involved in their student's education at school
- (C) that parents are full partners in their student's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their student
- (D) that we offer a flexible number of parental involvement opportunities so that as many parents as possible are able to attend
- (E) that we will provide materials to help parents work with their student to improve academic achievement as appropriate

At MHS, parents are able to be involved in the monthly School Site Council and the MHS Parent's Club. In 2022-23, The Parents Club has focused not only on fundraising and supporting the school but also as a parent support group with regular social events and guest speakers such as the Wellness Center intern to discuss how to support struggling teens and experts on Executive Functioning. Reach out to millenniumparentsclub@gmail.com for more information on the MHS Parent's Club!

In 2018, we started parent counseling nights in the spring and an alternative career day in January featuring parents in less traditional careers.

Additionally parents can get involved at:

Piedmont Arts Fund: <https://piedmontartsfund.org/>

CHIME (performing arts): <http://www.piedmont.k12.ca.us/our-community/parent-involvement/#chime>

PRAISE (special education): <http://piedmontpraise.org/>

Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/>

PADC (Anti-racist work)

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		10.7	12.5		5.4	3.4		8.9	7.8
Graduation Rate		89.3	75		93.2	95.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	16	12	75.0
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	60	60	15	25.0
Female	37	37	7	18.9
Male	22	22	7	31.8
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	10	10	2	20.0
Filipino	1	1	1	100.0
Hispanic or Latino	10	10	2	20.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	28	28	9	32.1
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	10	10	3	30.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	10	34.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.90	0.23	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.04	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety of Students and staff is a primary concern of Millennium High School. To ensure student safety, supervision is provided on campus at all times. Teachers and campus security officers supervise students on campus before and after school, as well as during lunch and break periods. Any visitors to the school must be approved in advance by the Principal.

The School Comprehensive Safety Plan is reviewed each fall by the Millennium High School School Site Council; any revisions are shared immediately with the staff. Key elements of the plan outline emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All required forms of emergency drills are conducted on a regular basis throughout the school year. Active Shooter training was provided to staff on January 4, 2022.

The School Safety Plan was approved by the school board on 5/25/2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	7	9		
Mathematics	13	3		
Science	14	3		
Social Science	13	5		

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	9		
Mathematics	11	3		
Science	14	2		
Social Science	10	5		

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	8		
Mathematics	13	3		
Science	13	2		
Social Science	11	5		

2021-22 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	57

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	22,176	4,684	17,492	88,109
District	N/A	N/A	12,208	
Percent Difference - School Site and District	N/A	N/A	35.6	0.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	90.5	10.7

2021-22 Types of Services Funded

Services for students with special needs are provided through a comprehensive special education program.
 A college and career center is available and provides services for all high school students.
 A dedicated counselor services students at Millennium High.
 A wellness center provides services for all high school students.
 Tutoring support is partially underwritten by Expanded Opportunity Grant funds this year to address pandemic impacts.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		\$48,503
Mid-Range Teacher Salary		\$74,912
Highest Teacher Salary		\$100,321
Average Principal Salary (Elementary)		\$122,160
Average Principal Salary (Middle)		\$127,632
Average Principal Salary (High)		\$137,578
Superintendent Salary		\$198,665
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities. Prior to the 2016-17 school year, the District offered three staff development days annually where teachers were provided with a range of PD offerings on topics such as Common Core Standards training, differentiation, instructional technology, new math curriculum, and vertical alignment of standards instruction.

Beginning the 2016-17 school year, PUSD instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. The entire Millennium High School formed a professional learning community and did an in-depth study of differentiated instruction as a means of supporting students' learning needs. In 2020-21 and 21-22 all staff engaged in professional development on Executive Functioning through a partnership with Classroom Matters.

In 2022-23, the district continued their flexible professional development program. The district also deepened its work around anti-racist education including a full-day PD in 22-23 for all staff led by the new Director of DEIB. Growing out of this work, MHS staff has engaged in ongoing professional learning with outside consultants around Restorative Justice and writing our own racial autobiographies. This PD has been before and after school. At MHS, there has also been ongoing PD for teachers around tools to support literacy and access to text for our struggling readers, in alignment with our school's WASC goals as well as learning more about trauma-informed practices, in response to the student needs during the pandemic.

New teachers participate in a full day professional development orientation are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM).

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3