

The Single Plan for Student Achievement

PIEDMONT HIGH SCHOOL

052462
CDS Code



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Piedmont Unified School District

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 impact 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 2011-2012 the District Goals were as follows

(http://www.piedmont.k12.ca.us/forms/board/Goals_062211.pdf):

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
 - 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.

GOALS

#1 – Adapt & Improve Educational Program Delivery: Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship.

#2 – Support Professional Growth & Instructional Effectiveness: With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

#3 – Provide a Safe Learning Environment: Provide students with a safe and healthful learning environment where respect, inclusion, resilience, responsible citizenship, self discipline, and personal responsibility are thoughtfully practiced.

#4 – Cultivate a Dynamic Learning Community: Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups.

#5 – Develop & Implement a Sustainable Plan to Balance the Budget: Continue to develop and implement a three-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the community, in order to sustain the quality of our educational and instructional programs, and school facilities.

Goal #6 – Invest In & Preserve School Facilities & Infrastructure: Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate.

PIEDMONT HIGH 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 743 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, two full-time counselors and one part-time counselor, 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: 3% African American, 16% Chinese, 2% Filipino, 1% Vietnamese, 1% Korean, 1% Japanese, 4% Hispanic, and 71% 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. 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.

PARENT INVOLVEMENT

The Piedmont community supports the school through a parcel tax, bond measures passed in 1994, 1996, 2000, 2005, and 2009 the Piedmont Educational Foundation, and district-wide and individual school site parent organizations. Parent volunteers help staff the College and Career Center and provide a variety of assistance to the classroom teachers and the extra-curricular program.

EQUAL OPPORTUNITY AND ACCESS

The 41.1 FTE faculty members of the high school offer our 743 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 tutorials. 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 six identified English Learner students for 2012-13. EL students are clustered in an English Language support class as well as mainstreamed throughout the academic program as appropriate.

Ninety-nine 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 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, AP Calculus BC, AP Music, AP Computer Science, AP U.S. History, AP European History, and AP English. Eleventh grade students can enroll in English 5-6 Honors. 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, Junior Statesmen, 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, physical education, 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 has implemented 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. The PHS 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

One staff development day 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. Nine teachers are current pursuing National Board certification and being led by a one of our own Board-certified teacher-leaders. The WASC self-study process commanded almost all of the staff collaboration days in 2011-12 and this self-study was led by another teacher-leader. The newly negotiated certificated evaluation process requires teacher observation and dialogue among colleagues and staff interaction has already increased. In 2012-13 staff time is being allocated to increase teacher peer-to-peer observations that go beyond the evaluation process.

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

In 2012 Piedmont High School received a score of 916. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont High School met its Adequate Yearly Progress (AYP) requirements for 2011.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT (2011-2012)

Goal #1:

PHS will complete the WASC accreditation process and articulate Critical Academic Needs and an Action Plan that meets the student academic needs and the expected school-wide learning results.

PHS successfully completed the WASC accreditation process and received a six-year term of accreditation, with a review at three years. The Action Plan articulated in the WASC report provides a framework for the next six years. This framework will assist in identifying Site goals each year.

Goal #2:

The World Languages Department will gather information useful for evaluating the PHS World Languages program and make a presentation to the Site Council, including conducting a World Language survey of students in grades 9-12 and reporting on PHS World Language course descriptions, outlines, curriculum examples, assessment practices, instructional strategies, expectations, California state standards, and any proposed changes to the existing program.

The World Language department members conducted a student survey that informed them regarding curricular and instructional decisions. Course descriptions were reviewed and shared with counselors. Course outlines were reviewed by department members. A common assessment was developed and given in Level Two Spanish classes and similar assessments were given in Mandarin and French. State standards were reviewed and shared with the PHS Site Council and PUSD Curriculum Forum. Proposed changes were discussed, developed, and shared with the PHS School Advisory Council.

Goal #3:

PHS staff will prepare common assessment materials for one additional PHS academic department during 2011-2012, for use beginning in 2012-2013.

Common assessments continue to be developed in Physical Science and Biology. A common assessment and common project was developed and given in Modern World History courses. A common assessment was developed and given in Level Two World Language courses.

Goal #4:

PHS Site Council will review and discuss the English Department standards regarding the number of assigned essays per quarter and a return timetable for graded essays.

The English Department shared the number of the analytical student writing experiences (essays) and the return time of these essays by the teachers was discussed. The standards represented a minimum number of essays and varied among the teachers. There was not a standard length of the writings.

Goal #5:

PHS staff will develop a program to promote and communicate the Academic Integrity Policy in order to reduce the number of 2011-2012 AIP violations as compared to the number of violations during the 2009-2010 school year.

There was no comprehensive program presented to address academic integrity in 2011-12. An Academic Integrity Student Focus Group meeting was held on May 6, 2012, in order to assist in informing staff as it addresses academic integrity issues. The planned Parent Night was delayed until September, 2012. Reported AIP violations decreased in 2011-12 (23 incidents reported) from 2010-11 (61 reported incidents).

Goal # 6:

Proficiency levels on the 2011-12 STAR Exam will improve or maintain as compared with similar grade-level scores from 2010-2011.

PHS scores in English-Language Arts, History, and Science generally were maintained or improved slightly. Geometry and Algebra II scores decreased.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT (2012-2013)

Goal #1:

The PHS World Language department will review, evaluate, and choose new textbooks and course materials, explore the development of a new course in Level 3 Spanish, continue to refine and use the Student Survey, and expand its development and use of common assessments into all languages at Levels 1, 2 and 3.

Goal #2:

Parents and PHS staff will research and explore the possibility of experiential/service/community learning courses or curriculum being integrated into PHS. Findings and result of research will be presented at the end of the year.

Goal #3:

PHS staff and students will develop and implement a program that addresses student behavior that displays honor, integrity and respect for others, including but not limited to academic integrity.

Goal # 4:

PHS departments will develop, implement and review results from common assessments in all classes and review and evaluate STAR test scores in appropriate subject areas.

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:

<p>SCHOOL GOAL # 1: <i>The PHS World Language department will review, evaluate, and choose new textbooks and course materials, explore the development of a new course in Level 3 Spanish, continue to refine and use the Student Survey, and expand its development and use of common assessments into all languages at Levels 1, 2 and 3.</i></p>				
<p>Groups to participate in this goal: World Language department members, Administration, PHS Site Council, and World Language students grades 9-12</p>		<p>Anticipated annual performance: World Language department will reflect on its curriculum and assessments, continue using the Student Survey to inform instruction, and move toward more parity in course expectations.</p>		
<p>Means of evaluating progress toward this goal: PHS World Language department will report back to the PHS Site Council on the subjects noted above and various times during 2012-13</p>		<p>Group data to be collected: World Language Survey results from students in grades 9-12. PHS World Language course descriptions, outlines, curriculum examples, assessment practices, instructional strategies, expectations.</p>		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. The PHS Administration will compare the results of the student World Language survey with the results of the Parent survey and Graduate surveys and report out to staff and the PHS Site Council during the 2012-2013 school year	November 2012	-	-	-
2. The PHS Principal will collaborate with the World Language Department Chair in order to refine the World Language	October 2012 –	-	-	-

<p>3. Together with the PHS Site Council, the World Language teachers will determine what additional information should be gathered regarding best teaching practices, language programs at comparable schools, and other.</p>	<p>October 2012- May 2013</p>	<p>\$1000</p>	<p>-</p>	<p>PUSD school substitute funds</p>
<p>4. Using all of the information gathered from the surveys and research from 2011-12, and continuing into 2012-13, the PHS Site Council and the PHS World Language Department will assess the World Language program and discuss possible changes</p>	<p>September 2012 – May 2013</p>	<p>-</p>	<p>-</p>	<p>-</p>

SCHOOL GOAL # 2: *Parents and PHS staff will research and explore the possibility of experiential/service/ community learning courses or curriculum being integrated into PHS. Findings and result of research will be presented at the end of the year.*

Groups to participate in this goal: PHS Site Council members and PHS staff		Anticipated annual performance growth for each group: Research will be gathered and presented to PHS Site Council. Staff will evaluate possibilities of expanding service learning into PHS curriculum structure.		
Means of evaluating progress toward this goal: Site Council research will be examined.		Group data to be collected to measure academic gains: Site Council research		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Site Council parent group will research programs currently in progress at selected other schools.	November 2012 - May 2013	-	-	-
2. Site Council parents will report to Site Council the results of their research and share options for integrating into current PHS curriculum.	May 2013	-	-	-
3. PHS staff will discuss feasibility of experiential/service learning projects and/or courses becoming part of the PHS experience.	April 2013 - May 2013	-	-	-

SCHOOL GOAL # 3: PHS staff and students will develop and implement a program that addresses student behavior that displays honor, integrity and respect for others, including but not limited to academic integrity.

<p>Groups and grade levels to participate in this goal: PHS staff and representative students from grades 9-12</p>	<p>Anticipated annual performance: Academic Integrity Policy revised and programs promoting student integrity developed</p>			
<p>Means of evaluating progress toward this goal: Group and departmental meeting notes and policies/practices developed; review of “Date Rape” and “Personal Integrity” assemblies by staff;</p>	<p>Group data to be collected: Meeting notes, curriculum developed, student discipline referral data, Healthy Kids Survey, Wellness Center data, Academic Integrity Policy</p>			
<p>Actions to be Taken to Reach This Goal</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. PHS staff will meet as a group to review Academic Integrity Student Group findings from last year. Then they will meet in departments to begin discussion of standardizing departmental academic integrity practices.</p>	<p>August 2012 – May 2012</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>2. PHS staff will coordinate with ASB, Peer Advisor, and Youth Educator program members, hold Academic Integrity Student Group meetings to address cheating, plagiarism, academic integrity, and personal integrity.</p>	<p>October 2012 – April 2013</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>3. PHS staff will develop “date rape prevention” assemblies for all students to promote personal responsibility and integrity in interpersonal relationships.</p>	<p>September 2012- December 2012</p>	<p>-</p>	<p>-</p>	<p>-</p>

SCHOOL GOAL # 4: PHS departments will develop, implement and review results from common assessments in all classes and review and evaluate STAR test scores in appropriate subject areas.

<p>Groups and grade levels to participate in this goal: PHS staff</p>	<p>Anticipated annual performance: Common assessments developed in all common classes</p>			
<p>Means of evaluating progress toward this goal: Group and departmental meeting notes and common assessments developed; reports from the review of STAR test data; reports to the School Advisory Council</p>	<p>Group data to be collected: Meeting notes, departmental reports to School Advisory Council</p>			
<p>Actions to be Taken to Reach This Goal</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. All PHS teachers will review and analyze the STAR test data from the spring of 2012.</p>	<p>September 2012 – November 2012</p>	<p align="center">-</p>	<p align="center">-</p>	<p align="center">-</p>
<p>2. PHS department meetings will occur to develop and implement common assessments in subjects taught by more than one teacher.</p>	<p>November 2012 – April 2013</p>	<p align="center">-</p>	<p align="center">-</p>	<p align="center">-</p>
<p>3. All teachers will review and analyze the results from the common assessments in their department and then report out to the PHS School Advisory Council and to the PHS Site Council.</p>	<p>December 2012 – May 2013</p>	<p align="center">-</p>	<p align="center">-</p>	<p align="center">-</p>

Site Council Membership, PHS 2012-2013

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, b school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary
Rich Kitchens	X				
Christine Alper		X			
Joanne Guillen-Donohoe		X			
Christelle Hutin-Lee		X			
Sunny Yu		X			
Virginia Leskowski		X			
Melanie Reed			X		
Mary Kelly				X	
Burr Nash				X	
Liz Tuan				X	
Michael Yu					X
Hannah Watry					X
Jack Hamner					X
Totals	1	5	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 18, 2011

Attested:

Rich Kitchens

Typed name of school principal

Signature of school principal

Date

On Behalf of Site Council

On Behalf of Site Council

Date