

Millennium High Alternative

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Ting Hsu Engelman

Principal, Millennium High Alternative

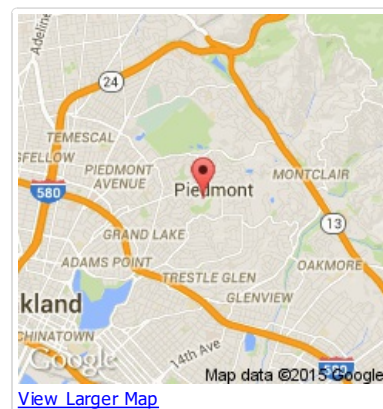
About Our School

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 intelligences instruction, flexible scheduling and personal counseling.

Contact

760 Magnolia Ave.
Piedmont, CA 94611-4029

Phone: 510-594-2702
E-mail: thsu@piedmont.k12.ca.us



About This School

Contact Information - Most Recent Year

School	
School Name	Millennium High Alternative
Street	760 Magnolia Ave.
City, State, Zip	Piedmont, Ca, 94611-4029
Phone Number	510-594-2702
Principal	Ting Hsu Engelman
E-mail Address	thsu@piedmont.k12.ca.us
Web Site	www.piedmont.k12.ca.us/mhs
County-District-School (CDS) Code	01612750130286

District	
District Name	Piedmont City Unified
Phone Number	(510) 594-2600
Web Site	www.piedmont.k12.ca.us
Superintendent First Name	Constance
Superintendent Last Name	Hubbard
E-mail Address	chubbard@piedmont.k12.ca.us

Last updated: 4/9/2015

School Description and Mission Statement (Most Recent Year)

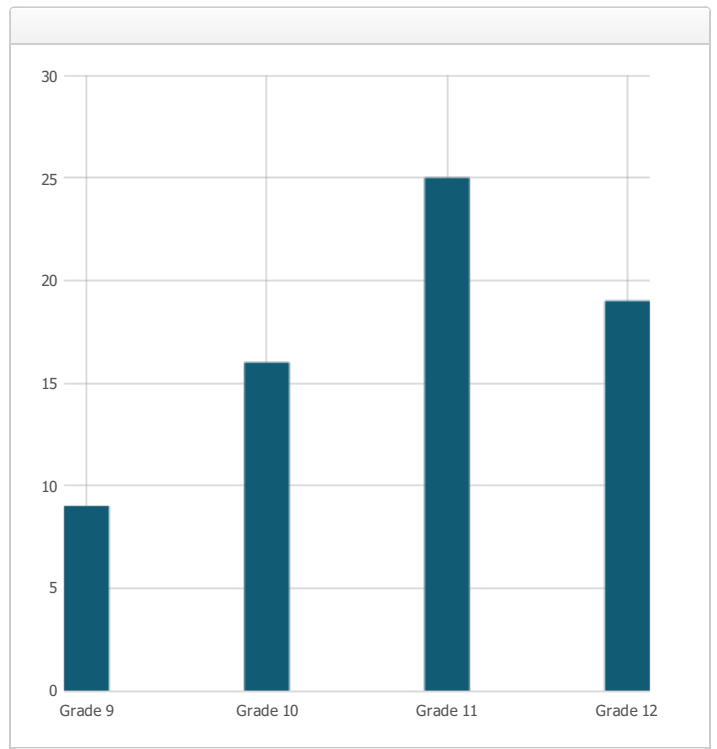
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Millennium High School seeks to instill in our students a commitment to the four founding principles of the school: respect, communication, empowerment, and community. We are committed to supporting each student's personal and academic goals in an 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.

Last updated: 4/9/2015

Student Enrollment by Grade Level (School Year 2013-14)

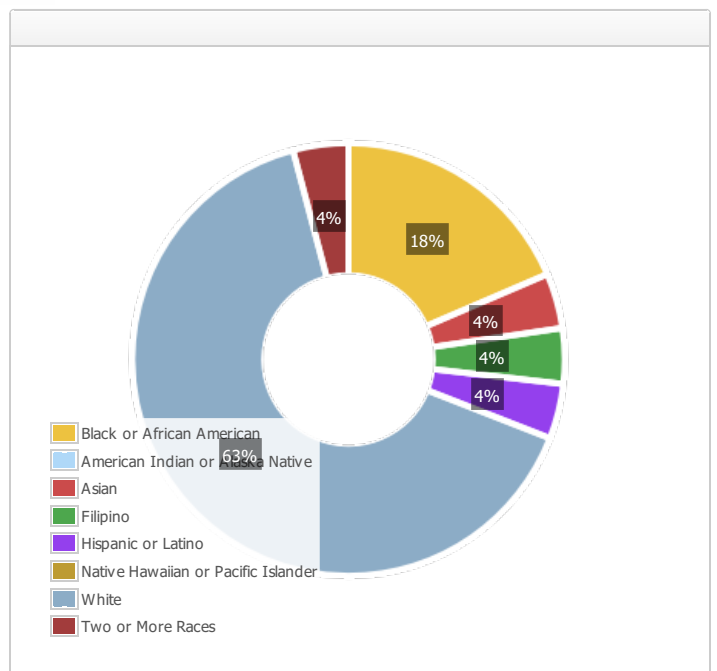
Grade Level	Number of Students
Grade 9	9
Grade 10	16
Grade 11	25
Grade 12	19
Total Enrollment	69



Last updated: 4/9/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	18.8
American Indian or Alaska Native	0.0
Asian	4.3
Filipino	4.3
Hispanic or Latino	4.3
Native Hawaiian or Pacific Islander	0.0
White	63.8
Two or More Races	4.3
Socioeconomically Disadvantaged	10.1
English Learners	0.0
Students with Disabilities	29.0



Last updated: 4/9/2015

A. Conditions of Learning

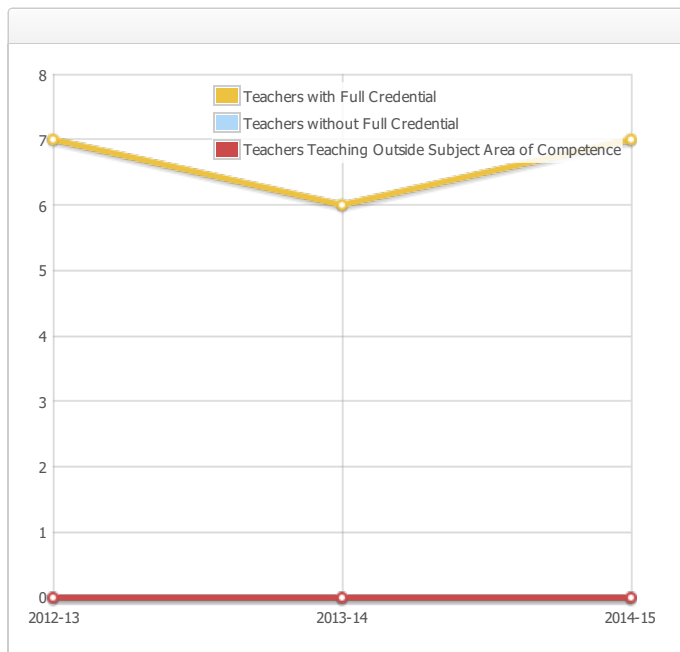
State Priority: Basic

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

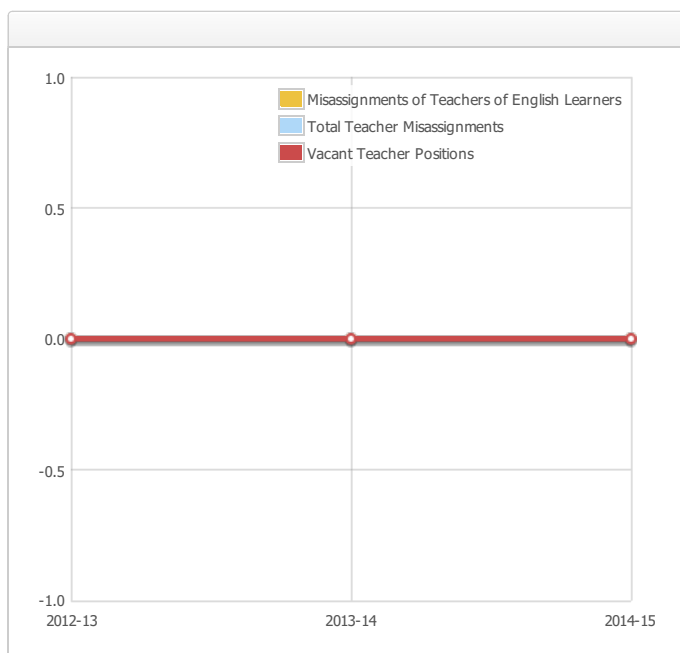
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	6	7	187
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 4/11/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 4/9/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99	1

Note: 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 - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For Reading/Language Arts, no assigned textbooks – several fiction and non-fiction books are read.	Yes	0.0
Mathematics	CPM/Prentice Hall/Key Curriculum 9th – 12th adopted 2008	Yes	0.0
Science	Prentice Hall, Freeman 9th – 12th adopted 2001	No	0.0
History-Social Science	Prentice Hall 10th adopted 2001 Glencoe 11th adopted 1991	No	0.0
Foreign Language	Spanish - adopted in 2013 Avancemos 1, 2 3 (Spanish I, II, III - grades 9-12)	Yes	0.0
Health	No text		0.0
Visual and Performing Arts	No text		0.0
Science Lab Eqpmt(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 rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners.		0.0

Last updated: 4/9/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Millennium High School is located on the Piedmont High School campus.

Last updated: 4/9/2015

School Facility Good Repair Status - Most Recent Year

Repair Needed and Action Taken or

System Inspected	Rating	Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The "40's" building is nearing the end of its useful life.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 4/10/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	50	36	47	93	89	91	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: 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.

Last updated: 4/9/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	91
All Students at the School	47
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	30%	33%	36%	88%	90%	88%	54%	56%	55%
Mathematics	8%	3%	3%	82%	80%	81%	49%	50%	50%
History-Social Science	34%	38%	23%	84%	88%	86%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 4/9/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide		B	B
Similar Schools		B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 4/9/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School		B	-29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 4/9/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0

Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education

0.0

*Last updated: 4/9/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	90.7
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	64.5

State Priority: Other Pupil Outcomes

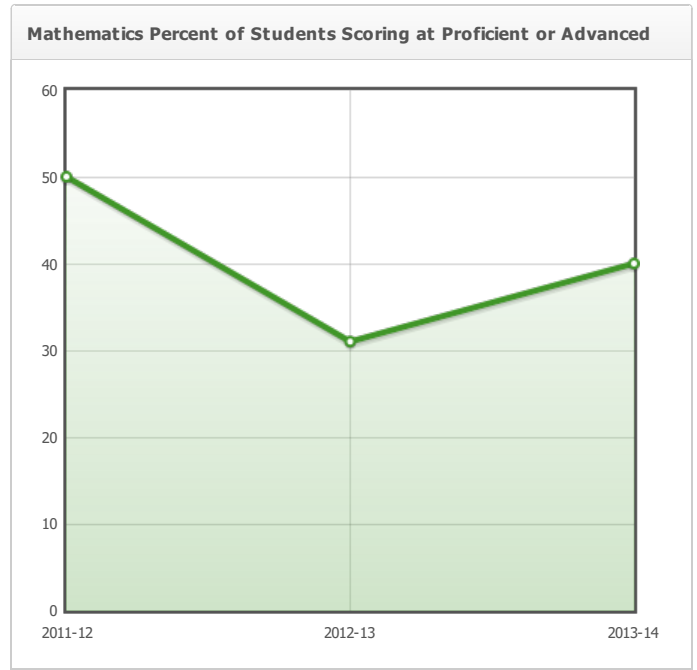
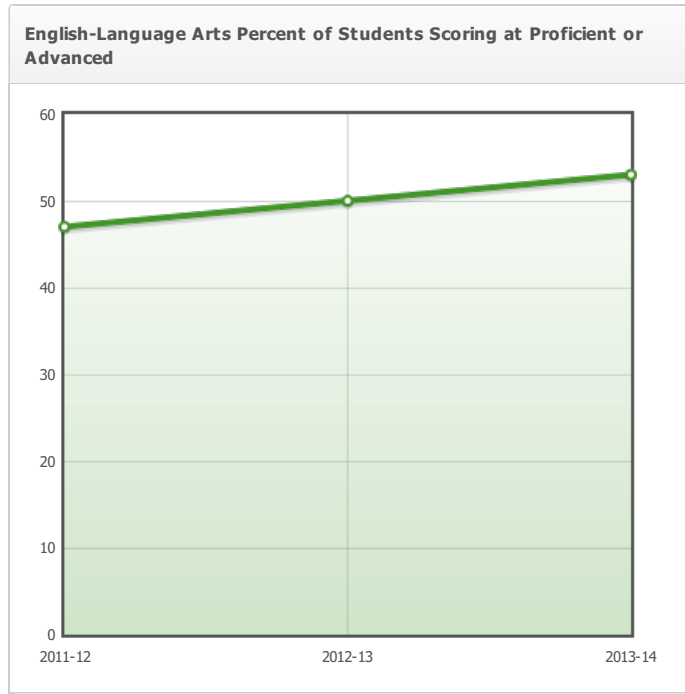
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	47%	50%	53%	89%	91%	89%	56%	57%	56%
Mathematics	50%	31%	40%	87%	87%	89%	58%	60%	62%

Note: 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.



Last updated: 4/9/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	11%	18%	71%	11%	31%	58%
All Students at the School	47%	12%	41%	60%	20%	20%
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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.

Last updated: 4/9/2015

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 - Most Recent Year

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 five hours of donated time to MHS or PUSD meetings, activities, etc.

State Priority: Pupil Engagement

Last updated: 4/9/2015

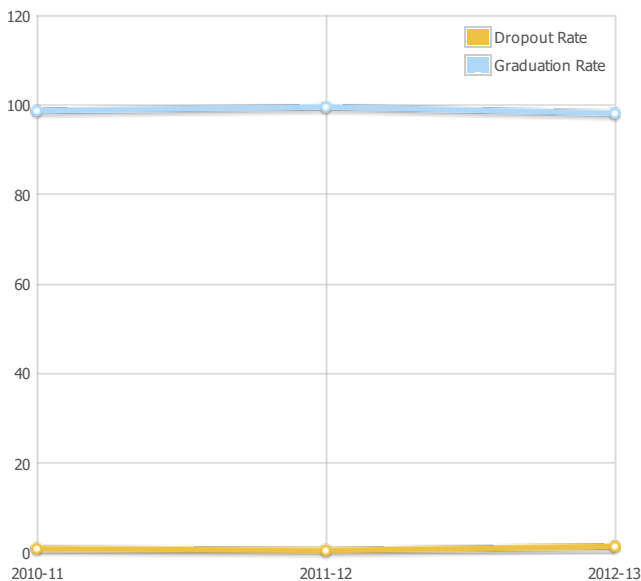
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.9	0.5	1.4	0.9	0.5	1.4	14.7	13.1	11.4
Graduation Rate	98.65	99.5	98.09	98.65	99.5	98.09	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 4/9/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	106	100	84
Black or African American	100	100	75
American Indian or Alaska Native			77
Asian	100	102	92
Filipino		100	92
Hispanic or Latino	100	100	80
Native Hawaiian or Pacific Islander			84
White	110	100	90
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	82
English Learners			53
Students with Disabilities	100	96	60

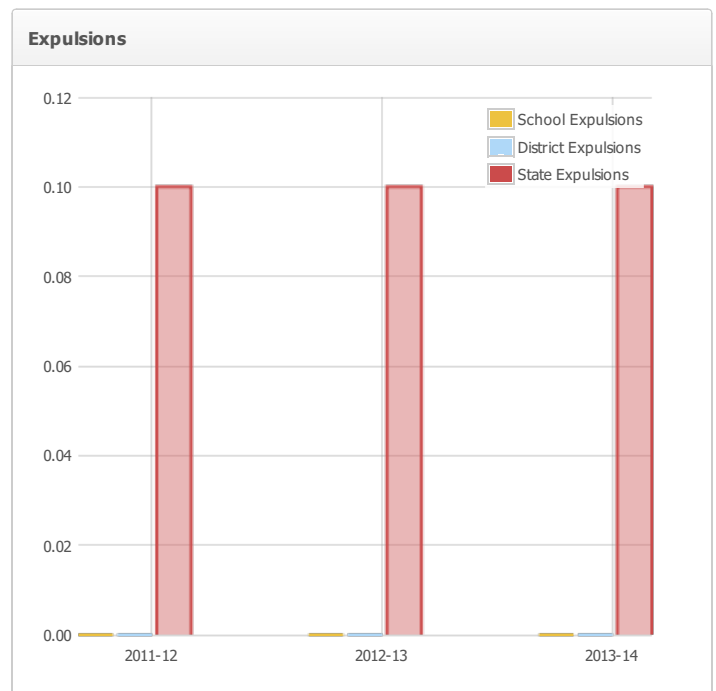
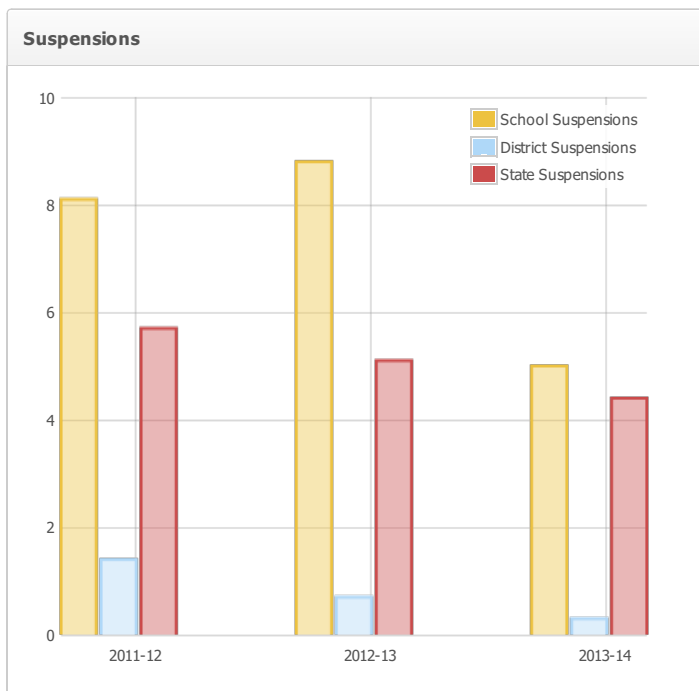
State Priority: School Climate

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.10	8.80	5.00	1.40	0.70	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 4/9/2015

School Safety Plan - Most Recent Year

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.

Last updated: 4/9/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	N/A	Yes

Last updated: 4/9/2015

Federal Intervention Program (School Year 2014-15)

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	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 4/9/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.7	6	0	0	11.0	6			18.0	4		
Mathematics	16.0	3	0	0	13.0	3			9.0	6		
Science	16.0	3	0	0	15.0	3			16.0	3		
Social Science	16.2	5	0	0	7.0	9			9.0	10		

* 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.

Last updated: 4/9/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	125.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.4	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

* 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.

Last updated: 4/9/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11,573	\$2,129	\$9,443	\$75,063
District	N/A	N/A	\$9,480	\$75,063
Percent Difference – School Site and District	N/A	N/A	22.00%	N/A
State	N/A	N/A	\$4,690	\$63,037
Percent Difference – School Site and State	N/A	N/A	1.47%	16.00%

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

Last updated: 4/11/2015

Types of Services Funded (Fiscal Year 2013-14)

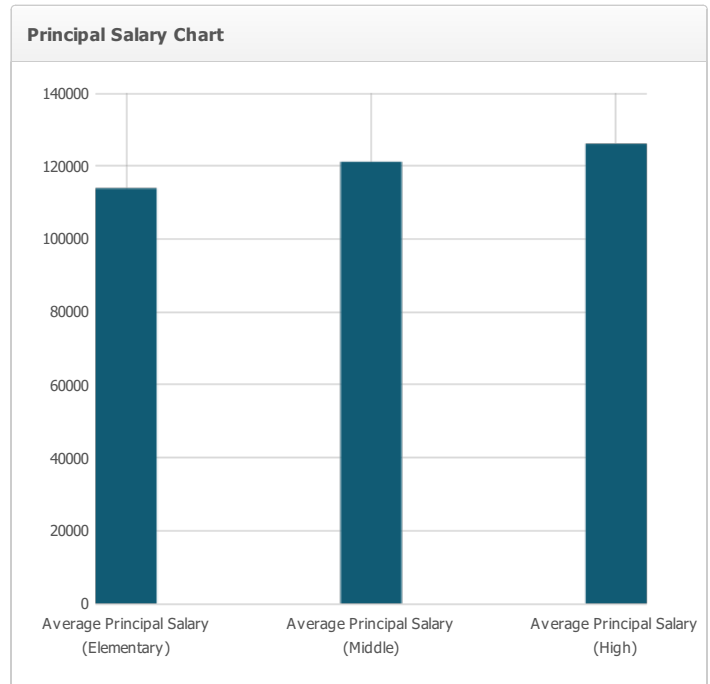
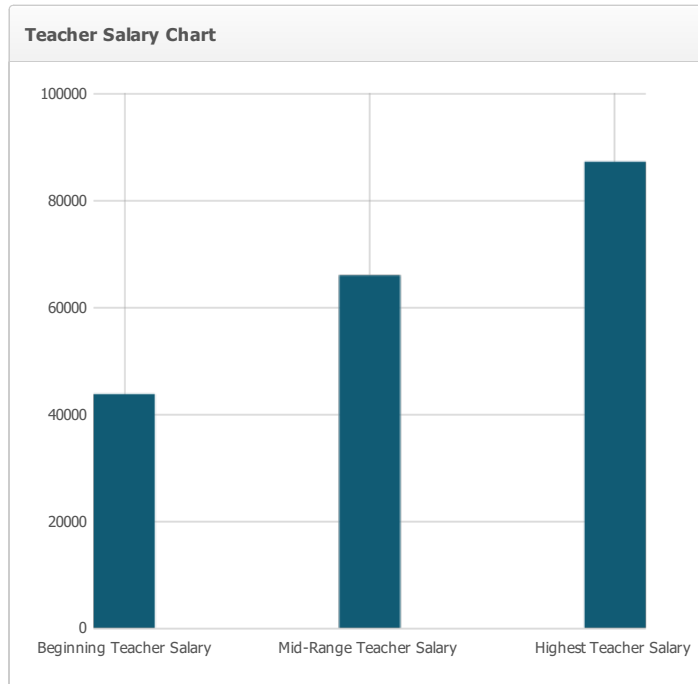
Millennium High School utilizes Title I Funding to serve transfer students from Piedmont High School.

Last updated: 4/9/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,740	\$38,920
Mid-Range Teacher Salary	\$65,951	\$59,803
Highest Teacher Salary	\$87,175	\$78,096
Average Principal Salary (Elementary)	\$113,905	\$95,836
Average Principal Salary (Middle)	\$121,156	\$99,849
Average Principal Salary (High)	\$126,132	\$107,599
Superintendent Salary	\$207,000	\$151,912
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 4/9/2015

Professional Development – Most Recent Three Years

All curriculum development at Millennium High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Millennium High School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, District goals, and the state-wide assessment program. District Curriculum Committees monitor the alignment of curriculum to state standards, and are made up of District administrators, teachers and parents. Millennium High School is evaluating the Math program and curriculum and is offering professional development in this area for the 2013-14.

Last updated: 4/9/2015