



**MILLENNIUM HIGH SCHOOL
SPECIAL PROGRESS REPORT**

760 MAGNOLIA AVE.

PIEDMONT, CA 94611

PIEDMONT UNIFIED SCHOOL DISTRICT

MARCH 21TH, 2017

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS

I: Student/Community Profile Data	3
II: Significant Changes and Developments	38
III: Ongoing School Improvement	49
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan	52
V: Schoolwide Action Plan Refinements	57

I: Student/Community Profile Data

INTRODUCTION

Founded as an alternative high school in 1997-1998, Millennium High School currently has a student population of 72. We begin the school year with somewhat lower numbers (68 in 2016-17) and generally rise the second semester as additional students transfer from Piedmont High School.

Approximately 1/2 of our students come from our home district, Piedmont Unified; the rest (each year, about 8-10 freshman and a small number of sophomores, juniors, and seniors) are admitted from a variety of cities around the Bay Area.

Millennium shares its campus and many resources with Piedmont High School, and both schools benefit from the generosity of the community of Piedmont, California—a highly affluent city of about 10,000 residents, set on a hill abutting Oakland and across the bay from San Francisco.

Millennium serves a diverse student population with a wide range of learning needs and learning styles, a wide range of academic readiness levels, and many individual emotional and psychological needs.

Our classes are small, interactive, heterogeneous, and non-competitive. Our staff are constantly mindful of the “whole person” and strive to individualize instruction and assessment as much as possible—in ways not possible in the traditional classroom—to enable all of our students to learn. While encouraging our students to challenge themselves academically, we also seek to minimize the “stress” factor of school, and to increase student engagement with opportunities for experiential learning, self-directed projects, small group discussion, tutorials, community-based learning, service learning, interdisciplinary and multiple intelligences instruction, and flexible scheduling.

With a full-time counselor and complete access to the Wellness Center, we provide many opportunities for personal counseling and emotional support.

A considerable percentage of our students join Millennium after struggling at Piedmont High School, the comprehensive high school. Many leave PHS because of what they perceive as the “pressure cooker” atmosphere at that extremely high-achieving school (since 2008, U.S. News & World Report has regularly named PHS one of America’s 100 Best High Schools).

Others move to Millennium because of personal or emotional issues that were not as easily addressed in PHS’s much larger student population. Still others join Millennium because of its flexible credit system better accommodates their complex life outside of school—enabling them, for instance, to hold down a job outside of school, to travel to perform as a professional musician, or to compete on the national level at athletics (with a recent student competing in gymnastics). Still others join Millennium from schools outside the district because they want a safe school, a small school, and/or a more personal, individualized experience.

Millennium is known as a very inclusive place with a strong sense of “family.” As a community, we bring together a population that is diverse in terms of race, ethnicity, socioeconomic status, and life experience. Students report feeling much safer here than at many other schools in many ways, including in the freedom to openly express a range of gender identities and sexual orientations. Our students almost universally praise Millennium for making them feel accepted, respected, and cared for as human beings.

Millennium’s ultimate goal is to help students achieve their full potential and meet their self-defined academic, career, and life goals. Students at MHS complete the same graduation requirements as students at Piedmont High School. The MHS curriculum is aligned with Common Core State Standards and content area standards for California public schools, and our courses satisfy UC “a-g” admission requirements.

Our student population is very stable for an alternative high school: with very rare exceptions, students who enter Millennium remain at Millennium for the remainder of their high school careers, and graduate. Over 90% pursue higher education at community colleges or four-year colleges and universities.

Before a student enters Millennium, the student and his or her parents or legal guardians must be personally interviewed by the Millennium Principal. At this meeting, the principal, student, and parents/guardians review the school's mission to ensure that everyone understands what it means to become part of the Millennium community. They also discuss specific goals and learning plans for the individual student, which must be agreed to by all parties before enrollment.

MHS was founded with a “community-building approach” to education, guided by four founding principles: respect, communication, empowerment and community. While in everyday practice these ideals can be challenging to achieve, we continue to make them a cornerstone of the Millennium experience and work to build a school culture which embodies them. We ask all members of our community—student with student, staff with staff, student with staff—to treat each other with respect, recognizing our diverse backgrounds and learning styles as a strength, not a weakness. Direct and honest communication is emphasized, along with collective responsibility for addressing problems when they arise. We view everyone as potentially both learner and teacher.

DEMOGRAPHIC DATA

Piedmont Community

The Piedmont Community is very supportive of Millennium. We are fortunate to be in a District in which the Director of Alternative Education, Michael Brady, served as Millennium's principal for two years, and still enthusiastically attends Millennium events. Administrators from across the district proudly attend Millennium's graduation ceremony each year.

The city as a whole is also dedicated to promoting a truly excellent school system at all sites. The Piedmont population on average earns a high per capita income (residents are mostly professional and business executives or business owners) and is stable. The excellent schools are often cited as a major motive for living in the city. The city regularly passes a Parcel Tax for the schools, currently averaging about \$2400 per parcel per annum and totaling about \$9 million each year (nearly one third of the district budget), which makes it one of the most generous parcel taxes in the nation. In recent years, the parcel tax has passed by majorities above 80%, the largest margins in California history.

While Millennium has its own independent school culture, our students—many of whom attended Piedmont elementary and middle schools and began their high school careers at PHS—have full rights of membership on PHS sports teams and in other extracurricular programs. They also take courses at PHS that Millennium (about 1/10 the size) cannot offer, including Advanced Placement and Honors classes, advanced Math, Science, World Language, Computer Science, and electives like Sports Medicine, Orchestra, and A Cappella. We are very proud of this collaboration.

Millennium students regularly perform in PHS plays, musicals, concerts, and the famous Bird-Calling contest, which won an MHS senior an appearance on the David Letterman show. MHS students attend PHS assemblies, and, if they choose to be, are honored in the PHS yearbook and attend special events like the Senior Picnic, the Junior/Senior Ski Trip, Prom, Senior Night, and even the PHS graduation ceremony (though Millennium also produces its own very unique yearbook and hosts independent assemblies, retreats, dinners, dances, parties, and a very emotional graduation ceremony of its own, which the entire Millennium community attends).

Millennium's status as an essential part of the campus has been further recognized by two symbolic but nonetheless meaningful changes: the morning announcements which play over the intercom at both schools now begin, "Good morning, High School Students," and the planners given to all students and teachers have "Piedmont and Millennium High Schools" on the cover as well.

At the joint high school rallies, MHS students can be seen participating on every level: as cheerleaders, on the dance squad, in the band, in the choir, and among the athletes and school leadership. The close relationship between the two high schools truly gives Millennium students a “best of both worlds” opportunity.

Parents in our district are generally very involved in the schools, though Millennium parents, many of whom live far from Piedmont or work multiple jobs, often cannot participate as actively as resident parents. The Piedmont Education foundation raises close to \$2 million each year for the district through their Annual Campaign and Scrip program to support school programs. MHS has its own Parents’ Club, which supports students and staff through fundraising and participation in site planning.

Other parent-run organizations throughout the district provide additional support for specific academic, athletic, arts, and special needs programs, as well as for educational innovation. Some of these organizations include:

PEF (Piedmont Education Foundation)

- raises approximately \$2 million each year to provide funding for school programs. Directly supports expanded course offerings, arts events, student activities programs, the College and Career Center, the Wellness Center, and more.

CHIME (Citizens Highly Interested in Music Education)

- actively funds and supports performing arts education, including instrumental, vocal, dramatic, and dance for Piedmont’s students.

PAINTS (Promote Art in the Schools)

- a non-profit membership organization of parents and community members whose mission is to promote visual arts by providing a forum for parents, teachers, and administrators to focus a coordinated art curriculum throughout the district.

The Athletic Boosters Club

- supports the interscholastic athletic program with finances and parent volunteers.

The Piedmont Diversity Committee

- promotes awareness, understanding, and appreciation of both differences and commonalities among students, staff, and community. The committee offers grants to teachers, students, and staff for school programs and produces free community events and a bi-monthly film series.

School Nutrition Advisory Committee

- supports the school nutrition program by recommending menu changes, developing educational programs, awareness campaigns, and conducting research and surveys.

PRAISE (Piedmonters for Resources, Advocacy, Information in Special Education)

- actively supports and funds education for students, parents, teachers, and specialists involved with special education. Their mission is to promote awareness, understanding, and appreciation of learning differences among students, educators, administrators, parents, and the community.

The Piedmont Educational Foundation

- promotes educational excellence in schools through grants made by the Board in response to requests from individual teachers, school sites, and the District using individual donations, income from the Endowment Fund, corporate matches, and Dress Best for Less.

Piedmont GPS (Gifted/GATE Parent Support)

- supports and educates parents, teachers, school administration, and the community to meet the needs of the gifted / high-ability and twice-exceptional students.

Millennium receives frequent direct grants from these organizations, and, because our students take part in many programs and classes offered by Piedmont High School and share a campus with PHS, our students benefit from all of them each year.

SCHOOL PURPOSE

Mission

Millennium High School seeks to instill in our students a commitment to the four founding principles of the school: respect, communication, empowerment, and community. 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.

PUSD Mission Statement

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, intellectually curious, and have a strong sense of self and community. Through quality instruction and shared leadership, the district will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

Student Learning Outcomes (SLOs)

Millennium High School is a school community in which learning is a collaborative process between faculty and students, so that by graduation, students will have worked towards becoming:

1) Self Directed Learners Who:

- Demonstrate academic skills that meet state requirements
- Are prepared for success in academic settings beyond high school
- Recognize and use their unique ways of learning, as well as develop a range of learning skills and strategies
- Identify, advocate for and pursue their personal interests and abilities

2) Critical and Creative Thinkers Who:

- Demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information from varied sources
- Experience, investigate and evaluate different perspectives from which they can then develop their own opinions
- Are motivated to initiate their own in depth exploration of a variety of issues and interests
- Access their imaginations to envision solutions and express ideas

3) Effective Communicators Who:

- Demonstrate proficiency in the use of written and oral language
- Can use technological tools for problem solving and communication
- Are present and connected with others, listening with empathy and open minds

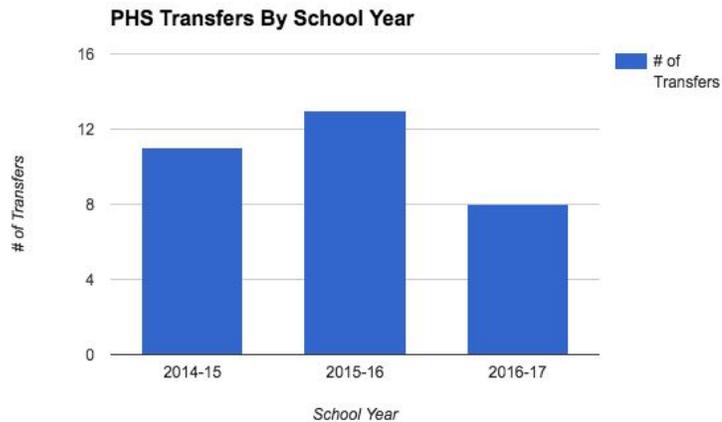
4) Responsible Citizens Who:

- Seek active membership within their communities
- Are respectful, open and ethical in communications and decision making
- Become economically self sufficient
- Are self-aware about and responsible for how their actions impact themselves, others and the global environment
- Make a contribution to the community at large

STUDENT DEMOGRAPHICS

Enrollment

The current 2016-17 enrollment of MHS is 72 students, up from 68 at the end of first semester as new transfers from PHS joined us (Students may only transfer from PHS at the ends of each semester) As the chart below shows, the number of transfers from PHS can vary; in the past three years, it has been as low as 8 and as high as 13.



Typically, we start each year with an enrollment of close to 70, including about 10-15 new students transferring from out of district. With the addition of new PHS transfers throughout the year, we usually end spring semester with enrollments in the 70s or low 80s. Our average class size, therefore, fluctuates somewhat throughout the year, but overall averages about 15.

Currently, more than half (42 out of 72) of Millennium students reside in other communities, including Berkeley, San Pablo, Moraga, Alameda, San Leandro, Concord, Richmond, Albany, Castro Valley, Vallejo, Hayward, El Sobrante and Orinda. (Some students move out of the district after they enroll at Millennium, since it's no longer necessary for their parents to pay the high real estate cost of living in the City of Piedmont).

For the past four years running, we have had 5 students who are younger siblings of MHS graduates or already-enrolled students at Millennium, which we consider a good sign of student and family

satisfaction with the MHS experience. On a less happy note, close to a quarter of our students move between two households as a result of parental divorce, which is an emotional stressor for many.

Ethnicity

The ethnic breakdown of the school for 2016-17 is currently as follows: approximately 57% White, 19% African-American, 6% Hispanic / Latino/a, 10% Asian, and 8% who identify as “two or more races.”

Enrollment by Gender

There are currently 35 females and 37 males enrolled at MHS. At the time of the last WASC self-study, we had 40 females and 40 males. Typically, more boys than girls transfer from PHS, most likely because the traditional educational environment of PHS is less amenable to boys, especially boys who have ADHD, impulse control issues, or other difficulties conforming to authority or “staying in their seats.” In the spring of 2017 we had 3 girls and 1 boy transfer from PHS.

Special Needs

English Language Learners:

Currently, we have four students at MHS who were at some point identified as English Language Learners; At this point, three receive ELD services and one have been re-classified as no longer an ELL.

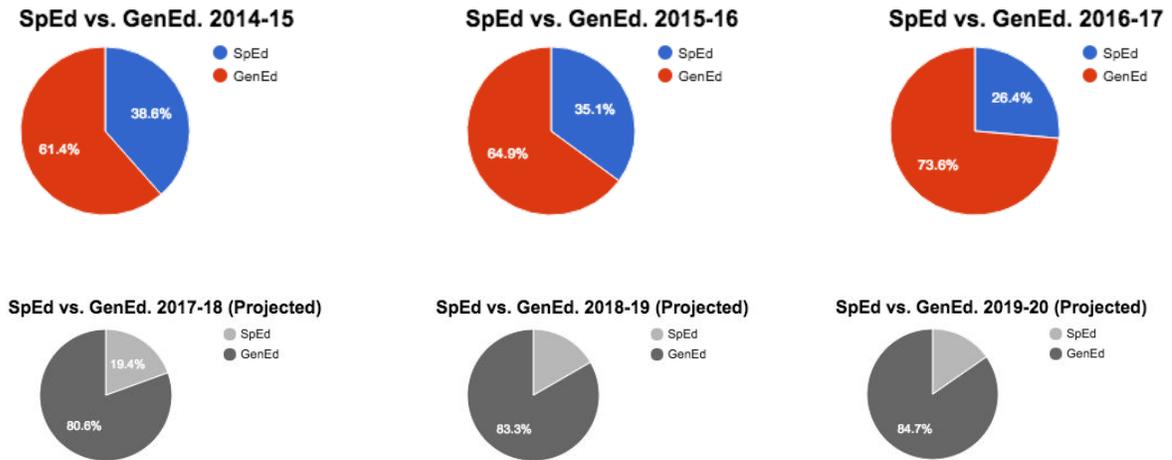
Special Education Students:

Millennium has a full-time (1.0 FTE) resource specialist, Elif Ritchie, who had previously been teaching for several years at PHS.

in 2014-2015 and 2015-2016 approximately $\frac{1}{3}$ of MHS students were designated in Special Ed.. In 2016-17 the percentage has been reduced to 26%. In 2016-2017 MHS and PHS have begun a coordinated effort to balance the special education populations between the two high schools. Our goal

is to reduce the special education population at MHS to approximately 15% (PHS and district average) over the next four years.:

Our resource specialist’s current caseload is 19 students.



SpED at MHS is also quite fluid. All students are welcome to access help through the program. The Special Ed room is very spacious, with many open tables and banks of computers, providing a variety of quiet work environments. Five general education students are also being served in Learning Center.

The Learning Center classes provide direct instruction when needed as well as assignment scaffolding, test prep, and re-teaching. Through the Learning Center class, students’ needs are supported both academically and behaviorally. The Resource Specialist makes sure that all accommodations and modifications are being individually administered and that they are getting any needed extra support.

In addition to our full-time Resource teacher, we have three other adults available to help students with special learning needs. We currently have 2.8 FTE for special education paraprofessionals (up from 1.8 in 2015-16) filled by three individuals, Ricky Rodriguez (1.0 FTE), Katherine (Kammy) Cobb (0.6 FTE) and James Holan (1.0 FTE). Because so many of our students need support in math specifically, we have made an effort to find someone with a strong math background, and are extraordinarily lucky in

being able to hire Kammy Cobb. Kammy is present in the Math I and Algebra II classes as well as in the learning center to give individual assistance to students.

An additional factor we would like to note is the fact that students who might be candidates for special education services in a more traditional setting are able to access our curriculum without special services. Our smaller, more personal classroom environment seems to address the different learning styles of our students in such a way that many can thrive without the special education support they would need elsewhere. Our goal is to provide education in the least restrictive environment to all students.

Millennium High School and Piedmont High School and PUSD are actively engaged in discussing and refining our protocol for balancing the proportion of special education students and both high schools. Our hope is that this collaboration between both high schools and the PUSD special education department we can achieve a better balance in our high school special education population over the next four years.

Parent Education Level

Millennium draws on students from diverse backgrounds. Though many of their parents have advanced degrees, some have no education beyond high school.

STAFF DEMOGRAPHICS AND QUALIFICATIONS

Percent Certified and Classified

Millennium High School is staffed by the Piedmont Unified School District at the ratio of approximately one teacher for every 14 students. We have a total of 5.9 FTE for teachers (not counting our full-time counselor). However, because most of our teachers choose to work at Millennium part-time, we have a physical ratio of 1 teacher for approximately every 8 students, which in practice means more support

and individualized attention for each student.

For the 2016-17 school year, we have full-time Social Studies and English/Spanish teachers as well as a full-time Resource Specialist. We also have 6 part-time teachers, ranging from .1 to .8 at Millennium (one of whom teach only at Millennium and 5 of whom teach additional FTE at PHS or Piedmont Middle School).

Overall, we have more teachers and more total FTE at MHS than at the time of our last WASC self-study or mid-cycle visit. We have a full-time counselor and a full-time administrative assistant. In addition to serving as MHS Principal, Sati Shah also serves as MHS Technology Coordinator. One teacher is responsible for all the Math classes, one for all Science, one for Spanish. We have three teachers for English and one teachers for Social Studies. No staff member is teaching on an emergency credential. All but one are Highly Qualified under NCLB (biology).

Millennium High School Staff Demographics					
Staff	Total Number	Gender	Ethnic Background	Highest Degree	Years of Experience
Administration	1	Male 1	Asian-American 1	MA in Education, Instructional Technology Emphasis	14 years
Teachers	10	Male 2 Female 8	European -Amer 9 Latina 1	Ph. D. 1 Masters 1 Bachelors 7	Between 19-10 : 8 Between 9-2: 2
Pupil Services	1	Female 1	Asian-American 1	MA in Social Work	4 years
Classified	4	Female 2 Male 2	European –Amer 4	BA: 2 Pre- BA: 2	Between 9-1: 4

All teachers are CLAD-certified. There is diversity among Millennium’s staff. Our principal and counselor are both Asian-American and one teacher is Latina. Our staff has an unusually wide variety of life and work experience outside of academics, in creative fields, in business, in management, and in social service, all of which allows us to bring a broader perspective into the classroom and to be more effective life role models for our diverse student population. This experience includes:

- Ken Brown spent 8 years as a Construction Project Manager, and has been a soccer coach for Special Needs kids for 10 years.
- Sati Shah has been a plant genetics researcher, graphic designer, web developer, and outdoor adventure guide.
- Kim Taylor began her career as a production assistant at CBS Radio. She has worked backstage at the Grammys, SAG and TONY Awards, and was the Company Manager

of The Acting Company's National Tour. She currently assists the Marin Shakespeare Company's Shakespeare for Social Justice Program theater group with formerly incarcerated inmates.

- Elise Marks is a historical novelist (under a pseudonym she doesn't reveal at school) who runs a popular blog for writers, and runs an online Writing Festival every winter.
- Emily Boyes has been a private math tutor for 6 years and has run over 30 half marathons.
- Sara Plowman has been a HIV and Hepatitis prevention counselor, a middle school lacrosse coach and an outdoor educational guide for elementary kids.
- Elif Ritchie has taught English as a second language, been a job coach for developmentally disabled adults, and consulted on appropriate services and supports for disabled adolescents.
- Dan Bonin has been in the restaurant management business, a summer league swim team coach, a studio session musician and an avid traveler.
- Marcela Privat-Gilman has worked as a legal translator for a Bay Area law firm and as director of Hillcrest Language School, developing curriculum for U.C. Berkeley's Early Education Outreach Program and teaching English as a Second Language in Los Angeles and Costa Rica.

STUDENT PERFORMANCE DATA

Credits and Grades

Variable Credit Instruction:

At MHS, students earn course credits through a combination of productive hours in class (participation) and completion of course assignments and projects. Students can do additional work to earn more credit and earn it faster with our system, provided they maintain good attendance. This differs from traditional high schools, where all students who pass a course receive equal credit.

While we encourage all students to make steady progress toward graduation, we build in flexibility for students to work at their own pace to reach their full potential. Students can work as fast as they want; however, they may not be able to work as slowly as they want.

Students are required to earn an average of 1.5 to 2 credits per course during each of six marking periods. If students fall short on their required average credits, they are put on academic probation until they make up their missing work, which they can do during tutorials, Learning Center periods, or at other times they arrange with their teachers.

Students students who are on academic probation lose their eligibility to play school sports, take part in school arts performances and participate in extracurricular school activities such as dances. Given how passionate many of our students are about either sports or the arts, or both, most rally quickly to complete their credits.

Credit and Point System:

Credits indicate the quantity of work completed. Points towards credit are given when an assignment or project is completed satisfactorily. (Credits and grades are not directly connected. A student who completes all work acceptably but in an undistinguished manner may earn full credits but a relatively low grade, while a student who does superb work on some projects but does not complete others may receive a high grade but only partial credit for the given marking period.) Each MHS teacher has her or his own system for assigning points and awarding course credits. As of 2016-17 MHS teachers are working to align grading practices. All teachers now use categories to assign grades and credit e.g. 0.5 credits for participation, 0.5 credits for classwork/homework, 0.5 credits for test, quizzes and projects.

Unexcused absences have a negative impact on a student's ability to earn credit. Class participation and attendance are reflected in the total credits a student can earn each marking period.

Mastery Basis - No Failing Grades:

Grades indicate the quality of work completed. Grades are based on mastery of the curriculum, not on

competition among students. Any assignment that does not meet satisfactory standards (a minimum grade of "C" or 70%) is returned for revision. Students may turn in several revisions until their work meets minimum satisfactory quality required by that teacher.

Credits for Community-based Activities:

Students can earn course credits for educational activities beyond the formal MHS curriculum offerings that relate to the school curriculum, including community service, internships, work experience, classes, and recreation and arts programs attended elsewhere. Generally, they receive one course credit for every 12 hours of verified community-based work. With the exception of formal classes taken at other schools, these are usually elective credits and are given pass/fail grades. Credit can be earned for summer activities in a similar manner.

Work experience credits are limited to a maximum of 10 per semester and a total of 40 during high school. Community service and internship credits are limited to 10 per semester. The number of credits a student earns from community college courses are in a 3.34:1 ratio with Millennium credits. Because the number of class hours per semester at community colleges, and the workload (assigned reading and writing) are much greater than a semester class at MHS, each community college credit is worth 3.34 Millennium credits.

How Much Credit Should be Earned Each Marking Period:

Students should earn an average of 1.5 to 2 credits per course in every six-week marking period. A total of 5 credits per course at the end of each semester is needed to earn the traditional 10 credits per course in a year (and to maintain eligibility for sports and arts programs). However, there is a lot of variability in how quickly students learn and work. Moreover, students might earn credits in lump amounts at the end of larger projects, or submit work at the end of a marking period that is not recorded until the following period. Sometimes students double up on courses in a subject area (for instance, taking two English courses simultaneously) to earn credits more quickly or to make up missing credits for graduation.

Total Credits Per Marking Period:

Total credits per marking period will vary for the reasons outlined above. Students typically range between 6-15 credits each marking period, with an average of 9 or 10 credits.

Grade and Progress Reports:

Students receive grade reports (report cards) every six weeks. Every third week before the grade reports, teachers send out progress reports notifying parents if students are falling behind (or perhaps doing exceptional work). In addition, MHS teachers both initiate and respond to phone and email correspondence with parents, as well as schedule parent conferences as needed.

As is reflected in the CANs we arrived at during our last WASC self-study, we are always looking for effective ways to help our students find intrinsic as well as extrinsic motivation to achieve their best at school. Our current academic probation policies and advisory system are important measures that we have put in place to foster motivation to achieve.

In the Spring of 2016 we piloted a new MHS Course Completion Policy and fully adopted the policy for the 2016-2017 school year. We did this in order to better clarify academic expectation to students and standardize practice across teachers and subject areas. This policy outlines when and how many credits must be completed in order for a student to be considered making adequate progress in a course. The policy also defines to process and procedures for student that are not making adequate progress. The complete text of the policy is included below:

Millennium High School Course Completion Policy

By the end of each semester students are expected to earn 5 credits in every course. Any student that does not earn 5 credits in a course by the end of each semester may become ineligible for participation in extracurricular activities (including sports). Please see “Eligibility” for more detail.

If a student earns **a minimum of 3 credits** in a course at each semester, he/she will be eligible to complete the remaining credits through a supervised independent study plan developed by the teacher of record for the course.

If a student earns **less than 3 credits** in a course at each semester he/she will be required to repeat the semester of the course (in summer school or during the next school year) in order to meet the graduation/college requirement that the course fulfills.

Supervised Independent Study:

Student Responsibilities:

- Complete a written reflection on why 5 credits were not completed during the semester.
- Complete all tasks assigned in the Supervised Independent Study plan within the timeline laid out in the plan.
- Turn in all work assigned in connection with the tasks in the plan in a timely manner as laid out in the plan.
- Check-in with the teacher at each check-in interval.

Students that fail to complete a supervised independent student plan within the agreed upon timeline will be required to repeat the semester of the course (in summer school or during the next school year) in order to meet the graduation/college requirement that the course fulfills.

State Accountability: Academic Performance Index (API)

2013 was the last time that MHS was issued an API score

Our 2013 API score is reported at:

<http://api.cde.ca.gov/Acnt2013/2013GrowthSch.aspx?allcids=01612750130286>

Except for 2012 and 2013, in all years in which that state recorded sufficient numbers taking the test to qualify for an API score, we have made API, with scores of 650 or higher.

For three straight years, the API score rose annually:

687 in 2006

730 in 2007

752 in 2008.

Our scores then dropped for two years running and again in 2012, when our score fell below the minimum 650 required to make API:

670 in 2009

650 in 2010

609 in 2012

580 in 2013

In 2011, we did not receive an API score because of an excess of parental waivers excusing students from taking the test.

2012-13 Accountability Progress Reporting (APR)



**School Report - API Growth
2013 Growth
Academic Performance Index (API) Report**

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/29/2014

School: Millennium High Alternative
LEA: Piedmont City Unified
County: Alameda
CDS Code: 01-61275-0130286
School Type: ASAM High

- 2013 Growth API Links:
- [3 - Year Average](#)
 - [School Chart](#)
 - [School Demographic Characteristics](#)
 - [School Content Area Weights](#)
 - [LEA List of Schools](#)
 - [County List of Schools](#)

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: No

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets
Schoolwide: No
All Student Groups: Yes
All Targets: No

Groups

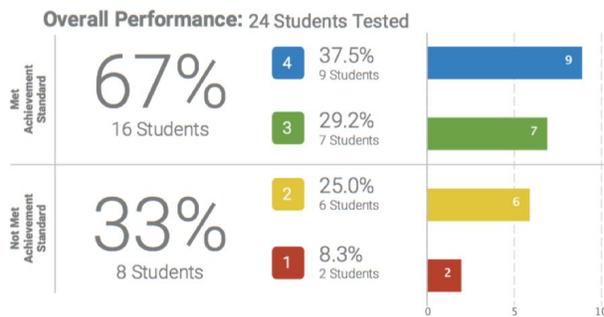
	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	35		580	609	10	-29	No
Black or African American	6	No					
American Indian or Alaska Native	0	No					
Asian	2	No					
Filipino	1	No					
Hispanic or Latino	4	No					
Native Hawaiian or Pacific Islander	0	No					
White	20	No	629	620			
Two or More Races	2	No					
Socioeconomically Disadvantaged	0	No					
English Learners	0	No					
Students with Disabilities	8	No		564			

We have been concerned about how to encourage our students to perform as well as they are capable on standardized tests. We believe any number of factors may account for low STAR testing scores among our students. Doubtless, basic skill issues are part of the picture for at least some students. However, other factors may have also been at play. We know that many of our students vehemently dislike standardized testing (for many reasons), and may feel little motivation to take their time with questions and do their best work.

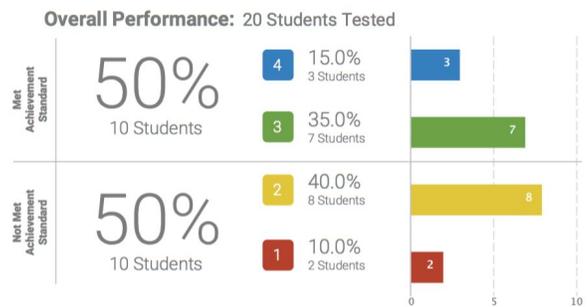
As we know from our experience with students in the classroom, many of our students generally need significant help in interpreting exactly what questions are really asking, and multiple choice tests in particular can be very difficult for them to process. Many of our students also get fatigued easily, and do not perform well on long tests without frequent breaks. Others are made anxious by testing of any kind. Also, in their Math classes, students are accustomed to a “problem-solving” approach, wherein they can receive partial credit for solutions to long problems. the STAR tests give no credit for partial work if the final answer is not correct. When students encounter these difficulties on the STAR test, they may simply stop trying to do their best.

MHS Juniors took the CAASPP assessment (Smarter Balanced) for the the past two years.

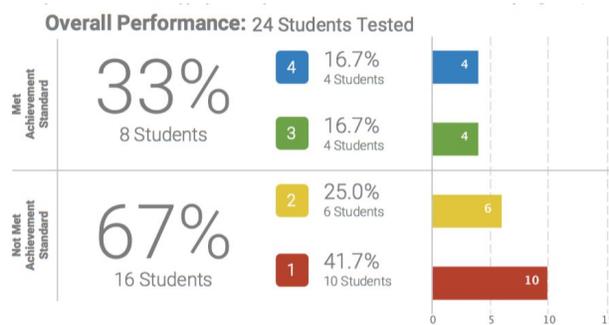
2016 CAASPP ELA:



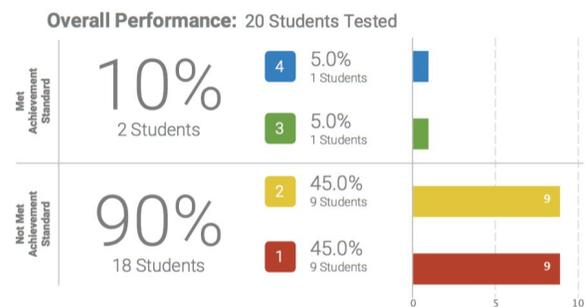
2015 CAASPP ELA:



2016 CAASPP Math:



2015 CAASPP Math:



After the two year of administrations of the CAASPP exam, we are encouraged by the way the our students perceived, were engaged with and are performing on the exam. Firstly, participation in the CAASPP exam was very high. All juniors took the exam in 2015 and all but 2 took the exam in 2016.

Even though our students expressed challenges due to the unfamiliar computerized format of the test overall, the MHS teachers that proctored the exam felt that students took the test seriously during both administrations. This was evidenced by the time that students took to complete each part as well as their focus level during the test. We feel that CAASPP results give us a more accurate picture of our students English Language Arts and Math skills than the previous STAR test and are pleased to have what we consider a valuable data point. In 2015 90% of students and in 2016 91.7% of student scored at the “standards nearly met” level or above on the ELA portion of the test with 50% of student scoring “standards met” or above in 2015 and an increase to 67% in 2016. On the math portion of the test, in 2015 50% of students and in 2016 58.4% scored at the “standards nearly met” level or above with 10% of student scoring “standards met” or above in 2015 and an increase to 33% in 2016 . Math clearly remains a growth area for our students and school. However, we are encouraged that the continued development of our math program has allowed our math CAASPP scores to increase by 23 percentage points in one year.

It remains true that many of our students who score poorly CAASPP test demonstrate competence in writing, reading, and math in their class work. Furthermore, as seen in the SAT data section below, the majority of our students are capable of performing at or above the national mean in Reading and Math when the results are “higher stakes” for them personally.

Our students often-poor standardized test performance was another motivation for choosing our 2013 CAN #2 (working on SLO #4: becoming responsible citizens). We want our students to learn to persevere through tasks even when frustration sets in, and we want them to be willing to put forth serious effort for tasks that are of benefit to their communities, not just to them personally. Our CAASPP results are a sign that our students are moving in a positive direction around this critical academic need.

School Performance- Adequate Yearly Progress (AYP)

The state of California is transitioning to a new school accountability system that is scheduled to roll out

in 2017. As a result, 2015 was the last year that AYP was calculated. Millennium made AYP in 2 of 3 years since between 2013 and 2015, In 2015 we met 4 out of 4 criteria, and in 2014 we met 2 out of 2. In both these years we made AYP. In 2013 we met 2 out of 4 criteria and did not make AYP. During this year we met both ELA and math participation rate criteria but not either percent proficient or above criteria. Our failure to make AYP in 2013 is indicative of the challenge we have had with students taking the STAR exam seriously. We view making AYP in 2014 and 2015 as an indicator of progress in this area. Millennium High School is not in Program Improvement in 2016-2017

Information from that report is reproduced below, which can be found at

<http://ayp.cde.ca.gov/reports/APR/APRSearchName.asp?TheYear=&cTopic=AYP&cLevel=School&cName=millennium&cCounty=&cTimeFrame=S> (Select the third option for Millennium to find the Piedmont District school.)

School: Millennium High Alternative
 LEA: Piedmont City Unified
 County: Alameda
 CDS Code: 01-61275-0130286
 School Type: ASAM High School

Charter School: No

Date: 12/15/2015

2015 APR Reports and Supplemental Information:

--Select a Report--

AYP Determination:

Made AYP: Yes
 Met: 2 of 2 AYP Criteria
 PI Status: Not in PI

Participation Rate: Targets and Met Criteria

For details on how the participation rate was calculated, please see the [2015 AYP Participation Rate Web page](#).

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

Participation Rate: Schoolwide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	ELA Met 2015 Criteria	ELA Alternative Method	Math Enrollment	Math Number of Students Tested	Math Rate	Math Met 2015 Criteria	Math Alternative Method
Schoolwide	22	20	91	Yes	EN	22	20	91	Yes	EN
Black or African American	6	6	100	--	--	6	6	100	--	--
American Indian or Alaska Native	0	0	--	--	--	0	0	--	--	--
Asian	1	1	100	--	--	1	1	100	--	--
Filipino	0	0	--	--	--	0	0	--	--	--
Hispanic or Latino	0	0	--	--	--	0	0	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	0	0	--	--	--
White	15	13	87	--	--	15	13	87	--	--
Two or More Races	0	0	--	--	--	0	0	--	--	--
Socioeconomically Disadvantaged	4	4	100	--	--	4	4	100	--	--
English Learners	1	1	100	--	--	1	1	100	--	--
Students with Disabilities	7	7	100	--	--	7	7	100	--	--

We view our students performance on the CAASPP as a better indicator of proficiency then the previous STAR test. We will continue to look for ways to help our students do their best on standardized tests and especially computer-based test such as CAASPP. One approach we have begun to use is to include more

standardized test type questions in regular assignments throughout the year so that students have less difficulty processing the unfamiliar testing approach.

California High School Exit Examination (CAHSEE)

The CAHSEE was discontinued in 2015. Since the time of our last WASC self-study and through the 2014-15 school year, all general education seniors have passed the CAHSEE. In 2014-2015, we had one Special Ed student who was unable to pass both portions of the test. However, he made the effort to take the test through his senior year.

California High School Proficiency Examination (CHSPE)

The California High School Proficiency Examination (CHSPE) provides an alternative to students who are far behind on credits or who wish to move ahead to higher education or career preparation. The Certificate of Proficiency does not equate with completing all coursework required for regular graduation. A student who passes the test may continue to take courses and work toward graduation at MHS, or may leave school if he/she is at least 16 with verified parental permission. A student who receives a Certificate of Proficiency without completing all credits required by the PUSD will not be awarded a high school diploma by the district. In 2016-17 we have had one student who took and passed the test as a way to satisfy her high school competency.

CELDT Results

For 2016-2017 we have three students that took the CELDT. Two are ranked as Intermediate, one is ranked Early Advanced. These three students are receiving ELD services through Piedmont High School's ELD program.

SAT/ACT data

In each of the past three years, the majority of our seniors have taken the SAT and/or ACT.

Senior Class	Total Seniors	Seniors Who Took the SAT/ACT
2013-2014	20	15
2014-2015	31	26
2015-2016	24	19

Analysis of our overall scores:

The breakdown of our overall scores in Reading and our overall scores in Math follow a very similar curve. Approximately half of all students in each subject area score in the 500-600 range or above. In other words, the average scores for our students who have taken the SAT have consistently been in the range of the national mean in both Reading and Math.

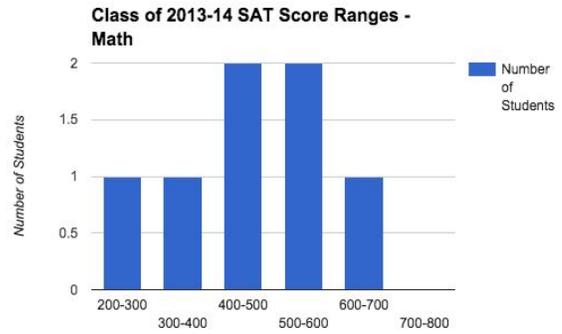
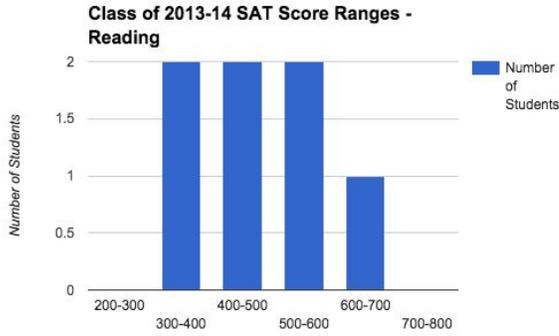
Class of 2013-2014:

Students in SAT Score Ranges - Reading

	200-300	300-400	400-500	500-600	600-700	700-800
Number of Students	0	2	2	2	1	0

Students in SAT Score Ranges - Math

	200-300	300-400	400-500	500-600	600-700	700-800
Number of Students	1	1	2	2	1	0



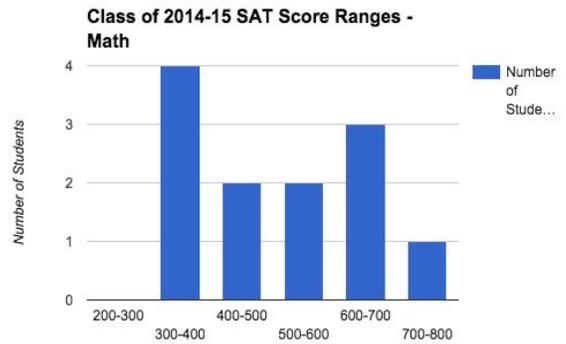
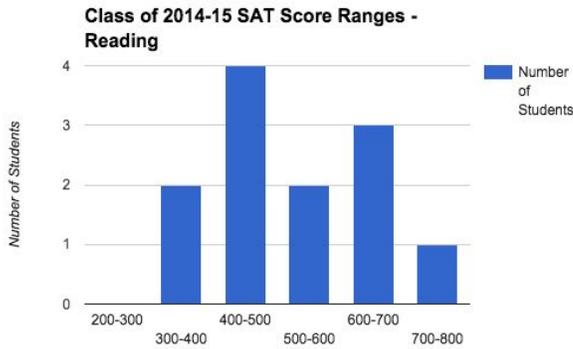
Class of 2014-2015:

Students in SAT Score Ranges - Reading

	200-300	300-400	400-500	500-600	600-700	700-800
Number of Students	0	2	4	2	3	1

Students in SAT Score Ranges - Math

	200-300	300-400	400-500	500-600	600-700	700-800
Number of Students	0	4	2	2	3	1



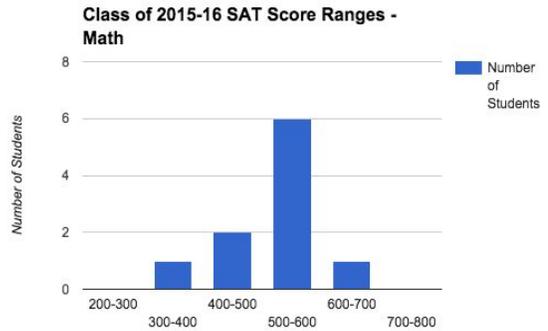
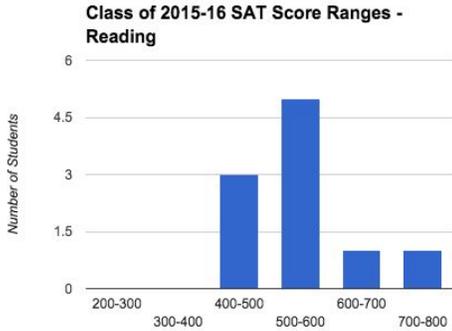
Class of 2015-2016:

Students in SAT Score Ranges - Reading

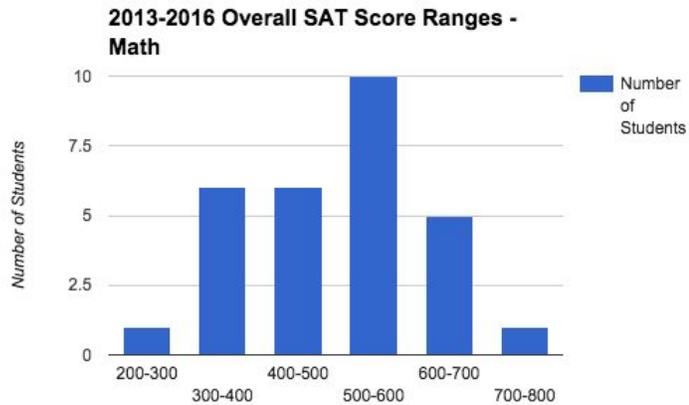
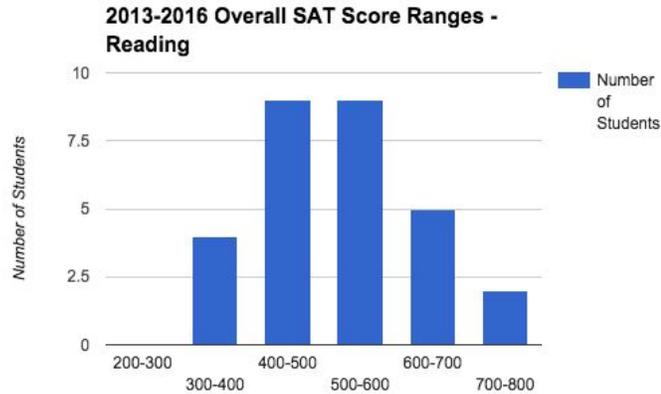
	200-300	300-400	400-500	500-600	600-700	700-800
Number of Students	0	0	3	5	1	1

Students in SAT Score Ranges - Math

	200-300	300-400	400-500	500-600	600-700	700-800
Number of Students	0	1	2	6	1	0



Composite SAT Score Ranges: Classes of 2013-2016:



Students taking AP and Honors Classes

MHS Students enroll in a wide range of AP and honors courses between 2013 and 2017 MHS enrollments were as follows:

- 5 Calculus AB
- 1 AP Biology
- 2 AP English
- 3 AP Computer Science
- 4 Honors Physics
- 2 AP Environmental Science

Completion Rates

As was true at the time of our last WASC self-study, Millennium continues to have superb graduation rates, always above 90% and often at 100% of enrolled seniors. Once students arrive at Millennium, they tend to want to stay, and with the excellent counseling support they receive from Stefanie Manalo-LeClair and the level of one-on-one attention they receive from teachers and our Principal, along with Millennium’s commitment to finding viable paths for each student to receive and make up credit, they achieve their graduation goals and (for the most part) continue on to college.

Class of 2013/14	# of Students	Class of 2014/15	# of Students
4 Year College Eligible	13	4 Year College Eligible	25
High School Diploma	7	High School Diploma	6
CHSPE	0	CHSPE	1 (10th Grade)
Piedmont Adult School	0	Piedmont Adult School	0
Total Students	20	Total Students	32

Class of 2015/16	# of Students	Class of 2016/17	# of Students
4 Year College Eligible	15	4 Year College Eligible	24 (Expected)
High School Diploma	9	High School Diploma	0
CHSPE	0	CHSPE	1
Piedmont Adult School	0	Piedmont Adult School	1
Total Students	24	Total Students	26

College Acceptance and Matriculation

West

California College of Arts
 California Institute of the Arts
 California State University:
 Chico
 Dominguez Hills
 East Bay
 Humboldt
 Long Beach
 Monterey Bay
 Northridge
 San Marcos
 Sacramento
 San Diego
 San Francisco
 San Jose
 San Luis Obispo
 Sonoma
 Stanislaus
 Saint John's
 Loyola Marymount
 Whittier
 Occidental College
 Colorado College
 Cornish School of the Arts
 Chapman University
 Denver University
 Dominican University
 Evergreen State College
 Fort Lewis College
 Lewis and Clark College
 Linfield College
 Menlo College
 Merced
 Mills College
 Montana State
 New Mexico
 Oregon State University
 Puget Sound
 University of Redlands
 Southern Oregon
 St. Mary's College
 Umpqua Community College, OR
 University of California:
 Berkeley
 Davis
 Los Angeles
 Riverside
 Santa Barbara
 Santa Cruz
 San Diego
 University of Colorado/Boulder
 University of Denver
 University of Nevada - Reno
 University of Oregon
 University of Pacific
 Washington State University
 Western Washington
 Whitworth
 Willamette College

SOUTHWEST

Arizona State University
 St. John's (Santa Fe)
 University of Arizona
 University of Texas/Austin

SOUTH

Alabama State University
 Fisk University
 Tuskegee University
 University of Oklahoma
 Xavier University

MIDWEST

University of Kansas
 Miami University

EAST

Bennington
 Canisius College
 Emerson College
 Eugene Lang
 Franklin Pierce College
 Global College
 Goucher College
 Hampshire College
 Hofstra University
 Long Island University
 Mount Holyoke
 The New School, NY
 New England College in Hennike
 New Haven
 Northeastern
 NYU Poly Technology
 NYU Tisch School of Arts
 Simmons College
 Skidmore
 SUNY Purchase
 The New School
 University of Wisconsin

ABROAD

University of Melbourne

COMMUNITY COLLEGE

Berkeley City College
 Chabot College
 College of Marin
 College of Redwoods
 Cuesta College
 Dean College
 Diablo Valley College
 Laney College
 Marin Community College
 Merritt College
 San Francisco City College
 Santa Barbara City College
 Santa Monica City College
 Sierra College
 Berkeley City College

GAP YEAR/WORK/OTHER

AmeriCorps
 Brooks Institute of Photography
 California Culinary Academy
 Fashion Institute of Design & Merchandizing
 Global Routes
 Korea - Gap Year
 Leap Now
 National Institute of Massage Therapy
 USM Corps

The MHS staff has a genuine desire to make the Millennium educational experience as positive and meaningful for all of our students as humanly possible. All staff at Millennium have a deep emotional investment in the welfare of our students. The staff culture at Millennium is one of constant self-reflection and innovation as we try to meet the very complex academic and emotional needs of the teenagers we work with. While challenges and frustrations inevitably arise, the overall atmosphere among the staff at Millennium is optimistic, forward-looking, and inspired by the conviction that, whatever problems arise, we can and will find ways to make things better and help our students succeed.

As was true during our last WASC self-study MHS has some very clear strengths: a talented and passionate teaching staff, a diverse and creative student population, and a highly supportive District and community. Our retention and graduation rates are excellent, with almost all students who enter Millennium staying in school and graduating, and over 90% going on to college. MHS stakeholders overwhelmingly say that the school's culture and approach to education is healthy, generally effective, and much more responsive to the needs of individual learners than were their previous schools.

We are also continuing to work on our areas for growth. Our students do not perform well on standardized testing. While we feel we are making some significant strides in increasing the overall culture of respect and engagement with learning at Millennium, and are seeing students display "Millennium Pride," some of our students still do not display the motivation (especially the intrinsic motivation we'd most like to see) to work hard and take initiative in their learning. We are, of course, dedicated to serving a vulnerable, often "at risk" population of adolescents who have difficulty surviving in a more traditional educational setting; by the very nature of our mission, it's not reasonable to expect that none of our students will struggle academically or that none will feel some degree of disaffection with school. At the same time, we have a significant group of students who—while they value the flexibility and "humane" quality of MHS, and while they become easily overstressed by a traditional school approach—are highly self-motivated, to the point of asking for more academic challenge in our classrooms. Precisely because we have such a complex, diverse population with such a wide variety of individual needs, we know we have to work even harder than teachers at traditional schools to find

creative ways to support and empower all our students.

These areas of growth continue to inform our 2013-2019 Critical Academic Needs (CANs):

CAN #1 - IMPROVING DIFFERENTIATED INSTRUCTION

To further refine and enhance differentiated instruction and assessment in the classroom so that all of our students can be both challenged and capable of achieving mastery of the academic material.

Identify the learning styles of each student (to support them in mastery-based learning):

- Help students develop metacognition so they are more aware of what helps them learn.
- Help students learn basic study skills.
- Find approaches to learning that engage students according to their individual learning styles.

Engage in staff development to learn more strategies to help our diverse learners, and to simultaneously reach both our struggling and our high-achieving students.

Incorporate visual and performing arts more fully into our curriculum to benefit our many students who are highly motivated by involvement in the arts.

Make more effective use of technology in the classroom.

- Students would benefit from creative use of technology in the classroom, but more teacher training and more reliable equipment / infrastructure is necessary to make this a more integral part of our instruction. (This is consistent with district goals.)

**CAN #2 - INCREASING ACHIEVEMENT OF SLO #4: BECOMING RESPONSIBLE
CITIZENS**

To help our students be more successful in achieving SLO #4, which focuses on becoming productive, mature, empowered citizens of their communities.

Our SLO #4 states that MHS graduates should be people who “seek active membership within their communities; are respectful, open and ethical in communications and decision making; become economically self-sufficient; are aware about and responsible for how their actions impact themselves, others, and the global environment; make a contribution to the community at large.”

We want to foster an environment in which students learn to see the *importance* of being responsible citizens who make positive, active contributions to their communities.

At school, we want them to be as self-motivated as possible to meet their academic responsibilities. Throughout life, we want them to be self-sufficient, ethical, and generous with their contributions to any groups they will belong to. To make this happen, we need to establish continuous and ongoing structures in our school culture.

II: Significant Changes and Developments

2016-2017 Update:

There were a few staffing changes for the 2016-2017 school year. Shimyun Cotter resigned and was replaced by Katie Terhar as MHS English Teacher. Elizabeth Graber resigned and was replaced by Sara Plowman as the MHS science teacher. Before MHS, Sara was the SDC teacher at Piedmont High School. Susan Symonds reduced her FTE to 0.8 and gave up her MHS art class. She was replaced by Kim Taylor who is teaching a theater arts class at MHS this year. Kim is also the PHS acting teachers. Anne Peacock started at MHS and is teaching the first ever section of social psychology offered at MHS. Anne is also the social psychology teacher at PHS.

PUSD has adopted a new academic calendar for 2016-2017. This schedule shifts the beginning and end of the school year earlier so that the fall semester ends before the winter break in December. This change is intended to reduce student and staff stress by giving everyone a “real” break between semesters without assignments to complete or tests to study for. Along with the new calendar, changes to staff professional development have been implemented. PUSD has moved to a “Flexible Professional Development” model. In this model staff propose a professional development plan and attend their own professional development during non-work days and/or hours. This change has allowed MHS to form a Professional Learning Community (PLC) that meets after school for one and a half hours each month. The MHS PLC is co-led by the MHS principal and the PUSD differentiation specialist. The focus of the PLC is to establish a consistent collaboration process for our teachers and to develop a shared repertoire of differentiation strategies that work for MHS students. We see the district shift in PD and the PLC opportunity that it has afforded MHS as a positive step in addressing the needs of our school.

2016-2017 is the third year of the MHS advisory rollout and is the first year that the advisory program is fully implemented. This year all MHS students attend a grade level advisory once per month. The advisory class serves as a touch point for our students with an advisor that leads discussions about topics that are important to each grade. Advisory also focuses on helping students to set academic and personal goals for the year through the creation of an Individual Learning Plan (ILP). This year student ILPs are

aligned to the MHS Student Learning Outcomes (SLOs). This has given our students the opportunity to better understand what Millennium High School hopes to develop in all our students. It has also allowed our student to create goals that align to the core mission at MHS.

The Millennium High School ASB will hold a constitutional convention in the Spring of 2017. Constitutional conventions are held at least every other school year and give the ASB the opportunity to make revisions to the student body constitution. This year the ASB is considering changes to the rules and qualifications for elected members of the student government. The ASB is also considering adjusting the timing for when elections for student government positions are held each year.

MHS is currently in the second year of a three year Common Core Math curriculum rollout. In 2016-2017 MHS implemented an Integrated Math II course. This course is based on the College Preparatory Math (CPM) curriculum. Our experience of the the past two years with CPM integrated math has be quite positive. Student achievement and engagement are increasing.

Millennium High School is participating in the planning for implementation of the Next Generation Science Science Standards (NGSS) alongside Piedmont High School and Piedmont Middle School. In 2016-2017 the MHS science teacher is participating in the PUSD NGSS leadership team. The MHS Principal, who was a science teacher for more than a decade, is co-leading the team with the PUSD Director of Curriculum and Instruction. This group is designing a new course pathway for middle and high school students. The NGSS leadership team is also creating a revised NGSS Biology course with the goal of implementing this course for 9th grade students next year. The implementation of this course will mark the beginning of a two to three year rollout of NGSS curriculum in PUSD and at MHS.

The MHS Parents Club and MHS Principal have been active in engaging the parent community in 2016-2017. The MHS Parents Club approved an honorarium to be granted to MHS teachers who present at Parents Club meetings as part of a speaker series. These presentations have had a positive impact on parent attendance and participation in the Parents Club. 15 to 20 MHS families attend each Parents Club

meetings this year. The MHS parents club Co-Presidents have also been quite active in engaging parents and asking for their participation in school events such as our annual community dinner. Many MHS families have donated time to support the school this year.

2015-2016 Progress Visit Report:

The impact of the changes MHS has experienced in the past three years has been, overall, very positive. However, it should be noted that some of the changes we have experienced, notably around staffing, pose new challenges that we are currently grappling with.

The Millennium staff has been in a state of flux. Over the past three years, we have had a change in the entire administrative team (principal, counselor and administrative assistant). Changes in the MHS principal position have occurred with some frequency throughout the history of MHS. In 2015 Sati Shah took over the principal position from Ting Hsu Engelman. Mr. Shah is a veteran MHS faculty member, serving 11 years as the science teacher, technology coordinator and leadership/ASB advisor before starting as the Millennium principal. His experience with the school and established relationships with the staff, students, community and district have eased this transition greatly and has allowed MHS to continue on a positive trajectory of developing systems and structures that support student learning and growth. Our long time counselor Pam Brandau's retirement was a major adjustment for our school. Ms. Brandau was a foundational member of the MHS staff and beloved by our students. Our new counselor Stefanie Manalo-LeClair has stepped in to very large shoes with excitement and fresh ideas. Mrs. Manalo-LeClair brings a commitment to student independence and self-advocacy that asks our students to grow and take responsibility for their academic and personal lives.

There have also been a number of changes among the Millennium teaching staff. These changes have put us in an exciting transitional period. Until 2013 the teaching faculty at MHS had been quite stable. Over the past three years, MHS has had resignations and/or retirements and new hires in math, science, social studies and English. The make-up of our current staff is younger and less experienced than anytime during the previous 10 years. This has created an exciting time full of new ideas and energy

among our staff that is paving the way for many of the programmatic changes and initiatives that we are implementing. The new make-up of our staff has also emphasized the importance of developing teachers as school leaders and has been a natural catalyst for the shared leadership structure that MHS desires.

2013-2016 has been a time of positive structural change at MHS. Through collaboration with the PUSD Director of Instructional Technology, Millennium has installed a 2-way public address system that allows our school to make announcements to our classrooms independently of Piedmont High School. We have also upgraded our A/V infrastructure. There is now a ceiling mounted video projector, wall mounted speakers, document camera, adaptive hearing equipment, DVD player and computer connection equipment in each MHS classroom. In preparation for our Connect Learning (Chromebook 1:1 innovative) pilot, PUSD upgraded MHS wireless infrastructure to include robust enterprise grade wireless access points that cover our school without dead spots. PUSD has also increased the bandwidth for our connection to the Internet significantly to 500 Mbit/s. These upgrades have enabled MHS to support our current 1:1 computing program with plenty of headroom for future expansion.

In addition to these infrastructure-based structural changes, MHS, along with PHS, has also adopted a new 5-day modified block schedule. This schedule, in which class meetings are tied to days of the week, is an improvement from the past 7-day rotating block schedule. Our new block schedule allows students to more effectively plan after school activities, such as internships, work or appointments. This new schedule is also beneficial to staff, especially those who have their own student(s) in the district, as it simplifies after school logistics. In addition, the 5-day block schedule allows for a 9:00am late start to school on Tuesdays and Fridays. Research has shown that a later school start time reduces student stress and can improve student health.

At the district level, the three professional development days per year that are provided to teachers have been restructured since the Fall of 2013. PUSD has moved to a conference model for professional development. Multiple breakout sessions are provided during each professional development day allowing differentiation to meet individual teacher, department and school site needs. This new structure

has been beneficial to MHS. We have had the opportunity to work as a whole staff on projects such as a common participation rubric. MHS staff have also had the opportunity to join department focused PD sessions with PHS staff, such as sessions focused on Common Core math and Next Generation Science Standards. MHS staff members have also been able to pursue individual professional development needs around technology integration. Such as explorations of how technology can be used to enhance student voice and the participation of all students in classroom assignments.

Beginning in the fall of 2014, approximately nine staff meetings a year have been designated as professional learning community (PLC) time. This time is used to provide continuous professional learning and to promote teacher leadership. PLC themes are established for the year. Sessions are lead by teachers in a rotating fashion. PLC activities have included lesson studies, analysis of student work, collaborative brainstorming sessions and group discussions based on readings about current education research and best practices. Since 2014, PLC themes have included study strategies, differentiation, formative assessment, promoting growth mindset, social and emotional learning and alternative assessment.

Programmatically, the past three years have been a time growth for Millennium. In 2013, we restructured our English program in order for students to take grade-level specific English classes. We also increased our English department faculty to support this change. Our current English class structure separates our English classes into “English 9/10” for 9th and 10th grade students and “English 11/12” for 11th and 12th grade students. Our small school size continues preclude grade level pure English classes however, we strive to place as many students as possible from a grade level into the same section of an English class. In an English 9/10 class that, for example, is made up of primarily 10th grade students, we endeavor to place only 9th grade students that could benefit from a somewhat more advanced curriculum.

In 2014 English teacher Elise Marks began the process of developing a school wide writing assessment. The assessment she developed asked student to read persuasive editorials centered around current issues

of interest to teens and young adults such as a set of editorials for and against later school start times. Students were asked to analyze the quality of each author's argument. The exam was administered to English 9/10 and 11/12 classes. The results of the test revealed that, across grade levels, our students struggle in expressing the thesis of a reading sample as well as in using evidence to support an argument. This information was shared with the staff who have further incorporated explicit expository writing instruction across the subject areas. For example, in science classes student are now taught to use the claim, evidence, reasoning (CER) format for writing laboratory reports.

The 2014 exploratory administration of a school wide writing assessment highlighted the need to refine the exam so that it could provide both more detailed and more easily quantifiable information about MHS students strengths and weaknesses in reading and writing at each grade level. Beginning in the spring of 2016 the English and social studies departments (5 teachers) and the principal are undertaking a redesign of the school wide writing assessment with the goal of administering the new assessment during the spring 2016 semester. The redesigned assessment will take a scaffolded interdisciplinary approach with guided reading in social studies classes and structured writing practice in English classes prior to the actual assessment. A rubric is also being developed that targets specific expository writing domains. Our goal is to involve the whole faculty in scoring the exam after a norming process using the rubric. We believe that this process will provide more detailed, quantifiable data and insight into the writing strengths and challenges for each grade level at MHS.

With the transition to the 5-day modified block schedule, a designated tutorial time has been established from 8:00-9:00am on Tuesday mornings. This is a time when students at MHS and PHS can voluntarily come in for extra help from their teachers. At MHS we recognized that, often, the students who need the help the most are the same students that are least likely to come to a voluntary tutorial session. To address this, we have implemented a system in which teachers can assign students to a tutorial on any given week. If a student is assigned to tutorial, they are required to attend. The system uses an online request system. Teachers make a request via a form and students are notified by email. The MHS office is also notified of all the students that have been assigned to tutorial so that it can follow up with any

that do not attend. This system has increased utilization of our tutorial time and created a structure that supports students who need extra help.

In 2014 we started the implementation of a school-wide advisory system. During the 2014-2015 school year MHS held half hour long advisories once per month for 9th and 10th grade students. In 2015-2016 we have expanded our program to include 9th through 11th grade students and increased the time allotted for advisories to one hour once per month.

In 2014-2015 9th and 10th grade advisories focused on general academic and social emotional support. During this exploratory year, three staff members and the principal acted as advisors who checked in with students that had been organized into grade level groups. Students had the opportunity to share successes and challenges from the previous month so that the group could encourage and support the growth of each of its members. Discrete topics were also discussed such as the MHS variable credit system, consent and the transition from middle to high school.

After reviewing student feedback about our advisories in 2014-2015, we decided to make some modifications to the advisory system. Students and teachers found it challenging to balance tutorial and advisory meetings during the same Tuesday morning session. We decided to extend the time of our advisory meetings from one half hour to one hour. This required cancelling tutorial for 9th-11th grade students on advisory days. Students were also frustrated with the lack of structure that they perceived in the advisory format. In 2015-2016 we decided to center advisories around the theme of goal setting. Three advisors co-lesson plan around this theme so that what was being taught in each advisory class was aligned. During the fall semester, the ultimate goal of all of the advisories was for each student to create an Individual Learning Plan (ILP) that outlines their academic and personal goals for the year. By the end for the Fall 2015 more than 80% of 9th-11th grade students had draft ILP on file. During the spring 2016 semester we are working with students to refine their ILP and use it to communicate goals with the important people in their lives. These people include teachers, counselor, peers and parents.

Beginning in the Fall of 2013 we have been holding monthly town-hall style “Falcon Meetings.” These meetings are planned by a team consisting of the principal, the ASB advisor and another teacher. The purposes of Falcon Meetings are threefold. First and foremost, Falcon Meetings are a chance to bring the MHS student community together to celebrate accomplishments, support each other in our collective growth and to give identity to our school. The first half of our meetings follow a set format starting with a welcome and introduction from an ASB member. Next, there is an opportunity for students and staff members to make announcements. This is followed by “shout-outs” which are an opportunity for students and staff to celebrate the accomplishments of others by shouting them out. Next are “call-outs” where students and staff can call themselves out in an area that they would like to improve, making a public commitment to work on their challenge. Finally there is the opportunity for “celebrations” in which students can celebrate their own accomplishments. The shout-outs, call-outs, celebrations tradition during Falcon Meetings is aimed at supporting student growth in SLO #4 by allowing students to be active participants and contributors to their community and promoting reflect on how their actions impact on others.

The second half of our Falcon Meetings are reserved to address pertinent school issues, bring in guest speakers such as Piedmont Police Chief Rikki Goede (2014), Lieutenant Governor Gavin Newson (2014) and Musician Billy Joe Armstrong (2015) or to conduct service learning activities. Starting in 2014 MHS committed to conducting a school wide service learning project each year during the spring semester. This project culminates on the MHS/PHS service learning day in May. In the spring of 2015 we used Falcon Meeting time for students, working in four mixed grade level groups, to plan, organize and execute four school beautification projects. The projects included creating and installing a tile mosaic at the east entrance to the school, creating and installing wall tiles to line the upper parts of the MHS hallways, choosing, building and installing benches and planters in the front of our school and conducting a deep cleaning of our classrooms. These service learning projects were a huge success. They connected the members of our school community with teachers and families contributing to student lead projects. In 2016 we are planning our next service learning project. this year we are

exploring how the MHS community may provide service beyond our school walls. Students will choose a service project to plan and execute that contributes to the larger Bay Area community.

In 2013 MHS began exploring a 1:1 Chromebook program. In our first year, Chromebooks were deployed 1:1 in two 9th grade classes (Physical Science and World Cultures) using a classroom (devices stay at school) model. This test year gave us much valuable information about the possibilities for enhancing learning using of Chromebooks through technology integrate lessons that foster greater creativity and collaboration. We also gained insight into new ways to improve formative assessment practices and increase student voice in our classes. Based, in part, on the success of the MHS first year 1:1 trial, PUSD formally started the Connected Learning pilot during the 2014-2015 school year. In this pilot all 6th, 9th and 11th grade students across the district were assigned a Chromebook to use during school and to take home. At MHS all students in grades 9-12 were assigned a Chromebook. During the spring of 2014 and fall of 2015, ten drop in professional development sessions were lead by the MHS technology coordinator. These sessions were open to all teachers in PUSD. Topics ranges from a boot camp designed to get teachers up and running with Connected Learning to advance topics such as using technology to enhance project-based learning.

Connected Learning during the 2014-2015 school year was very successful at MHS. All of our teachers dove in by creating new technology integrated lessons in their classes. The vast majority reported being able to conduct activities and check for understand in ways that were not possible with this new technology. Collaboration was also greatly increased as teachers leveraged the collaborative features of Google Apps in their classes. During 2014-2015 all of our teachers created and maintained websites containing assignments and daily agendas for students to access. In addition, all of our teachers post Weekly Check-ins on Infinite Campus, the PUSD student information system. Weekly-Check-ins provide a week by week snapshot of any missing assignments that a student has. Combined with class websites this system provides a valuable resource for students and families to independently access course materials they need.

In 2015-2016 we are continuing our journey with Connected Learning. At the district level, all students in grades 6-12 now participate. At MHS, all our student continue to participate. All MHS teachers use Chromebooks as a teaching and learning tool regularly. Connected learning has become firmly integrated as part of the core learning that happens at MHS.

During the 2012-2013 school year the MHS Leadership class undertook writing the first Millennium High School Associated Student Body Constitution. Using the PHS ASB Constitution as a guide, the Leadership class discussed and proposed a comprehensive set of principles and by-laws governing student activities at MHS. This process culminated in a constitutional convention in which the leadership class defended their draft constitution by answering questions from students, teachers, parents and community members. At the conclusion of this process, a vote was held and the Constitution was unanimously ratified. This process created the first organized MHS ASB and student government in 2013-2014. From this point on MHS has had an elected student government composed of a school president, vice-president, secretary and treasurer as well as a number of additional appointed positions. Throughout this time, student leadership in planning school events has increased dramatically. Student leadership is now integral in planning events including Camp Augusta, the annual community dinner fundraiser, the spring service project, ongoing community service projects such as canned food and toy drives and monthly Falcon Meetings.

In 2014 PUSD began the process of evaluating and choosing Common Core aligned math curriculum for grades K-12. The MHS math teacher participated in this task force. By the end of the school year the math task force decided to pilot College Preparatory Math (CPM) in grades 6-12, including at Millennium, during the 2015-16 school year. CPM is a Common Core aligned, student centered math curriculum focuses that on developing deep knowledge of math concepts through a discovery-based approach. In 2015-2016 MHS began its CPM math pilot in a 9th grade Integrated Math I class. The MHS math teacher received training from CPM over the summer before school started and is currently receiving ongoing training during the school year. As the school year has progressed, it has become clear that Millennium's unique student population necessitates modifications to the CPM curriculum.

Currently, the MHS math teacher is actively engaged in adapting CPM practices to best meet the needs of MHS students.

III: Ongoing School Improvement

The MHS community has been engaged in reviewing student achievement data and monitoring our school wide action plan on a regular basis. Among the Millennium staff, the foundation for this ongoing process occurs during weekly staff meetings. Teachers regularly share and analyze qualitative and quantitative data about individual students, groups of students and grade levels during these meetings. The staff is often engaged in discussing the implications for this data. These discussions are focused on generating strategies that could produce growth. Due to the small size of our school and the close communication between faculty members, we are able to rapidly “prototype” changes in pedagogy, practice and policy and then, in turn, analyze their effect on student learning. This type of inquiry cycle leads to regular iteration of the MHS program as we refine best-practice for our current students.

In 2014 English teacher Elise Marks began the process of developing a school wide writing assessment. In the Fall of 2014 she shared the qualitative data she had gathered with the MHS faculty. This information reinforced the need focus on expository writing skills across subject areas at MHS as called out in the Common Core State Standards. The MHS faculty collaboratively developed and implemented a school wide writing assessment for all MHS student in the spring of 2016. In 2016-2017 we are revising our process and planning the next assessment for the the spring of 2017

In addition to this continuous work, the MHS staff reviews STAR, CAHSEE, and CAASPP data annually. Starting in 2016 the MHS staff also reviews data from the MHS school wide writing assessment annually. These analyses offer a starting point for work with our students at the beginning of each school year. MHS has administered the CAASPP exam to our 11th grade students for the past two years. We have found that our students, overall, took this exam seriously. As a result, the 2015 and 2016 CAASPP data we have received provided valuable insight into our students strengths and weaknesses in reading, writing and mathematics and shows increased achievement in all these areas. Coupled with the school wide writing assessment results, the MHS staff feels that they have a reasonably clear picture of individual student, grade level and school wide needs and progress.

The Millennium High School School Site Council (SSC) also plays an important role in reviewing student achievement data and monitoring the MHS schoolwide action plan. The MHS SSC is made up of students, faculty, staff, parent and community member representatives. This group reviews and discusses STAR, CAHSEE, and CAASPP data annually in much the same way as the MHS staff does. The group also reviews and discusses qualitative and quantitative data that faculty members provide to the group. A major role of the SSC is to create annual site plan with goals and actions that support the MHS WASC critical academic needs (CANs) and the PUSD local control accountability plan (LCAP). This process leads to a deep analysis of the highest priority needs for the school and provides year to year direction for promoting growth at MHS.

The MHS Parents Club is also involved in reviewing student achievement data and monitoring the MHS action plan. The Millennium Principal attends all Parents Club meetings and regularly reports on school progress and initiatives. These reports include time for feedback so that the Principal can act as a liaison between parents and the MHS staff. MHS faculty members also attend Parents Club meeting as a guest speakers in their content areas. This speaker series provides rich presentations given by the faculty member that offer parent insight into current best practices in pedagogy. These talks also offer parents a chance to ask questions and probe deeply into how they can best support their student at home.

Preparing the MHS WASC Special Progress Visit Report was also a collaborative process involving the MHS staff, parents and community members. Ongoing discussions among staff centering on the Mid-cycle Visiting Committee's finding are being had during staff meetings and PLC sessions. These sessions have led to agreements among the MHS staff to changes in our school wide action plan. Based on these agreements, an initial draft chapters I, II and IV of the report was prepared by the MHS principal. This draft was shared with the MHS staff and discussed over two staff meetings. During these times the MHS staff offered feedback and filled in vital information. In early 2017 the MHS Principal reviewed the initial draft report and completed chapter V based on MHS staff feedback. This new, second draft was shared with staff members, the MHS School Site Council and Parents Club for a

second round of feedback. After taking this information into account, a final draft of the progress report was prepared.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Integrated Critical Areas for Follow-up*	Implementation Timeline	Action Plan Progress	Supporting Evidence
1	February 2017	MHS Principal and 3 teacher advisors (for the advisory program) will attend a Stanford d.School workshop titled “Discover Design Thinking.” This team will use the workshop to develop a long-term strategic plan of the MHS advisory program including how to better connect the teaching and learning happening in classes with individual student goals and the MHS SLOs.	<ul style="list-style-type: none"> ● Discover Design Thinking Workshop Notes
1	Spring 2016, Spring 2017	MHS staff read and discussed Designing Groupwork by Elizabeth G. Cohen. This book presents strategies for introducing, organizing, and facilitating groupwork in a heterogeneous classroom. The MHS staff is using the strategies that we learned about together in the spring of 2016 to implement as part of our 2016-17 PLC work.	<ul style="list-style-type: none"> ● Staff meeting notes ● PLC planning documents ● Staff PLC process maps
1 & 2	2016-2017 (and continuous)	<p>As a result of the PUSD move to “Flexible Professional Development” through which teachers propose and complete their contractual professional development hours independently, the MHS staff is able to create a Professional Learning Community (PLC) focused on differentiation. This PLC meets approximately once per month for an hour and a half after school. The PLC is facilitated by the PUSD Differentiation Specialist and the MHS Principal. PLC meetings present differentiation strategies to teachers, engage faculty in discussions about the efficacy of strategies they are implementing and provide an opportunity to refine differentiation strategies to meet the specific needs of MHS students.</p> <p>The PLC utilizes an inquiry approach where students challenges are identified, new strategies presented and then implemented,</p>	<ul style="list-style-type: none"> ● PLC notes

		data gathered (through student work and peer observation), efficacy analyzed and changes made as a result of this analysis.	
2	2016-2017 (and continuous)	MHS staff discussed and are implementing a variety of warm-up exercises to consistently start class with including warm-up questions, homework review and journaling.	<ul style="list-style-type: none"> • Warm-up Excersizes
2	Fall 2016	MHS staff revised the common Classroom Expectations for all classes. Student cell phones are now collected at the beginning of each class. Students who are tardy are sent to the office to check-in and receive a "late slip." The office tracks student tardies and assigns Saturday school detention to students who are tardy more than 3 times in a week. Participation grades are lowered in all classes for excessive tardies or unexcused absences.	<ul style="list-style-type: none"> • MHS Classroom Expectations Document
3	2016-2017 (and continuous)	MHS staff is engaged in 2-3 peer observation cycles yearly. Small groups of teachers, the MHS counselor, the PUSD Differentiation Specialist and the MHS Principal observe MHS classes in order to better understand the curriculum in other content areas, collect data on student engagement and performance where specific teaching strategies are being used and provided feedback to teachers on the strengths of their teaching practice.	<ul style="list-style-type: none"> • PLC Notes • Teachers Feedback Emails
3	Spring 2017	<p>MHS school wide field trip to the Berkeley Repertory Theater's production of "Roe." Leading up to and after the field trip teachers connect their content area to the topic of abortion, the <i>Roe vs. Wade</i> legal case and the national legislative and judicial process.</p> <p>This project serves as a pilot of the use of thematic units as a way to frame cross-curricular learning and MHS. Based on the outcome this spring, our plan is to further develop and refine this process for the 2017-2018 school year.</p>	<ul style="list-style-type: none"> • Lesson Plans • Student Work

3	Spring 2017 (and continuous)	MHS staff collaborate on the administration and scoring of a school wide writing assessment for all 9th -12th grade students. Students read and discuss pairs of editorials in their social studies classes and then write an essay describing which authors argument was better supported by evidence.	<ul style="list-style-type: none"> ● Writing Assessment Prompts ● Grade Level Writing Assessment Scores
3	2016-2017 (and continuous)	MHS counselor participates in the East Bay Counseling Collaborative. This group is a collaboration between high school and Junior College counselors who are working to develop partnerships that can serve high school students.	<ul style="list-style-type: none"> ● East Bay Counseling Collaborative Meeting Minutes
3 & 4	2014-present	<p>Fully implemented an advisory system for all MHS students. This is the culmination of a 3-year process starting with 9-10 grade students in 2014. Adding 11 grade students in 2015 and finally adding 12th grade in 2016.</p> <p>Advisories are used to guide students in the creation, implementation and maintenance of Individual Learning Plans (ILPs) that are aligned to the MHS Student Learning Outcomes (SLOs). Students set academic and personal goals along with an action plan for working towards their goals as a way to better understand how the MHS program can support them</p> <p>The ILP is shared with teachers so that teachers can leverage individual student goals to foster engagement in their classes and support individual students in achieving their path through high school.</p>	<ul style="list-style-type: none"> ● Advisory Lessons ● Sample ILPs
4	2016-2017 (and continuous)	Teachers utilize learning objectives as an integral part of lessons, assignments and projects. As a result of discussions during staff meeting the MHS staff is committed to discussing the learning objectives and communicating state standards for assignments with students.	<ul style="list-style-type: none"> ● Lesson Plans ● Assignment Handouts ● Daily Agendas
5	2015-2018	MHS is in the second year of a three year roll out of College Preparatory Math, a three year Common Core Aligned Integrated Math (IM) curriculum. The IM I class was implemented in 2015-16, IM II in 2016-17 and IM III will be implemented in 2017-18.	<ul style="list-style-type: none"> ● Integrated Math Sylibii

6	2016-2017 (and continuous)	MHS implemented a one semester Social Psychology class that all MHS students take during their high school career.	<ul style="list-style-type: none"> • Social Psychology Syllabus
7	Spring 2017 (and continuous)	MHS and PHS principal and PUSD Director of Special Education established an internal protocol of balancing the SpEd student population at the two high schools over the next 4 years.	<ul style="list-style-type: none"> • Protocol Document
8	2016-2017 (and continuous)	MHS teachers have aligned grading practices such that credit is assigned to categories in each class i.e. classwork/homework, tests/quizzes etc.. Students can track their progress in each grading category on IC and determine the credit that they are earning more easily and consistently across classes.	<ul style="list-style-type: none"> • Course Syllabi • Gradebooks
8	2013-present	Teachers have taught lessons designed to educate students on the details of the MHS variable credit system. Students understand the importance of earning “full credit” and its relationship to showing mastery of the content and skills they are learning.	<ul style="list-style-type: none"> • Grade/Credit Lessons
8	2016-2017 (and continuous)	MHS implemented a course completion policy outlining the protocol for when a student does not earn the required credits in a class by the end of a semester. This policy is consistent across all classes at MHS.	<ul style="list-style-type: none"> • Course Completion Policy in the MHS Student Handbook
9	2016-2017 (and continuous)	MHS Parent Club has approved honorariums to compensate teachers for guest speaking at a monthly MHS speaker series. MHS teachers present about the current best practices in their content area as well as ways parents can support their student.	<ul style="list-style-type: none"> • Parent Club Meeting Minutes • Presentation Notes & Slide Decks

***Schoolwide Critical Areas for Follow-Up (list numerically) Identified By the 2016 Mid-Cycle Visiting Committee:**

1. Staff needs to continue the professional development for student engagement strategies and the four C's of communication, collaboration, critical thinking, and creating/innovating that lead students to college and career readiness.
2. Principal and staff still need to create a school-wide protocol with specific class opening and closing procedures with bell-to-bell instruction.
3. Staff still needs to do more cross-curricular collaboration and provide more real-world articulation of academic curriculum to serve all students' needs.
4. Staff needs to tie state standards and SLOs (formerly ESLRs) routinely to the work students are doing and communicate these connections explicitly to students and parents. The leadership team indicated that this is difficult to accomplish and has not been attempted, although the staff has discussed how to use more student-friendly language, such as "habits" to introduce the concept to students.
5. Staff should continue to work on increasing math scores on the CASSP.
6. The VC recommends that the district consider adding a .1 staff member to teach the Social Psychology class to make access to this graduation requirement for MHS students.
7. 30% of students are identified as Special Education compared to the district average of 12%. The VC suggests that the principal discuss this with the district and develop a protocol for equalizing the percentage of Special Education students between the two high schools.
8. The VC suggests that the staff work on making grades, credits, and the participation rubric more consistent across subject areas.
9. Forty-three out of 77 MHS students come from other districts. According to the report, these parents do not attend MHS meetings and events. The VC suggests the staff develop additional strategies to involve these parents in the school.

V: Schoolwide Action Plan Refinements

CAN # 1 : To further refine and enhance differentiated instruction and assessment in the classroom so that all of our students can be both challenged and capable of achieving mastery of the academic material.			
Task	Timeline	Persons Responsible	Means to assess improvement
Continue the yearly administration of a school wide writing assessment to determine areas of improvements for teachers to address throughout the school year.	Spring 2017 and ongoing.	All Teachers	Sample writing assessments. Written overview of overall student strengths and weaknesses.
Continued professional development around differentiation including the ways that technology can be utilized.	Fall 2016 and ongoing	Principal, PUSD Differentiation Specialist	Differentiation PLC meeting notes, lesson plans.
Further define growth-based learning and its relationship to mastery.	Spring 2016 - Spring 2017	Whole Faculty	Differentiation PLC meeting notes
Each teacher shares their practice of growth-based learning	Fall 2016 - Spring 2017	Whole Faculty	Differentiation PLC meeting notes, staff meeting notes
Continue instructional walkthroughs (peer observations) through an established protocol	Spring 2016 & ongoing	Teachers, Principal, Counselor	Observation notes, PLC meeting notes
Continue MHS PLC with a focus on differentiation	Fall 2016 and ongoing	Principal, PUSD Differentiation Specialist	Meeting minutes, collection of instructional strategies.
Continue work with students around growth-based learning and its relationship to content mastery. Clarify that credits and grades are only awarded when work is completed at mastery level (minimum C-).	Spring 2016 & ongoing (through advisory and in classes)	Designated teacher(s), Principal, Counselor	Lesson plan, presentation and handouts to every student.
Continue to assess and refine our systems for reporting and supporting student progress including Infinite Campus, supervised independent study and credit recovery.	Spring 2016 and ongoing	Full Faculty	Infinite Campus, Course Completion Policy, Supervised Independent Study Plan documents, credit recovery/course remediation statistics.
Continue to discuss and implement strategies for opening and closing classes including warm-up exercises, tardy policies, behavior expectations and supports, exit tickets and clean-up time.	2016-2017 and ongoing	Full Faculty	Classroom expectations document Warm-up exercises Exit tickets

Continued implementation of technology integrated lesson plans with a focus on the use of the “the 4Cs” (communication, collaboration, creativity, critical thinking)	Spring 2016 and ongoing	Teachers	Technology integrated lesson plans, student work samples, yearly Bright Bytes survey PLC work with Designing Groupwork
Continue the integration of skills development into content areas. Skills include study skills, critical thinking, and collaboration.	Spring 2016 and ongoing	Full Faculty	Lesson plans Student work samples

CAN # 2: To help our students be more successful in achieving SLO #4, which focuses on becoming productive, mature, empowered citizens of their communities.			
Task	Timeline	Persons Responsible	Means to assess improvement
Continue to offer a Social Psychology class at MHS that will better meet our students social and emotional needs.	2016-2017 and ongoing	Principal, Counselor, Social Psychology Teacher	Social Psychology course outline, course syllabus
Refine the American Teenager Project (ATP) implementation. Explore strategies for better integrating the yearbook class, ASB and advisory groups into the process in addition to World Cultures students. Students in yearbook will incorporate photographs and interviews of seniors into the yearbook.	2016-2018	Selected students, World Cultures Teacher, ASB Advisor, Yearbook Teacher, Advisory Committee, Counselor, Principal,	ATP section of the MHS Yearbook
Review MHS ASB Constitution and hold a constitutional convention to make revisions/amendments in light of school change.	2016-2017	ASB Class, ASB Advisor, Principal, MHS community	Constitution document
Continue an advisory program for all four grades 9-12	2016-2017 and ongoing	Advisory committee	Advisory curriculum
Continue to refine and adapt the creation and use of Individual Learning Plans (ILPs) for all students such that an understanding of the MHS SLOs is integrated for all students as a means of setting and reflecting on individual academic and personal goals.	Spring 2017 initially. 2017-2020 full implementation	Advisory committee with support from the whole staff	Individual learning plan with integrated SLOs documents

Millennium High School ACS WASC Special Progress Report

Continue to provide more MHS visibility within the larger community.	Spring 2016 and ongoing	MHS Principal, Councilor, ASB Advisor, MHS Teachers, Student Representatives	Presentations about MHS at PHS and PMS Parents information nights. Student representative in Board Meetings to provide updates on MHS Teacher speaker series at MHS Parents Club meetings
Continue to communicate common core standards, learning objective and SLOs to our students so that they can better understand the core mission at MHS.	Spring 2016 and ongoing	All teachers and administration	Standards-aligned syllabi and coursework. Lesson plans with learning objectives MHS Student Handbook SLO aligned Individual Learning Plan documents
Continue to refine Falcon Meetings with a focus increasing student leadership in group conversations around urgent social issues.	Spring 2016 and ongoing	ASB Class, ASB Advisor, Principal, Teachers	Assemblies
Provide a variety of ways to support students in pursuing volunteer/community-service projects through the creation of an MHS "Honor Society" as well as through an ongoing spring semester service project. Improve communication with parents and students about available opportunities.	Fall 2017 and ongoing	Counselor, Teachers, Students, Parents	Honor Society requirements Spring Service Project notes Records of completed volunteer work.
Formalize structure and implementation of the Spring Service Project (number of student planning meetings, student leadership, fundraising support)	Spring 2016 initially 2016-2018	Falcon Meeting committee, ASB advisor, ASB, full faculty	Spring service project planning documents
Explore additional ways increase real-world connections to academic curriculum (such as American Teenager Project, field trips, community college partnerships, internships, job shadowing).	Fall 2016 and ongoing	Counselor, Principals, Parents, Community Contacts, and Students	MHS Counselor participation in the East Bay Counseling Collaborative Personal goals from student ILPs

Below is an excerpt from the MHS 2016-2017 Site Plan outlining the goals and actions set forth by the MHS School Site Council for the school year. The complete Millennium High School Single Plan For Student Achievement is also linked below:

<https://docs.google.com/document/d/14bpO5VjYR4q3HxV5xqZkNeybCHwRz6ZwQSOWvBXAnQ/edit?usp=sharing>

Single Plan for Student Achievement Millennium High School Goals 2016-2017

2016-2017 School Goals:

1. Continue to develop and refine MHS programs, including advisory, Falcon Meetings and bridging activities between MHS and PHS, that promote inclusivity, emotional safety and the development of reflective habits. (LCAP Goal #1)
2. Enhance student preparation for a variety of post-secondary paths by continuing Common Core and Next Generation Science Standards alignment, exploring revised content standards in other subject areas as frameworks become available, strengthening partnerships with the College and Career Center and exploring partnerships with local community colleges as well as other post secondary (vocational) opportunities. (LCAP Goal #2)
3. Utilize MHS participation in the PUSD connected learning initiative (1:1, chromebooks) to increase student centered and project based learning experiences across subject areas. (LCAP Goal #2)
4. Leverage the MHS advisory program to empower students to better understand their learning profile and to use that information to develop and advocate for an individualized path through high school that articulates to their post secondary goals. (LCAP Goal #2 and #3)
5. Develop a shared repertoire of differentiation strategies and best practices that can be applied across subject areas and classes. (LCAP Goal #3)
6. Expand opportunities for cross-curricular learning and assessment by developing strategies that increase teacher and student awareness of curriculum in other subject areas and provide teachers with time for collaborative planning. (LCAP Goal #3)

2016-2017 Action Plan for MHS Goals:

Groups to Participate	Anticipated Annual Performance
<p>Participants for Goal #1:</p> <ul style="list-style-type: none"> ● All students ● All teachers ● All para-educators ● Counselor ● Administrator 	<p>Anticipated Annual Performance for Goal #1:</p> <ul style="list-style-type: none"> ● Utilize advisory and Falcon Meetings as a platform for community building and social and emotional learning. ● Increase in a sense of community through monthly Falcon Meetings. ● Continue to refine Falcon Meetings to provide opportunities for social and emotional learning and community building. ● Continue to develop the MHS partnership with PHS around promoting healthy relationship education.
<p>Participants for Goal #2:</p> <ul style="list-style-type: none"> ● All students ● All teachers ● All para-educators ● Certificated staff ● Counselor ● Administrator 	<p>Anticipated Annual Performance for Goal #2:</p> <ul style="list-style-type: none"> ● Continuous progress in the alignment of core subject curriculum to current standards (Common Core, NGSS, etc.) ● Continued participation in the East Bay Counseling Collaborative (partnership with area high schools and community colleges) ● Refine the MHS partnership with the College and Career Center especially in the areas of community college and vocational opportunities. ● Utilize advisory for post-secondary planning.
<p>Participants for Goal #3:</p> <ul style="list-style-type: none"> ● All students ● All teachers ● All para-educators ● Counselor ● Administrator 	<p>Anticipated Annual Performance for Goal #3:</p> <ul style="list-style-type: none"> ● Increase knowledge in how to utilize chromebooks as instructional tools to promote student-centered and project-based learning ● Provide student center and project-based learning opportunities using technology in all subject areas.

<p>Participants for Goal #4:</p> <ul style="list-style-type: none"> ● All students ● All teachers ● Counselor ● Administrator 	<p>Anticipated Annual Performance for Goal #4:</p> <ul style="list-style-type: none"> ● Increase the number of students that create and utilize their Individual Learning Plan (ILP) in advisory and academic classes. ● Increase the number of students who understand the connection between the MHS Student Learning Outcomes (SLOs) and their individual goals. ● Utilize advisory for post-secondary planning.
<p>Participants for Goal #5:</p> <ul style="list-style-type: none"> ● All teachers ● PUSD Differentiated Instruction Specialist ● Administrator 	<p>Anticipated Annual Performance for Goal #5:</p> <ul style="list-style-type: none"> ● Utilize the MHS Differentiated Instruction PLC to develop “MHS best practices” for differentiation at MHS. ● Collaboration between PUSD differentiated Instruction Specialist and teachers for coaching and support.
<p>Participants for Goal #6:</p> <ul style="list-style-type: none"> ● All teachers ● PUSD Differentiated Instruction Specialist ● Counselor ● Administrator 	<p>Anticipated Annual Performance for Goal #6:</p> <ul style="list-style-type: none"> ● Create periodic collaboration meetings during friday morning staff meeting time for teachers to meet and discuss ways to collaborate across subject areas. ● Continue periodic peer observation opportunities (instructional rounds) in which small groups of teachers observe classes together.
<p>Means of Evaluating the Goal</p>	<p>Data to Measure Academic Goals</p>
<p>Means of Evaluating Goal #1:</p> <ul style="list-style-type: none"> ● Falcon Meeting Planning documents ● Student participation during Falcon Meetings ● Advisory Planning documents ● Student participation during advisory ● Attendance at Falcon Meetings ● Teacher participation in healthy relationships lesson planning ● California Healthy Kids Survey 	<p>Data to Measure Goal #1:</p> <ul style="list-style-type: none"> ● Attendance at advisory meetings ● Attendance at Falcon Meetings ● Student feedback surveys for Falcon Meetings and advisory ● Teacher attendance at healthy relationships planning meetings ● California Healthy Kids Survey data
<p>Means of Evaluating Goal #2:</p>	<p>Data to Measure Goal #2:</p>

<ul style="list-style-type: none"> ● Staff meeting notes on strategies/techniques/tools for addressing current content area standards (Common Core, NGSS, etc.) ● Participation on district-wide content area leadership teams e.g. NGSS Leadership Team ● Current content standard aligned lesson plans ● Common Core Fact Sheet ● 9-12 content area benchmarks publicized ● East Bay Counseling Collaborative Meeting Notes. 	<ul style="list-style-type: none"> ● Attendance of teachers and paraeducators during weekly staff meetings. Ongoing discussions during staff meetings about content area best practices. ● Shared content area lesson plans among staff. ● Continue to develop/articulate department goals from 9th grade to 12th grade: Publicize in handbook and website. ● Compare students' semester credit completion during 2016-2017 school year to 2015-2016 school year. ● Attendance at College and Career Center events such as community college night.
<p>Means of Evaluating Goal #3:</p> <ul style="list-style-type: none"> ● Staff meeting presentations of project-based assignments that utilize technology. ● Observations of classes utilizing technology for student centered activities ● Teacher participation in technology focused professional development. 	<p>Data to Measure Goal #3:</p> <ul style="list-style-type: none"> ● Project deliverables for PBL activities utilizing technology. ● Observation notes and feedback ● Number of teachers participating in technology focused professional development.
<p>Means of Evaluating Goal #4:</p> <ul style="list-style-type: none"> ● ILP documents ● Student and teacher surveys regarding advisory ● Senior exit interviews 	<p>Data to Measure Goal #4:</p> <ul style="list-style-type: none"> ● Number of students completing an ILP ● Number of students creating goals that align to one or more of the MHS SLOs ● Number of students who share their ILP with at least one teacher ● Advisory survey results ● Exit interview narratives
<p>Means of Evaluating Goal #5:</p>	<p>Data to Measure Goal #5:</p>

<ul style="list-style-type: none"> ● MHS Differentiated Instruction (DI) PLC planning documents ● PLC teacher feedback surveys ● DI best practices list ● Student feedback surveys at the end of each semester/course 	<ul style="list-style-type: none"> ● Teacher participation in the MHS DI PLC ● Feedback from PLC teacher surveys ● Peer observation Data ● Student course feedback surveys ● Compare students' semester credit completion during 2016-2017 school year to 2015-2016 school year. 			
<p>Means of Evaluating Goal #6:</p> <ul style="list-style-type: none"> ● Staff meeting discussions and feedback ● Peer observations ● Student feedback at the end of each semester/course 	<p>Data to Measure Goal #6:</p> <ul style="list-style-type: none"> ● Staff attendance and participation in collaboration meetings ● Peer observation data ● Student course feedback survey data 			
<p>Actions taken to Reach this Goal</p>	<p>Start / End Date</p>	<p>Expenditure</p>	<p>Description</p>	<p>Funding Source</p>
<p>Actions for Goal #1:</p> <ul style="list-style-type: none"> ● Principal, counselor, and two teachers will hold advisory sessions for all students from 8:00-9:00am one Tuesday per month. ● Advisors will guide all students to develop an individualized learning plan targeting academic and personal goals. ● Teachers will communicate with students about how their courses can support their individual goals. ● Two designated teachers and Principal will plan monthly school wide Falcon Meeting during which the school celebrates students' academic and personal successes and explores social and emotional learning issues. ● MHS Teachers will attend joint professional development with PHS teachers on supporting students understanding of healthy relationships 	<p>Aug 2016 – Dec 2017</p>	<p>\$6000 (\$2000x3)</p>	<p>Stipend for teacher advisors and Falcon Meeting leads (3 stipends total)</p>	<p>Title I</p>
<p>Actions for Goal #2:</p> <ul style="list-style-type: none"> ● Teachers will share content area lesson plans during staff meetings and collaboration meetings. 	<p>Aug 2016 – Dec 2017</p>	<p>~\$800</p>	<p>Compensation for attendance at East Bay Counseling Cooperative</p>	<p>CPT Funds</p>

<ul style="list-style-type: none"> ● Teachers will attend professional development on current content area standards ● Teacher will participate on new content area standard leadership teams. ● Teachers will collaborate with colleagues to develop department goals and cross-curricular connections for a 9th through 12th progression. ● Administrator and teacher(s) will present to MHS parents club about current content area standards and postsecondary preparation. ● Counselor will attend East Bay Counseling Collaborative meetings and report back to principal and staff. ● Counselor will coordinate with the College and Career Center to develop information sessions for students focused on both college and vocational pursuits. ● Students will attend advisory meetings focused on postsecondary planning. ● Students will attend post-secondary planning meetings co-sponsored by the College and Career Center and MHS. 			meetings. (Hourly)	
<p>Actions for Goal #3:</p> <ul style="list-style-type: none"> ● Teachers will attend professional development on the effective use of technology ● Teacher will observe peer use of technology in their content areas 	Aug 2016 – Dec 2017	- 0 -	- 0 -	- 0 -

<ul style="list-style-type: none"> • Teachers will develop project-based lessons utilizing technology • Students will participate in PBL experiences that utilize technology. • Principal and Counselor, in conjunction with the district, will research and evaluate online textbook options. • Principal and Counselor, in conjunction with the district, will research and evaluate online elective course options. 				
<p>Actions for Goal #4:</p> <ul style="list-style-type: none"> • Principal, counselor, and two teachers will hold advisory sessions for all students from 8:00-9:00am one Tuesday per month. • Advisors will articulate the relationship between the MHS SLOs and individual goals • Advisors will guide students in creating and revising ILPs focusing on academic and personal goals and their relation to the MHS SLOs. • Advisory with guide students in understanding their learning profile when creating academic and personal goals. • Teachers will utilize students ILPs to help connect their content area to individual student goals. • Students will create ILPs that align their individual goals the the MHS SLOs. 	<p>Aug 2016 – Dec 2017</p>	<p>\$2000 (\$2000x2, shared with goal #1)</p>	<p>Stipend for teacher advisors (2 stipends total)</p>	<p>Title I</p>
<p>Actions for Goal #5:</p> <ul style="list-style-type: none"> • MHS Principal and PUSD Differentiated Instruction Specialist will collaboratively plan monthly PLC sessions. • MHS staff will attend monthly PLC sessions focused on 	<p>Aug 2016 – Dec 2017</p>	<p>~\$4800</p>	<p>Compensation of PUSD Differentiated Instruction Specialist to plan PLC sessions. (Hourly)</p>	<p>PUSD PD funds Title I</p>

<p>differentiated instruction practices.</p> <ul style="list-style-type: none"> ● MHS staff will collaborate to identify a set of differentiation best practices for MHS students. ● MHS staff will participate in peer observations to better understand how differentiation is being using in other content areas. ● PUSD Differentiated Instruction Specialist will work with MHS staff to help refine the use of differentiation in teachers' practices. 				
<p>Actions for Goal #6:</p> <ul style="list-style-type: none"> ● MHS Principal will designate at least 2 staff meetings as collaboration time per semester. ● MHS staff will participate in periodic peer observations of other content areas and classes ● MHS staff will participate in periodic collaboration meetings on Friday mornings. ● MHS staff will participate in the administration and scoring of the MHS School Wide Writing Assessment. ● MHS teachers and students will discuss areas of potential overlap between subject areas. ● MHS teachers will discuss the intent of using differentiation strategies with their students. 	<p>Aug 2016 – Dec 2017</p>	<p>- 0 -</p>	<p>- 0 -</p>	<p>- 0 -</p>