

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Piedmont High School
Address	800 Magnolia Ave. Piedmont, CA 94611-4029
County-District-School (CDS) Code	01612750136515
Principal	Adam Littlefield
District Name	Piedmont Unified School District
SPSA Revision Date	November 15, 2018
Schoolsite Council (SSC) Approval Date	November 19, 2018
Local Board Approval Date	November 28, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

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 the “Shaping Our Future” themes, Priorities and Local Control Accountability Plan (LCAP)—
<http://www.piedmont.k12.ca.us/district-info/local-control-accountability-plan-lcap/>

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.

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 approximately 800 students 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 a certificated faculty of 54 teachers, 3 counselors, a librarian, and 3 administrators.

The race/ethnic composition of our student body, based on seven categories, includes the following: 1% African American, <1% American Indian or Alaska Native, 13.4% Asian, 5.4% Hispanic/Latino, <1% Native Hawaiian or Other Pacific Islander, 15.9% Two or more races and 63% 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.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2017-18 Single Plan for Student Achievement was aligned with the PUSD Local Control Accountability Plan (LCAP) Goals as well as the PHS Piedmont High School Western Association of Schools and Colleges Action Plan for the 2017-18 and 2018-19 school years. Representatives from all PHS stakeholder groups participated in the development of the 2018-19 WASC Action Plan. The 2018-19 School Site Council members reviewed the LCAP goals and WASC Action Plan and modified the SPSA for the 2018-19 school year at its November 15 meeting. The Single Plan for Student Achievement was approved by its membership on November 19, 2018.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.0%	0%	1	0	0
African American	2.3%	1.7%	1.23%	18	14	10
Asian	16.3%	14.9%	13.41%	130	121	109
Filipino	1.6%	1.1%	0.98%	13	9	8
Hispanic/Latino	4.1%	4.7%	5.41%	33	38	44
Pacific Islander	0.1%	0.1%	0.12%	1	1	1
White	68.3%	62.0%	62.98%	546	503	512
Multiple/No Response	7.3%	0.0%	0%	58	0	0
Total Enrollment				800	811	813

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9		202	226
Grade 10		220	191
Grade 11		191	208
Grade 12		198	188
Total Enrollment		811	813

Conclusions based on this data:

1. While overall enrollment is stable, there is a decrease from 2016-17 to 2017-18 in the following subgroups: African American, Asian, Filipino. The change in Multiple/No Response may have an impact on this data.

2. There is a reduction in cohort enrollment from one year to the next. We are losing some students from year to year. Some of these students are transferring to Millennium High School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	4	7	3	0.5%	0.9%	0.4%
Fluent English Proficient (FEP)	96	101	105	12.0%	12.5%	12.9%
Reclassified Fluent English Proficient	2	1	1	20.0%	25.0%	14.3%

Conclusions based on this data:

1. We have few English Learners.
2. We have an increase in FEPs, in numbers and percentage.
3. Data fluctuates as a result of few EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	199	191	207	193	180	189	192	179	189	97	94.2	91.3
All Grades	199	191	207	193	180	189	192	179	189	97	94.2	91.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2713.	2704.	2694.	70	63.13	64.02	27	30.17	26.46	3	5.03	7.41	1	1.68	2.12
All Grades	N/A	N/A	N/A	70	63.13	64.02	27	30.17	26.46	3	5.03	7.41	1	1.68	2.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	74	73.18	69.84	23	24.02	27.51	3	2.79	2.65
All Grades	74	73.18	69.84	23	24.02	27.51	3	2.79	2.65

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	78	71.35	69.84	22	26.40	28.04	0	2.25	2.12
All Grades	78	71.35	69.84	22	26.40	28.04	0	2.25	2.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	53	57.54	57.67	46	39.66	40.74	1	2.79	1.59
All Grades	53	57.54	57.67	46	39.66	40.74	1	2.79	1.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	76	60.89	59.26	23	35.20	38.10	1	3.91	2.65
All Grades	76	60.89	59.26	23	35.20	38.10	1	3.91	2.65

Conclusions based on this data:

1. 90% 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 Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	199	191	207	192	180	192	190	178	192	96.5	94.2	92.8
All Grades	199	191	207	192	180	192	190	178	192	96.5	94.2	92.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2714.	2690.	2700.	54	42.70	45.83	33	30.90	30.73	8	17.98	18.23	4	8.43	5.21
All Grades	N/A	N/A	N/A	54	42.70	45.83	33	30.90	30.73	8	17.98	18.23	4	8.43	5.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	69	57.80	62.50	24	31.21	28.65	7	10.98	8.85
All Grades	69	57.80	62.50	24	31.21	28.65	7	10.98	8.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	68	51.74	55.73	29	40.70	34.90	3	7.56	9.38
All Grades	68	51.74	55.73	29	40.70	34.90	3	7.56	9.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	56	57.71	54.69	40	36.57	38.02	4	5.71	7.29
All Grades	56	57.71	54.69	40	36.57	38.02	4	5.71	7.29

Conclusions based on this data:

- 76% of students met or exceeded the Mathematics standards. This is an increase from 2016-17.
- A need exists to disaggregate the Mathematics data for an increased understanding of the data results.
- More students met or exceeded standards on the English Language Arts/Literacy CAASPP assessment than the Mathematics assessments.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Promote programs grounded in social and emotional learning and develop school structures to optimize the learning environment and foster a feeling of inclusion for all students

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SPSA/WASC-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. Provide students and parent education opportunities to learn about time and homework demands and expectations of PHS Advanced Placement (AP) and Honors (H) courses compared to College Prep courses.</p> <p>b. Develop protocols and time management tools to assist students and their families with the course selection and four-year planning process</p> <p>c. Continue Course Preview Day. Look for other options to publicize course information.</p>	<p>During the 2017-18 school year, students were given the Student Planning Guide to determine appropriate course selections. Students met with counselors to discuss planned schedule.</p> <p>A time management tool is provided in the Student Planning Guide.</p> <p>A Course Preview Day was held in Spring 2018 for the 2018-19 school year. Other options to publicize course information have been explored.</p> <p>This planned action/service is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-Further develop service-learning opportunities for students</p>	<p>During the 2017-18 school year, a service learning project was</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to build student empathy and teamwork/community and deepen student learning and resiliency.</p> <p>a. Promote the development and integration of service learning curriculum within classroom instruction.</p> <p>b. Work with outside agencies to identify and develop service-learning opportunities for students and staff.</p>	<p>piloted through the Biology/World Cultures and Advanced Placement Environmental Science classes.</p> <p>The Class of 2018 also participated in a service learning project at the Oakland Zoo.</p> <p>Global Student Embassy worked with our science students on several service learning projects.</p> <p>This planned action/service is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-Continue to examine the structure of the school day, including the following:</p> <p>a. Investigate the implementation of a school-wide major test and projects coordination system for the 2019-20 school year.</p> <p>b. Review the structure of Final Exams as a strategy to assess students' mastery of content and meet students' learning needs.</p> <p>c. Examine the use of Review Days-The days leading to Final Exam Days</p> <p>d. Examine teachers' and departments' use of finals.</p> <p>e. Investigate advisory programs for</p>	<p>The PHS staff looked at the bell schedule structure through the lens of Challenge Success. There was consideration of a bell schedule change to begin finals at a later time. A decision was made in Fall 2018 to December 2018 finals at a later time.</p> <p>This is an area of interest that needs further development and is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
implementation in the 2019-20 school year.			
<p>SPSA/WASC-Develop PHS' Response to Intervention protocols and procedures to support all students.</p> <p>a. Develop a school-wide Pyramid of Interventions Chart for the 2018-19 school year.</p> <p>b. Research best practices for classroom and school-wide interventions through Multi-Tier Systems of Support (MTSS).</p> <p>c. Participate in professional development on MTSS.</p> <p>d. Implement MTSS best practices.</p>	<p>PHS staff realizes a need for academic intervention. This is an area of interest that needs further development and is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-Expand the implementation of the schoolwide Testing Center.</p> <p>a. The Testing Center is designed to support special education students, students with 504 accommodations, and general education students</p>	<p>While the testing center was implemented prior to 2017-18, it was not made available in 2017-18. This is an area of interest that needs further development and is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-Develop peer tutoring program</p> <p>a. Create peer-tutoring club.</p> <p>b. Investigate best practices in peer-tutoring</p>	<p>This is an area of interest that needs further development and is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
c. Implement peer-tutoring system			
SPSA/WASC-Review of PHS' programs that support students' social and emotional development (i.e., ASB, Youth Education Programs, Peer Advisors, Service Learning, Athletics, etc.)	While efforts have been made in this area, this is an area of interest that needs further development and is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.		
a. Review PHS leadership programs focusing on student access, inclusion and alignment with school philosophy and curriculum.			
b. Review the PHS athletic program focusing on student access and inclusion, practice time limits, and limitations on time demands for sports participants by each sports' program, and impact PHS sports programs on impacting instructional time.			
c. Continue to foster Wellness Center outreach to each grade level with a focus on 9th-grade students (e.g. expansion of the PHS administration's school welcome program).			
d. Develop and implement strategies for general education teachers to support student inclusiveness, including Special Education students, to participate in PHS student social activities.			
e. Develop and implement strategies to support			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers with how to empower students, including Special Education students, within the classroom environment.</p>			
<p>SPSA/WASC-Improve communication to PHS stakeholders through the use of technology- web page, Infinite Campus, Schoology, social media, etc.</p> <p>a. Develop clear expectations for teachers' use of Infinite Campus and Schoology to communicate grades to students and parents.</p> <p>b. Provide ongoing professional development of teachers to use Infinite Campus and Schoology.</p> <p>c. Provide student and family training on the use of Schoology.</p> <p>d. Develop new school website.</p>	<p>Staff has received professional development on the use of Schoology. Agreements have been made around calendaring assignments and communicating grades. Ongoing professional development will be available during the 2018-19 school year.</p> <p>This is an area that needs further development and is included in the 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-Investigate the implementation of new programs and the improvement/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. Support the continuance of an ASB Student Senate</p> <p>b. Ongoing support of the Challenge Success</p>	<p>Student voice groups have been initiated.</p> <p>The Challenge Success Student group meets about every three weeks. They created posters of students with which teachers identified the type of relationship they had with students. Administration reviewed the results. Challenge Success students also produced a document in support of teachers getting to know their students better.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Club with special emphasis on their teacher-student relationship initiative.</p> <p>c. Maintain Challenge Success Partnerships</p> <p>d. Increase/Maintain parent/student/staff membership on the School Site Council.</p> <p>e. Investigate protocols that allow students to provide systemic feedback to PHS staff.</p> <p>f. Investigate protocols that allow parents/guardians to provide systemic feedback to PHS staff.</p> <p>g. Support the development and implementation of an annual post-graduate survey.</p>	<p>Students and adults participating with Challenge Success attend the fall and spring workshops.</p> <p>The Speak Up form is available to students, parents, and staff.</p> <p>This is an area that needs further development and is included in the 2018-19 WASC Action Plan.</p>		
<p>LCAP-Promote Equity, Diversity, and Social Justice work within curricular, co-curricular and community groups</p> <p>a. Provide professional development to staff to become aware of, seek out and eliminate systemic barriers that prevent the realization of a positive and inclusive teaching and learning environment for all.</p> <p>b. Work with organizations and consultant services who provide trainings on how to create school cultures that value and respect all</p>	<p>PHS staff participated in the Teaching Tolerance professional development offered by Sara Wicht.</p> <p>PHS also worked with Jacqueline Regev from The Anti-Defamation League.</p> <p>PHS English teachers introduce Homegoing to the 10th grade literature list.</p> <p>The Diversity Committees (Adult/Student and student) were established and worked on diversity-related topics throughout the year.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>individuals and serve all groups, regardless of protection by law, including but not limited to groups identified by: age, appearance, ethnicity, gender, gender identity, gender expression, language, race, religion, sexual orientation, socio-economic status, visible or invisible disabilities</p> <p>c. Explore the use of culturally responsive teaching practices as an instructional approach to integrating students' unique cultural strengths within the curriculum</p> <p>d. Partner with local organizations to advance the work related to equity, diversity, and social justice within Piedmont Schools and throughout the city of Piedmont. Participate in the No Place for Hate program.</p>	<p>A Diversity-related assembly was conducted.</p> <p>This is an area that needs further development.</p>		
<p>e. Engage parent and community support groups in discussions about membership, participation, and their organization's mission through the lens of equity, diversity, and social justice</p> <p>f. Educate and model for students the importance of being an inclusive, welcoming, and respectful community of people who value others for their varying human characteristics, ideas, cultural practices, belief systems, worldviews,</p>	<p>District staff met with the Jewish Families of Piedmont to better understand how to meet the needs of students.</p> <p>The Speak Up form is available to students, parents, and staff.</p> <p>A Diversity-related assembly was conducted, educating and giving voice to students on diversity issues.</p> <p>Community-wide Let's Talk workshops have been held to examine issues of race and</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>identities, experiences, and demographic differences</p> <p>g. Teach students appropriate ways to advocate for and speak up on behalf of themselves and others who face bias, discrimination, and exclusion from activities that prevent them from reaching their full potential</p> <p>h. Research restorative practices to complement or serve as an alternative to traditional approaches to discipline</p> <p>i. Investigate providing substantive educational learning experiences for all students to examine issues of race and ethnicity within Piedmont High School and the City of Piedmont, in surrounding communities and statewide, nationally, and globally.</p>	<p>ethnicity within Piedmont High School, PUSD, and the City of Piedmont</p> <p>This is an area that needs further development.</p>		
<p>SPSA/WASC-Review PHS's approach to promoting healthy relationships schoolwide in compliance with students' social and emotional needs, California's Education Code, and recently passed state laws.</p> <p>a. Examine how particular PHS courses and instructional time may be used to develop a 9-12 comprehensive healthy relationships program for all students.</p>	<p>PHS held a Healthy Relationship Assembly.</p> <p>The Social Psychology teacher includes this information in her curriculum</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Note: California Assembly Bill 329, the California Healthy Youth Act, became effective January 1, 2016. This Act changed California Education Codes 51930 - 51939 to now require comprehensive sexual health education at least once during both middle school and high school for all students, including Special Education and Independent Study students.</p> <p>The California Healthy Youth Act covers the following topics:</p> <ul style="list-style-type: none"> • Updated HIV/AIDS content and treatment options • Sexually Transmitted Infections (STIs) • Healthy & abusive relationships • Sex trafficking • Reporting sexual assault • Pre-natal care, parenting, Safe Surrender 			
<p>Continued-</p> <p>Review PHS's approach to promoting healthy relationships schoolwide in compliance with students' social and emotional needs, California's Education Code, and recently passed state laws.</p> <p>The California Healthy Youth Act covers the following topics:</p>	<p>PHS held a Healthy Relationship Assembly.</p> <p>The Social Psychology teacher includes this information in her curriculum</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> FDA-approved birth control methods, and accessing reproductive health Gender expression/gender identity Also to be included are refusal, negotiation, and decision-making skills. 			
<p>SPSA/WASC-Improve school-wide grading practices to establish consistency among departments</p> <p>a. Department Chairs attend Professional Development on Standards-based grading.</p> <p>b. Department Chairs work with school administration to develop common practices among teachers within department.</p>	<p>While efforts have been made in this area, this is an area that needs further development and is included in the 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-Develop a Cycle of Inquiry Process that includes Curriculum, Instruction, and Assessment.</p> <p>a. SAC/ILT to Conduct a Curriculum Audit of current coursework.</p> <p>b. Upon review of Curriculum Audit, develop document and plan to include:</p> <ul style="list-style-type: none"> Course Syllabi Instructional Strategies 	<p>School Administration has collected Course Syllabi for review.</p> <p>While efforts have been made in this area, this is an area that needs further development and is included in the 2018-19 WASC Action Plan.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Common Assessments • Multiple Assessments • Response to Intervention 			
<p>SPSA/WASC- Development of School Vision</p> <p>Using the School-wide Learning Outcomes and input from school stakeholders, update the school vision through 2023.</p>	<p>The School-wide Learning Outcomes have been developed. Descriptors have been discussed. Brainstorming of Vision has taken place.</p> <p>While efforts have been made in this area, this is an area that needs further development and is included in the 2018-19 WASC Action Plan.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Planned Strategies/Activities for this goal include the integration of the Single Plan for Student Achievement (one-year plan), the Local Control Accountability Plan (three-year plan) and the PHS Western Association of Schools and Colleges Action Plan (six -year plan). While some planned strategies/activities were addressed in 2017-18, others will be addressed in future years.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

For the strategies/activities that were addressed, they have been effective in meeting the goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain the same for the 2018-19 school year. We continue to work on this goal as it applies to SPSA, WASC, and LCAP goals.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All students will graduate with the 21st century learning skills needed for college, careers, and other post-secondary options.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SPSA/WASC-Continue to investigate Master Schedule designs and PHS Friday Late-Start days to promote collaboration opportunities for teachers and departments</p>	<p>PHS staff continues to look at Master Schedule and Bell Schedule designs in support of student achievement.</p> <p>This is an area that needs further development and is included in the 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-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 and student engagement in the classroom.</p> <p>a. Schoolwide implementation of Schoology. Provide staff time to learn advanced Schoology tools.</p>	<p>Professional Development was provided on the use of technology within the classroom, including Schoology. Beginning in January 2018, all teachers use the grading and assignment feature of Schoology. Professional development on advanced features of Schoology takes place regularly.</p> <p>This planned action/service is included in the 2018-19 Single Plan for Student Achievement and 2018-19 WASC Action Plan.</p>		
<p>LCAP-Review the horizontal and vertical alignment of courses'</p>	<p>The English Department has begun a process to adopt instructional</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>standards and expectations within each PHS department.</p> <p>a. All departments will review the implementation of common core standards across all courses.</p> <p>b. English Language Arts-</p> <ul style="list-style-type: none"> • Conduct a formal process for adopting instructional materials at each level • Evaluate current and future instructional materials using Teaching Tolerance’s Social Justice Standards Framework • Develop instructional units for existing English courses in support of students who are are not meeting CAASPP and EAP performance standards. • Review technology platforms and library collections at each level • Purchase new core texts, supplemental texts, and other 	<p>materials. They have evaluated current instructional materials and are reviewing and purchasing new materials through the lens of Teaching Tolerance's Social Justice Standards Framework. They work closely with the librarian regarding collections.</p> <p>This is an area that needs further development.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>instructional materials for core ELA instruction, literacy intervention, and enrichment</p>			
<p>continued-</p> <p>c.Mathematics-</p> <ul style="list-style-type: none"> • Review multiple sources of student data to evaluate 1) successes and challenges related to Common Core math instruction, 2) the benefits and challenges of the secondary math pathways, and 3) the degree to which students' academic needs are met without compromising their social emotional well-being • Implement common math assessments aligned to the essential standards and analyze student results for the purpose of informing classroom instruction and evaluating the effectiveness of math courses <p>d.English Language Development (ELD)</p>	<p>The math department spent significant time with the PMS math department and District Office staff to evaluate the current conditions of the math curriculum. As a result, four recommendations were made to the school board regarding math. Common assessments are being developed in math courses.</p> <p>The math teachers administer department-wide MARS-like tasks as a means to determine student understanding of math concepts.</p> <p>PHS staff reviewed data on the progress of English Learners. The District implemented the ELPAC. We are still developing a system to track and monitor the progress of Reclassified English Proficient Students. We still need to train appropriate staff on the new ELD standards and develop lesson plans for designated ELD and integrated ELD instruction. This is an area that needs further development.</p> <p>PHS developed a CTE Software and Systems Development Pathway for the 2018-19 school year. CTE teachers are</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Review data on the progress of English learners • Implement the new state test for English learners (ELPAC) • Develop a District-wide system for monitoring the progress of all English learners • Track and monitor the progress of Reclassified English Proficient Students (RFEP) • Train appropriate staff on the new ELD standards and develop lesson plans for designated ELD and integrated ELD instruction <p>e. Career Technical Education</p> <ul style="list-style-type: none"> • Develop one or more career pathways • Support teachers in becoming credentialed to teach CTE courses 	<p>supported through TIP, TEAM, a stipend for their experience and credential. Information about credentialing is provided to non-CTE credentialed teachers.</p> <p>These are areas that needs further development.</p>		
<p>continued-</p> <p>f. Health Education Content Standards</p>	<p>The Health Education Content Standards are addressed in the Social</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement, monitor, reflect, and refine the instruction of required curriculum for AB 329, California Healthy Youth Act, in middle school and high school Identify the essential health standards Review the current Health and Social Emotional Learning curriculum and make recommended changes 	<p>Psychology and Physical Education courses.</p> <p>History-Social Studies teachers attended professional development on the frameworks. An Ethnic Studies course is being developed for the 2019-2020 school year.</p> <p>The NGSS-aligned Chemistry and Chemistry Honors courses were developed in the 2017-18 school year for implementation in 2018-19. Staff worked with consultant Sara Dozier to complete this work. Review and monitoring of Biology took place. Teachers attended professional development on the implementation of the NGSS standards.</p>		
g. History-Social Science	These are areas that needs further development.		
<ul style="list-style-type: none"> Review the history-social science framework and provide training for high school teachers on how to implement new instructional practices Research UC A-G approved ethnic studies courses in preparation for creating a minimum of one high school ethnic studies electives course to be implemented in 			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>or before the 2020-2021 school year (required by AB 2016)</p> <p>h. Next Generation Science Standards</p> <ul style="list-style-type: none"> • Develop and monitor the instruction of new high school core courses and elective courses • Continue to develop and monitor the implementation of NGSS • Provide professional development to support NGSS implementation and the integration of Science, Technology, Engineering, Arts, Mathematics (STEAM) using a variety of approaches: local conferences and workshops, consultant services that provide training, coaching, and lesson study 			
<p>continued-</p> <p>i. Visual and Performing Arts</p>	<p>Two PHS teachers attended ILSP (Integrated Learning Specialist Program) professional development.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Support the role of visual and performing arts as part of STEAM by providing training on integrating the arts with content area instruction <p>j. World Languages</p> <ul style="list-style-type: none"> Provide PMS/PHS teachers time to develop a grade 7-12 scope and sequence for all world languages Transition to using a more proficiency-based model of teaching and assessing students 	<p>World Language teachers worked on a proficiency-based model of teaching and assessing students.</p> <p>Computer Science teacher reviewed curriculum and made adjustment to course content. A new Web Design course to be implemented in 2018-19 is being developed as part of the CTE pathway.</p> <p>PHS still needs to develop more electives for all students, including special education students. PHS staff continues to fine-tune the Co-teaching model.</p> <p>Professional Development time has been provided for teachers to continue to develop skills using Schoology.</p>		
<p>k. Computer Science/Technology</p> <ul style="list-style-type: none"> Provide PMS/PHS teachers time to review high school computer science courses to develop a scope and sequence aligned to new Computer Science standards and CTE pathways 	<p>The PUSD Facilities Master Plan was reviewed regularly during the 2017-18 school year. Numerous meetings about PHS facilities took place as the school prepares for new buildings and renovation of existing buildings. A new computer classroom was developed for the 2018-19 school year.</p> <p>These are areas that needs further development.</p>		
<p>l. Special Education-</p> <ul style="list-style-type: none"> Develop more electives for all students, including 			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Special Education students. Develop strategies to make electives more accessible. Continue to fine tune Co-teaching model.</p> <p>m.21st Century Tools</p> <ul style="list-style-type: none"> • Provide PMS/PHS teachers time to implement a learning management system (LMS) to support blended learning needs-Schoolology • Implement related action items from the District Instructional Technology Plan <p>n.Facilities</p> <ul style="list-style-type: none"> • Implement each phase of the PUSD Facilities Master Plan in support of 21st century teaching and learning environments 			
<p>SPSA/WASC-Increase Career Awareness and Readiness opportunities for students, to include:</p> <ul style="list-style-type: none"> • A cohesive plan for Career Readiness, including post- 	<p>While we have made some progress on these planned actions/services, there is still more work to be done. This planned action/service is included in the 2018-19 Single Plan for Student</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
high school options <ul style="list-style-type: none"> • Service Learning • Work-based-learning opportunities, such as guest speakers, field trips, internships, work experience • Improved scheduling for college visits • Additional online and independent study options • Increased opportunities for dual-enrollment with local community colleges • Create program to offer transferable life skills based on student interest 	Achievement and 2018-19 WASC Action Plan.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Planned Strategies/Activities for this goal include the integration of the Single Plan for Student Achievement (one-year plan), the Local Control Accountability Plan (three-year plan) and the PHS Western Association of Schools and Colleges Action Plan (six -year plan). While some planned strategies/activities were addressed in 2017-18, others will be addressed in future years.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

For the strategies/activities that were addressed, they have been effective in meeting the goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain the same for the 2018-19 school year. We continue to work on this goal as it applies to SPSA, WASC, and LCAP goals.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Promote student engagement, learning, and achievement through school-wide differentiated practices

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SPSA/WASC-PHS administration will conduct informal classroom walkthroughs, on a weekly basis, to identify and promote best instructional practices used by PHS teachers.</p>	<p>PHS administration conducted informal classroom walkthroughs to identify and promote best instructional practices used by PHS teachers.</p> <p>This is an area that needs further development and is included in the 2018-19 WASC Action Plan.</p>		
<p>SPSA/WASC-Investigate homework practices school-wide on the following:</p> <ul style="list-style-type: none"> a. Parent education resources on how to support healthy homework practices outside of school. b. Student education resources on how to engage in healthy homework practices. c. How to promote the use of teachers presenting clear learning objectives to students, a practice of differentiated instruction, for all classroom lessons 	<p>While we have made some progress on these planned actions/services, there is still more work to be done. This planned action/service is included in the 2018-19 WASC Action Plan.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and homework assignments.</p> <p>d. "No Homework" policies during extended school breaks.</p> <p>e. Alignment of homework practices between PMS and PHS.</p>			
<p>LCAP-Classroom Differentiation</p> <p>a. Provide individualized coaching support to teachers on ways to differentiate their instruction, especially for student groups with the greatest needs: students with disabilities, students who are gifted and talented, and twice exceptional (2e) students</p> <p>b. Purchase supplemental materials in various subject areas to support teachers in providing students with diverse, enriching, and scaffolded learning experiences</p>	<p>PHS used a classroom differentiation instruction coach in support of teachers.</p> <p>Materials were purchased to support Project-Based Learning (PBL) activities as a tool for differentiation.</p> <p>This is an area that needs further development.</p>		
<p>LCAP-Integrated Learning</p> <p>a. Provide time for teachers to collaborate with colleagues to develop thematic and integrated units</p> <p>b. Partner with Alameda County Office of Education (ACOE) to offer multiple approaches to learning the course content offered in the Integrated Learning Specialist Program (ILSP)</p>	<p>Teachers have been given staff collaboration time, in-school time and time during the summer to develop thematic and integrated units.</p> <p>Two teachers attended ILSP Professional Development during the 2017-18 school year. Three PHS teachers are now trained.</p> <p>This is an area that needs further development.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>LCAP-Professional Learning Communities (PLCs)</p> <p>Train teachers on how to engage effectively in professional learning community activities, which include but are not limited to: identifying essential standards across grade levels and content areas, developing common formative and summative assessments, and offering systematic intervention and enrichment</p> <p>Provide time for PLCs to meet within the professional day</p>	<p>While we have made some progress on these planned actions/services, there is still more work to be done.</p> <p>This is an area that needs further development.</p>		
<p>LCAP-Multi-Tiered System of Support (MTSS)</p> <p>a. Research and develop a district-wide systematic approach for providing academic and behavioral interventions and enrichment across grade levels</p> <p>b. Explore the use of the Universal Design for Learning (UDL) Guidelines</p> <p>c. Evaluate the effectiveness of interventions by monitoring the academic and behavioral progress of at-risk students</p>	<p>While we have made some progress on these planned actions/services, there is still more work to be done.</p> <p>This is an area that needs further development.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
LCAP-Dyslexia Guidelines a. Provide training on dyslexia and appropriate instructional practices to general education and special education staff b. Coordinate and align general education reading intervention practices and assessments with special education practices	This is an area that needs further development.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Planned Strategies/Activities for this goal include the integration of the Single Plan for Student Achievement (one-year plan), the Local Control Accountability Plan (three-year plan) and the PHS Western Association of Schools and Colleges Action Plan (six -year plan). While some planned strategies/activities were addressed in 2017-18, others will be addressed in future years.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

For the strategies/activities that were addressed, they have been effective in meeting the goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will remain the same for the 2018-19 school year. We continue to work on this goal as it applies to SPSA, WASC, and LCAP goals.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

School Climate and Culture Development

Goal Statement

Promote programs grounded in social and emotional learning and develop school structures to optimize the learning environment and foster a feeling of inclusion for all students

LCAP Goal

LCAP Goal #1-All students will feel physically safe, emotionally cared for, and academically and socially included in their environment.

Basis for this Goal

1. Stanford Survey of Adolescent School Experiences (Challenge Success)
2. Research on Social and Emotional Learning
3. Research on Service Learning
4. California Healthy Kids Survey
5. WASC Self-Study Data
6. School Committees/Staff/Community Input
7. Student and Parent Math Pathways Surveys
8. Research on Tolerance, Diversity, and Social Justice

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey Results		All students will feel physically safe, emotionally cared for, and academically and socially included in their environment.

Planned Strategies/Activities

Strategy/Activity 1

Review the enrollment protocols and procedures to ensure that students and families are fully informed of their course enrollment options and course expectations.

- a. Provide students and parent education opportunities to learn about time and homework demands and expectations of PHS Advanced Placement (AP) and Honors (H) courses compared to College Prep courses. Continue parent and student communication and education through emails, lectures, and speakers.

- b. Develop protocols and time management tools to assist students and their families with the course selection and four-year planning process. Include time management worksheet in student planner.
- c. Increase communication between counselors and parents and counselors, parents, and students.
- d. Increase communication from teachers about future course options.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2023

Person(s) Responsible

PHS Administration

Counselors

Department Chairs/Instructional Leadership Team

Teachers

Paraeducators

Strategy/Activity 2

Further develop service-learning opportunities for students to build student empathy and teamwork/community and deepen student learning and resiliency.

- a. Promote the development and integration of service learning curriculum within classroom instruction.
- b. Work with outside agencies to identify and develop service-learning opportunities for students and staff.
- c. Survey student and staff regarding interest in service learning
- d. Develop plan for school-wide service learning activity

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2023

Person(s) Responsible

PHS Administration

Student Groups

Teacher Leaders

Strategy/Activity 3

Continue to examine the structure of the school day, including the following:

- a. Investigate the implementation of a school-wide major test and projects coordination system for the 2019-20 school year. Create incentive for teachers to look at calendars.
- b. Review the structure of Final Exams as a strategy to assess students' mastery of content and meet students' learning needs.
- c. Examine the use of Review Days-The days leading to Final Exam Days
- d. Examine teachers' and departments' use of finals.
- e. Investigate advisory programs for implementation in the 2020-21 school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2021

Person(s) Responsible

PHS Administration

PHS Departments

PHS Athletic Department

PHS Bell Schedule Recommendation
Committee

School Site Council

School Advisory Council

Challenge Success Team

Other School Stakeholders

Strategy/Activity 4

Develop PHS' Response to Intervention protocols and procedures to support all students.

- a. Develop a school-wide Pyramid of Interventions Chart for the 2018-19 school year.
- b. Research best practices for classroom and school-wide interventions through Multi-Tier Systems of Support (MTSS).
- c. Participate in professional development on MTSS.
- d. Implement MTSS best practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

December 2018-June 2023

Person(s) Responsible

PHS Administration

PHS Counseling Department

School Advisory Council

Strategy/Activity 5

Reinstate the school-wide Testing Center.

a. The Testing Center is designed to support special education students, students with 504 accommodations, and general education students

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2018-June 2023

Person(s) Responsible

PHS Administration

PHS Special Education Department

School Site Council

School Advisory Council

School Stakeholders

Strategy/Activity 6

Reinstate and Redesign peer tutoring program

a. Create peer-tutoring club.

b. Investigate best practices in peer-tutoring

c. Implement peer-tutoring system to include same grade peer tutoring and multiple layer tutoring system. Initiate a peer-tutoring website

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2023

Person(s) Responsible

PHS Administration

PHS Counselors

PHS students

Strategy/Activity 7

Review of PHS' programs that support students' social and emotional development (i.e., ASB, Youth Education Programs, Peer Advisors, Service Learning, Athletics, etc.)

a. Review PHS leadership programs focusing on student access, inclusion and alignment with school philosophy and curriculum.

b. Review the PHS athletic program focusing on student access and inclusion, practice time limits, and limitations on time demands for sports participants by each sports' program, and impact PHS sports programs have on instructional time.

c. Continue to foster Wellness Center and Counseling Department outreach to each grade level with a focus on 9th-grade students (e.g. expansion of the PHS administration's school welcome program).

d. Develop and implement strategies for general education teachers to: support student inclusiveness, including Special Education students, to participate in PHS student social activities; And, empower students, including Special Education students, within the classroom environment.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2023

Person(s) Responsible

PHS Administration

PHS Counselors

Athletic Director

School Advisory Council

School Site Council

Challenge Success

Wellness Center Director

PHS Teachers

Strategy/Activity 8

Increase personal face to face communication between teachers, parents, and students-Ideas

- a. Monthly office hours
- b. Day on the Green with parent/teachers and perhaps students
- c. Develop parent guide and training for parents on the use of Schoology
- d. Spend some time reviewing how our school creates opportunities to improve communications.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2023

Person(s) Responsible

PHS Administration

Parent Organizations

IT Staff

Strategy/Activity 9

Improve school climate through the No Place For Hate program developed by the Anti-Defamation League

- a. Conduct Needs assessment
- b. Form a No Place for Hate committee
- c. Sign the Resolution of Respect
- d. Conduct student leader training
- e. Design and implement of three school-wide anti-bias or bullying prevention activities

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2023

Person(s) Responsible

PHS Administration

PHS ASB

PHS Counseling Department

PHS Teacher Leaders

Diversity Committee

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Learning - Content Areas

Goal Statement

All students will graduate with the 21st century learning skills needed for college, careers, and other post-secondary options.

LCAP Goal

LCAP:

Goal #2: All students will graduate with the 21st century learning skills needed for college and careers.

Basis for this Goal

1. WASC Self-Study Data
2. Classroom Visits
3. WASC Visiting Committee Recommendations
4. At-risk Database and Standardized Test Data Analysis
5. Student performance grades
6. School Committees/Staff input

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey Results, Testing Data, Grades Review		All students will graduate with the 21st century learning skills needed for college and careers.

Planned Strategies/Activities

Strategy/Activity 1

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 and student engagement in the classroom.

- a. Schoolwide implementation of Schoology. Provide staff time to learn advanced Schoology tools with the goal of implementing Schoology's Conflict Calendar feature to improve scheduling of tests and major assignments.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-May 2023

Person(s) Responsible

PHS Administration

PHS Department Chairs

Teachers

Technology Coordinator

Strategy/Activity 2

Health Education Content Standards

- a. Implement, monitor, reflect, and refine the instruction of required curriculum for AB 329, California Healthy Youth Act, in middle school and high school
- b. Identify the essential health standards
- c. Review the current Health and Social Emotional Learning curriculum and make recommended changes
- d. Course curriculum presentation to School Site Council by Social Psychology teacher

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-May 2023

Person(s) Responsible

PHS Administration

Teacher

District Administration

Strategy/Activity 3

Increase Career Awareness and Readiness opportunities for students, to include:

- a. A cohesive plan for Career Readiness, including post-high school options
- b. Service Learning
- c. Work-based-learning opportunities, such as guest speakers, field trips, internships, work experience
- d. Improve scheduling for college visits
- e. Additional online and independent study options

- f. Increase opportunities for dual-enrollment with local community colleges
- g. develop program to offer transferable life skills based on student interest

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2020

Person(s) Responsible

PHS Administration

PHS Department Chairs

Department Teacher Leaders

Teachers

District Administration

Strategy/Activity 4

School-wide review of CAASPP data, using Illuminate and California School Dashboard, including overall student achievement and subgroup student achievement as well as specific strands in English Language Arts/Literacy and Mathematics.

- a. English Department and Math Department teachers provide specific information about content of strands and what standards are taught at 9th, 10th, and 11th grade.
- b. Other departments review department curriculum to determine how English and math standards can be taught and reinforced within their curriculum.
- c. Create a Curriculum Map of standards and where those standards are addressed throughout the school curriculum by department.
- d. Coordinate schoolwide efforts to provide instruction and assessments aligned with Curriculum Map.
- e. Review of individual student achievement from 8th grade CAASPP assessments, PHS Writing Samples in 9th, 10th, and 11th grades, Semester grades from 9th, 10th, and 11th grade math, and other multiple measures.
- f. Identify students who are not proficient and help them reach proficiency.
 - 1. Print and Review D/F list with staff at each marking period
 - 2. Identify students who are at greatest risk of failing
 - 3. Further develop Student Study Team (SST) plan with intervention strategies for teachers to be used in the classroom.
 - 4. Schedule SST Meetings to assist at-risk students with strategies to improve student achievement.
 - 5. Communicate with parents and students
 - 6. Use of online credit-recovery Program, as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2020

Person(s) Responsible

PHS Administration

PHS Department Chairs

Department Teacher Leaders

Teachers

District Administration

Strategy/Activity 5

Investigate homework practices school-wide on the following:

- a. Parent education resources on how to support healthy homework practices outside of school.
- b. Student education resources on how to engage in healthy homework practices.
- c. How to promote the use of teachers presenting clear learning objectives to students, a practice of differentiated instruction, for all classroom lessons and homework assignments.
- d. "No Homework" policies during extended school breaks.
- e. Alignment of homework practices between PMS and PHS.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2020

Person(s) Responsible

PHS Administration

PHS Department Chairs

Department Teacher Leaders

Teachers

District Administration



Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Powerful Teaching and Learning for All

Goal Statement

Promote student engagement, learning, and achievement through school-wide differentiated practices

LCAP Goal

Goal #3: All students will engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines

Basis for this Goal

1. WASC Self-Study Data
2. Classroom Visits
3. WASC Visiting Committee Recommendations
4. At-risk Database and Standardized Test Data Analysis
5. Student performance grades
6. School Committees/Staff input

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey Results		All students will engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines

Planned Strategies/Activities

Strategy/Activity 1

- a. Increase Career Awareness and Readiness opportunities for students, to include:
 1. Service-based Learning and civic action opportunities
 2. Work-based-learning opportunities, such as guest speakers, field trips, internships, work experience
 3. Project-Based Learning (PBL) Senior Project
 4. PHS and MHS dual enrollment. Connections to college and career classes

5. Consider World Cultures or Ethnic Studies a graduation requirement.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-May 2023

Person(s) Responsible

PHS Administration

Teachers

SAC/ILT

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:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Adam Littlefield	Principal
Sadie Tschider	Secondary Student
Amelia Costello	Secondary Student
Avni Wadhvani	Secondary Student
Julie Caskey	Parent or Community Member
Kristen Malan	Parent or Community Member
Melanie Marcus	Parent or Community Member
Jessica Berg	Parent or Community Member
Beth Black	Classroom Teacher
Nick Bruno	Classroom Teacher
Jody Weverka	Classroom Teacher
Jana Branisa	Classroom Teacher
Erin Pope	Other School Staff
Irma Munoz	Other School Staff
Kayla Wong (Alternate)	Secondary Student
Marlow McEfee (Alternate)	Secondary Student
Shannon Rogers (Alternate)	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on November 15, 2018.

Attested:

Principal, Adam Littlefield on 11/19/18

SSC Chairperson, Julie Caskey on 11/19/18

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program