

# Millennium Alternative High School

760 Magnolia Ave. • Piedmont, CA 94611-4029 • (510) 594-2702 • Grades 9-12

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Piedmont City Unified School District**

760 Magnolia Ave.  
Piedmont, CA 94611  
(510) 594-2600  
<http://www.piedmont.k12.ca.us/>

#### District Governing Board

Cory Smegal  
Andrea Swenson  
Sarah Pearson  
Doug Ireland  
Amal Smith

#### District Administration

Randall Booker  
**Superintendent**  
Song Chin-Bendib  
**Asst Superintendent, Business  
Services**  
Michael Brady  
**Director of Adult/Alternative  
Education**  
Cheryl Wozniak  
**Director of Curriculum and  
Instruction**  
Julie Valdez  
**Director of Special Education**  
Stephanie Griffin  
**Director of Instructional  
Technology**  
Pete Palmer  
**Director of Facilities**

### **School Description**

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

Millennium High School seeks to instill in our students a commitment to 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.

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	10
Grade 10	15
Grade 11	21
Grade 12	24
<b>Total Enrollment</b>	<b>70</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20
American Indian or Alaska Native	0
Asian	7.1
Filipino	2.9
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0
White	58.6
Two or More Races	2.9
Socioeconomically Disadvantaged	10
English Learners	4.3
Students with Disabilities	32.9
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Millennium Alternative High School	14-15	15-16	16-17
<b>With Full Credential</b>	9	9	12
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Piedmont City Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	191
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Millennium Alternative High	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.7	0.3
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	99.7	0.3

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing in October 2016 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2016-2017, all textbooks and instructional materials at Millennium High School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Google Chromebooks for all students.

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

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	No assigned textbooks; several fiction and nonfiction books <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 9-11, adopted 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Prentice Hall, Freeman 9-12th <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Prentice Hall adopted 2001 Glencoe 11th adopted 1991 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Spanish Avancemos 1,2,3 (Spanish, I, II, III grades 9-12) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	Science Lab Equipment (9-12) All students at Millennium High School have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classrooms. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Mechanical systems in some buildings are at the end of their life span and need to be replaced. Some roofs are leaking and are at the end of their life spans.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	46	35	33	91	89	88	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	50	64	85	87	44	48
<b>Math</b>	10	32	82	86	34	36

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

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	18	18	100.0	33.3
Male	11	11	100.0	36.4
White	11	11	100.0	36.4

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	25	23	92.0	63.6
Male	11	11	10	90.9	66.7
Female	11	14	13	92.9	61.5
White	11	17	15	88.2	78.6

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	25	23	92.0	31.8
Male	11	11	10	90.9	20.0
Female	11	14	13	92.9	41.7
White	11	17	15	88.2	35.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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

(A) that parents play an integral role in assisting their student's learning

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

In the spring of 2010 the MHS Parents Club endorsed and voted in the concept of "highly encouraged" parent volunteer hours. Families of each child agreed to volunteer 5 hours of donated time to MHS or PUSD meetings, activities, etc.

**State Priority: School Climate**

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

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

**School Safety Plan**

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

The School Comprehensive Safety Plan is reviewed each fall by the Millennium High School Advisory Board; any revisions are shared immediately with the staff. Key elements of the plan outline emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are conducted on a regular basis throughout the school year.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	5.0	1.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.3	0.2	0.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.6
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.4
Nurse	0.1
Speech/Language/Hearing Specialist	0.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	70

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	18	14	14	4	5	5						
Mathematics	9	16	14	6	3	3			1			
Science	16	17	17	3	3	3						
Social Science	9	16	15	10	5	5						

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

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

Beginning the 2016-17 school year, PUSD instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. The entire Millennium High School formed a professional learning community and are doing an in-depth study of differentiated instruction as a means of supporting students' learning needs.

New teachers are assigned a mentor as part of the Teacher Induction Program (TIP) and tenured teachers can be mentored by participating in Teachers Engaged in Active Mentoring (TEAM).

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,995	\$42,063
Mid-Range Teacher Salary	\$69,250	\$64,823
Highest Teacher Salary	\$91,481	\$84,821
Average Principal Salary (ES)	\$123,379	\$101,849
Average Principal Salary (MS)	\$126,508	\$107,678
Average Principal Salary (HS)	\$147,441	\$115,589
Superintendent Salary	\$213,210	\$169,152
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12,632	2,232	10,400	64,958
District	♦	♦	8,311	74,614
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			25.1	-12.9
Percent Difference: School Site/ State			83.2	-3.5

\* Cells with ♦ do not require data.

### Types of Services Funded

Millennium High School utilizes Title I Funding to serve transfer students from Piedmont High School.

Instructional Materials

EIA

Federal, ECIA/ESEA/IASA

School Improvement Plan

Special Education Master Plan

Federal, Drug/Alcohol/Tobacco Funds

Federal, Special Education, Entitlement per UDC

Federal, Special Education, Discretionary Funds

TUPE

Title II, Parts A & D – Teacher Quality & Technology

Title IV, Safe and Drug Free Schools and Communities

Title V, Innovative Strategies

Title III, Funding passes through the a consortium of districts of which Piedmont Unified is a member.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Millennium Alternative High School	2011-12	2013-14	2014-15
Dropout Rate	1.40	0.00	0.00
Graduation Rate	98.09	100.00	97.84
Piedmont City Unified School District			
2011-12	2013-14	2014-15	
Dropout Rate	1.40	0.00	0.00
Graduation Rate	98.09	100.00	97.84
California			
2011-12	2013-14	2014-15	
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.72
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	80.0

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	97	99	86
Black or African American	100	100	78
American Indian or Alaska Native	0	100	78
Asian	100	100	93
Filipino	0	100	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	95	99	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	94	100	66
English Learners	0	100	54
Students with Disabilities	100	100	78

### DataQuest

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

### Internet Access

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