

The Single Plan for Student Achievement

School: Piedmont High School
CDS Code: 01612750136515
District: Piedmont Unified School District
Principal: Brent Daniels
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Piedmont High School's Vision and Mission Statements

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, and intellectually curious with 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.

PHS Mission Statement

It is the mission of Piedmont High School to provide quality preparation that challenges students to achieve honorably and realize their present and future potential. Four assets support this mission and high academic standards:

- A qualified, inventive and student—oriented staff;
- A generous, involved and supportive parent community;
- A K-8 program that prepares students effectively for the rigors of high school;
- A bright and motivated student body of students who are diverse in their talents and their contributions to our educational setting.

PHS School Motto

“Achieve the Honorable,” the long—standing motto of Piedmont High school means that all students demonstrate academic and personal integrity in their work. Being honest in all situations promotes learning, supports growth in intellect as well as character, and signifies each student’s responsibility to respect peers, teachers, staff, and the administration.

Piedmont High School (PHS) has adopted the Piedmont Unified School District (PUSD) Strategic Plan Mission Statement—See PUSD Mission Statement (Above).

In addition, we work to implement annually adopted District Goals—http://www.piedmont.k12.ca.us/forms/Action_Plan_2014-15.pdf and PUSD Local Control Accountability Plan (LCAP) Goals—<http://www.piedmont.k12.ca.us/blog/2014/11/29/pusd-local-control-accountability-plan-2014-15/>

COMMITMENTS, as articulated by the PIEDMONT UNIFIED SCHOOL DISTRICT BOARD

OUR COMMITMENTS as a public school system:

- We are committed to cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to provide a safe, nurturing learning environment where every member of the Piedmont schools feels respected and included, and develops the compassion to recognize and to respond unequivocally to all forms of discrimination.
- We are committed to foster a comprehensive educational program that equips students to live in a diverse and changing world.
- We are committed to advance the commitments, vision, and goals of our school system by working collaboratively and allocating and effectively managing limited resources

VISION

Our vision for “Shaping Our Future” is rooted in six major themes.

1. Supporting Academic Excellence

By creating a breadth and depth of engaging learning opportunities for all students, continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the California content standards; cultivate critical thinking skills; and achieve to one’s fullest potential

2. Maximizing Individual Potential

Recognizing that each student has unique passions, motivations, and strengths, help students to individualize their education and achieve to their fullest potential.

3. Developing Resilience

Create a culture of learning in the schools, where students feel safe taking risks, being flexible, innovative, and adaptable, and taking on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, so students are prepared to meet real world challenges in their lives with resilience.

4. Promoting Program Adaptability

With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.

5. Cultivating A Global Citizenry

Cultivate students to become engaged and responsible citizens in the larger global community.

6. Building K-12 Community

Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

School Profile

Piedmont High School offers a strong college preparatory curriculum to a highly competitive student body. The faculty and staff are committed to academic excellence and the personal development of each student. The student body of 782 is actively involved in athletics, community service, student government and a variety of special interest clubs as well as academics.

Piedmont residents live in a picturesque foothill area, only a short drive from the many cultural facilities and fine educational institutions of the San Francisco Bay Area. The close proximity of Piedmont High School to the University of California at Berkeley allows students access to classes as well as many specialized libraries and services. Also, many students are able to take advantage of concurrent enrollment at local community colleges.

Residents are principally professionals and business executives who are attracted to this community because of its excellent schools, responsive police and fire departments, prime location and ideal climate. Parent commitment to excellence in education is strong and continuing, and their participation in the schools is extensive. For over eighteen years, residents of the City of Piedmont have demonstrated this commitment by supporting a parcel tax enabling the school to offer a 7 class program, small class size, full counseling services and an expansive extra-curricular program.

Piedmont High School has 31 full-time teachers, 20 part-time teachers, one full-time counselor and two part-time counselors (80%), a full-time librarian, 3 full-time administrators, 1 part-time administrator and part-time technology coordinator. More than half the staff holds Master's Degrees and 40% have over 15 years of experience in education.

The race/ethnic composition of our student body, based on seven categories, includes the following: <2% African American, <1% American Indian or Alaska Native, 19% Asian, 4% Hispanic/Latino, <1% Native Hawaiian or Other Pacific Islander, 5% Two or more races and 70% White (not of Hispanic origin).

The school district provides the following program specialists: counseling, technology, physical education, school psychologist, vocal and instrumental music, special education, speech and language therapist, nurse, teacher librarian, occupational therapist, and resource specialist.

Piedmont High School has its own school psychologist. All resource and special day classrooms have para-educators (instructional aides). Piedmont High School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Piedmont High School has a Single Plan for Student Achievement which is revised annually.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Stanford Survey of Adolescent School Experiences; Bell Schedule Pilot Feedback; and Healthy Kids Survey 2010-11; Staff Meeting and School Site Council Survey Data

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration classroom walk-throughs and campus walkabouts, at least one-day per week. Teacher classroom room observations by administrators and teachers are integrated into the teacher evaluation process. The summary findings suggest that classroom observations provide the potential for strong continuous improvement instructional outcomes.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

1. Implementation of Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) for grades 9-12.
2. Implementation of newly adopted technologies.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	551	535		383	387		11	11		116	103	
Growth API	917	908		915	906		794	789		948	948	
Base API	916	916		920	913			795		931	949	
Target	A	A		A	A					A	A	
Growth	1	-8		-5	-7					17	-1	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	18	15		18	25		1	0		70	71	
Growth API	860	803		852	876					763	760	
Base API	891	861		861	852					769	763	
Target												
Growth												
Met Target												

Conclusions based on this data:

1. PHS, schoowide, exceeds the API target of 800 established by the California (CA) Department of Education.
2. Not all subgroups meet or exceed the 800 API CA state target.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	97	95	100	97	93	100	100	100	100	100	97
Number At or Above Proficient	161	182	161	105	135	123	--	--	--	39	37	25
Percent At or Above Proficient	93.1	94.3	93.1	92.9	95.1	96.1	--	--	--	100.0	94.9	86.2
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	86	84	100	84	100	75	0	--	--	97	94	96
Number At or Above Proficient	--	--	--	--	10	--	--	--	--	17	22	13
Percent At or Above Proficient	--	--	--	--	76.9	--	--	--	--	68.0	73.3	65.0
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

- Over the past three years, PHS meets AYP English-language arts performance targets schoolwide, but not for English Learners in 2013 or Students with Disabilities in 2012 or 2013.
- No AYP Targets were met in 2014.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	97	96	100	97	96	100	100	100	100	100	97
Number At or Above Proficient	155	175	164	102	129	125	--	--	--	38	38	27
Percent At or Above Proficient	89.6	90.7	92.7	90.3	90.8	94.7	--	--	--	97.4	97.4	93.1
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	86	84	100	84	100	50	0	--	--	97	94	100
Number At or Above Proficient	--	--	--	--	10	--	--	--	--	17	18	12
Percent At or Above Proficient	--	--	--	--	76.9	--	--	--	--	68.0	60.0	57.1
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

- Over the past three years, PHS meets AYP math performance targets schoolwide, but not for English Learners in 2013 or Students with Disabilities in 2012 or 2013.
- No AYP Targets were met in 2014.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			***** *	***							*****
10			***** *	***							*****
11							***** *	***			*****
Total			4	80			1	20			5

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			***** *	***							*****
10	1	20	3	60			1	20			5
11							***** *	***			*****
12			***** *	***							*****
Total	1	11	6	67			2	22			9

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			145
Percent with Prior Year Data			100.0
Number in Cohort			145
Number Met			110
Percent Met			75.9
NCLB Target	56.0	57.5	59.0
Met Target			Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort					179	19
Number Met					78	11
Percent Met					43.6	57.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target					Yes	Yes*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate			Yes
Met Percent Proficient or Above			No
Mathematics			
Met Participation Rate			Yes
Met Percent Proficient or Above			No
Met Target for AMAO 3			No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Content Areas Grades 9-12
LEA GOAL:
PUSD Goal: GOAL #1 – Adapt & Improve Educational Program Delivery: Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, students, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, includes differentiation in instruction to maximize individual potential, and cultivates global citizenship.
LCAP Goal:
Student Need #1: Professional, collaborative, dedicated, reflective and exemplary educators who use (a) diverse instructional strategies and (b) technology to meet the learning needs of all students.
Student Need #2: High quality, comprehensive and relevant curriculum that (a) is aligned to the Common Core State Standards, (b) supported with Common Core-aligned materials.
SCHOOL GOAL #1:
Promote student engagement, learning and achievement through schoolwide differentiated instructional practices, inclusive of instructional technology and common core state standards implementation, to meet the diverse learning needs of all students.

Data Used to Form this Goal:

1. WASC Self-Study
2. Classroom Visits
3. WASC Visitation Committee Recommendations
4. At Risk Database and Standardized Test Data—Analysis
5. Progress and Quarter Grades
6. School Committees/Staff Input

Findings from the Analysis of this Data:

1. An achievement gap exists between student sub-groups.
2. WASC findings suggest that instructional practices between similar courses lack consistency.
3. Schoolwide identification of the need for schoolwide differentiation development.
4. The need to develop a common understanding about differentiation and formative assessments.

How the School will Evaluate the Progress of this Goal:

1. Using a teacher-developed classroom walkthrough form focused on differentiation, gather regular data from teacher-led walkthroughs.
2. Analyze data (progress reports, grades) to determine progress towards decreasing the achievement gap.
3. Collect feedback on quality and impact of professional development from teachers qualitatively (through professionally developed feedback processes) and quantitatively (through survey data).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide professional development to all staff to establish common knowledge and understanding about differentiated instruction, focusing initially on formulating learning targets and designing formative assessments.	November–December 2014 Staff Meeting	Assistant Principal, Curriculum and Instruction Professional Development Committee (Comprised of PHS Teachers)	Staff Meeting Professional Development			
			Curriculum Materials (14-15 School Year)	0000: Unrestricted	Donations	1000
			Collaboration Time (14-15 School Year)	0000: Unrestricted	Donations	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide focused professional development opportunities to all PHS teachers on differentiation instructional practices.	January 2015–May 2015 Staff Meetings	Assistant Principal, Curriculum and Instruction Professional Development Committee (Comprised of PHS Teachers)	Staff Meeting Professional Development			
3. Organize and build capacity in a committee of teachers that will provide schoolwide leadership on differentiation	November 2014-2015	PHS Administration Team Professional Development Committee (Comprised of PHS Teachers)	Monthly Professional Development Committee Meetings (Comprised of PHS Teachers)			
4. Organize monthly teacher-led walkthroughs to determine implementation of differentiation practices.	January 2015– May 2015	Professional Development Committee (Comprised of PHS Teachers) PHS Classroom Teachers	Monthly Professional Development Committee			
5. Initiate schoolwide and department level conversations on mastery learning practices, inclusive of discussions on the relationship between homework and mastery learning.		PHS Administration School Advisory Council Challenge Success Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Investigate Master Schedule designs to promote departmental collaboration.		PHS Administration School Advisory Committee				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Culture Development
LEA GOAL:
1. Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, and intellectually curious with a strong sense of self and community.
2. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.
3. LCAP Goals:
Student Need #3: Social and emotional support services/practices that (a) provide a safe and healthful learning environment for all students and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.
Student Need #5: Maintain a healthy and appropriate learning environment for all students in order to ensure post-secondary preparation, improve content mastery, critical thinking, creativity, communication, collaboration, technical literacy, and access to a wide range of courses.
SCHOOL GOAL #2:
Provide programs grounded in social and emotional learning and develop school structures to optimize learning and achievement for all students.
Data Used to Form this Goal:
1. Stanford Survey of Adolescent School Experiences
2. Research on Social and Emotional Learning
3. Research on Student Sleep
4. WASC Self-Study Data
5. Input from school committees

Findings from the Analysis of this Data:

1. There was initial success in improving school climate through our social climate work.
2. Research has shown that service-learning reduces stress and allows students to broaden their perspectives beyond their own individual gain.
3. Students use alcohol to relieve stress.
4. Stress is one of the largest issues inhibiting student growth.
5. Challenge Success Survey Results

How the School will Evaluate the Progress of this Goal:

1. Staff/Student/Stakeholder Survey Data.
2. Reduction of students on the PHS At-Risk Database.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Examine PHS's academic program in order to make recommendations to reduce student stress and meet the needs of diverse students:</p> <p>A. Revise and refine the scope and sequence of PHS's Social Psychology course to better promote the social and emotional development of students and meet Education Code 51937, 51938 requirements.</p> <p>B. Review the enrollment protocols and proceduces to ensure that students and families are fully informed of their course enrollment options and expectations.</p> <p>1. Specifically examine the enrollment in PHS's honors and AP courses.</p> <p>2. Examine PHS's summer school enrollment policies for course enrichment or advancement.</p> <p>C. Explore the addition of elective courses to better prepare students for twenty-first century learning and meet student interests.</p>	October 2014-March 2014	<p>PHS Administration Counselors</p> <p>Department Chairs</p> <p>Teachers (as required)</p>	<p>A. Present a course redesign of Social Psychology to the PHS School Advisory Committee, School Site Council and School Board for approval.</p> <p>B. Examine and make recommended changes to PHS enrollment protocols and procedures and summer course enrollment policies to better meet the learning needs of students.</p> <p>C. Examine PHS offerings in Computer Science, Acting and other Departments, as needed.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolwide Service-Learning Program Development to build student empathy, foster teamwork and community, and build resiliency. 1. Develop Schoolwide Project per grade level. 2. Promote the development/integration of service-learning curriculum within classrooms.	Ongoing	PHS Administration	Service-Learning Schoolwide Coordinator (FTE .2)	0000: Unrestricted	Donations	16,000
		Schoolwide Service-Learning Coordinator	Service-Learning Grade-Level Coordinators (Six Coordinators)	0000: Unrestricted	Donations	8,724
		Grade Level Service-Learning Coordinators	External PD Consultant	0000: Unrestricted	Donations	4,000
			Professional Development Opportunities for Teachers/Staff	0000: Unrestricted	Donations	4,000
			Grade-Level Class Projects:	0000: Unrestricted	Donations	
			9th Grade Environment 10th Grade Discrimination 11th Grade Homelessness 12th Grade Economic Disparity			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Examine the structure of the school's bell schedule including the following: school start and end times, placement of courses within the schedule, tutorial, advisory and staff collaboration time.</p> <p>1. Investigate advisory programs for implementation for the 15-16 school year.</p> <p>2. Investigate the implementation of a schoolwide major test and projects calendar for the 15-16 school year.</p> <p>3. Examine the placement of courses and school end times to limit students missing courses due to participation in extra-curricular activities.</p> <p>4. Review the design of tutorial and offerings throughout the academic school year.</p> <p>5. Assess feedback from the 14-15 Bell Schedule Pilot and make a recommendation for the 15-16 Bell Schedule.</p>	October 2014-May 2014	<p>PHS Administration</p> <p>PHS Athletic Department</p> <p>PHS Bell Schedule Recommendation Committee</p> <p>School Site Council</p> <p>School Advisory Council</p> <p>School Stakeholders</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Develop PHS's response to intervention protocols and procedures to support all students.</p> <p>1. Develop a schoowide pyramid of interventions for the 15-16 school year.</p> <p>2. Departments develop response to intervention protocols and procedures to support all students.</p>	October 2014-June 2015	<p>PHS Administration</p> <p>PHS Counseling Department</p> <p>Response to Intervention Sub-committee</p> <p>PHS Departments</p>				
<p>Investigate the implementation of a schoowide testing center.</p> <p>1. The Testing Center will be designed to support special education students, students with 504 accommodations, and general education students.</p>	October 2014-June 2015	<p>PHS Administration</p> <p>PUSD Special Education Department</p> <p>School Site Council</p> <p>School Advisory Council</p> <p>School Stakeholders</p>				
<p>Review of PHS's programs to support student's social and emotional development (i.e., Youth Education Programs, Peer Advisors, Camp Everytown, Service Learning, Ground Crew, etc.)</p>	Ongoing	<p>PHS Administration</p> <p>School Advisory Council</p> <p>School Site Council</p> <p>Challenge Success</p>				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA GOAL:
<ol style="list-style-type: none">1. PUSD is committed to appropriately integrating technology into all areas of the curriculum and dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning.2. Shaping our Future 2.0—Program Adaptability (e.g. Effective techniques for technology in the classroom)3. Shaping our Future 2.0—Cultivate Digital Citizenry (e.g. Digital Citizenship)4. LCAP—Student Need #1: Professional, collaborative, dedicated, reflective and exemplary educators who use (a) diverse instructional strategies and (b) technology to meet the learning needs of all students.
SCHOOL GOAL #3:
Support the effective use of technology to promote student learning and achievement in the classroom.
Data Used to Form this Goal:
<ol style="list-style-type: none">1. PUSD Instructional Technology Plan 2013-20162. PUSD Shaping our Future 2.0 Objectives
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. The areas of growth for PHS are the following: 1) Develop and test the infrastructure to support the successful implementation of the SMARTER Balanced assessment, the assessment tool for the Common Core State Standards, for PHS staff and students and 2) Build capacity for PHS teachers to foster a 21st Century digital learning environment for students
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Student/Teacher Survey Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Investigate systems to support the implementation of 1:1 mobile learning (e.g. 1:1 technology) environment for students</p> <p>1. Investigate staff personnel needed to support the 1:1 mobile learning environment</p> <p>2. Investigate tech support protocols to support school staff and the 21st Century classroom.</p>	October 2014–June 2015	<p>PHS Administration</p> <p>Department Chairs</p> <p>PHS Technology Department</p>				
<p>Research technology needed to implement computer based assessments (e.g. SMARTER Balanced) and to prepare students to take them.</p>	October 2014-March 2015	<p>PHS Administration</p> <p>PHS Technology Department</p>				
<p>Research and provide professional development opportunities for teachers to foster and develop digital citizenship for students in the classroom</p> <p>1. Investigate and participate in school visitations.</p> <p>2. Participate in professional development conferences and workshops (internal and external).</p>	ongoing	<p>PHS Administration</p> <p>PHS Department Chairs</p> <p>Classroom Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improve communication to PHS stakeholders through use of technology- web page, Infinite Campus, etc.</p> <p>1. Develop clear expectations for teachers' use of Infinite Campus to communicate grades to students and parents.</p> <p>2. Provide ongoing professional development of teachers to use infinite campus.</p> <p>3. Establish protocols and procedures to monitor teacher use of Infinite Campus on an ongoing basis.</p>	ongoing	PHS Administration Parent Organizations PHS Technology Department				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety

LEA GOAL:

1. PUSD Board Goal #3: Provide students with a safe and healthful learning environment where respect, inclusion, responsible citizenship, self-discipline, and personal responsibility are thoughtfully practiced.
2. LCAP Goal #3: Social and emotional support services/practices that (a) provide a safe and healthful learning environment for all students and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.

SCHOOL GOAL #4:

Piedmont High School will provide an environment that protects the physical safety of students, faculty and staff via a thorough review and updating of security protocols. The physical site, training, and drills will all be addressed, in coordination with the Piedmont Police Department.

Data Used to Form this Goal:

1. Needs Assessment based on monthly drills and annual Earthquake Drill held on October 16th, 2014
2. Documentation around school safety including but not limited to PHS's previous Comprehensive Safety Plan, District Protocols and Procedures around Communication, as well as safety protocols in specific departments like science.
3. Facility Audit began in September of specific buildings conducted by PHS Administration, Maintenance personnel, and faculty members.
4. Information provided by PPD around district and school specific procedures and protocols suggested for "shelter in place", "lockdown", and "active shooter"
5. Survey Data from Challenge Success and Healthy Kids Survey

Findings from the Analysis of this Data:

1. Need for updated procedures and protocols to support school safety
2. Improvements of school facilities to support school safety
3. Improve communication between school personnel, other school sites and the district office

How the School will Evaluate the Progress of this Goal:

Through Monthly Meetings with the School Safety Committee, improvement and upgrades in campus facilities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a School Safety Committee that evaluates the current school protocols and facilities to determine steps and work needed to provide the students and staff a safe learning environment.	December 2014 - June 2015	PHS Administration, Faculty & Support Staff, Maintenance & Building Services personnel	Review the school's current safety protocols and make recommendations for improvement to those protocols Review the school's facilities and grounds to determine necessary areas of concern that must be approved			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Update Piedmont High School's Comprehensive Safety Plan which will include documentation around emergency disaster plans, as well as protocols around shelter in place, lockdown and active shooter.	October 2014 - June 2015	PHS Administration, School Advisory Committee, School Safety Committee	<p>Review CDE School Safety Plan Resources</p> <p>Develop protocols for shelter in place, lockdown, and active shooter and then share with PHS & MHS staff members prior to practicing as a school site</p> <p>Review feedback from previously held disaster drill in October of 2014 to update the plan for the school</p> <p>Meet with Piedmont Police Department around proposed protocols and to conduct a campus audit on safety</p> <p>Practice procedures and protocols around shelter in place, lockdown, and active shooter with students and staff</p>			
Improve and upgrade facilities and grounds for safety.	October 2014 - July 2015	PHS Administration, District Administration, Maintenance & Custodial Departments, School Leadership Members, and high school staff	<p>Propose necessary upgrades to buildings and classrooms to improve safety</p> <p>Determine security measures needed to maintain and improve school safety including but not limited to visual access and limiting ingress, but not preventing egress</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve communication on site between buildings, classrooms and the main office.	June 2014 - July 2015	PHS Administration, District Administration, Maintenance, Faculty and Staff at PHS	Implementation of our new communication system called Calypso Building knowledge and understanding			

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brent Daniels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lizzie Bjork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dane Copeland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mercedes Foster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Joyce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Lukaszewski	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christopher Machle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eric Mapes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Marcus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Liz McCarthy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marianne Mitosinka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ginna Myers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Savage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- | | |
|---|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):
School Advisory Committee (Department Chairs)
Piedmont High School Leadership Team
Piedmont Unified School District Leadership Team | <hr style="border: 0; border-top: 1px solid black;"/> Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2013.

Attested:

Brent Daniels		
Typed Name of School Principal	Signature of School Principal	Date

Brent Daniels		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date