

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 22, 2021
Schoolsite Council (SSC) Approval Date	November 30, 2021
Local Board Approval Date	December 8, 2021

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.

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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 and WASC Action Plan are aligned to the Piedmont Unified School District's Local Control Accountability Plan (2021-24) which includes three goals:

GOAL #1 - All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

GOAL #2 - All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

GOAL #3 - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

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 830 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 twenty 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 57 teachers, 3 counselors, a librarian, and 3 administrators.

The race/ethnic composition of our student body, based on seven categories, includes the following: 1.3% African American, <1% American Indian or Alaska Native, .8% Filipino, 10.6% Asian, 8.9% Hispanic/Latino, <1% Native Hawaiian or Other Pacific Islander, 16.6% Two or more races and 61.7% 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 2021-22 Single Plan for Student Achievement is aligned with the PUSD Local Control Accountability Plan as well as the Piedmont High School Western Association of Schools and Colleges Action Plan for the 2017-18, 2018-19, 2019-20, and 2020-21, and 2021-22 school years. Representatives from all PHS stakeholder groups participated in the development of the 2018-19 WASC Action Plan. The 2020-21 School Site Council members reviewed the LCAP goals and WASC Action Plan and modified the SPSA for the 2021-22 school year at its November 9, 2021 meeting. The Single Plan for Student Achievement was approved by its membership on November 30, 2021.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	
African American	1.17%	1.44%	1.3%	10	12	11
Asian	12.4%	11.43%	10.6%	106	95	89
Filipino	0.7%	0.84%	0.8%	6	7	7
Hispanic/Latino	6.43%	7.1%	8.9%	55	59	75
Pacific Islander	0%	0%	0%	0	0	
White	62.22%	62.94%	61.7%	532	523	518
Multiple/No Response	17.08%	16.2%	16.6%	146	135	139
Total Enrollment				855	831	839

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	239	202	206
Grade 10	227	232	197
Grade 11	184	215	225
Grade 12	205	182	211
Total Enrollment	855	831	839

Conclusions based on this data:

1. The number and percentage of Asian students is declining.
2. The number and percentage of Hispanic students is increasing.
3. In general, 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	2	2	3	0.2%	0.2%	0.4%
Fluent English Proficient (FEP)	110	114	111	12.9%	13.7%	13.2%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. We have few English Learners.
2. 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	191	207	183	180	189	170	179	189	170	94.2	91.3	92.9
All	191	207	183	180	189	170	179	189	170	94.2	91.3	92.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2704.	2694.	2689.	63.13	64.02	62.35	30.17	26.46	24.12	5.03	7.41	9.41	1.68	2.12	4.12
All Grades	N/A	N/A	N/A	63.13	64.02	62.35	30.17	26.46	24.12	5.03	7.41	9.41	1.68	2.12	4.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	73.18	69.84	66.47	24.02	27.51	26.47	2.79	2.65	7.06
All Grades	73.18	69.84	66.47	24.02	27.51	26.47	2.79	2.65	7.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	71.35	69.84	65.29	26.40	28.04	28.82	2.25	2.12	5.88
All Grades	71.35	69.84	65.29	26.40	28.04	28.82	2.25	2.12	5.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57.54	57.67	48.24	39.66	40.74	48.82	2.79	1.59	2.94
All Grades	57.54	57.67	48.24	39.66	40.74	48.82	2.79	1.59	2.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	60.89	59.26	54.71	35.20	38.10	41.76	3.91	2.65	3.53
All Grades	60.89	59.26	54.71	35.20	38.10	41.76	3.91	2.65	3.53

Conclusions based on this data:

1. 86% of students met or exceeded the English Language Arts/Literacy standards. This is a decrease in 4% over the 2017-18 school year.
2. A need exists to disaggregate the English Language Arts/Literacy data for an increased understanding of the data results.
3. The percentage Above Standard is declining over a three year period in each strand.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	191	207	183	180	192	172	178	192	172	94.2	92.8	94
All	191	207	183	180	192	172	178	192	172	94.2	92.8	94

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2690.	2700.	2724.	42.70	45.83	58.72	30.90	30.73	23.26	17.98	18.23	13.95	8.43	5.21	4.07
All Grades	N/A	N/A	N/A	42.70	45.83	58.72	30.90	30.73	23.26	17.98	18.23	13.95	8.43	5.21	4.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57.80	62.50	70.35	31.21	28.65	20.35	10.98	8.85	9.30
All Grades	57.80	62.50	70.35	31.21	28.65	20.35	10.98	8.85	9.30

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51.74	55.73	59.88	40.70	34.90	36.05	7.56	9.38	4.07
All Grades	51.74	55.73	59.88	40.70	34.90	36.05	7.56	9.38	4.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57.71	54.69	63.95	36.57	38.02	31.98	5.71	7.29	4.07
All Grades	57.71	54.69	63.95	36.57	38.02	31.98	5.71	7.29	4.07

Conclusions based on this data:

- 82% of students met or exceeded the Mathematics standards. This is an increase of 6% from 2017-18
- A need exists to disaggregate the Mathematics data for an increased understanding of the data results.
- The % Above Standard has increased in each strand over the past three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10		*		*		*		*
Grade 11		*		*		*		*
Grade 12		*		*		*		*
All Grades								*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Conclusions based on this data:

1. Less than 11 students-Data is not displayed for privacy.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
831	1.2	0.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	0.2
Homeless	1	0.1
Socioeconomically Disadvantaged	10	1.2
Students with Disabilities	96	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.4
Asian	95	11.4
Filipino	7	0.8
Hispanic	59	7.1
Two or More Races	135	16.2
White	523	62.9

Conclusions based on this data:

- PHS has few English Learners, Foster Youth, and Socioeconomically Disadvantaged students.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Blue		
College/Career  Blue		

Conclusions based on this data:

1. With the exception of the Suspension Rate, the Overall performance is Green or Blue in all areas where data can be displayed.
2. The number of suspensions increased from 8 in 2017-18 to 12 in 2018-19. The increase in percentage change resulted in a yellow designation.

School and Student Performance Data

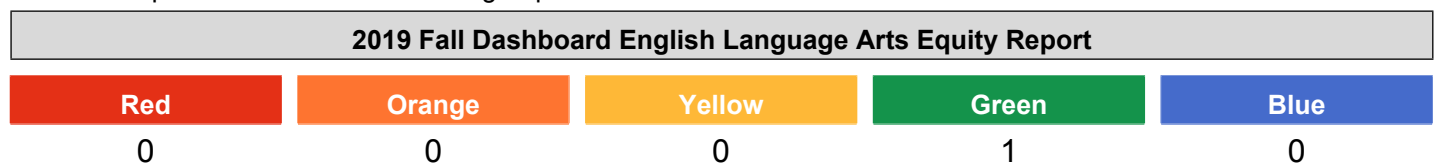
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 106 points above standard Declined -4.9 points 168		 No Performance Color 0 Students		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color 0 Students		 No Performance Color 55.8 points below standard Declined Significantly -82 points 14	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 0 Students	Asian  No Performance Color 122.2 points above standard Declined Significantly -24.8 points 25	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Two or More Races  No Performance Color 139.2 points above standard Increased Significantly +33.4 points 27	Pacific Islander  No Performance Color 0 Students	White  Green 93.1 points above standard Declined Significantly -16 points 102

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 103.8 points above standard Declined -6.9 points 143
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Conclusions based on this data:

1. While overall Above the Standard, All Students declined 4.9 points when compared to 2017-18.
2. Students with Disabilities are below the Standard and declined 82 points; While Asian students scored 122.2 points above the standard, they declined 33.4 points.
3. Two or more races scored 139.2 points above the standard and Increased Significantly by 33.4 points.

School and Student Performance Data

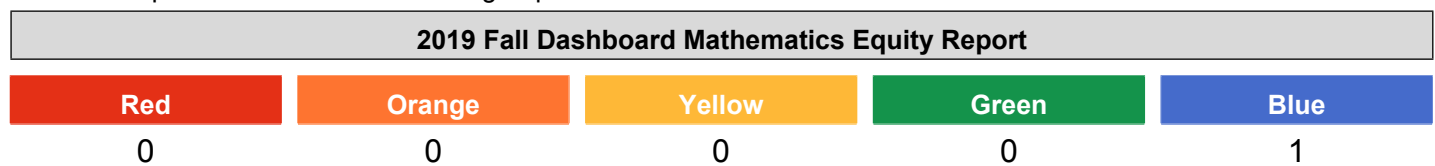
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

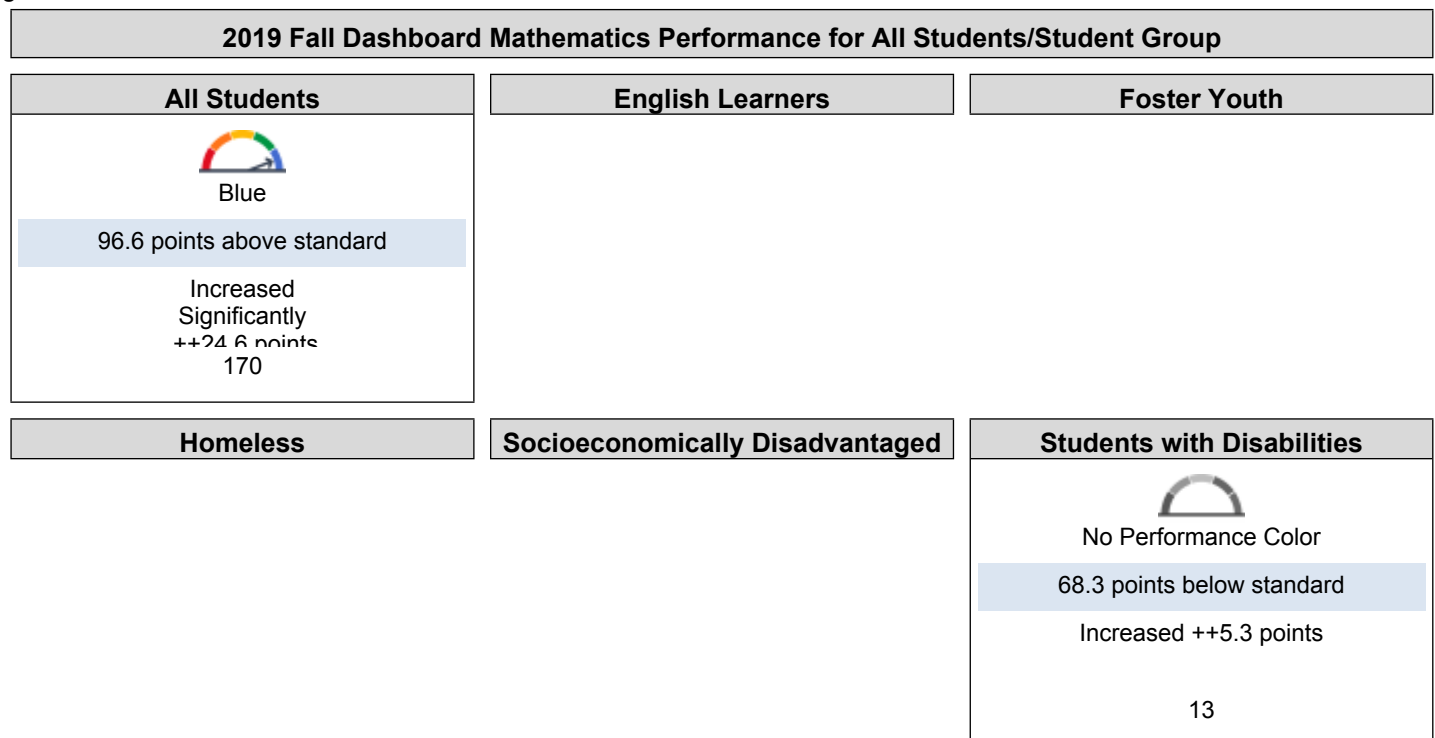
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 117.4 points above standard Increased Significantly ++19.8 points 28	Asian  No Performance Color 122.6 points above standard Maintained -1.1 points 25	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Two or More Races  No Performance Color 117.4 points above standard Increased Significantly ++19.8 points 28	Pacific Islander  No Performance Color 122.6 points above standard Maintained -1.1 points 25	White  Blue 84.6 points above standard Increased ++14.5 points 103

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only 93 points above standard Increased Significantly ++22.7 points 145
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Conclusions based on this data:

- All Students increased significantly with 96.6 points above standard. Students with Disabilities improved.
- Two or More Races and White Students increased.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. Less than 11 students-Data not displayed for privacy.

School and Student Performance Data

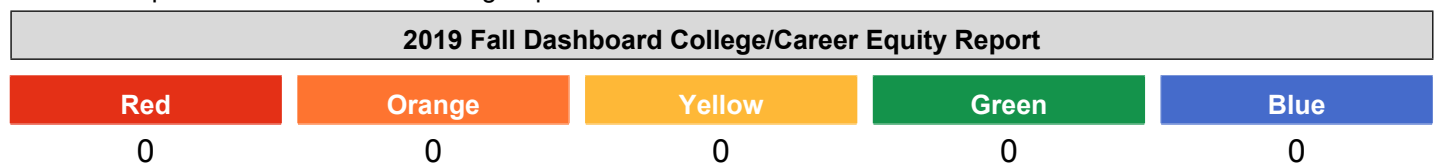
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Blue 89.2 Increased +3.6 204	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
85.6 Prepared	85.6 Prepared	89.2 Prepared
12.8 Approaching Prepared	12.8 Approaching Prepared	7.8 Approaching Prepared
1.6 Not Prepared	1.6 Not Prepared	2.9 Not Prepared

Conclusions based on this data:

1. There is an increase in % of All Students prepared.
2. We have developed a plan to capture the number of students who complete a college class to increase this percentage.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. This indicator is not applicable to PHS.

School and Student Performance Data

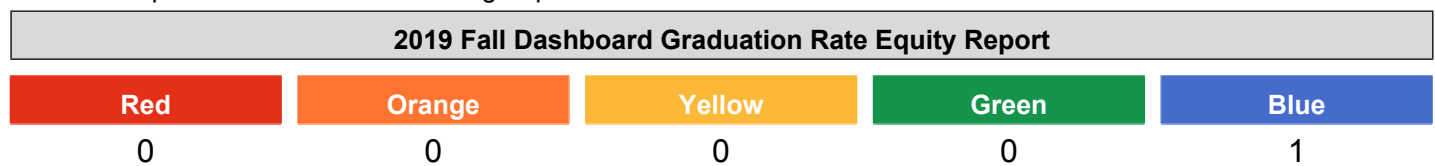
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 99.5 Maintained +0.6 205	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 100 11	Students with Disabilities  No Performance Color 96.3 Increased +3.7 27

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 100 Increased +3.9 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 100 12	 No Performance Color 100 Increased +3.5 30	 No Performance Color 0 Students	 Blue 99.2 Maintained -0.8 123

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
98.9	99.5

Conclusions based on this data:

- PHS has a high graduation rate.
- The Graduation Rate increased from 2018 to 2019.

School and Student Performance Data

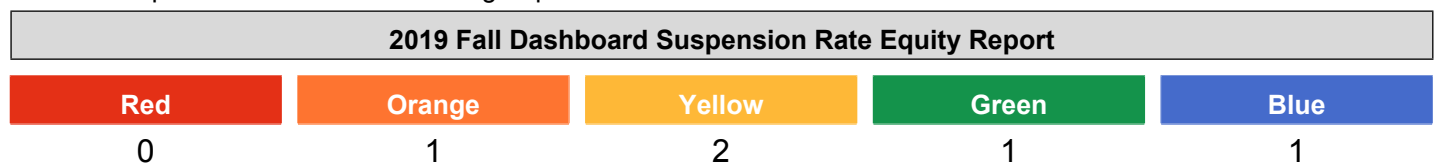
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

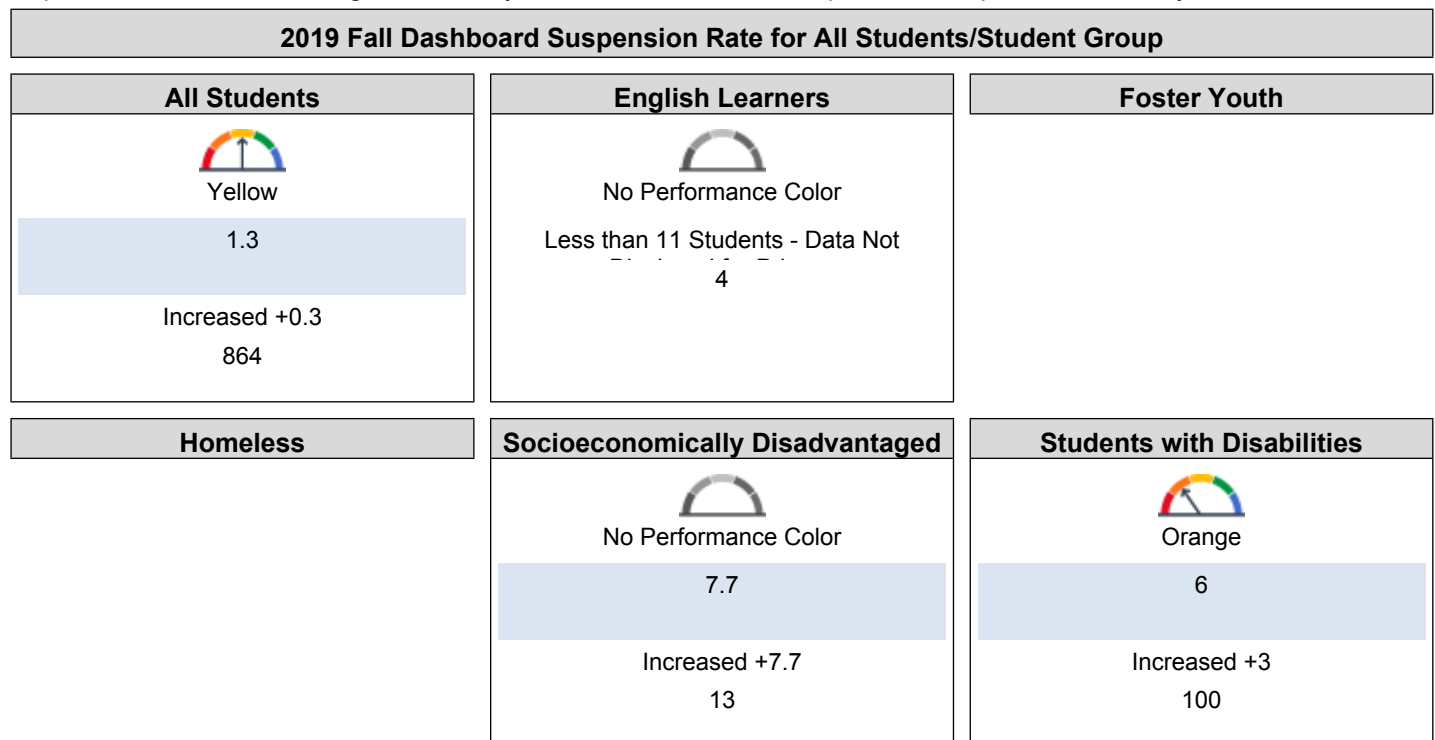
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 12	American Indian	Asian  Yellow 0.9 Increased +0.9 106	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Green 3.5 Declined -1 57	Two or More Races  Blue 0 Declined -1.5 146	Pacific Islander	White  Yellow 1.5 Increased +0.7 537

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	1.3

Conclusions based on this data:

1. Very few students are suspended from PHS.
2. The Yellow designation in All Students is due to the .3% increase in suspensions.
3. The Yellow designation in Asian students is due to the .9% increase in suspensions.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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
Survey Results	All students will feel physically safe, emotionally cared for, and academically and socially included in their environment.	While many students adapted to the virtual environment during the COVID-19 pandemic, there were a fair number of students who struggled based on an identified learning gaps, BESS Screener results, surveys and anecdotal information collected from students, parents, and staff.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Further develop service-learning and project-based 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/project-based 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	The STEAM Steering Committee, composed of members of students, faculty, administration, and other Piedmont community members, met repeatedly in 2018-19 and 2019-20 to craft a vision for how the STEAM building might transform our educational system. They identified several components of our ongoing dream and these three clearly emerged: • Students experience joy in their learning. • Students experience a real world relevance to their work. • Students experience complexity through cross curricular		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
learning/project-based learning activity.	learning experiences. As a result, the virtual PHS/MHS EXPO was held in Spring 2021. Students created and implemented projects using the essential question, When an idea has been calcified into a society, how do we begin to see it again, address it, and change it for the better? A fair number of projects included a service learning component and/or a social action research topic. The school staff will continue this strategy/activity for the 2021-22 school year.		
Continue to improve school climate through the No Place For Hate program developed by the Anti-Defamation League a. Continue to earn No Place for Hate designation through design and implementation of three school-wide anti-bias or bullying prevention activities	While we did conduct anti-bias and bully prevention activities to improve school culture including a modified Consent Assembly and associated Social Justice Action Research projects, we did not pursue No Place for Hate Designation during the COVID-19 pandemic. The school staff will consider this strategy/activity for the 2021-22 school year.		
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	While some staff investigated the implementation of a school-wide major test system and advisory programs, we paused the work as an entire staff during the 2020-21 school		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
system for the 2021-22 school year. Create incentive for teachers to look at calendars. b. Investigate advisory programs for implementation in the 2021-22 school year. c. Teacher Planning time and the new legislation requiring schools to start at 8:30am	year as a result of the COVID-19 pandemic. The COVID-19 pandemic offered opportunities to look at the daily bell schedule in different ways. Both Distance and Hybrid Learning Bell Schedules had Office Hours available for student support. All classess during Distance and Hybrid Learning began no earlier than 8:30AM. The school staff will continue this strategy/activity for the 2021-22 school year.		
Develop PHS' Response to Intervention protocols and procedures to support all students. a. Research best practices for classroom and school-wide interventions through Multi-Tier Systems of Support (MTSS). b. Participate in professional development on MTSS. c. Implement MTSS best practices.	While some staff researched best practices and attended professional development associated with MTSS, we paused some of the work as an entire staff during the 2020-21 school year as a result of the COVID-19 pandemic. Students and teachers used Office Hours as a time for intervention during Distance and Hybrid Learning. In Spring 2021, students were administered the Behavioral and Emotional Screening System (BESS) screener. Students who were identified in the red were contacted by their counselor. Counselors also contacted parents of these students. The PHS CARE team, including counselors, administrators, and Wellness Center staff		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	reviewed student results and offered support of students and their families. The Peer-Tutoring program, developed as an in-person program, was modified and continued virtually during both Distance and Hybrid Learning instruction. The PHS Breakfast Club was established during the 2020-21 school year to fill the void of the lack of community and connection during distance learning (and the physical space when parents who work need to drop their kids off early). Kids need to KNOW they belong here. The Breakfast Club brought 9th graders together in a non-academic space for conversations, food, and relaxation. The Breakfast Club introduced Ninth Grade students to their 4 year “home” that they had never stepped foot into. Breakfast Club met on Wednesday mornings during Office Hours. The school staff will continue this strategy/activity for the 2021-22 school year.		
Review of PHS' programs that support students' social and emotional development (i.e., ASB, Youth Education Programs, Peer Tutoring, Peer Coaching, Service Learning, Athletics, Student Clubs etc.)	The Peer-Tutoring program, developed as an in-person program, was modified and continued virtually during both Distance and Hybrid Learning instruction. The Piedmont Athletic Council (PAC), formed in 2019-20, continued during		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
a. Continue to support PHS leadership programs focusing on student access, inclusion and alignment with school philosophy and curriculum.	the 2020-21 school year. PAC is a community of student athletes that embodies the core values of Piedmont Athletics and promotes character, leadership development, teamwork, school spirit, and academic excellence.		
b. Continue to support the PHS athletic program focusing on student access and inclusion and conditioning time	The election of the 2021-22 ASB officers represents positive movement in electing students who represent more diverse ethnicities and cultures. There is interest in ASB leadership from both PHS and MHS to increase collaboration during the 2021-22 school year.		
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. Continue to 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.	Through the English 11 Honors classes and EXPO project, student groups developed Social Justice Action Projects that have led to student presentations on Consent, Diversity, and Climate Change, among other topics of interest to students and our community.		
e. Expand opportunities for individual students and student groups to share their voice on school related issues.	The school staff will continue this strategy/activity for the 2021-22 school year.		
f. Expand opportunities for students to develop leadership skills.			
Increase personal face to face communication between teachers, parents, and students	Personal face to face communications between teachers, parents, and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. Improve and increase school communications. e. Community events such as the Chili Cook-Off f. Work with student groups to identify and implement other opportunities to improve Student/Adult relationships	students was limited due to COVID-19 protocols. From August through mid-March, communications were primarily virtual through Google Meets and Zoom. Students returned to school in mid-March in a Hybrid model. Most school communications were through the weekly bulletin and the principals' weekly Infinite Campus message. Twice weekly Office Hours allowed for students and teachers to connect academically and socially. The school staff will continue this strategy/activity for the 2021-22 school year.		
Review the PHS Academic Integrity practices and policies to determine effectiveness a. Form Student Group to review current Academic Honesty/Integrity Policy to identify areas needing improvement. b. Review discussion points from December 2019 Special School Board meeting on Academic Integrity c. Student and Staff Group to review survey data, discuss the Academic Integrity concerns and why academic integrity is being violated.	Distance Learning presented new Academic Integrity challenges for students and staff during the 2020-21 school year. Teachers and students recognized early on in Distance Learning that the review of student work, including homework and assessments, would need to be addressed differently than in-person instruction. While creative ways to assess students were initiated, there were some teachers who were challenged by dishonest students. The school staff will continue this strategy/activity for the 2021-22 school year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
d. Research best practices in Academic Integrity practices and policies e. Review Student and Staff Group findings with students and staff e. Make recommendation of changes, if needed.			
Continue to research and implement strategies to reduce stress related health symptoms a. Form Student Group to review the Challenge Success-Stanford Survey of School Experiences and California Healthy Kids Survey information b. Review discussion points from December 2019 Special School Board meeting on Mental Health/Stress c. Student and Staff Group to review survey data and discuss the Mental Health/Stress concerns e. Review Student and Staff Group findings with students and staff e. Research best practices on addressing student well-being f. Implement recommendations and strategies	Distance Learning presented new stress-related challenges for students and staff during the 2020-21 school year. While many students performed well academically in the Distance Learning environment. most students missed the social aspect of school even after the return to school in March 2021. In Spring 2021, students were administered the Behavioral and Emotional Screening System (BESS) screener. Students who were identified in the red were contacted by their counselor. Counselors also contacted parents of these students. The PHS CARE team, including counselors, administrators, and Wellness Center staff reviewed student results and offered support of students and their families. Several staff meetings were held throughout the school year focused on strategies to support student and staff well-being.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	The school staff will continue this strategy/activity for the 2021-22 school year.		
Continue our Site Guiding Coalition to provide leadership in the development of Professional Learning Communities.	We paused our Guiding Coalition work during the 2020-21 school year as a result of the COVID-19 pandemic. The school staff will continue this strategy/activity for the 2021-22 school year.		
Establish a Community-wide committee to explore how the PHS Advanced Placement program affects student wellness a. Convene committee b. Research best practices c. Presentations and testimonials by stakeholders, including students, teachers, counselors, parents, university representatives, health professional representatives. d. Survey students, graduates, staff, and parents e. Make recommendation to PUSD School Board in November 2021	While a comprehensive plan was created, other school priorities prevented the committee from forming. The school staff will continue this strategy/activity for the 2021-22 school year.		
Develop and implement a 9th Grade Student Support Program to be implemented during Hybrid/Distance Learning	The PHS Breakfast Club was established during the 2020-21 school year to fill the void of the lack of community and connection during distance learning (and the		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
a. Planning Team meets to develop plan b. Plan shared with PHS staff c. PHS staff and 10-12 grade students volunteer to implement program during virtual office hours d. Identify and invite students who may benefit from a 9th Grade Student Support Program	physical space when parents who work need to drop their kids off early). Kids need to KNOW they belong here. The Breakfast Club brought 9th graders together for a non-academic space for conversations, food, and relaxation. The Breakfast Club introduced Ninth Grade students to their 4 year “home” that they had never stepped foot into. Breakfast Club met on Wednesday mornings during Office Hours. The school staff will continue this strategy/activity for the 2021-22 school year.		
While in Distance Learning, develop and implement a small cohort learning group to be held on campus. a. Identify and invite students who may benefit from the small cohort learning group b. Identify and invite staff who will support students in the small cohort learning group c. Prepare facilities, including safety and health needs. d. Review program to determine effectiveness and ongoing efforts. e. Look to expand Special Education opportunities	In an effort to provide additional support to a small cohort of acute learners, PHS recommended that identified students return to campus prior to the start of the spring semester on January 20, 2021. The goals of the program were to: • Build or re-establish a human connection with caring adults at school • Provide socio-emotional support • Provide case management • Provide in-person academic support and resources. • Provide an introduction to the expectations		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and protocols of a return to campus under a hybrid model, following all COVID-mitigation guidelines. The small cohorts under the supervision of a counselor or librarian and administrator began in December on Wednesday and Friday mornings for counseling, office hours and the students' period two class.		
Further examine the newly school board adopted Racial Equity and Educational Equity policies and develop plans for implementation at the site level. a. Share and review policies at various group meetings b. Identify elements of the policies that are site specific and develop plans for implementation c. Participate in the development of the job description for the Director of Diversity, Equity, and Inclusion position d. Staff participation in professional development on Equity e. Look through the lens of Diversity, Equity, and Inclusion while participating in Instructional Materials	The school board adopted Racial Equity and Educational Equity policies were shared at School Site Council, PHS staff meetings, and included in various school-wide communications. School representatives participated in the development of the job description for the Director of Diversity, Equity, and Inclusion and served on the interview panel for the selection of the Director. Staff participated in several equity-related professional development offerings, including Coaching for Equity. Social Studies and English teachers have looked through and will continue to look through the lens of equity as they review possible instructional materials.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Adoption Process for English and Social Studies	PHS staff has looked through the lens of Diversity, Equity, and Inclusion with hiring policies and practices.		
f. Look through the lens of Diversity, Equity, and Inclusion with hiring policies and practices. Actively pursue teachers of color to teach at Piedmont High School/PUSD	Staff is actively pursuing teachers of color to teach at Piedmont High School/PUSD. Two teachers of color were hired at PHS in the 2020-21 school year.		
g. Expand opportunities for individual students and student groups to share their voice on topics of Diversity, Equity, and Inclusion	The school staff will continue this strategy/activity for the 2021-22 school year.		
h. Create a cross-cultural center on the PHS campus for education, support, and celebration.			
i. Cultivate and support student affinity groups.			

Analysis

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

While some of the strategies and activities proposed for the 2020-21 school year were implemented during the COVID-19 pandemic, others were not. Many of the strategies and activities were continued from the 2019-20 school year. In some cases, the strategy and activity would not produce the intended results if conducted virtually.

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

We were somewhat effective given the challenges of the COVID-19 pandemic. Piedmont High School has identified a fair number of strategies and activities that are still in progress. The school staff will continue most strategies and activities during the 2021-22 school year.

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.

The PHS staff and School Site Council provided input to the Piedmont Unified School District 2021-2024 Local Control Accountability Plan (LCAP). With many of the actions and services of PHS aligned to the LCAP, it seemed appropriate to have the PHS Single Plan for Student Achievement and the PHS Western Association of Schools and Colleges (WASC) Action Plan align to the District LCAP. The Strategies and Activities of the PHS SPSA are similar to the LCAP with some modification due to either renaming or eliminating activities that are not applicable to PHS (i.e some Strategies and

Activities were renamed from TK-12 to 9-12). Some strategies designated specifically for elementary school, middle school or Millennium High School were eliminated from the PHS plan.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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
Survey Results, Testing Data, Grades Review	All students will graduate with the 21st century learning skills needed for college and careers.	While many students adapted to the virtual environment during the COVID-19 pandemic, there were a fair number of students who struggled based on identified learning gaps, BESS Screener results, surveys and anecdotal information collected from students, parents, and staff. Nearly all students graduate with the 21st century learning skills needed for college and careers.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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. 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.	Technology Professional Development for staff was a high priority during the 2020-21 school year and included both software and hardware training. Software and hardware training was provided in both Distance and Hybrid Learning Models. All teachers participated in training that took place during staff meetings as well as small group and individual teacher instruction. Specific training on online tools in support of science instruction was provided. Tech Tips on the use of Schoology were offered weekly. The school staff will continue this		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	strategy/activity for the 2021-22 school year.		
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	While the District Health Council was created during the 2019-20 school year, the onset of the COVID-19 pandemic limited the work of the Council. The district and school staff will continue this strategy/activity for the 2021-22 school year.		
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 and community service 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	The EXPO project brought opportunities for service learning, community service and career awareness and readiness. Guest speakers were presented virtually. Students took advantage of taking classes outside of PHS through a variety of online resources. School administration participated in training to create a formal work-based learning program through the Contra Costa County Office of Education. The school staff will continue this		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
f. Increase opportunities for dual-enrollment with local community colleges g. Develop program to offer transferable life skills based on student interest	strategy/activity for the 2021-22 school year.		
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	The CAASPP was not administered in the 2019-20 school year, so there was no CAASPP data to review. Two local assessments, one in English and one in math were administered early in the 2020-21 school year to identify learning loss. Unfortunately, the validity of the results were questioned. Teachers calibrated new Essential Learning Outcomes based on lost instructional time due to the COVID-19 pandemic. Staff reviewed the D/F list at each marking period. Various groups including the Counseling staff, CARE Team, administration, and Special Education staff met to discuss best ways to support students. Student Study Teams, IEPs, and Wellness checks were conducted regularly The school staff will continue this strategy/activity for the 2021-22 school year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
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	Given that much of the school year was virtual and nearly all work was work completed from home, we paused most of our work investigating homework practices during the 2020-21 school year as a result of the COVID-19 pandemic. Staff did, however, have multiple discussions on quantity of work students should be expected to complete outside of class time.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	The school staff will continue this strategy/activity for the 2021-22 school year.		
Further propose and develop new courses for the 2021-22 school year a. Review courses proposed to School Advisory Committee in Spring 2020 b. Survey students regarding interest in course proposals c. Identify courses to be proposed to the School Board for approval d. Develop Course of Study for those course proposals approved by the School Board	New courses for the 2021-22 school year were designed by PHS teachers and approved by the PHS School Advisory Council. A student survey was conducted with the results identifying courses that would be presented to the School Board for approval. The following new courses were identified to be offered and approved by the School Board for the 2021-22 school year. Guitar Engineering Physical Computing and Robotics Financial Literacy and Personal Finance Ornithology Geology Entomology Marine Science The school staff will continue this strategy/activity for the 2021-22 school year.		

Analysis

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

While some of the strategies and activities proposed for the 2020-21 school year were implemented during the COVID-19 pandemic, others were not. Many of the strategies and activities were continued from the 2019-20 school year. In some cases, the strategy and activity would not produce the intended results if conducted virtually.

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

We were somewhat effective given the challenges of the COVID-19 pandemic. Piedmont High School has identified a fair number of strategies and activities that are still in progress. The school staff will continue most strategies and activities during the 2021-22 school year.

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.

The PHS staff and School Site Council provided input to the Piedmont Unified School District 2021-2024 Local Control Accountability Plan (LCAP). With many of the actions and services of PHS aligned to the LCAP, it seemed appropriate to have the PHS Single Plan for Student Achievement and the PHS Western Association of Schools and Colleges (WASC) Action Plan align to the District LCAP. The Strategies and Activities of the PHS SPSA are similar to the LCAP with some modification due to either renaming or eliminating activities that are not applicable to PHS (i.e some Strategies and Activities were renamed from TK-12 to 9-12). Some strategies designated specifically for elementary school, middle school or Millennium High School were eliminated from the PHS plan.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Survey Results	All students will engage in rigorous, relevant, and differentiated learning experiences where they make connections among disciplines	Many students engaged in rigorous, relevant, and differentiated learning experiences where they made connections among disciplines

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PHS administration will conduct informal classroom walkthroughs, on a weekly basis, to identify and promote best instructional practices used by PHS teachers.	PHS Administration attended classes in both Distance and Hybrid Learning environments. Successful virtual strategies were identified and shared with staff. The school staff will continue this strategy/activity for the 2021-22 school year.		
Classroom Differentiation 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 b. Purchase supplemental materials in various subject areas to support teachers in providing	PHS staff continued to access Differentiated Learning support from coach Amy Symons Burke. Online supplemental resources were purchased with district, site, and PHS Parent Club funds to support teachers in providing students with diverse, enriching, and scaffolded learning experiences. The school staff will continue this		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students with diverse, enriching, and scaffolded learning experience.	strategy/activity for the 2021-22 school year.		
Integrated Learning a. Provide time for teachers to collaborate with colleagues to develop thematic and integrated units 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)	Interested teachers were provided time to collaborate with colleagues to develop thematic and integrated units. Due to COVID-19 factors, PHS staff did not participate in the Integrated Learning Specialist Program (ILSP) during the 2020-21 school year. The school staff will continue this strategy/activity for the 2021-22 school year.		
Professional Learning Communities (PLCs) a. 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 b. Provide time for PLCs to meet within the professional day	We paused the work of Professional Learning Communities as an entire staff during the 2020-21 school year as a result of the COVID-19 pandemic. The school staff will continue this strategy/activity for the 2021-22 school year.		
Multi-Tiered System of Support (MTSS) a. Research and develop a district-wide systematic approach for providing	School staff worked with district staff to research and develop a district-wide systematic approach for providing academic and behavioral		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
academic and behavioral interventions and enrichment across grade levels b. Explore the use of the Universal Design for Learning (UDL) Guidelines c. Evaluate the effectiveness of interventions by monitoring the academic and behavioral progress of at-risk students	interventions and enrichment across grade levels. Select PHS staff explored the use of the Universal Design for Learning. PHS is still in the development of it's Tier 1 and Tier 2 interventions. The MTSS will offer strategies to incorporate both in and out of the classroom. The school staff will continue this strategy/activity for the 2021-22 school year.		

Analysis

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

While some of the strategies and activities proposed for the 2020-21 school year were implemented during the COVID-19 pandemic, others were not. Many of the strategies and activities were continued from the 2019-20 school year. In some cases, the strategy and activity would not produce the intended results if conducted virtually.

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

We were somewhat effective given the challenges of the COVID-19 pandemic. Piedmont High School has identified a fair number of strategies and activities that are still in progress. The school staff will continue most strategies and activities during the 2021-22 school year.

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.

The PHS staff and School Site Council provided input to the Piedmont Unified School District 2021-2024 Local Control Accountability Plan (LCAP). With many of the actions and services of PHS aligned to the LCAP, it seemed appropriate to have the PHS Single Plan for Student Achievement and the PHS Western Association of Schools and Colleges (WASC) Action Plan align to the District LCAP. The Strategies and Activities of the PHS SPSA are similar to the LCAP with some modification due to either renaming or eliminating activities that are not applicable to PHS (i.e some Strategies and Activities were renamed from TK-12 to 9-12). Some strategies designated specifically for elementary school, middle school or Millennium High School were eliminated from the PHS plan.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Safety and Care of Students and Staff

Goal Statement

GOAL #1 - All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

LCAP Goal

GOAL #1 - All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

Basis for this Goal

1. Stanford Survey of Adolescent School Experiences (Challenge Success)
2. Research on Social and Emotional Learning
3. California Healthy Kids Survey
4. WASC Self-Study Data
5. School Committees/Staff/Community Input
6. Research on Tolerance, Diversity, and Social Justice
7. Behavior and Emotional Survey System Results
8. Racial Equity and Educational Equity Board Policies

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey Results Meeting Agendas and Minutes Anecdotal Notes Community Communications	Most students feel physically safe, emotionally cared for, and academically and socially included in their environment.	All students will feel physically safe, emotionally cared for, and academically and socially included in their environment.

Planned Strategies/Activities

Strategy/Activity 1

Equity, Inclusion, & Social Justice
A. Identify ways to counteract bias and stereotyping in learning material

2021-22

- (i) Identify anti-racist resources to incorporate into the 9-12 curriculum in all subject areas (AR 0415.1, 1a)
- (ii) Audit current instructional materials to identify areas for needed improvement/replacement to promote equity and inclusion (AR 0415.1, 1a) (AR 0415, 1)
- (iii) Identify ways to counteract bias and stereotyping in learning material (AR 0415.1, 1a) (AR 0415, 1)
- (iv) Engage in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership (AR 0415.1, 1a; 5b,d)

2022-23

- (i) Identify anti-racist resources to incorporate into the 9-12 curriculum in all subject areas (AR 0415.1, 1a)
- (ii) Audit current instructional materials to identify areas for needed improvement/replacement to promote equity and inclusion (AR 0415.1, 1a) (AR 0415, 1)
- (iii) Identify ways to counteract bias and stereotyping in learning material (AR 0415.1, 1a) (AR 0415, 1)
- (iv) Engage in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership (AR 0415.1, 1a; 5b,d)

2023-24

- (i) Continue to incorporate anti-racist resources into the curriculum and integrate culturally responsive teaching practices (AR 0415.1, 1a)
- (ii) Continue to audit current instructional materials to identify areas for needed improvement/ replacement to promote equity and inclusion (AR 0415.1, 1a) (BP 0415, 1)
- (iii) Implement updated and adopted curricula that promote equity and inclusion.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

DEI Committee members

PHS Administration

MTSS Teachers on Special Assignment

Student Groups

Teachers/Teacher Leaders

PUSD School Board

Strategy/Activity 2

Equity, Inclusion, & Social Justice

B. Provide and expand identity-based supports and programming

2021-22

(i) Establish programs for students, staff, and community to explore identity, understand the impact of bias, and create an inclusive school community (AR 0415.1, 4, 5) (BP 0415, 4)

(ii) Expand the Piedmont Affinity and Identity Mentor Program districtwide; explore further ways to provide identity-based affinity and support groups for students and staff within each school and across schools (such as bridging between MS and HS,) (AR 0415.1, 1a) (AR 0415, 4)

(iii) Host school-wide and district-wide events such as identity fairs (AR 0415, 4)

2022-23

(i) Continue current identity-based affinity and support group programming; continue to explore further ways to provide identity-based affinity and support groups for students and staff within each school and across schools (AR 0415.1, 1a) (AR 0415, 4)

2023-24

(i) Maintain and deepen identity-based affinity groups and explore additional supports for students based on identity (AR 0415.1, 1a) (BP 0415, 4)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

PHS Administration

MTSS Teachers on Special Assignment

Piedmont Affinity and Identity Mentor Program staff and student members

Teacher Leaders

Strategy/Activity 3

Equity, Inclusion, & Social Justice

C. Establish a system for monitoring student needs based on disaggregated data

2021-22

(i) Establish a system for assessing student needs based on data disaggregated by race, ethnicity, culture, gender, sexual identity, language, and exceptionality; use student data, surveys, and audits to establish a baseline of student needs and areas for improvement in student outcomes and experiences in order to enable equity-focused planning, policy-making, and resource development decisions (AR 0415.1, 1 b, c, f) (BP 0415, 1)

2022-23

(i) Use student data collected in year 1 to develop inclusive and equity-focused policies and use the baseline data to establish multi-year plans for growth and improvement (AR 0415.1, 1 b, c, f) (BP 0415, 1)

2023-24

(i) Continue to review student data collected previously and refine policies and plans to promote equity and inclusion (AR 0415.1, 1 b, c, f) (BP 0415, 1)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

PHS Administration

District Information Technology staff

Student Groups

Teachers/Teacher Leaders

Strategy/Activity 4

School Culture: SEL/PBIS/RJ.

A. Establish social-emotional learning-based multi-tiered systems of support (MTSS)

2021-22

(i) Build positive school cultures by developing Social-Emotional Learning-based Multi-Tiered Systems of Support (MTSS) that encourage healthy identity and provide academic, behavioral, and social-emotional supports for students, including tiered interventions, learning outcomes, current curriculum, and student “I can” statements (AR 0415.1, 1a) (BP 0415, 4)

(ii) Develop and implement clear protocols for responding to national events and community trauma

2022-23

(i) Implement new MTSS-aligned programming district-wide (AR 0415.1, 1a) (BP 0415, 4)

(ii) Elementary School Action

(iii) Continue to implement protocols for responding to national events and community trauma and revise as needed

2023-24

(i) Continue to implement MTSS-aligned programming district-wide; begin evaluating its effectiveness and identify areas of further development (AR 0415.1, 1a) (BP 0415, 4)

(ii) Elementary School Action

(iii) Continue to implement protocols for responding to national events and community trauma and revise as needed

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

MTSS Teachers on Special Assignment

Teachers/Teacher Leaders

Counseling staff/CARE Team/Wellness Staff

Strategy/Activity 5

School Culture: SEL/PBIS/RJ.

B. Institute the use of restorative practices

2021-22

(i) Adopt and implement Restorative Practices district-wide as a strategy for improving school climate and to strengthen the social and emotional skills of, and relationship among, students, staff, and administrators (AR 0415.1, 1e) (BP 0415, 4)

2022-23

(i) Further develop the use of Restorative Practices district-wide, including use of community circles, systems for reporting incidents of bias, and enforcement of consequences for infractions (AR 0415.1, 1e,f, g) (BP 0415, 4)

2023-24

(i) Review and refine Restorative Practices and school climate policies as needed (AR 0415.1, 1e,f, g) (AR 0415, 4)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

MTSS Teachers on Special Assignment

Teachers/Teacher Leaders

Counseling staff/CARE Team/Wellness Staff

Restorative Practice Personnel

Strategy/Activity 6

School Culture: SEL/PBIS/RJ.

C. Expand student engagement opportunities

2021-22

(i) Review and expand programming and student engagement opportunities (such as ASB, Youth Education programs, Peer Tutoring, Peer Coaching, Service Learning, Athletics, clubs) (BP 0415, 4)

(ii) Analyze expenditures and allocation of financial and human resources to determine whether there is equitable access to district programs, support services, and opportunities for success and promote equity and inclusion in the district; provide recommendations for adjustments to improve equity of access (BP 0415, 2)

2022-23

(i) Expand cross-school student leadership and engagement opportunities to create a more inclusive and aligned community (BP 0415, 4)

(ii) Provide targeted outreach to underrepresented students to ensure access to, and encourage participation in, student engagement opportunities (BP 0415, 4)

(iii) Continue to analyze expenditures and allocation of financial and human resources to determine whether there is equitable access (BP 0415, 2)

2023-24

(i) Evaluate cross-school student leadership and engagement programs to determine progress in creating a more inclusive and aligned community (AR 0415, 4)

(ii) Continue to analyze expenditures and allocation of financial and human resources to determine whether there is equitable access (BP 0415, 2) community. (AR 0415, 4)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

PHS Administration

MTSS Teachers on Special Assignment

Director of Athletics

Student Groups

Teachers/Teacher Leaders, including Special Education, ASB

Counseling staff

Strategy/Activity 7

Wellness: Mental Health Services, Wellness Programming

A. Provide a safe and supportive return to school

2021-22

(i) Provide for a safe and nurturing re-introduction to the 2021-22 school year, recognizing the impact of COVID

(ii) Assess the impact of COVID on students using the BESS and CHKS surveys

(iii) Encourage Self-Care strategies for teachers/staff, provide schoolwide mindfulness practices, and give opportunities for staff and students to engage outside of the classroom

(iv) Provide summer school and bridge programs to support student adjustment back to school; assess student well-being (ELO Grant)

2022-23

(i) Evaluate the impact of the ELO grant interventions and consider further investments in recovery programming based on staff and student needs (ELO Grant)

2023-24

(i) Evaluate the impact of the ELO grant interventions and consider further investments in recovery programming based on staff and student needs (ELO Grant)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

MTSS Teachers on Special Assignment

Student Groups

Teachers/Teacher Leaders

Counseling/CARE/Wellness

After School Tutoring Teachers and Director

Strategy/Activity 8

Wellness: Mental Health Services, Wellness Programming

B. Expand counseling and mental health/wellness services

2021-22

(i) Expand Counseling and Mental Health Wellness services for students, connect to the Office of Student Services, and school-based wellness programs (such as the Wellness Center at the HS) (BP 0415, 4)

(ii) Research 9-12 curriculum on consent education; evaluate and refine middle and high school curriculum, staff training, and student educational programs on Sexual Consent

(iii) Create better systems to support survivors of sexual violence, including providing a pathway to students on how to report and make explicit the options available

2022-23

(i) Develop systems for regular student support and monitoring of counseling and mental health services

(ii) Implement 9-12 lessons on consent education; continue to offer curriculum, staff training, and student educational programs on Sexual Consent

(iii) Recruit Wellness Center interns using hiring policies and procedures consistent with AR 0415.1

(iv) Train counselors and staff to be proficient practitioners of anti-racism who have the ability to counsel and teach White students and staff about White privilege and anti-racism (AR 0415.1, 4)

(v) Train counselors and staff on how to support BIPOC students and families (AR 0415.1, 5b, c, d)

2023-24

(i) Evaluate the effectiveness of systems for regular student support and monitoring of counseling and mental health services

(ii) Continue to implement and refine (as needed) programs and curriculum on Sexual Consent

(iii) Continue to train staff to be proficient anti-racism practitioners and how to support BIPOC students and families (AR 0415.1, 4) (AR 0415.1, 5b, c, d)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

DEI Committee members

PHS Administration

MTSS Teachers on Special Assignment

Student Groups, including Diversity and Consent

Teachers/Teacher Leaders

Counseling/CARE/Wellness

Strategy/Activity 9

Wellness: Mental Health Services, Wellness Programming
C. Develop an advisory curriculum

2021-22

(i) Implement updated advisory curriculum in grades 9-12

2022-23

(i) Implement updated advisory curriculum in grades 9-12

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2023

Person(s) Responsible

District Administration
PHS Administration
MTSS Teachers on Special Assignment
Student Groups, including Diversity and Consent
Teachers/Teacher Leaders
Counseling/CARE/Wellness

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Relevant Learning Experiences for Students

Goal Statement

GOAL #2 - All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

LCAP Goal

GOAL #2 - All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

Basis for this Goal

1. Stanford Survey of Adolescent School Experiences (Challenge Success)
2. Research on Social and Emotional Learning
3. California Healthy Kids Survey
4. WASC Self-Study Data
5. School Committees/Staff/Community Input
6. Research on Tolerance, Diversity, and Social Justice
7. Behavior and Emotional Survey System Results
8. Racial Equity and Educational Equity Board Policies

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey Results	Many students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.	All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.
Meeting Agendas and Minutes		
Anecdotal Notes		
Community Communications		

Planned Strategies/Activities

Strategy/Activity 1

- Standards- Aligned Instruction
- A. Adopt culturally-responsive curriculum and instructional practices

2021-22

(i) Conduct program evaluations that focus on educational equity and address the academic outcomes and performance of all students on all indicators (AR 0415.1, 4b,c,d) (BP 0415, 5)

(ii) Review current High School scope and sequence of all courses and revise to create more opportunities for reflection, intersectionality, social justice, and action (BP 0415, 5) (AR 0415.1, 1aiv)

(iii) Elementary School action

(iv) Elementary School action

(v) Middle School action

(vi) Convene a team to review and pilot new High School English and History-Social Science Curriculum

(vii) Convene a Secondary World Language Curriculum Adoption Committee

(viii) Convene a team to initiate research into revisions to the High School Science curriculum

2022-23

(i) Elementary School action

(ii) Adopt and implement new High School English and History-Social Science Curriculum

(iii) Implement new Secondary World Language curriculum

(iv) Continued research into revisions to the High School Science curriculum

(v) Further develop and implement Engineering courses to be offered at the PHS STEAM building

2023-24

(i) Elementary School action

(ii) Convene a team to review the new State Math Framework and analyze the Secondary Math curriculum and pathway.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

PHS Administration

Teachers/Teacher Leaders

Strategy/Activity 2

Standards-Aligned Instruction

B. Implement standards-aligned health education

2021-22

(i) Reconvene district-wide health council to review the outcomes of the health audit conducted in 2020; develop a plan for implementing standards-aligned health education 9-12

2022-23

(i) Implement the final phase of the plan for providing 9-12 standards-aligned health education to all students

2023-24

(i) Implement the final phase of the plan for providing 9-12 standards-aligned health education to all students

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Health Council members

Strategy/Activity 3

Standards-Aligned Instruction

C. Establish opportunities for all students to participate in college preparatory and extracurricular courses

2021-22

(i) Review AP and Honors programs and recommend changes (HS) to reduce stress on students and to increase diverse access to programming (AR 0415, 3)

(ii) Bolster academic counseling tailored to the needs of students beyond anecdotal information to differentiate course load and ensure the best academic course paths that are manageable and beneficial for students' skill levels and career interests (BP 0415, 3)

2022-23

(i) Establish opportunities for all students to participate in college preparatory and extracurricular courses, and with academic counseling to student choice and participation (BP 0415, 3)

2023-24

(i) Continue to provide opportunities for all students to participate in college preparatory and extracurricular courses, and with academic counseling to student choice and participation (BP 0415, 3)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

Student Groups

Parent Groups

Teachers/Teacher Leaders

Counseling/CARE/Wellness

MTSS Teachers on Special Assignment

Director of Athletics

Extracurricular Activity leaders

Strategy/Activity 4

Differentiated Learning Opportunities

A. Provide academic support to address learning loss

2021-22

(i) Provide support to address learning loss and to promote academic recovery due to Covid, including summer school and interventions for reading and math (ELO Grant)

(ii) Provide increased access to Special Education services (as identified by student IEPs) (ELO Grant)

(iii) Convene a team of Teachers on Special Assignment to support the development of Multi-Tiered Systems of Support 9-12 (ELO Grant)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Counseling/CARE/Wellness

MTSS Teachers on Special Assignment

After School Tutoring Director and teachers

Strategy/Activity 5

Differentiated Learning Opportunities
B. Adapt programming and schedules

2021-22

(i) Review current project-based learning opportunities and explore expansion (HS)

(ii) Create and pilot a new secondary schedule that supports student well-being and allows for differentiated instruction

2022-23

(i) Implement a new secondary schedule that supports student well-being and allows for differentiated instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2023

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

EXPO leadership

MTSS Teachers on Special Assignment

Strategy/Activity 6

Differentiated Learning Opportunities
C. Expand career and technical education programming

2021-22

(i) Expand CTE by providing students with opportunities for service learning, work-based learning, internships, and dual enrollment (HS); Increase Career Awareness and Readiness Opportunities for students

2022-23

(i) Formalize CTE internship programs for students and externship programs for teachers

2023-24

(i) Develop more CTE follow-up activities to Career Day; increase variety in represented careers; include new careers and trades

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

CTE Staff

Contra Costa County CTE Staff

Scouting Program

Strategy/Activity 7

Assessment

A. Explore alternative grading policies

2021-22

(i) Explore Grading for Equity and evaluate grading policies district-wide (BP 0415, 4)

2022-23

(i) Adapt grading policies districtwide based on findings from Grading for Equity and through the use of Essential Learning Outcomes (BP 0415, 4)

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2023

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Strategy/Activity 8

Assessment

B. Develop and use alternative assessment strategies

2021-22

(i) Establish benchmarks and target Essential Learning Outcomes 9-12

2022-23

(i) Review district-wide assessment strategies and expand options beyond standardized tests

(ii) Develop a district-wide Graduate Profile and align it to benchmarks at each school level (elementary, middle, and high school)

2023-24

(i) Implement alternative assessments as appropriate to accurately assess student achievement

(ii) Begin to make instructional adjustments aligned to the Graduate Profile including rubrics, core values, and skills development

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Strategy/Activity 9

Counseling

2021-22

(i) Bolster academic counseling tailored to the needs of students beyond anecdotal information in order to differentiate course load and ensure the best academic course paths that are manageable and beneficial for students' skill levels and career interests

2022-23

(ii) Millennium High School action

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021-June 2023

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Counseling/CARE/Wellness

Strategy/Activity 10

After-School Tutoring

2021-22

(i) Provide after-school tutoring for students in need of additional support to address learning loss and to promote academic recovery due to COVID. Sessions will be offered first to students who are English learners, low income, foster youth, or homeless

Students to be Served by this Strategy/Activity

All students, but sessions will be offered first to students who are English learners, low income, foster youth, or homeless

Timeline

August 2021-June 2022

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Strategy/Activity 11

English Learner Support

2021-22

(i) Provide specialized instruction by certificated English Learner (EL) teachers. One secondary certificated staff member provide targeted services for English learners for approximately 20% of their total FTE. In middle and high school, EL students are scheduled for one period to be in a designated ELD class.

Students to be Served by this Strategy/Activity

All EL students

Timeline

August 2021-June 2022

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Collaboration, Innovation, and Professional Growth of Teachers

Goal Statement

GOAL #3 - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

LCAP Goal

GOAL #3 - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

Basis for this Goal

1. Stanford Survey of Adolescent School Experiences (Challenge Success)
2. Research on Social and Emotional Learning
3. California Healthy Kids Survey
4. WASC Self-Study Data
5. School Committees/Staff/Community Input
6. Research on Tolerance, Diversity, and Social Justice
7. Behavior and Emotional Survey System Results
8. Racial Equity and Educational Equity Board Policies

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey Results	Most teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth	All teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth
Meeting Agendas and Minutes		
Anecdotal Notes		
Community Communications		

Planned Strategies/Activities

Strategy/Activity 1

Professional Learning
A. Provide training on SEL and MTSS

2021-22

- (i) Provide staff with training on trauma-informed and executive function instructional practices (ELO Grant)
- (ii) Provide training for teachers and staff on how to welcome students back to school following the pandemic (ELO Grant)
- (iii) Train and coach staff on how to interpret results from the BESS SEL screener and methods for supporting students as they re-enter school post-pandemic (ELO Grant)

2022-23

- (i) Train and coach staff on new SEL MTSS and support in its use; train and coach staff on aligned restorative practices, and address the continued impact of Covid-19 learning loss and social-emotional needs

2023-24

- (i) Provide ongoing training and coaching to adapt to the new MTSS

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

MTSS Teachers on Special Assignment

Teachers/Teacher Leaders

Counseling/CARE/Wellness

Strategy/Activity 2

Professional Learning

B. Engage staff in a discourse on race, identity, bias, inclusion, and consent

2021-22

- (i) Engage in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership (AR 0415.1, 1a; 5b,d)
- (ii) Identify training and support for ongoing discourse on race, identity, bias, inclusion, and consent (BP 0415, 8)
- (iii) Train staff on how to identify and incorporate anti-racist resources into the 9-12 curriculum in all subject areas (AR 0415.1, 4)
- (iv) Train staff on ways to respond in a culturally sensitive and responsive way and how to talk about and teach DEI (BP 0415, 8)
- (v) Expand identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)

2022-23

- (i) Ongoing training and support on inclusive practices and culturally responsive teaching strategies aligned to the Racial Equity and Educational Equity board policies (AR 0415.1; 1a,b,c,d; 4a,b)
- (ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)
- (iii) Continue to train staff on how to identify and incorporate anti-racist resources into the 9-12 curriculum in all subject areas (AR 0415.1, 4)
- (iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)

2023-24

- (i) Ongoing training and support on inclusive practices and culturally-responsive teaching strategies (AR 0415.1, 1a,b,c,d)
- (ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)
- (iii) Continue to train staff on how to identify and incorporate anti-racist resources into the 9-12 curriculum in all subject areas (AR 0415.1, 4)
- (iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

DEI Committee members

PHS Administration

MTSS Teachers on Special Assignment

Student Groups

Teachers/Teacher Leaders

Strategy/Activity 3

Professional Learning

C. Provide ongoing training on core academic instruction

2021-22

- (i) Provide regular opportunities for teacher collaboration including through PLCs and use of grade/subject-level Essential Learning Outcomes
- (ii) Elementary School action

2022-23

- (i) Support staff to develop differentiated instructional practices and support for students
- (ii) Provide staff with standards-aligned and content-specific training on updated instructional strategies and textbook adoptions

(iii) Train staff on the use of equitable grading strategies and assessment measures, and use differentiated instructional practices such as project-based learning

2023-24

(i) Continue to support staff to develop differentiated instructional practices and support for students

(ii) Promote cross-school collaboration

(iii) Provide ongoing access to PLCs and standards-aligned instructional practices

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

Sie Administration

MTSS Teachers on Special Assignment

Teachers/Teacher Leaders

Strategy/Activity 4

Partnerships with Families

A. Provide increased parent and family engagement

2021-22

(i) Survey BIPOC students and their families to assess their needs (AR 0415.1, 1b)

(ii) Evaluate current parent/family engagement strategies district-wide and explore expanding and/or aligning outreach efforts

2022-23

(i) Increase opportunities for meaningful collaboration with all parents and close attention to the participation of BIPOC parents

(ii) Establish a community-wide effort to understand how student academic expectations (such as AP coursework) affect student well-being

2023-24

(i) Continue to evaluate parent engagement strategies and explore updates and additions, especially for parents of BIPOC students

(ii) Continue the community-wide effort to understand how student academic expectations affect student well-being and implement next steps with community support

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

DEI Committee members

PHS Administration

Student Groups

Teachers/Teacher Leaders

Strategy/Activity 5

Teaching and Learning Experiences of Diverse Staff and Students

A. Engage with community partners and establish an Equity Committee

2021-22

(i) Collaborate with local agencies and community groups to ensure the availability of necessary support services for students in need

(ii) Engage with community partners to develop and provide events and resources related to Social Justice, Equity, and Inclusion (BP 0415, 6)

(iii) Establish a Diversity, Equity, and Inclusion (DEI) Council consisting of staff, students, parents, and community members (AR 0415.1, 8c)

2022-23

(i) Ongoing engagement with the Equity Council to provide the Director of DEI with multiple perspectives needed for the successful implementation of actions related to diversity, equity, inclusion, and social justice outlined in board policies, administrative regulations, and the District's Strategic Plan (AR 0415.1, 8c)

2023-24

(i) Ensure the ongoing execution and maintenance of the Racial Equity Board Policy and Administrative Regulation, and all policies related to diversity, equity, inclusion, and social justice, by maintaining infrastructure with defined roles that will support racial equity work (AR 0415.1, 8)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

DEI Committee members

PHS Administration

MTSS Teachers on Special Assignment

Student Groups

Teachers/Teacher Leaders

PUSD School Board

Strategy/Activity 6

Teaching and Learning Experiences of Diverse Staff and Students

B. Increase hiring and retention of diverse staff

2021-22

(i) Develop initiatives to increase hiring and retention of diverse staff (BIPOC, LGBTQ+) (AR 0415.1, 2a,b) (BP 0415, 7)

(ii) Develop programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being (AR 0415.1, 2d) (BP 0415, 7)

2022-23

(i) Monitor and maintain programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being (AR 0415.1, 2d)

(ii) Ensure that all hiring and personnel policies and practices are consistent with racial equity and inclusion goals (BP 0415, 7)

(iii) Review and update the hiring and retention policies with an equity lens to ensure intended and just outcomes for BIPOC (AR 0415.1, 2d)

(iv) Implement the new hiring initiatives in order to advance the employment and retention of a diverse staff that reflects the student demographics of Alameda County (AR 0415.1, 2a,b,c) (BP 0415, 7)

2023-24

(i) Monitor and maintain programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being (AR 0415.1, 2d)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

DEI Committee members

PHS Administration

Teachers/Teacher Leaders

PUSD School Board

Strategy/Activity 7

Teaching and Learning Experiences of Diverse Staff and Students

C. Review district-wide policies, procedures, and programs

2021-22

(i) Conduct a review of district-wide policies, procedures, and programs through a racial equity lens, revise these policies to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families (AR 0415.1, 3a,b,c)

2022-23

(i) Regularly conduct district policy, procedure, and program audits and evaluations with a focus on racial equity and anti-racism (AR 0415.1, 3a,b)

2023-24

(i) Analyze and measure the impact of district policies, procedures, and programs using disaggregated demographic data related to race, in order to safeguard against disparate impact or unintended outcomes for BIPOC students, staff, and their families (AR 0415.1, 3a,b)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

DEI Committee members

PHS Administration

PUSD School Board

Strategy/Activity 8

Teaching and Learning Experiences of Diverse Staff and Students

D. Execute the racial and educational equity policy directives and ensure equitable budgeting

2021-22

(i) Develop the District's Strategic Plan to include the directives in the Racial Equity Policy (AR 0415.1, 6) and Educational Equity Policy (BP 0415)

(ii) Analyze expenditures and allocate financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district (AR 0415.1, 7) (BP 0415, 2)

2022-23

(i) Implement Year 2 of the Strategic Plan

2023-24

(i) Implement Year 3 of the Strategic Plan

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2024

Person(s) Responsible

District Administration

PHS Administration

PUSD School Board

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

WASC Critical Areas for Follow-up

Goal Statement

Western Association of Schools and Colleges (WASC) Critical Areas for Follow-up will be addressed prior to the April 2022 Mid-Cycle Visit

LCAP Goal

GOAL #1 - All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.
GOAL #2 - All students will engage in relevant learning experiences that foster life-long curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.
GOAL #3 - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth

Basis for this Goal

Critical Areas for Improvement need to be addressed

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey Results	Some Critical Areas for Improvement have been addressed	All Critical Areas for Improvement have been addressed
Meeting Agendas and Minutes		
Anecdotal Notes		
Community Communications		

Planned Strategies/Activities

Strategy/Activity 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.
Addressed in Goal #1, Goal #2, Goal #3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 2

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

Addressed in Goal #1, Goal #2, and Goal #3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 3

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

Addressed in Goal #2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 4

Improve student performance on the CAASPP examinations in both English Language Arts /Literacy (5% annual increase in overall achievement and sub-groups) at the 11th grade level.

Addressed in Goal #2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 5

Continue efforts to improve and strengthen communication between administration and staff in order to build trust and collaboration to improve student learning.

Not addressed in Goal #1, Goal #2, or Goal #3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

Site Administration

Staff

Strategy/Activity 6

Explore increased variety of student options in academic choices, co-curricular experiences, and career and life skills learning.

Addressed in Goal #2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 7

Continue efforts to understand the causes of student stress, and develop strategies to assist students to maintain healthy and balanced lives.

Addressed in Goal #1, Goal #2, Goal #3

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 8

Provide committed collaboration time for teachers to evaluate and respond to student performance data.
Addressed in Goal #2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 9

Continue examination of curriculum and instructional practices using student data in order to create common assessments, performance rubrics, differentiate instruction, and determine best instructional practices based on data.
Addressed in Goal #2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 10

Provide continued support and training to staff in the effective disaggregation and evaluation of data.
Addressed in Goal #1

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

Strategy/Activity 11

Make use of collaborative practices to examine curriculum for consistency and clarity of expectations and relevant real-world experiences. This would include course rubrics and examples of model work and exemplars.
Addressed in Goal #2

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-April 2022

Person(s) Responsible

See Specific Goal

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
- 3 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Adam Littlefield	Principal
Lulu Tschider	Secondary Student
Jamie Schwarz	Secondary Student
Morgan Hunt	Secondary Student
Finley Burke	Secondary Student
Sofia Prieto-Black	Secondary Student
Zoa Town	Parent or Community Member
Sarah Puckett	Parent or Community Member
Kathryn Levenson	Other School Staff
Flint Christensen	Classroom Teacher
Auban Willats	Classroom Teacher
Jana Branisa	Classroom Teacher
Erin Igoe	Other School Staff
Irma Munoz	Other School Staff

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 30, 2021.

Attested:

*

Principal, Adam Littlefield on 11/30/21
SSC Chairperson, Sofia Prieto Black on 11/30/21

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