

# The Single Plan for Student Achievement

**School:** Piedmont High School  
**CDS Code:** 01612750136515  
**District:** Piedmont Unified School District  
**Principal:** Brent Daniels  
**Revision Date:** December 3, 2015

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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## 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.

#### PHS 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

PHS's SPSA is aligned to PUSD's Action Goals—[http://www.piedmont.k12.ca.us/forms/Action\\_Plan\\_2014-15.pdf](http://www.piedmont.k12.ca.us/forms/Action_Plan_2014-15.pdf), “Shaping Our Future” themes, Priorities and Local Control Accountability Plan (LCAP) Goals—<http://www.piedmont.k12.ca.us/wp-content/uploads/2014/11/PUSD-LCAP-FINAL.pdf>

#### PUSD “Shaping Our Future”

“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.

PUSD Priorities 2015-2016 (See the Attachment—"PUSD An Extraordinary Education Innovative and Inspiring Schools" for more details)

PHS focused on the PUSD Superintendent's priorities for 2015-2016 listed below to guide the development of the 2015-2016 PHS SPSA:

##### Instructional Excellence

- Math Curriculum
- Professional Development
- Evaluation Practices

##### Stable Budget

- Eliminate Deficit Spending

##### Communications & Engagement

- Spotlight on Student Learning
- Advisory Councils

##### Flexible & Adaptive Facilities/Infrastructure

- Facilities Master Planning

##### Social/Emotional Curriculum

- Wellness Center
- Instructional Calendar
- Bell Schedule Redesign
- Testing Schedule
- Homework Policies
- K-12 Social/Emotional
- Health Curriculum

## 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 808 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 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 can 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, 18% Asian, 4% Hispanic/Latino, <1% Native Hawaiian or Other Pacific Islander, 5% Two or more races and 68% 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 a 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. (See the Attachment—"School Profile" for more details).

## **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 Spring 2014—<https://goo.gl/fRzs1B>
- Bell Schedule Pilot Feedback
- CA Healthy Kids Survey 2014-15—<https://goo.gl/m2qTKO>
- Staff Meeting and School Site Council Survey Data
- California Assessment of Student Performance and Progress (CAASPP) Results 2014-2015

### **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 walkthroughs and campus walkabouts, at least one-day per week. Teacher classroom 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)

PHS staff is in the initial data analysis phase of using CAASPP results to inform instruction and improve instructional practices.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

PHS staff is in the early implementation of a newly adopted student monitoring and assessment tool (i.e., Illuminate—<https://www.illuminateed.com>, a Student Information System (SIS)) to improve teacher instruction and teacher and student learning.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

All PHS teachers meet the highly qualified staff requirement as set by state and federal guidelines.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

PHS teachers are supported by access and professional development aligned to SBE-adopted instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

PHS administration focuses on supporting professional development in the following areas: common core standards and related standards implementation; differentiation of classroom instruction; and implementation and support of strategies that reduce student and staff stress.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

PHS utilizes a .2 FTE technology coach, .2 FTE math coach and .2 FTE service learning coordinator as content experts and instructional coaches to support PHS teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time for departments is provided at least once per month. Additional days, two to three days per month, are allocated for staff and teacher collaboration time.

## Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Increased alignment of curriculum, instruction, and materials to content and performance standards is embedded in the 2015-2016 SPSA.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

PHS organizes its master schedule to support the full implementation co-taught English (i.e., 9th and 10th grade) and math (i.e., Integrated 1) courses. This program supports students with and without disabilities.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

PHS adheres by the Williams Act via an annual review process to provide all students equal access to instructional materials, safe schools, and quality teachers.

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)

PHS uses SBE-adopted and standards-aligned instructional materials to drive its instructional program and support the implementation of common core standards and other related standards and new curriculum programs to support all students.

## Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

PHS provides equal access to grade-level or above curriculum standards for all students with equal access to regular program support services (i.e., tutorial, guidance counselor support, progress report notifications). PHS provides co-taught classes in English and math to support students with disabilities.

14. Research-based educational practices to raise student achievement

PHS implements research-based educational practices such as differentiation practices (i.e., a focus on learning targets), ongoing content-targeted professional development and strategies to reduce stress (i.e., late school start times).

## Parental Involvement

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

Family, school, district, and community resources support professional development activities, school programs (i.e., Camp Everytown, the After-School Academic Support Program, Service Learning, etc.) and partnerships (i.e., Challenge Success, PUSD Wellness Center, etc.) to assist under-achieving students and all students.

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)

PHS promotes the involvement of all stakeholders in the development of its schoolwide actions plans (i.e., WASC plans/goals, SPSA plans/goals)

## Funding

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

PHS provides English Language Development (ELD) services to support all English Language Learners within the regular instructional program, which includes ELD courses and college-preparatory courses.

### 18. Fiscal support (EPC)

PHS receives additional substantive fiscal support from a highly engaged Parents' Club—<http://www.phsparentsclub.org/> and the Piedmont Education Foundation (PEF)—[www.piedmontedfoundation.org](http://www.piedmontedfoundation.org). to support all student subgroups.

## **Description of Barriers and Related School Goals**

1. Implementation of Common Core State Standards (CCSS); Next Generation Science Standards (NGSS) and CSTA K–12 Computer Science Standards.
2. Implementation of newly adopted technologies (i.e., 1:1 mobile devices grades 9-12).
3. Newly adopted bell schedule 2015-2016.
4. New funding constraints (i.e., Increased CalSTRS and CalPers Contributions).
5. Newly appointed assistant principals in the counseling and student services offices.
6. Implementation of new common core integrated math program grades 9-12.
7. Implementation of a newly adopted student monitoring and assessment tool—Illuminate—<https://www.illuminateed.com>, a Student Information System (SIS).



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	178	163	91.6	159	2709.6	72	20	4	2
All Grades	178	163	91.6	159		72	20	4	2

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	77	21	1	79	18	2	49	48	1	67	30	1
All Grades	77	21	1	79	18	2	49	48	1	67	30	1

#### Conclusions based on this data:

1. 92% of students met or exceeded the English Language Arts/Literacy standards.
2. A need exists to disaggregate the English Language Arts/Literacy data for an increased understanding of the data results.
3. More students met or exceeded standards on the English Language Arts/Literacy CAASPP assessments than the Mathematics assessments.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	178	156	87.6	150	2717.4	54	24	13	4
All Grades	178	156	87.6	150		54	24	13	4

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	64	29	7	63	33	4	65	31	4
All Grades	64	29	7	63	33	4	65	31	4

#### Conclusions based on this data:

1. 78% of students met or exceeded the Mathematics standards.
2. A need exists to disaggregate the Mathematics data for an increased understanding of the data results.
3. More students met or exceeded standards on the English Language Arts/Literacy CAASPP assessment than the Mathematics assessments.

## 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:

<b>SUBJECT: All Content Areas Grades 9-12</b>
<b>LEA GOAL:</b>
PUSD Action Plan Goals: <ul style="list-style-type: none"><li>• Goal #1 – Adapt &amp; 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.</li><li>• Goal #2 – Support Professional Growth &amp; 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.</li></ul>
LCAP Goals: <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>
PUSD Priorities' Goal: <ul style="list-style-type: none"><li>• Instructional Excellence</li></ul>
<b>SCHOOL GOAL #1:</b>
Promote student engagement, learning, and achievement through schoolwide differentiated instructional practices.

**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. Classroom walkthroughs focused on differentiation
2. Analyze data (progress reports, grades) to determine progress towards decreasing the achievement gap.
3. Teacher survey data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PHS administration will conduct informal classroom walkthroughs, on a weekly basis, to identify best instructional practices used by PHS teachers.</p> <p>a. PHS administration will use walkthrough data to support teacher-led initiatives and determine schoolwide/department professional development needs to be focused on differentiated instruction.</p> <p>b. PHS administration will work to foster and develop teacher-led classroom walkthroughs focused on differentiated instruction.</p>	November 2015— May 2016	PHS Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide professional development to all teachers to establish common knowledge and understanding on the development and evaluation of meaningful homework for their courses.</p> <p>a. Provide parent education resources on how to support healthy homework practices outside of school.</p> <p>b. Provide student education resources on how to engage in healthy homework practices.</p> <p>c. Promote the use of teachers presenting clear learning objectives to students, a practice of differentiated instruction, for all classroom lessons and homework assignments.</p>	<p>November 2015— May 2016</p> <p>Staff Meetings</p> <p>Department Meetings</p> <p>Professional Development Day January 2016</p> <p>Community Outreach Activities</p>	<p>PHS Administration</p> <p>Teacher Leaders</p> <p>Department Chairs</p> <p>School Site Council</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Review the horizontal and vertical alignment of courses' standards and expectations within each PHS department.</p> <p>a. All departments will focus on the implementation of common core standards across all courses.</p> <p>b. World Language (WL) Department partnership with the Berkeley World Language Project (BWLP). The WL department will increase vertical articulation with Piedmont Middle School.</p> <p>c. Math Department Implementation of Integrated Math Common Core Standards.</p> <p>d. Science Department implementation of Next Generation Science Standards.</p> <p>e. Computer Science Department implementation of CSTA K–12 Computer Science Standards.</p> <p>f. English and Social Science Departments will focus on strengthening the horizontal alignment of some courses.</p>	<p>November 2015— May 2016</p> <p>Department and Learning Team Meetings</p> <p>Internal and External Professional Development</p>	<p>PHS Administration</p> <p>PHS Department Chairs</p> <p>Department Teacher Leaders</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Investigate Master Schedule designs to promote departmental collaboration.</p> <p>a. Professional development training on master schedule building for PHS administration.</p>	November 2015— May 2016	PHS Administration  PHS Department Chairs				
<p>Provide ongoing professional development to all teachers on the use of technology (i.e., 1:1 Chromebooks in the classroom) to support differentiation of instruction for student learning in the classroom.</p>	<p>November 2015— May 2016</p> <p>Staff Meetings</p> <p>Teacher Learning Meetings</p> <p>Professional Development Days</p>	<p>PHS Administration</p> <p>Technology Coordinator</p> <p>Technology and Learning Coach</p>				



## 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:**

##### PUSD Vision:

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.

##### PUSD Action Plan Goals:

- 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.
- Goal #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.
- Goal #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.

##### 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.

##### PUSD Priorities' Goals:

- Instructional Excellence
- Communications & Engagement
- Social/Emotional Curriculum

#### **SCHOOL GOAL #2:**

Provide programs grounded in social and emotional learning and develop school structures to optimize learning and achievement for all students and staff.

**Data Used to Form this Goal:**

1. Stanford Survey of Adolescent School Experiences
2. Research on Social and Emotional Learning
3. Research on Service Learning
4. WASC Self-Study Data
5. Input from school committees

**Findings from the Analysis of this Data:**

1. Research has shown that service-learning reduces stress and allows students to broaden their perspectives beyond their own individual gain.
2. Students use alcohol to relieve stress.
3. Stress is one of the largest issues inhibiting student growth.
4. Challenge Success Survey Results—The Stanford Survey of Adolescent School Experiences

**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.
3. Positive gains on the Stanford Survey of Adolescent School Experiences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Review the enrollment protocols and procedures to ensure that students and families are fully informed of their course enrollment options and course expectations.</p> <p>a. Specifically examine the enrollment in PHS's honors and AP courses.</p> <p>b. Examine PHS's summer homework policies.</p> <p>c. Develop protocols to assist students and their families with the course request process for time management support.</p>	December 2015- June 2016	PHS Administration & Counselors  Department Chairs  Teachers				
<p>Develop a schoolwide service-learning program to build student empathy and teamwork/community and deepen student learning and resiliency.</p> <p>a. Develop schoolwide service-learning projects per grade level.</p> <p>b. Promote the development and integration of service-learning curriculum within classroom instruction.</p>	Ongoing	PHS Administration  Schoolwide Service-Learning Coordinator  Grade Level Service-Learning Coordinators	Service-Learning Schoolwide Coordinator (FTE .2)  Service-Learning Grade- Level Coordinators (Four Coordinators)  Grade-Level Class Projects: 9th Grade Environment 10th Grade Discrimination 11th Grade Homelessness 12th Grade Economic Disparity	0000: Unrestricted  0000: Unrestricted  0000: Unrestricted	Donations  Donations  Donations	16,000  9200  5000

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 the implementation of a schoolwide major tests and projects calendar for the 16-17 school year.</p> <p>a. Investigate other and collaborate with other similar high schools with existing major tests and projects calendars.</p> <p>b. Support teacher, department, and schoolwide pilots of major testing/projects coordination calendars during the 15-16 school year.</p> <p>2. Review the structure and design of Final Exams as a strategy to assess students' mastery of content and meet students' learning needs.</p> <p>a. Examine the use of review days.</p> <p>b. Assess the teacher use of finals.</p> <p>c. Investigate advisory programs for implementation for the 17-18 school year.</p>	<p>Fall Semester 2015</p> <p>Determine Schools to Visit</p> <p>Spring Semester 2016 Visits Schools</p> <p>Ongoing</p> <p>Ongoing</p>	<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>a. Develop a schoolwide pyramid of interventions for the 16-17 school year.</p>	<p>Novemer 2015– June 2016</p>	<p>PHS Administration</p> <p>PHS Counseling Department</p> <p>PHS Departments</p>				
<p>Implementation of a schoolwide Testing Center.</p> <p>a. The Testing Center will be designed to support special education students, students with 504 accommodations, and general education students.</p>	<p>Spring Semester 2016</p>	<p>PHS Administration</p> <p>PUSD Special Education Department</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>Review of PHS's programs that support students' and staff members' social and emotional development (i.e., ASB Youth Education Programs, Peer Advisors, Camp Everytown, Service Learning, Ground Crew, Athletics, etc.)</p> <p>a. Review PHS leadership programs focusing on student access and inclusion and alignment with school philosophy and curriculum.</p> <p>b. Review the PHS athletic program focusing on student access and inclusion, alignment with school philosophy and curriculum and meeting students' social and emotional development needs.</p> <p>c. Continue to foster Wellness Center outreach to each grade level with a focus on 9th-grade students.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 2016</p>	<p>PHS Administration</p> <p>Counselors</p> <p>Athletic Director</p> <p>School Advisory Council</p> <p>School Site Council</p> <p>Challenge Success</p> <p>Wellness Center Director</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 the use of technology- web page, Infinite Campus, etc.</p> <p>a. Develop clear expectations for teachers' use of Infinite Campus to communicate grades to students and parents.</p> <p>b. Provide ongoing professional development of teachers to use Infinite Campus.</p> <p>c. Establish protocols and procedures to monitor teacher use of Infinite Campus on an ongoing basis.</p>	Ongoing	PHS Administration  Parent Organizations  PHS Technology Department				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Investigate the implementation of new programs and the enhancement of existing programs to increase student/parent voice on school issues and concerns and, equally, on the identification of areas of school strength.</p> <p>a. Establish an ASB Student Senate</p> <p>b. Establish a Challenge Success Student Club</p> <p>c. Maintain Challenge Success Partnerships</p> <p>d. Increase/Maintain parent/student membership on the school site council.</p> <p>e. Investigate protocols that allows students to provide systemic feedback to PHS staff.</p> <p>f. Investigate protocols that allows parents/guardians to provide systemic feedback to PHS staff.</p> <p>g. Support the development and implementation of an annual post-graduate survey.</p>	Fall Semester 2015 and Ongoing	PHS Administration PHS ASB PHS Counseling Department PHS Departments PHS Teacher Leaders PHS Challenge Success Team				



## 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	X				
Lizzie Bjork					X
Kelley Kronemeyer					X
Dane Copeland				X	
Mercedes Foster		X			
Karen Dean				X	
Michael Lukaszewski			X		
Christopher Machle					X
Eric Mapes			X		
Daniel DeBare					X
Liz McCarthy		X			
Marianne Mitosinka				X	
Irma Muñoz			X		
John Savage		X			
Debbi Hill		X			
Shannon Rogers				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>

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**):

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
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 November 17, 2015.

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

# PIEDMONT

UNIFIED SCHOOL DISTRICT

An Extraordinary Education  
Innovative and Inspiring Schools

## Instructional Excellence

Math Curriculum  
Professional Development  
Evaluation Practices

## Social/ Emotional Curriculum

Wellness Center  
Instructional Calendar  
Bell Schedule Redesign  
Testing Schedule  
Homework Policies  
K-12 Social/Emotional  
Health Curriculum

## Stable Budget

Eliminate Deficit Spending

## Communications & Engagement

Spotlight on Student Learning  
Advisory Councils

## Flexible & Adaptive Facilities/Infrastructure

Facilities Master Planning



# PIEDMONT HIGH SCHOOL

## SCHOOL PROFILE 2015-2016

800 Magnolia Avenue • Piedmont, CA 94611 • CEEB School Code: 052-462

**Piedmont High School (PHS)** is a small public school east of San Francisco, near Oakland and Berkeley, with a long-standing reputation for academic excellence. It consistently ranks among the top schools in California and the nation. In addition to academic rigor, PHS prioritizes critical thinking, intellectual curiosity, integrity and leadership skills. PHS places a high value on students finding a balance between academics and extracurricular activities.

### SCHOOL AWARDS AND RECOGNITIONS

- ▶ Ranked #25 nationally by Newsweek (2015)
- ▶ Ranked #9 in California public schools (excluding charter and magnet schools) by US News and World Report (2015)
- ▶ #1 API score in Northern CA and #4 statewide (2013)

**Senior Class Size (2015-2016):** 178 students

**Academic Counselors:** 2.6, serving 808 students grades 9-12

**Student Body:** 68% Caucasian, 18% Asian, 4% Hispanic/Latino, 2% African/American, 8% Other

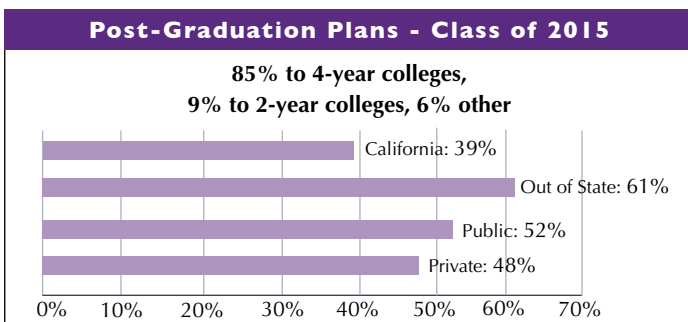
### GRADE POINT AVERAGE

PHS calculates grade point average on a weighted 4.0 scale: A=4, B=3, C=2, D=1, F=0. Honors and AP Courses carry an additional 1 point.

Students in grades 10-12 with a weighted GPA of 3.6 or higher and a required number of community service hours qualify for PHS Honors Society.

Highest GPA, Class of 2015: 4.4 (weighted)  
PHS does not report individual class rank.

Graduation Requirements	
<b>Maximum of 7 classes per semester.</b> <b>Minimum of 225 credits to graduate.</b>	<b>Credits</b>
English: 4 years	40
Mathematics: 2 years	20
Social Science: 3 years	30
Science: 2 years	20
PE: 2 years (or 1 year PE plus 1 year JV/Varsity Sport)	20
World Language/Creative Arts: 1 year of each OR 1 year each of two different Creative Arts	20
Computer Studies: 1 semester	5
Social Psychology: 1 semester	5
Electives	65



### ADVANCED PLACEMENT AND HONORS COURSES

AP and Honors classes have prerequisites that students meet before enrolling. Freshmen and sophomores have limited AP/H course options due to prerequisites. Honors Physics and Sports Medicine are impacted classes, and priority is given to seniors.

83% of seniors (Class of 2015) enrolled in AP/Honors courses.

#### Advanced Placement Courses

AP English Literature	AP European History
AP Biology	AP Calculus AB
AP Environmental Science	AP Calculus BC
AP Art 2D	AP French
AP Art 3D	AP Spanish
AP Music (every other year)	AP Mandarin
AP US History	AP Computer Science

#### Honors Courses

Honors English 5-6 (11th Grade)	Honors Physics
Honors Chemistry	Honors Statistics (not offered 2014-2015)

### STANDARDIZED TESTS

#### National Merit 2015:

7 Finalists, 9 Semifinalists, 15 Commended

#### AP Scores 2015:

502 AP exams taken by 250 students  
90% of tests taken received a score of a 3 or above.

SAT Mean Scores	Class of		
	2015	2014	2013
Critical Reading	621	627	635
Mathematics	629	630	662
Writing	625	637	651

ACT Mean Scores	Class of		
	2015	2014	2013
Composite	27.9	28.1	27.8

SAT II Mean Scores	Class of		
	2015	2014	2013
US History	706	661	700
English Literature	644	658	661
Math I	637	676	607
Math II	701	698	717
Chemistry	685	655	677
Physics	641	658	691

## ATHLETICS

More than 65% of PHS students participate in Varsity and JV sports.

Badminton	Football	Swimming
Baseball	Golf	Tennis
Basketball	Lacrosse	Track & Field
Cheerleading	Soccer	Volleyball
Cross Country	Softball	Water Polo

### 2014-15 Highlights

- ▶ Football: Undefeated in regular 2014 season
- ▶ Boys and Girls Tennis: 1st in Division 2 Team Tennis North Coast section
- ▶ Girls Tennis: 1st in Division 2 Singles
- ▶ Girls Cross Country: 1st in Division 4 North Coast Section
- ▶ Boys and Girls Lacrosse: League champions
- ▶ Badminton: 2nd in the Division 2 North Coast section

## PERFORMING AND VISUAL ARTS

A Cappella	Dance	Pep Band
Acting	Jazz Band	PHS Musical
Art - 2D and 3D	Orchestra	

### Highlights

- ▶ Art: Scholastic and Cornell Design Awards, student art featured on magazine covers
- ▶ Vocal Music: Superior rating California Music Education Assn., international tours, performances at Carnegie Hall
- ▶ Advanced Acting: Awards from California Educational Theater Association and Ohlone Theater Festivals; performed at Edinburgh Fringe Festival 2012 and 2014

## COLLEGE MATRICULATION

Below is a partial listing of colleges and universities that Piedmont High School students have attended over the past five years.

American University	Emory University	Pepperdine University	University of Colorado	UC Irvine
Art Institute of Chicago	Franklin and Marshall College	Pitzer College	University of Delaware	UC Los Angeles
Bard College	Furman University	Pomona College	University of Denver	UC Merced
Bates College	George Washington University	Pratt Institute	University of Illinois at Urbana-Champaign	UC Riverside
Baylor University	Georgetown University	Princeton University	University of Michigan	UC San Diego
Berkeley City College	Harvard University	Reed College	University of Montana	UC Santa Barbara
Berklee College of Music	Hawaii Pacific University	Rensselaer Polytechnic Institute	University of New Mexico	UC Santa Cruz
Boston College	Hobart and William Smith Colleges	Rose-Hulman Institute of Technology	University of Oregon	<b>California State Universities</b>
Boston University	Indiana University at Bloomington	Santa Barbara City College	University of the Pacific	Cal Poly Pomona
Brandeis University	Johns Hopkins University	Santa Clara University	University of Pennsylvania	Cal Poly San Luis Obispo
Brigham Young University	Kenyon College	Savannah College of Art and Design	University of Puget Sound	CSU Chico
Brown University	Lawrence University	Scripps College	University of Redlands	CSU East Bay
Bucknell University	Lehigh University	Skidmore College	University of Richmond	CSU Fresno
California College of the Arts (SF)	Lewis and Clark College	Smith College	University of San Francisco	CSU San Diego
Carleton College	Loyola Marymount	Southern Methodist University	University of Vermont	CSU San Francisco
Carnegie Mellon University	Loyola University New Orleans	Stanford University	University of Virginia	CSU Sonoma
Case Western Reserve University	Macalester College	St. Mary's College	Vanderbilt University	<b>International Universities</b>
Chapman University	Maryland Institute College of Art	SUNY	Vassar College	American University of Paris, France
Claremont McKenna College	Miami University, Ohio	Texas Christian University	Villanova University	McGill University, Canada
Colby College	Middlebury College	The Evergreen State College	Washington University in St. Louis	Queen's University, Canada
Colgate University	MIT	Tufts University	Wellesley College	Quest
College of William and Mary	Mount Holyoke College	Tulane University	Wesleyan University	University of British Columbia, Canada
Columbia University	NYU	United States Naval Academy	Whitman College	University of Edinburgh, Scotland
Connecticut College	NYU Abu Dhabi	University of Montana, Missoula	Willamette University	University of Glasgow, Scotland
Cornell University	Northeastern University	University of San Francisco	Williams College	University of St. Andrews, Scotland
Davidson College	Northwestern University	University of Southern California	Yale University	University of Victoria, Canada
Denison University	Oberlin College	University of Washington		
Diablo Valley College	Occidental College	University of Wisconsin		
Dickinson College	Oregon State University	University of Arizona	<b>University of California</b>	
Duke University	Parsons New School for Design	University of Chicago	UC Berkeley	
			UC Davis	

## CONTACT INFORMATION

**Principal:** Brent Daniels, bdaniels@piedmont.k12.ca.us  
**Asst. Principal:** Eric Mapes, emapes@piedmont.k12.ca.us  
**Asst. Principal:** Irma Muñoz, imunoz@piedmont.k12.ca.us  
**College and Career Center:** Allison Bly, ably@piedmont.k12.ca.us  
**Telephone:** 510-594-2626

## COMMUNITY SERVICE AND LEADERSHIP

Associated Student Body	Piedmont Community Service Crew
Camp Everytown	Youth Educators
Peer Advising	
Peer Tutoring	

- ▶ In 2015, PHS students performed 32,000+ service hours.
- ▶ Through the PHS Service-Learning program, all students participate in service projects on and off campus.

## OTHER OUTSTANDING CLUBS & PROGRAMS

**Wellness Center:** Runs leadership programs and provides prevention, early-intervention and education resources for students and families

**Connected Learning Initiative:** All students participate by using Chromebooks to research, collaborate and innovate.

**Girls Who Code:** Students participate in summer immersion programs at local tech companies.

**The Piedmont Highlander (Newspaper):** Gold medal publication through Columbia Scholastic Press Association

**Speech/Debate:** First or second place in every tournament for two years; placed 13th in State Qualifiers

**Mock Trial:** Finalists or semi-finalists in county competitions

**Yearbook:** 2nd place award from American Scholastic Press and National Scholastic Press Association; 2015 National Award of Excellence from Jostens Publishing

**Bird Calling Contest:** Winners have appeared on The Late Show since 1992.

**Counselors:**  
Amanda Carlson, acarlson@piedmont.k12.ca.us  
Ashley English, aenglish@piedmont.k12.ca.us  
Christopher Hartford, chartford@piedmont.k12.ca.us  
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