

# **The Single Plan for Student Achievement**

PIEDMONT HIGH SCHOOL

052462  
CDS Code

Date of this revision:           October 2008

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Piedmont Unified School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_.

## MISSION STATEMENT

### 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 high schoolers 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:

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. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

In addition, we work to implement annually adopted District Goals. For school year 2008-09 the District Goals are as follows:

## **EDUCATIONAL PROGRAM**

Goal: Cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.

Specific Goals - Continue to:

- Provide and maintain a breadth and depth of learning opportunities for all students
- The Board, teachers, administrators, support staff, students, parents, and the community will work in partnership with one another to support continuous improvement of the quality of the K-12 educational program.
- Provide a comprehensive professional development program to support teachers in addressing a broad spectrum of student learning needs in desired focus areas, including differentiated instruction methods.
- Evaluate and make recommendations as appropriate on how to continue to improve the quality of the:
  - Math Program (e.g., PHS course offerings and adoption, and K-5 Everyday Math implementation)
  - K-12 English Language Arts Program
  - Early Intervention Program
  - Student Assessment practice
  - Use of Technology in classrooms
- Through the 'Categorical Program Mandates' (CPM) process, conduct a self evaluation of the District's categorical programs, and make recommendations as appropriate on how to continue to improve program quality (including the Gifted and Talented Education Program).

## **SCHOOL ENVIRONMENT**

Goal: Provide a safe and healthy learning environment that promotes responsible citizenship, self-discipline, personal responsibility and resilience, compassion, and mutual respect.

Specific Goals - Continue to:

- Monitor, raise awareness, and address student issues (behavior, substance abuse, and stress), that warrant attention.
- Improve and coordinate where appropriate the nutrition/food programs at the elementary and secondary schools.
- Support and coordinate (where appropriate) green efforts throughout the school district.

## **COMMUNICATIONS PRACTICES**

Goal: Build and improve upon interactions and communication practices among students, staff, and community, in order to support a constructive partnership between the schools and families.

Specific Goals - Continue to:

- Enhance school to home communications (student packets, school bulletins, e-mail distribution, on-line registration, District newsletters, school & District websites).
- Encourage student-teacher and teacher-family interactions (tutorial time, parent teacher conferences, special meetings) to support growth in student achievement.
- Provide appropriate venues for staff and parent/community interactions, and parent and community input on school and district matters; Establish clear expectations as to how the input will be used in school and Board decision-making.

## **FINANCIAL MANAGEMENT**

Goal: Closely monitor and manage District finances in order to sustain educational program priorities over the long term.

Specific Goals - Continue to:

- Support the District's major program budget priorities to:
  - Attract and retain a quality professional staff through fair and competitive compensation.
  - Provide a breadth and depth of student learning opportunities.
- Identify co-chairs to manage the School Parcel Tax Campaign, and provide program and budget information necessary to assist the advisory committee in developing recommendations to the Board.
- Secure categorical program funding by satisfying State requirements delineated in the 'Categorical Program Mandates' (CPM) "audit" process.
- When piloting new programs, maintain the financial "foot print" of the current K-12 program.

## **FACILITIES PLANNING AND MANAGEMENT**

Goal: Maintain and improve the long-term safety, accessibility, usability, and value of our school facilities within budget limitations and in collaboration with the City of Piedmont.

Specific Goals - Continue to:

Measure E:

- Minimize disruption to the educational program (to the extent possible).
- Transition Measure E management responsibilities from District administration to consulting team.
- Manage the decision-making process, maximizing efficient use of funds and minimizing the impact of inflation over time.

General Facilities Management:

- Review facilities use priorities in response to the community requests for additional access to District facilities.
- Revise the 5-Year Plan for Deferred Maintenance to ensure appropriate interface with Measure E projects/budget.

## **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 785 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 36 full-time teachers, 20 part-time teachers, three full-time counselors, a full-time librarian, 3 full-time administrators, and a Technology Coordinator. More than half the staff holds Master's Degrees and 40% have over 15 years of experience in education.

The ethnic composition of our student body includes the following: 2% African American, 19% Asian, 3% Hispanic, and 68% White (not of Hispanic origin). These percentages do not add to 100% due to responses of the following: other, multiple, declined to state, or non-response.

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. 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.

## **PARENT INVOLVEMENT**

The Piedmont community supports the school through a parcel tax, bond measures passed in 1994, 1996, 2000 and 2005, the Piedmont Educational Foundation, and district-wide and individual school site parent organizations. Parent volunteers help staff food service and provide a variety of assistance to the classroom teachers and the extra-curricular program. The Piedmont Recreation Department co-sponsors and runs our extra-curricular after-school and inter-scholastic sports programs.

## **EQUAL OPPORTUNITY AND ACCESS**

The 41.9 FTE faculty members of the high school offer our 785 students a seven-period day with a rigorous curriculum that emphasizes college preparation. Enrichment is incorporated within the curriculum as well as through electives, before and after school classes, and special events. A variety of services are offered to GATE, English Learners, and Special Education students. Additional assistance is offered to students struggling with content standards through before, during, and after school library and homework clubs and an after school study program. Summer school is available to all students. Acceleration is offered in 16 courses across 6 departments through an honors and advanced placement program.

### **Students with Special Needs**

In addition to general education supports, a broad range of special education programs are available to students with special needs. They are identified and found eligible for services by a multi-disciplinary assessment team. Students in need of academic help may receive special education services in one or more of the Learning Centers (Resource Specialist). There is close coordination between resource teachers, general education classroom teachers, and parents regarding the students' Individual Education Plan (IEP) and progress. In addition, counselors and speech and hearing specialists provide services to students with specific needs.

A Student Study Team (SST) composed of parent/guardian, student, classroom teachers, resource teacher, administrators, and the district school psychologist meet as necessary to consider the needs of students and to ensure that all students have equitable access to, and the opportunity to participate in and benefit from, high-quality curricular and extracurricular activities. The needs of students are discussed, information from parent/guardian is shared, and recommendations may be made by the team for students to receive specialized assistance.

### **English Learners (EL) Students**

Piedmont High School has two identified English Learner students for 2008-09. EL students are clustered in an English Language support class as well as mainstreamed throughout the academic program as appropriate.

Ninety-eight percent of the classroom teachers have been trained in instructional strategies to assist English Language Learners, and they possess CLAD or equivalent credentials.

### **GATE**

The District goal of inspiring students to achieve their fullest potential is supported by the implementation of a GATE program that reaches the unique learning styles, abilities, and needs of students who perform at or show the potential to perform at an exceptionally high level in one or more areas of expression. The District's plan aims to identify and support students gifted in the visual and performing arts and in leadership, as well as in traditional academic subjects.

The District sponsors a well-attended GATE Advisory Council that includes educators, parents, and community members and which meets regularly to address philosophical and program design issues. The community has the opportunity to receive District updates and provide input at regularly scheduled GATE Advisory Council and school site council meetings, as well as periodic communications provided in the District Newsletter and site newsletters.

At Piedmont High School, students have the opportunity to enroll in a variety of accelerated courses and pathways to best meet their educational aims. These courses/pathways include: AP Art 2-D Portfolio, AP Art 3-D Portfolio, AP French, AP

Mandarin, AP Spanish, AP Biology, Chemistry (Honors), Physics (Honors), AP Environmental Science, AP Calculus AB, Statistics (Honors), AP Music, AP Computer Science, AP U.S. History, AP European History, and AP English. Ninth grade students have the opportunity to accelerate into Biology and Geometry. Tenth grade students have the opportunity to accelerate into Chemistry (Honors) and Algebra II.

Support is also provided by the library specialists to provide advanced research methods and materials. Students may also elect to participate in over 25 clubs and enrichment programs such as Mathletes and Mock Trial.

## TEACHING AND LEARNING

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction, and materials to content and performance standards:

District adopted curricular materials are aligned to the standards in the areas of language arts, reading, social studies, math, and science. Curriculum and instruction are aligned to the standards in all content areas including math, science, language arts, social studies, reading, and some electives. Information literacy standards are taught in conjunction with library research and projects in a variety of content areas. The Physical Education department is in the process of implementing a standards-based program.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based materials are available in all content areas, and all students have access to standards-based materials. It is important to note that during the pilot and adoption process, teachers look for state-approved material that best support their teaching styles in meeting the varied needs of the student population. Library provides a variety of resources to support content standards tailored to a variety of learning styles and reading levels. Differentiation within the materials makes them more widely accessible to all students in the school, regardless of ability level.

3. The Piedmont High School Expected School-wide Learning Results (ESLRs) are the following:

Piedmont High School will prepare graduates to be:

- 1) Able communicators who:
  - a) convey information and ideas to others integrating oral, written and research skills
  - b) listen objectively and empathetically to the ideas of others
  - c) use a variety of means and resources to structure and present logical arguments
  - d) demonstrate thoughtful applications of current technologies

- 2) Complex and creative thinkers who:
  - a) apply a wide range of problem-solving skills to real life situations
  - b) access information from a variety of sources, evaluate it and use it to produce quality work
  - c) analyze, evaluate, interpret, and synthesize information suitably in various contexts, applying new technologies when appropriate
  - d) integrate information into a finished piece of quality work
  - e) express themselves creatively and artistically
  - f) develop original solutions and ideas in response to questions or circumstances
- 3) Collaborative workers who:
  - a) use appropriate leadership skills to foster, develop, and maintain relations within diverse settings
  - b) establish and achieve challenging but realistic common goals with others
  - c) appreciate various viewpoints and belief systems
  - d) solve problems successfully within a group process
- 4) Self-directed life-long learners who:
  - a) effectively understand themselves, assess their needs, and apply appropriate strategies including technology to learn new concepts and skills
  - b) demonstrate self-discipline and perseverance in accomplishing challenging but realistic goals for themselves
  - c) evaluate and improve upon their own work and continually maintain high standards
  - d) set priorities, organize themselves and their work, and use time effectively
  - e) demonstrate a strong sense of self-worth and confidence
- 5) Contributors to their community who:
  - a) demonstrate a global knowledge that fosters tolerance and appreciation for individual differences
  - b) volunteer their time, energies, and talents to improve the quality of life in local and global communities
  - c) act with personal integrity and compassion, and show an appreciation of social ethics in diverse settings
  - d) respect diversity including gender, culture, race, sexual orientation, religion, and socioeconomic status
  - e) act responsibly and accept responsibility for their own actions
  - f) practice ethical behavior in regard to the use of information and information technology
- 6) Capable citizens who:
  - a) demonstrate a common core of knowledge in mathematics, science, language arts, social science, foreign language, fine arts, and computer applications that promotes their ability to understand, participate in, and enhance the community in which they live
  - b) demonstrate achievement of district and state standards

## **PROFESSIONAL DEVELOPMENT**

Three staff development days and 24 collaboration meetings are built into the school calendar. In addition, opportunities for workshops, conferences, in-services, and release days are available through funding by the PHS Parents Club and the School District. Articulation across grade levels and departments within PHS and with PMS ensure continuous progression towards mastery.

Professional development has been aligned to standards and instructional strategies. Teachers have many opportunities to work with their content and grade level peers to develop plans for the implementation of standards and to discuss instructional strategies and best teaching practices that most effectively support the students in their understanding of the standards. Professional development in the areas of implementing instructional strategies to improve student writing and incorporating differentiated instruction into lesson designing have been well-received. In 2008-09 staff development continue to focus on differentiated instruction, assessment, and collaborative lesson designing.

## **STANDARDS, ASSESSMENT AND ACCOUNTABILITY**

Student assessment is the key to guiding instruction and promoting learning. Student progress is evaluated and shared using multiple measures including group administered standardized tests, curriculum-based measures, common assessments, individual diagnostic testing, progress reports, and classroom observation. Piedmont High School participates in the STAR test program which is mandated by the State of California. STAR testing evaluates student progress toward meeting state curriculum standards. Overall school performance is reviewed by the principal and teachers to identify school-wide areas for continuous improvement.

## **FUNDING AND GOVERNANCE**

The Piedmont Unified School District Bylaws and Policies are followed at all times.

The Arts & Music Block Grant supports the implementation of sequential standards-aligned visual and performing arts instruction. The School Safety and Violence Prevention monies are used to increase school safety with the addition of a PHS campus supervisor. The Supplemental School Counseling Program supports additional counseling services for students in grades nine through twelve who are identified to be "at-risk". The GATE (Gifted & Talented Education) monies allow us to support unique education opportunities (i.e. Mock Trial and Mathletes) for high-achieving and underachieving pupils. The Title I, Part A: Targeted Assistance Program helps educationally disadvantaged students to achieve grade level proficiency.

## **CONCLUSIONS FROM STUDENT PERFORMANCE DATA**

Piedmont High School scored above the STAR testing statewide performance target of 800 in Academic Performance Index (API) in 2007. In 2008 Piedmont High School received an API score of 912, a 16 point growth from its 2007 base score of 896. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont High School met its Adequate Yearly Progress (AYP) requirements for 2008. (Refer to Tables 1 – 4 for detailed STAR results)

## **SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT**

### **Goal #1:**

Increase proficiency levels in Algebra I by 5% on the 2009 CST – STAR Exam.

### **Goal #2**

Increase proficiency levels in Geometry by 5% on the 2009 CST – STAR Exam.

### **Goal #3**

Increase proficiency levels in Algebra II by 10% on the 2009 CST – STAR Exam.

### Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>SCHOOL GOAL # 1:</b> Increase proficiency levels in Algebra I by 5% on the 2009 CST – STAR Exam.				
<b>Student groups and grade levels to participate in this goal:</b> 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> grade students		<b>Anticipated annual performance growth for each group:</b> Increase proficiency levels by 5%		
<b>Means of evaluating progress toward this goal:</b> 2009 STAR data		<b>Group data to be collected to measure academic gains:</b> STAR Exam test results		
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Develop an Algebra I assessment to measure student performance and support instruction, emphasis, and pacing with the Algebra I curriculum.	November 2008 March 2009	Two release days for Algebra I teachers	\$400.00	PUSD & PHS Parents' Club
2. Provide the math department with collaboration time to address student performance by focusing on teaching strategies, pacing, and emphasis in the four STAR - CST Algebra I reporting clusters: - Number properties, Operations, and Linear Equations - Graphing and Systems of Linear Equations - Quadratics and Polynomials - Functions and Rational Expressions	F-Day Department Meetings November 2008 March 2009	-	-	-
3. Administration, counselors, and teachers will identify students who have scored at "below proficient levels" on the 2008 STAR – CST Algebra I Exam and encourage participation in various support programs (i.e. G-Day tutorials, After School Study Support Program, Peer Tutoring).	November 2008 March 2009	-	-	-

<b>SCHOOL GOAL # 2:</b> Increase proficiency levels in Geometry by 5% on the 2009 CST – STAR Exam.				
<b>Group to participate in this goal:</b> 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> grade students		<b>Anticipated annual performance:</b> Increase proficiency levels by 5%		
<b>Means of evaluating progress toward this goal:</b> 2009 STAR data		<b>Group data to be collected:</b> STAR Exam test results		
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Develop a Geometry assessment to measure student performance and support instruction, emphasis, and pacing with the Geometry curriculum.	November 2008 March 2009	Two release days for Geometry teachers	\$400.00	PUSD & PHS Parents' Club
2. Provide the math department with collaboration time to address student performance by focusing on teaching strategies, pacing, and emphasis in the four STAR - CST Geometry reporting clusters:  - Logic and Geometric Proofs - Volume and Area Formulas - Angle Relationships, Constructions, and Lines - Trigonometry	F-Day Department Meetings November 2008 March 2009	-	-	-
3. Administration, counselors, and teachers will identify students who have scored at "below proficient levels" on the 2008 STAR – CST Geometry Exam and encourage participation in various support programs (i.e. G-Day tutorials, After School Study Support Program, Peer Tutoring).	November 2008 March 2009	-	-	-

<b>SCHOOL GOAL # 3:</b> Increase proficiency levels in Algebra II by 10% on the 2009 CST – STAR Exam.				
<b>Group to participate in this goal:</b> 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> grade students		<b>Anticipated annual performance:</b> Increase proficiency levels by 10%		
<b>Means of evaluating progress toward this goal:</b> 2009 STAR data		<b>Group data to be collected:</b> STAR Exam test results		
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Develop a Algebra II assessment to measure student performance and support instruction, emphasis, and pacing with the Algebra II curriculum.	November 2008 March 2009	Two release days for Algebra II teachers	\$800.00	PUSD & PHS Parents' Club
2. Provide the math department with collaboration time to address student performance by focusing on teaching strategies, pacing, and emphasis in the four STAR - CST Algebra II reporting clusters: - Polynomials and Rational Expressions - Quadratics, Conics, and Complex Numbers - Exponents and Logarithms - Series, Combinations, Probability, and Statistics	F-Day Department Meetings November 2008 March 2009	-	-	-
3. Administration, counselors, and teachers will identify students who have scored at “below proficient levels” on the 2008 STAR – CST Algebra II Exam and encourage participation in various support programs (i.e. G-Day tutorials, After School Study Support Program, Peer Tutoring).	November 2008 March 2009	-	-	-

**Piedmont Unified School District:  
Form C: Programs Included in the Piedmont High School Plan**

State and federal categorical programs in which the District participates are checked, and, where applicable, amounts allocated for site use is provide. Site allocations marked with an asterisk (\*) are incorporated as part of District-wide services. The SPSA plan must describe activities conducted for each of the programs in which the school participates. If the school receives funding, the plan must include proposed expenditures.

<b>PUSD Receives</b>	<b>State Funded Programs</b>	<b>Site Allocation</b>	<b>District Allocation</b>
<input checked="" type="checkbox"/>	Arts & Music Block Grant <u>Purpose:</u> Supports the implementation of sequential standards-aligned visual and performing arts instruction	\$13,507*	\$43,379
<input type="checkbox"/>	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Helps educationally disadvantaged students succeed in the regular program.	\$n/a	\$n/a
<input checked="" type="checkbox"/>	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency/academic proficiency of EL students	\$13,754*	\$44,639
<input type="checkbox"/>	High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$n/a	\$n/a
<input checked="" type="checkbox"/>	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$0*	\$16,662
<input checked="" type="checkbox"/>	Pupil Retention Block Grant <u>Purpose:</u> Secondary support program, including reduced class size at the high school level.	\$n/a	\$120,665
<input checked="" type="checkbox"/>	<i>School and Library Improvement Program Block Grant</i> <u>Purpose:</u> Improve library and school programs; includes funding of K-5 paraeducators.	\$n/a	\$173,531
<input checked="" type="checkbox"/>	<i>School Safety and Violence Prevention Act</i> <u>Purpose:</u> Increase school safety (PHS campus supervision)	\$44,447	\$44,447
<input checked="" type="checkbox"/>	<i>Tobacco-Use Prevention Education (TUPE)</i> <u>Purpose:</u> Eliminate tobacco use among students.	\$1,123*	\$3,628
<input checked="" type="checkbox"/>	GATE (Gifted & Talented Education) <u>Purpose:</u> develop unique education opportunities for high-achieving and underachieving pupils	\$ <u>2,159</u>	\$20,870
<input checked="" type="checkbox"/>	School Garden Grant <u>Purpose:</u> To supports students in developing lifelong habits of nutrition and fitness and to support gardens in every school	\$ <u>2,500</u>	\$15,000
<input type="checkbox"/>	Supplemental School Counseling Program <u>Purpose:</u> supports additional counseling services for students in grades seven through twelve at risk (PMS/PHS)	\$56,127*	\$89,453
Total amount of State categorical funds allocated to this school		\$133,617	\$572,274

**Piedmont Unified School District:**

**Form C: Programs Included in the Piedmont High School Plan (continued)**

PUSD Receives	Federal Programs: No Child Left Behind (NCLB)	Site Allocation	District Allocation
<input type="checkbox"/>	Title I, Neglected  <i>Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution</i>	\$n/a	\$n/a
<input type="checkbox"/>	Title I, Part A: School-wide Program <i>Purpose: Upgrade educational programs in high poverty areas</i>	\$n/a	\$n/a
<input checked="" type="checkbox"/>	Title I, Part A: Targeted Assistance Program <i>Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency (PHS/MHS)</i>	\$50,032*	\$50,032
<input type="checkbox"/>	Title I, Part A: Program Improvement <i>Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups</i>	\$n/a	\$n/a
<input checked="" type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <i>Purpose: Improve and increase the number of highly qualified teachers and principals</i>	\$0*	\$41,110
<input checked="" type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <i>Purpose: Support professional development and the use of technology; utilized by school site techs.</i>	\$80*	\$480
<input checked="" type="checkbox"/>	Title III, Language Instruction for Limited-English-Proficient Students  <i>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards (funded with Acalanes High School District Consortium)</i>	\$2,087*	\$6,703
<input checked="" type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities  <i>Purpose: Support learning environments that promote academic achievement (PUSD school nurse)</i>	\$0*	\$6,560
<input checked="" type="checkbox"/>	Title V: Innovative Programs <i>Purpose: Support educational improvement, library, media, and at-risk students (PUSD libraries)</i>	\$680*	\$2,183
Total amount of Federal categorical funds allocated to this school		\$52,879	\$106,588
Total amount of State & Federal categorical funds allocated to this school		\$186,496	\$678,862

## School Site Council Membership

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>1</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Booker, Randall	X				
Black, Beth		X			
Hayden, John		X			
Marthinsen, Bill		X			
Reid, Rosie		X			
Sychr, Diana			X		
Bax, Briony				X	
Dodds, M.J.				X	
Kirkpatrick, Tracy				X	
Dodds, William					X
Lally, Jack					X
Tuan, Cordelia					X
Totals	1	4	1	3	3

## Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other:

School Advisory Committee (Department Chairs)

Piedmont High School Leadership Team

Piedmont Unified School District Leadership Team

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: October 22, 2008

Attested:

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
On Behalf of Site Council

\_\_\_\_\_  
On Behalf of Site Council

\_\_\_\_\_  
Date

