

Millennium High Alternative

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Satyendra Shah, Principal

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

Millennium High Alternative
760 Magnolia Ave.
Piedmont, CA 94611-4029

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year		School Contact Information - Most Recent Year	
District Name	Piedmont City Unified	School Name	Millennium High Alternative
Phone Number	(510) 594-2600	Street	760 Magnolia Ave.
Superintendent	Randall Booker	City, State, Zip	Piedmont, Ca, 94611-4029
E-mail Address	rbooker@piedmont.k12.ca.us	Phone Number	510-594-2702
Web Site	www.piedmont.k12.ca.us	Principal	Satyendra Shah, Principal
		E-mail Address	sshah@piedmont.k12.ca.us
		Web Site	http://www.piedmont.k12.ca.us/mhs/
		County-District-School (CDS) Code	01612750130286

Last updated: 3/18/2016

School Description and Mission Statement - Most Recent Year

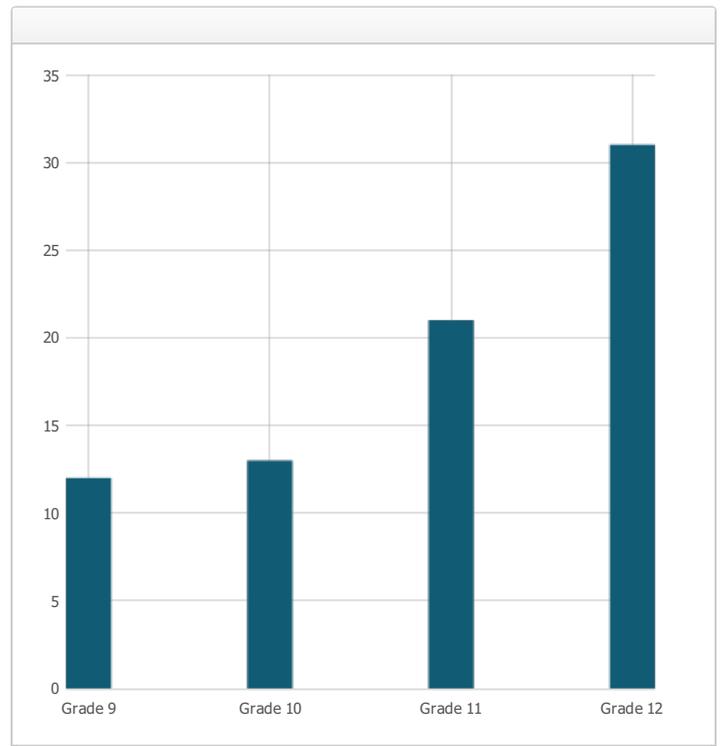
Millennium High School is an alternative high school located in Piedmont, a city of about 10,000 residents located in the hills above the San Francisco Bay Area. Millennium High School is located on the Piedmont High School campus and shares many resources with the school. Students at Millennium High 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.

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: 3/14/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	12
Grade 10	13
Grade 11	21
Grade 12	31
Total Enrollment	77

*Last updated: 3/14/2016***Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	14.3 %
American Indian or Alaska Native	0.0 %
Asian	7.8 %
Filipino	2.6 %
Hispanic or Latino	3.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	66.2 %
Two or More Races	5.2 %
Socioeconomically Disadvantaged	11.7 %
English Learners	3.9 %
Students with Disabilities	40.3 %
Foster Youth	0.0 %

Last updated: 3/14/2016

A. Conditions of Learning

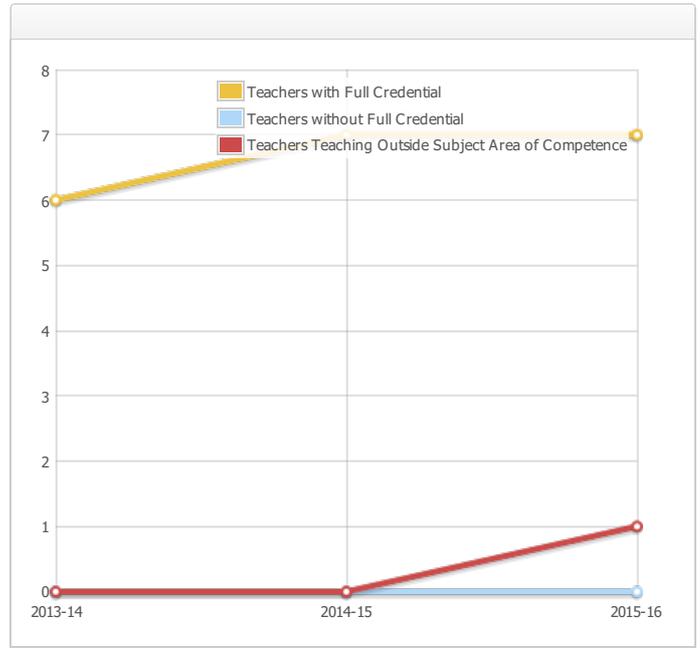
State Priority: Basic

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

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

Teacher Credentials

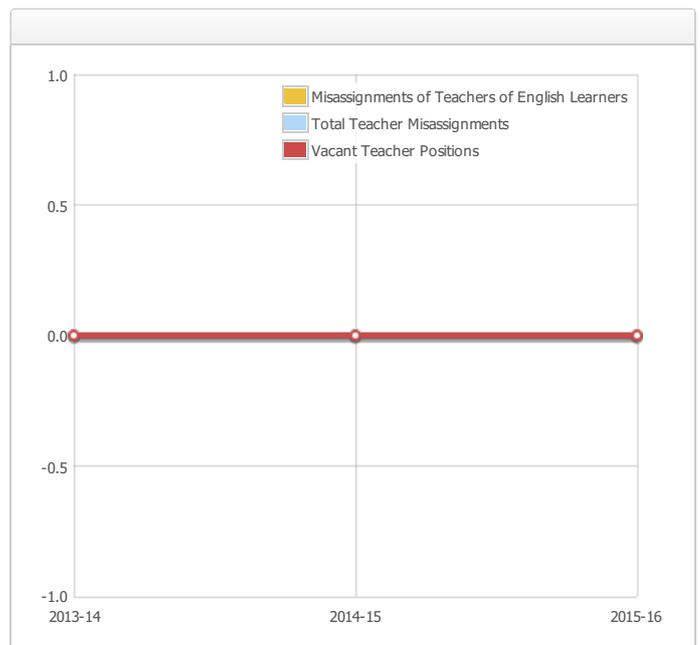
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	6	7	7	186
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	4



Last updated: 3/18/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 3/18/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbook & Instructional Materials: no assigned textbooks several fiction and nonfiction books	Yes	0.0 %
Mathematics	CPM/Prentice Hall/Key Curriculum 9-12th	Yes	0.0 %
Science	Prentice Hall, Freeman 9-12th	Yes	0.0 %
History-Social Science	Prentice Hall adopted 2001 Glencoe 11th adopted 1991	Yes	0.0 %
Foreign Language	Spanish Avancemos 1,2,3 (Spanish, I, II, III grades 9-12)		0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	Science Lab Equipment (9-12) All students a 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		0.0 %

Last updated: 3/18/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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

Last updated: 3/18/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: March 2014

System Inspected	Rating	Repair Needed and Action Taken or 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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: March 2014

Overall Rating	Exemplary
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Last updated: 3/18/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	85.0%	44.0%
Mathematics (grades 3-8 and 11)	10.0%	82.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	20	90.9%	10.0%	40.0%	35.0%	15.0%
Male	22	11	50.0%	18.0%	36.0%	36.0%	9.0%
Female	22	9	40.9%	--	--	--	--
Black or African American	22	6	27.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	1	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	13	59.1%	8.0%	31.0%	38.0%	23.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	4	18.2%	--	--	--	--
English Learners	22	1	4.5%	--	--	--	--
Students with Disabilities	22	7	31.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/14/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	20	90.9%	45.0%	45.0%	5.0%	5.0%
Male	22	11	50.0%	64.0%	27.0%	9.0%	0.0%
Female	22	9	40.9%	--	--	--	--
Black or African American	22	6	27.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	22	1	4.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	22	13	59.1%	38.0%	46.0%	8.0%	8.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	22	4	18.2%	--	--	--	--
English Learners	22	1	4.5%	--	--	--	--
Students with Disabilities	22	7	31.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/14/2016

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	35.0%	46.0%	35.0%	89.0%	91.0%	89.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89.0%
All Students at the School	35.0%
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	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/18/2016

Career Technical Education Programs (School Year 2014-15)

It is the goal of Millennium High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. Brent Daniels--Principal and Ashley English--Counselor are the primary contacts for Piedmont Unified School District's Career Technical Education program.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors present students with a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Twelfth Grade students are exposed to resume writing, interest inventories, and interview techniques.

Millennium High School's career path and vocational programs include Work Experience, Regional Occupational Program (Journalism, Biotechnology, Environmental Science, Sports Medicine, AP Music Theory) Career Fair, and Work-ability. Speakers from the community, job shadowing opportunities and work experiences, use of technology, career-related research projects, the College and Career Center, and community service projects are made available for the students to heighten their awareness of options for education, training, and employment beyond high school.

The Piedmont Unified School District is a member of the Career Technical Education (CTE) Pathways Consortium and is a recipient of the CTE Incentive Grant. During the 2014-15 school year, the Piedmont Unified School District's LCAP included a goal to "develop career technical education sequences or programs of study at PHS and MHS that align with state board-approved career technical education standards and frameworks."

In 2015-16, Millennium High School will have access to a Career Technical Education pathway in Computer Science.

Last updated: 3/18/2016

Career Technical Education Participation (School Year 2014-15)

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: 3/18/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	44.4%

State Priority: Other Pupil Outcomes

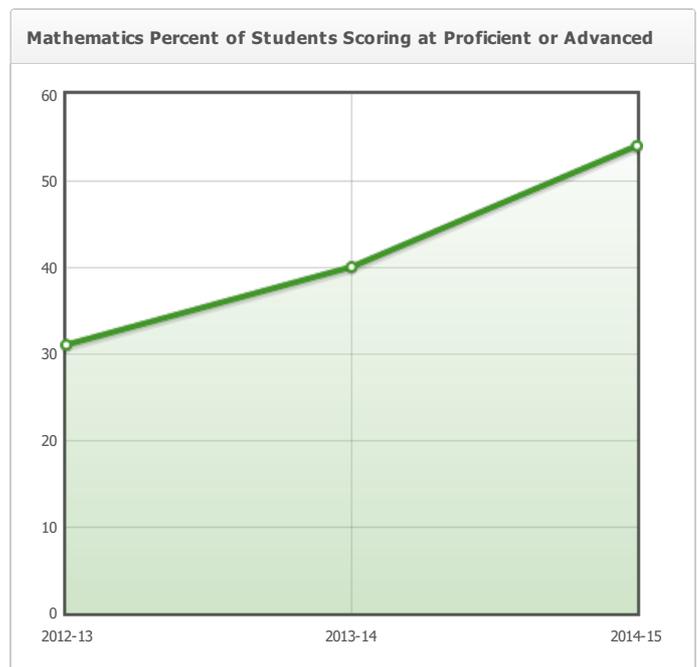
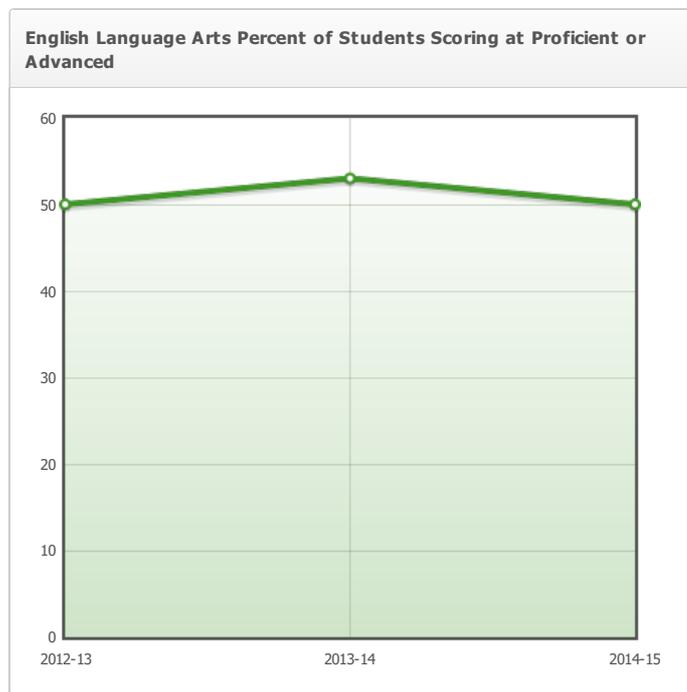
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	50.0%	53.0%	50.0%	91.0%	89.0%	92.0%	57.0%	56.0%	58.0%
Mathematics	31.0%	40.0%	54.0%	87.0%	89.0%	91.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 3/14/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	8.0%	27.0%	65.0%	9.0%	34.0%	58.0%
All Students at the School	50.0%	36.0%	14.0%	46.0%	38.0%	15.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/18/2016

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions 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: 3/14/2016

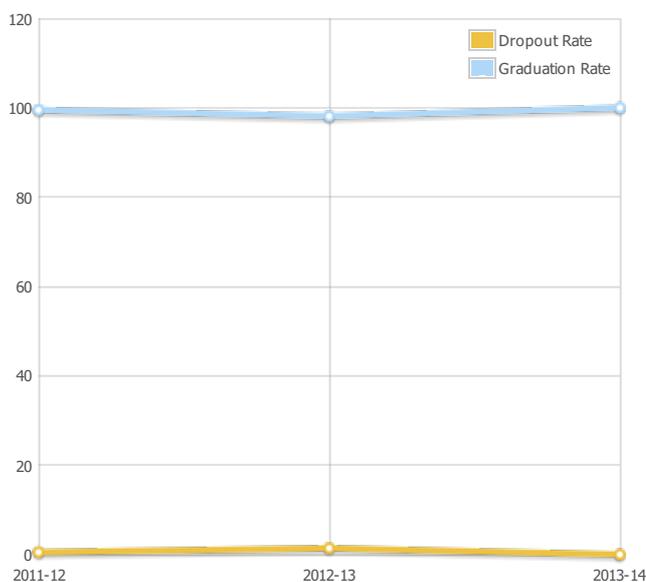
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.5%	1.4%	0.0%	0.5%	1.4%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	99.50	98.10	100.00	99.50	98.10	100.00	78.87	80.44	80.95

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



Last updated: 3/14/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	95	99	84
Black or African American	100	100	76
American Indian or Alaska Native	91	100	78
Asian	0	100	92
Filipino	200	100	96
Hispanic or Latino	0	100	81
Native Hawaiian or Pacific Islander	100	100	83
White	99	99	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	100	133	81
English Learners	100	100	50
Students with Disabilities	100	100	61
Foster Youth	--	--	--

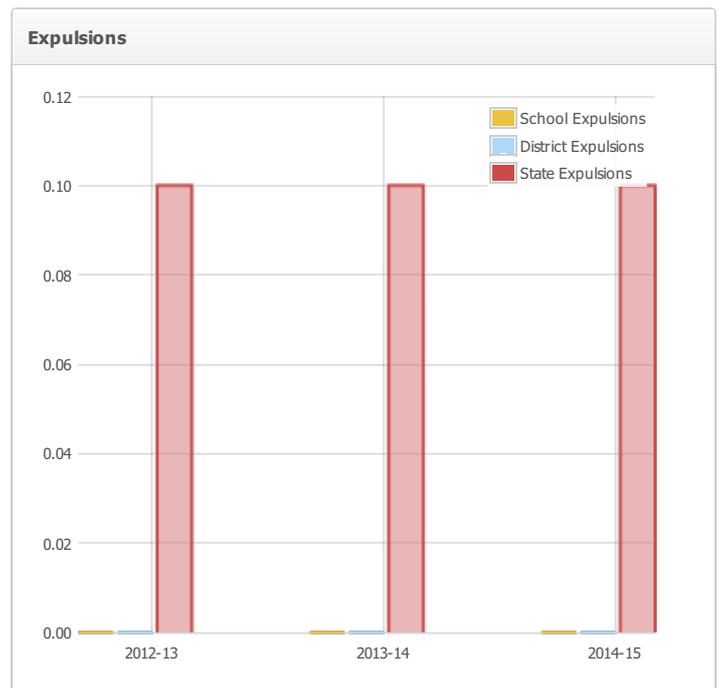
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.8	5.0	1.2	0.7	0.3	0.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 3/14/2016

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: 3/14/2016

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 2014-15)

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

Last updated: 3/14/2016

Federal Intervention Program (School Year 2015-16)

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.

Last updated: 3/14/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	11.0	6			18.0	4			14.0	5		
Mathematics	13.0	3			9.0	6			16.0	3		
Science	15.0	3			16.0	3			17.0	3		
Social Science	7.0	9			9.0	10			16.0	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.

Last updated: 3/14/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	128.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.4	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 3/18/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	\$2660.0	\$9951.0	--
District	N/A	N/A	\$9792.0	\$73211.0
Percent Difference – School Site and District	N/A	N/A	1.6%	-15.0%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	61.0%	-6.0%

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

Last updated: 3/18/2016

Types of Services Funded (Fiscal Year 2014-15)

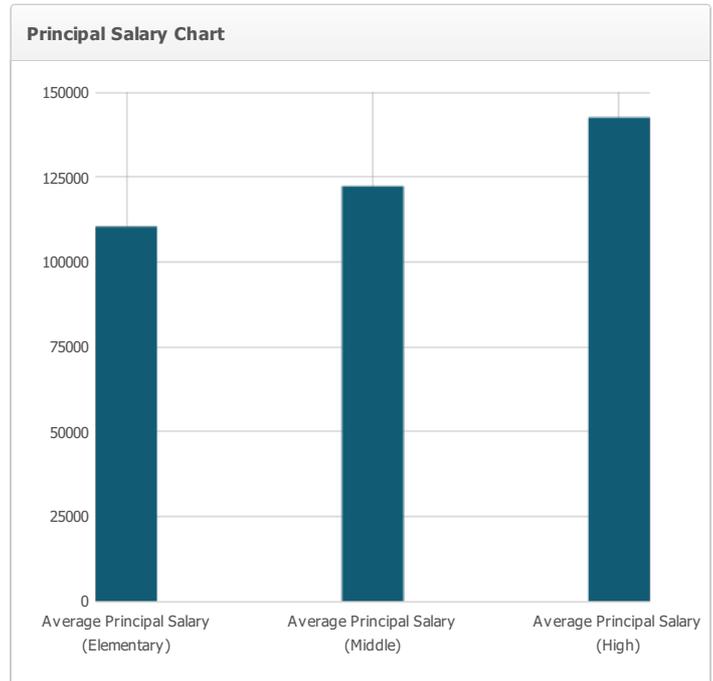
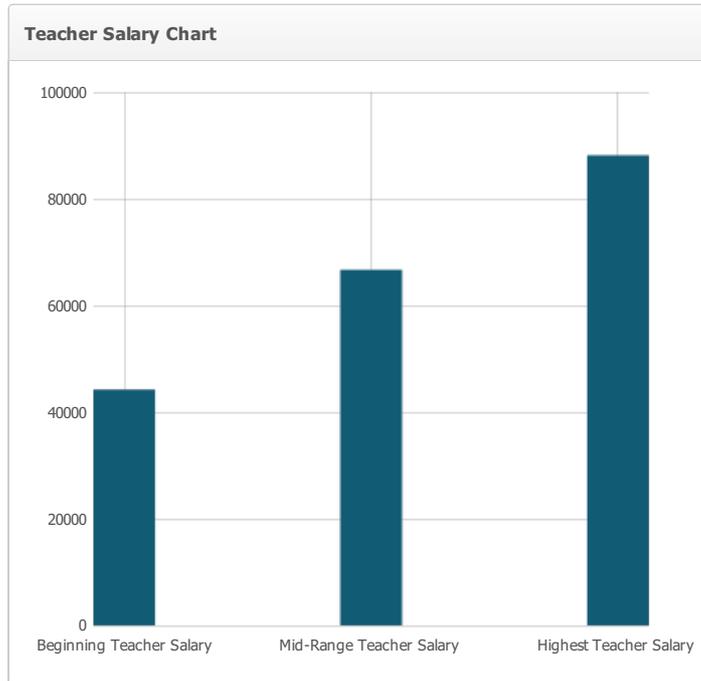
Millennium High School utilizes Title I Funding to serve transfer students from Piedmont High School.

Last updated: 3/14/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,221	\$40,379
Mid-Range Teacher Salary	\$66,676	\$62,323
Highest Teacher Salary	\$88,143	\$81,127
Average Principal Salary (Elementary)	\$110,370	\$99,192
Average Principal Salary (Middle)	\$122,265	\$91,287
Average Principal Salary (High)	\$142,524	\$112,088
Superintendent Salary	\$207,000	\$159,821
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	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: 3/14/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 3/18/2016

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: 3/14/2016