

School Year: **2022-23**

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	Sukanya Goswami
District Name	Piedmont City Unified School District
SPSA Revision Date	November 17 and December 1, 2022
Schoolsite Council (SSC) Approval Date	December 1, 2022
Local Board Approval Date	December 14, 2022

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% African American, <1% American Indian or Alaska Native, 12% Asian, 10% Hispanic/Latino, <1% Native Hawaiian or Other Pacific Islander, 17% Two or more races and 60% 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.

Educational Partner 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 2022-23 School 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 2022-23 School Site Council members reviewed the LCAP goals and WASC Action Plan and modified the SPSA for the 2022-23 school year at its November 17, 2022 meeting. The Single Plan for Student Achievement was approved by its membership on December 1, 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.44%	1.3%	1.11%	12	11	9
Asian	11.43%	10.6%	11.06%	95	89	90
Filipino	0.84%	0.8%	0.98%	7	7	8
Hispanic/Latino	7.1%	8.9%	9.58%	59	75	78
Pacific Islander	0%	%	%	0		
White	62.94%	61.7%	60.32%	523	518	491
Multiple/No Response	16.25%	16.6%	16.95%	135	139	138
	Total Enrollment			831	839	814

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	202	206	215
Grade 10	232	197	196
Grade 11	215	225	188
Grade 12	182	211	215
Total Enrollment	831	839	814

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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	2	3	7	0.2%	0.40%	0.9%
Fluent English Proficient (FEP)	114	111	114	13.7%	13.20%	14.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	183	224	193	170	128	167	170	128	167	92.9	57.1	86.5
All Grades	183	224	193	170	128	167	170	128	167	92.9	57.1	86.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2689.	2719.	2686.	62.35	71.88	53.29	24.12	17.19	31.14	9.41	7.03	11.38	4.12	3.91	4.19
All Grades	N/A	N/A	N/A	62.35	71.88	53.29	24.12	17.19	31.14	9.41	7.03	11.38	4.12	3.91	4.19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	66.47	67.19	56.29	26.47	29.69	40.72	7.06	3.13	2.99
All Grades	66.47	67.19	56.29	26.47	29.69	40.72	7.06	3.13	2.99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	65.29	67.19	53.29	28.82	28.13	41.32	5.88	4.69	5.39
All Grades	65.29	67.19	53.29	28.82	28.13	41.32	5.88	4.69	5.39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	48.24	35.94	35.93	48.82	58.59	60.48	2.94	5.47	3.59
All Grades	48.24	35.94	35.93	48.82	58.59	60.48	2.94	5.47	3.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	54.71	60.94	44.91	41.76	34.38	51.50	3.53	4.69	3.59
All Grades	54.71	60.94	44.91	41.76	34.38	51.50	3.53	4.69	3.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 89% of students met or exceeded the English Language Arts/Literacy standards.
2. A need exists to disaggregate the English Language Arts/Literacy data for an increased understanding of the data results.
3. Comparisons between years are difficult given the test was not administered in 2019-20 and not all juniors participated in testing in 2020-21.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	183	224	193	172	126	174	172	126	173	94	56.3	90.2
All Grades	183	224	193	172	126	174	172	126	173	94	56.3	90.2

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2724.	2751.	2698.	58.72	67.46	46.82	23.26	19.05	24.28	13.95	6.35	17.92	4.07	7.14	10.98
All Grades	N/A	N/A	N/A	58.72	67.46	46.82	23.26	19.05	24.28	13.95	6.35	17.92	4.07	7.14	10.98

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	70.35	74.60	48.55	20.35	19.84	36.99	9.30	5.56	14.45
All Grades	70.35	74.60	48.55	20.35	19.84	36.99	9.30	5.56	14.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	59.88	70.63	49.13	36.05	24.60	41.62	4.07	4.76	9.25
All Grades	59.88	70.63	49.13	36.05	24.60	41.62	4.07	4.76	9.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	63.95	63.49	49.71	31.98	34.92	43.35	4.07	1.59	6.94
All Grades	63.95	63.49	49.71	31.98	34.92	43.35	4.07	1.59	6.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 87% of students met or exceeded the Mathematics standards.
2. A need exists to disaggregate the Mathematics data for an increased understanding of the data results.
3. Comparisons between years are difficult given the test was not administered in 2019-20 and not all juniors participated in testing in 2020-21.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*			4
All Grades										*	*	8

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

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

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
839	1.7	0.4	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	3	0.4
Foster Youth		
Homeless	2	0.2
Socioeconomically Disadvantaged	14	1.7
Students with Disabilities	103	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.3
American Indian or Alaska Native		
Asian	89	10.6
Filipino	7	0.8
Hispanic	75	8.9
Two or More Races	139	16.6
Native Hawaiian or Pacific Islander		
White	518	61.7

Conclusions based on this data:

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






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.
3. There were no suspensions in the 2020-21 school year and have yet to have any in the 2021-22 school year.

School and Student Performance Data

Academic Performance English Language Arts

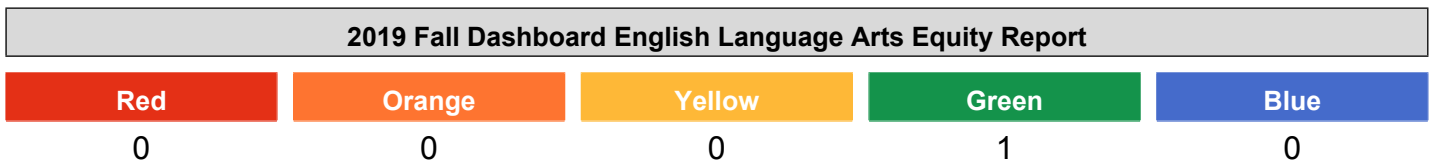
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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		
<p>All Students</p> <p>Green</p> <p>106 points above standard</p> <p>Declined -4.9 points</p> <p>168</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>55.8 points below standard</p> <p>Declined Significantly -82 points</p> <p>14</p>

2019 Fall Dashboard English Language Arts Performance 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 122.2 points above standard Declined Significantly -24.8 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 139.2 points above standard Increased Significantly +33.4 points 27	 No Performance Color 0 Students	 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	Reclassified English Learners	English Only
0 Students	0 Students	103.8 points above standard Declined -6.9 points 143

Conclusions based on this data:

- While overall Above the Standard, All Students declined 4.9 points when compared to 2017-18.
- 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.
- 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

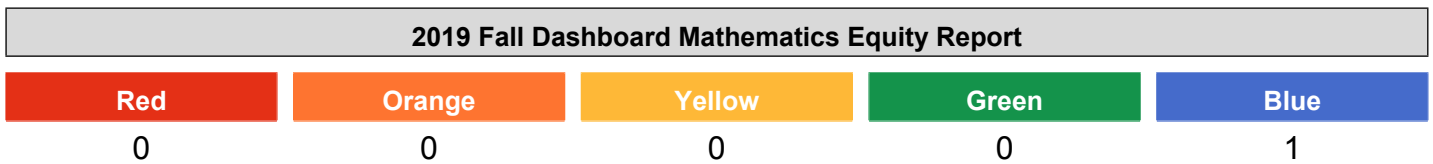
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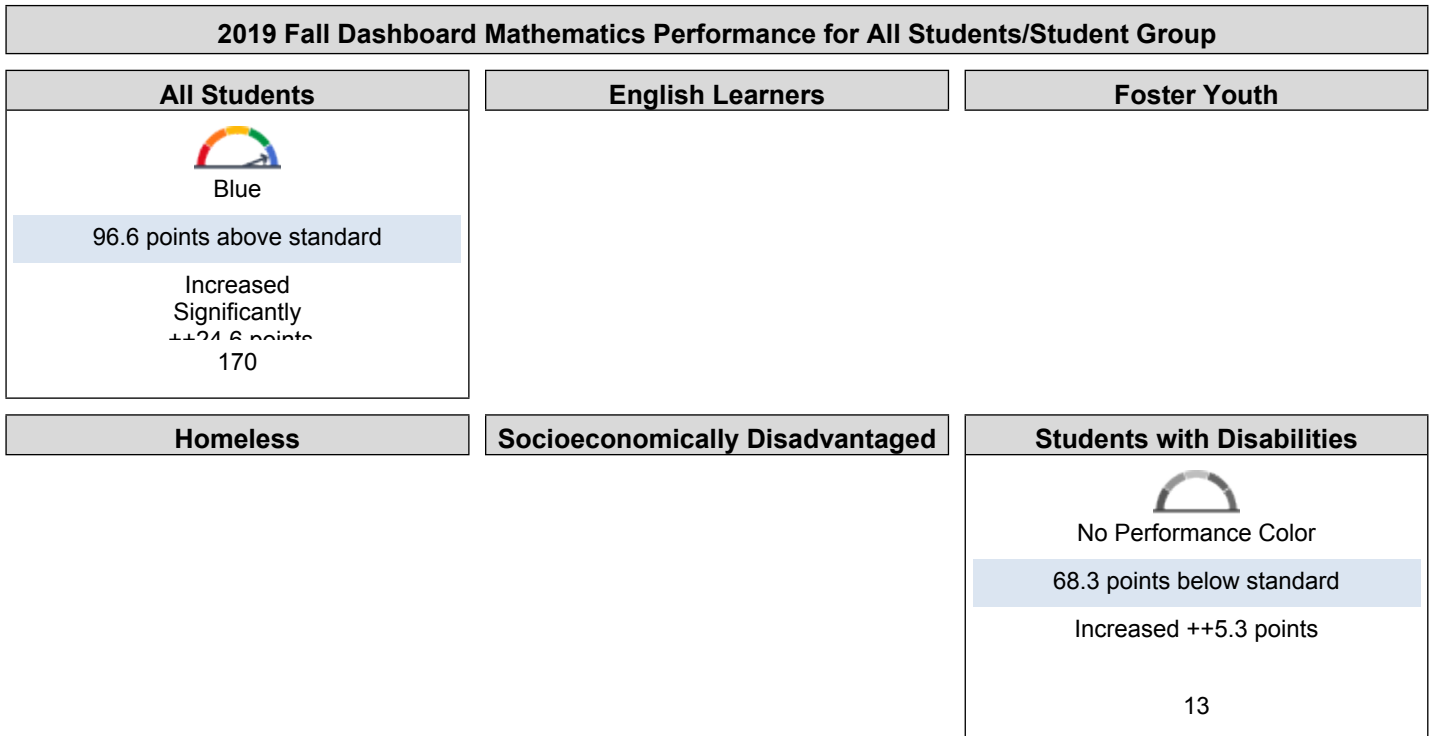
The performance levels are color-coded and range from lowest-to-highest performance in the following order:









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	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color 122.6 points above standard Maintained -1.1 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 117.4 points above standard Increased Significantly ++10.8 points 28		 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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	213	100
African American	3	1.4
American Indian or Alaska Native		
Asian	24	11.3
Filipino	1	0.5
Hispanic	17	8
Native Hawaiian or Pacific Islander		
White	134	62.9
Two or More Races	34	16
English Learners		
Socioeconomically Disadvantaged	5	2.3
Students with Disabilities	29	13.6
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	143	67.5
African American		
American Indian or Alaska Native		
Asian	21	87.5
Filipino		
Hispanic	13	76.5
Native Hawaiian or Pacific Islander		
White	84	62.7
Two or More Races	23	69.7
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	8	27.6
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	17	8
African American		
American Indian or Alaska Native		
Asian	2	8.3
Filipino		
Hispanic	2	11.8
Native Hawaiian or Pacific Islander		
White	12	9
Two or More Races	1	2.9
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	3	10.3
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	201	94.4
African American		
American Indian or Alaska Native		
Asian	23	95.8
Filipino		
Hispanic	17	100
Native Hawaiian or Pacific Islander		
White	125	93.3
Two or More Races	32	94.1
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	21	72.4
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	16	7.5
African American		
American Indian or Alaska Native		
Asian	2	8.3
Filipino		
Hispanic	2	11.8
Native Hawaiian or Pacific Islander		
White	11	8.2
Two or More Races	1	2.9
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	2	6.9
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	73	34.3
African American		
American Indian or Alaska Native		
Asian	19	79.2
Filipino		
Hispanic	6	35.3
Native Hawaiian or Pacific Islander		
White	38	28.4
Two or More Races	10	29.4
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities	4	13.8
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. There is a 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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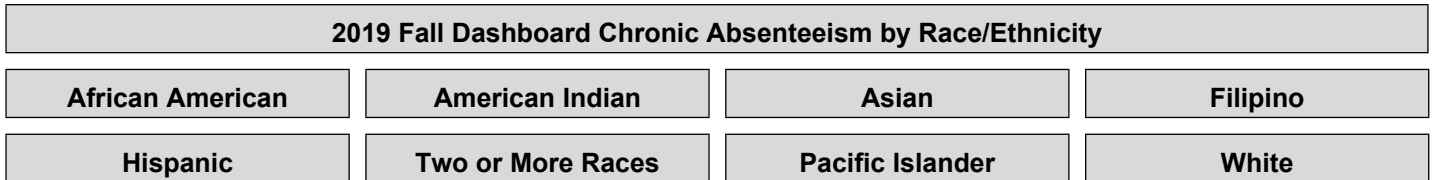
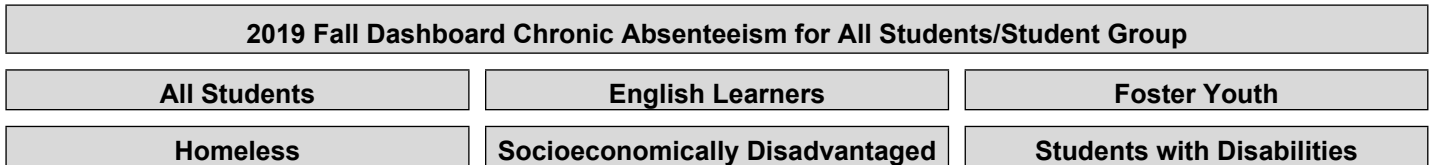
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. This indicator is not applicable to PHS.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	213	207	1	97.2
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	5		0	
Students with Disabilities	29	24	0	82.8
African American	3		0	
American Indian or Alaska Native				
Asian	24	24	0	100
Filipino	1		0	
Hispanic	17	17	0	100
Native Hawaiian or Pacific Islander				
White	134	130	0	97
Two or More Races	34	32	1	94.1

Conclusions based on this data:

1. PHS has a high graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

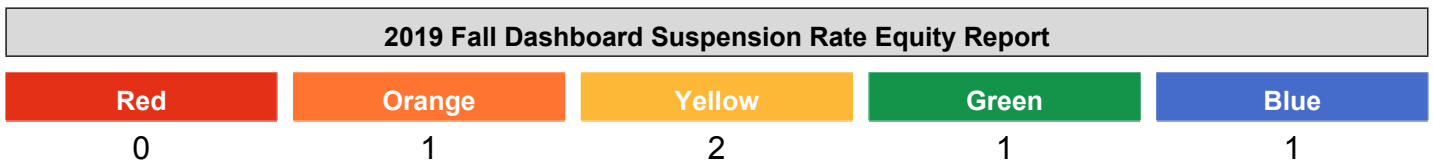
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



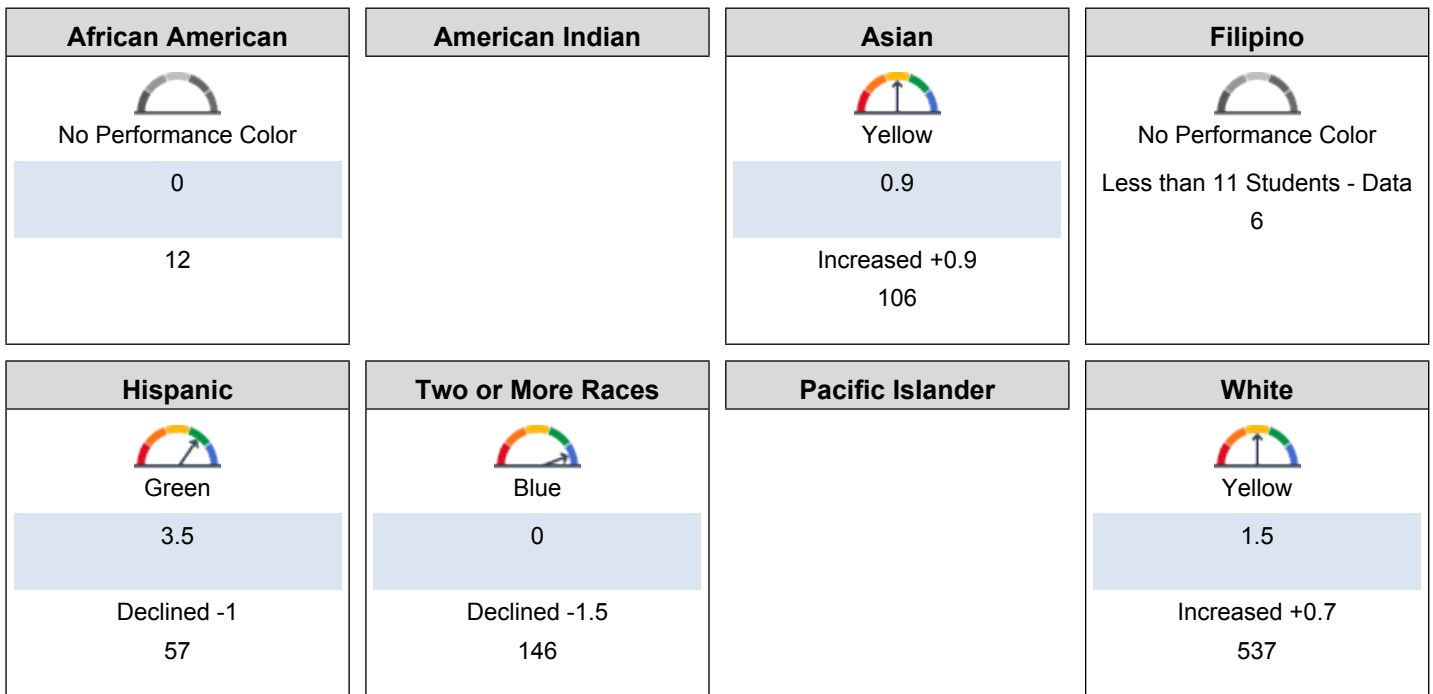
This section provides number of student groups in each color.



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 for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.3</p> <p>Increased +0.3</p> <p>864</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>7.7</p> <p>Increased +7.7</p> <p>13</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>6</p> <p>Increased +3</p> <p>100</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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: 2021-22

Goal 1

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

Annual Measurable Outcomes

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

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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)	Equity, Inclusion, & Social Justice A. Identify ways to counteract bias and stereotyping in learning material 2021-22 (i) Identified anti-racist resources in English and history <ul style="list-style-type: none"> • U.S. History incorporated anti-racist materials. • Increase in diversity of voices in English novels. (ii) Audit current instructional materials to identify areas for needed improvement/replacement to promote equity and inclusion <ul style="list-style-type: none"> • Some departments getting ready for 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(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)</p> <p>2022-23</p> <p>(i) Identify anti-racist resources to incorporate into the 9-12 curriculum in all subject areas (AR 0415.1, 1a)</p> <p>(ii) Audit current instructional materials to identify areas for needed improvement/replacement to promote equity and inclusion (AR 0415.1, 1a) (AR 0415, 1)</p> <p>(iii) Identify ways to counteract bias and stereotyping in learning material (AR 0415.1, 1a) (AR 0415, 1)</p> <p>(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)</p> <p>2023-24</p> <p>(i) Continue to incorporate anti-racist resources into the curriculum and integrate culturally responsive teaching practices (AR 0415.1, 1a)</p>	<p>new textbook adoption.</p> <p>(iii) Identify ways to counteract bias and stereotyping in learning material</p> <ul style="list-style-type: none"> • US History and AP US History bring in outside resources • In English novels about minorities, traditions, religion, and racism are introduced and discussed. <p>(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</p> <ul style="list-style-type: none"> • Comparative study of perspectives of the same literature are done in 10th grade English • Honors English incorporated literature where minorities are represented. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(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)</p> <p>(iii) Implement updated and adopted curricula that promote equity and inclusion.</p>			
<p>Equity, Inclusion, & Social Justice B. Provide and expand identity-based supports and programming</p> <p>2021-22</p> <p>(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)</p> <p>(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)</p> <p>(iii) Host school-wide and district-wide events such as identity fairs (AR 0415, 4)</p> <p>2022-23</p> <p>(i) Continue current identity-based affinity and support group</p>	<p>Equity, Inclusion, & Social Justice B. Provide and expand identity-based supports and programming</p> <p>2021-22</p> <p>(i) Establish programs for students, staff, and community to explore identity, understand the impact of bias, and create an inclusive school community</p> <p>(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,)</p> <ul style="list-style-type: none"> • new program on racial and ethnic identities • ASB is developing programs to further bridge MHS and PHS <p>(iii) Host school-wide and district-wide events such as identity fairs</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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)</p> <p>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)</p>	<ul style="list-style-type: none"> • PUSD BIPOC network events implemented • Diversity day in spring 2022 		
<p>Equity, Inclusion, & Social Justice C. Establish a system for monitoring student needs based on disaggregated data</p> <p>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)</p> <p>2022-23 (i) Use student data collected in year 1 to develop inclusive and equity-focused policies and use the baseline data</p>	<p>Equity, Inclusion, & Social Justice C. Establish a system for monitoring student needs based on disaggregated data</p> <p>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</p> <ul style="list-style-type: none"> • Identity survey administered • Disaggregated CAASPP data analysed 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to establish multi-year plans for growth and improvement (AR 0415.1, 1 b, c, f) (BP 0415, 1)</p> <p>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)</p>			
<p>School Culture: SEL/PBIS/RJ. A. Establish social-emotional learning-based multi-tiered systems of support (MTSS)</p> <p>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)</p> <p>(ii) Develop and implement clear protocols for responding to national events and community trauma</p> <p>2022-23 (i) Implement new MTSS-aligned programming district-wide (AR 0415.1, 1a) (BP 0415, 4)</p> <p>(ii) Elementary School Action</p>	<p>School Culture: SEL/PBIS/RJ. A. Establish social-emotional learning-based multi-tiered systems of support (MTSS)</p> <p>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</p> <ul style="list-style-type: none"> • Departments started the process of identifying Essential Learner Outcomes and "I can" statements. <p>(ii) Develop and implement clear protocols for responding to national events and community trauma</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(iii) Continue to implement protocols for responding to national events and community trauma and revise as needed</p> <p>2023-24</p> <p>(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)</p> <p>(ii) Elementary School Action</p> <p>(iii) Continue to implement protocols for responding to national events and community trauma and revise as needed</p>	<ul style="list-style-type: none"> District and site communication with the community with texts during emergencies and emails. 		
<p>School Culture: SEL/PBIS/RJ. B. Institute the use of restorative practices</p> <p>2021-22</p> <p>(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)</p> <p>2022-23</p> <p>(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</p>	<p>School Culture: SEL/PBIS/RJ. B. Institute the use of restorative practices</p> <p>2021-22</p> <p>(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</p> <ul style="list-style-type: none"> Plans were developed to start training selected staff on RJ practices from 22-23 school year. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>infractions (AR 0415.1, 1e,f, g) (BP 0415, 4)</p> <p>2023-24</p> <p>(i) Review and refine Restorative Practices and school climate policies as needed (AR 0415.1, 1e,f, g) (AR 0415, 4)</p>			
<p>School Culture: SEL/PBIS/RJ. C. Expand student engagement opportunities</p> <p>2021-22</p> <p>(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)</p> <p>(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)</p> <p>2022-23</p> <p>(i) Expand cross-school student leadership and engagement opportunities to create a more inclusive and aligned community (BP 0415, 4)</p> <p>(ii) Provide targeted outreach to underrepresented students to ensure access</p>	<p>School Culture: SEL/PBIS/RJ. C. Expand student engagement opportunities</p> <p>2021-22</p> <p>(i) Review and expand programming and student engagement opportunities (such as ASB, Youth Education programs, Peer Tutoring, Peer Coaching, Service Learning, Athletics, clubs)</p> <ul style="list-style-type: none"> • All of these programs were reviewed, and ways to expand were being explored. <p>(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</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to, and encourage participation in, student engagement opportunities (BP 0415, 4)</p> <p>(iii)Continue to analyze expenditures and allocation of financial and human resources to determine whether there is equitable access (BP 0415, 2)</p> <p>2023-24</p> <p>(i) Evaluate cross-school student leadership and engagement programs to determine progress in creating a more inclusive and aligned community (AR 0415, 4)</p> <p>(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)</p>			
<p>Wellness: Mental Health Services, Wellness Programming</p> <p>A. Provide a safe and supportive return to school</p> <p>2021-22</p> <p>(i) Provide for a safe and nurturing re-introduction to the 2021-22 school year, recognizing the impact of COVID</p> <p>(ii) Assess the impact of COVID on students using the BESS and CHKS surveys</p> <p>(iii) Encourage Self-Care strategies for teachers/staff, provide</p>	<p>Wellness: Mental Health Services, Wellness Programming</p> <p>A. Provide a safe and supportive return to school</p> <p>2021-22</p> <p>(i) Provide for a safe and nurturing re-introduction to the 2021-22 school year, recognizing the impact of COVID</p> <p>(ii) Assess the impact of COVID on students using the BESS and CHKS surveys</p> <p>(iii) Encourage Self-Care strategies for teachers/staff, provide</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>schoolwide mindfulness practices, and give opportunities for staff and students to engage outside of the classroom</p> <p>(iv) Provide summer school and bridge programs to support student adjustment back to school; assess student well-being (ELO Grant)</p> <p>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)</p> <p>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)</p>	<p>schoolwide mindfulness practices, and give opportunities for staff and students to engage outside of the classroom</p> <p>(iv) Provide summer school and bridge programs to support student adjustment back to school; assess student well-being (ELO Grant)</p>		
<p>Wellness: Mental Health Services, Wellness Programming B. Expand counseling and mental health/wellness services</p> <p>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)</p>	<p>Wellness: Mental Health Services, Wellness Programming B. Expand counseling and mental health/wellness services</p> <p>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)</p> <ul style="list-style-type: none"> • Increased funding through Walk for 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(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</p> <p>(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</p> <p>2022-23</p> <p>(i) Develop systems for regular student support and monitoring of counseling and mental health services</p> <p>(ii) Implement 9-12 lessons on consent education; continue to offer curriculum, staff training, and student educational programs on Sexual Consent</p> <p>(iii) Recruit Wellness Center interns using hiring policies and procedures consistent with AR 0415.1</p> <p>(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)</p> <p>(v) Train counselors and staff on how to support BIPOC students and families (AR 0415.1, 5b, c, d)</p> <p>2023-24</p>	<p>Wellness to further increase number of interns and programs supported.</p> <ul style="list-style-type: none"> • Lunchtime drop-in time to see counselors without appointment or referral • Increased the number of highest level intern from one to two people • increased to two clinical supervisors. <p>(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</p> <ul style="list-style-type: none"> • Plans on expanding Consent Assemblies to Consent Workshops were explored. <p>(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</p> <ul style="list-style-type: none"> • Official title IX coordinator designated at the district. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(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)			
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	Wellness: Mental Health Services, Wellness Programming C. Develop an advisory curriculum 2021-22 (i) Implement updated advisory curriculum in grades 9-12 <ul style="list-style-type: none"> • Start of exploration of probable curriculum 		

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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

Annual Measurable Outcomes

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

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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)	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 (ii) Review current High School scope and sequence of all courses and revise to create more opportunities for reflection, intersectionality, social justice, and action <ul style="list-style-type: none"> • departments have started working on scope and sequence by 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(iii) Elementary School action	starting with the ELOs.		
(iv) Elementary School action	(vi) Convene a team to review and pilot new High School English and History-Social Science Curriculum		
(v) Middle School action	(vi) Convene a team to review and pilot new High School English and History-Social Science Curriculum		
(vi) Convene a team to review and pilot new High School English and History-Social Science Curriculum	<ul style="list-style-type: none"> • Over summer Social Science curriculum adoption started. 		
(vii) Convene a Secondary World Language Curriculum Adoption Committee	(vii) Convene a Secondary World Language Curriculum Adoption Committee		
(viii) Convene a team to initiate research into revisions to the High School Science curriculum	<ul style="list-style-type: none"> • Has been postponed till the ACTF conference where the department is attending. 		
2022-23			
(i) Elementary School action	(viii) Convene a team to initiate research into revisions to the High School Science curriculum		
(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			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math Framework and analyze the Secondary Math curriculum and pathway.			
<p>Standards-Aligned Instruction B. Implement standards-aligned health education</p> <p>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</p> <p>2022-23 (i) Implement the final phase of the plan for providing 9-12 standards-aligned health education to all students</p> <p>2023-24 (i) Implement the final phase of the plan for providing 9-12 standards-aligned health education to all students</p>	<p>Standards-Aligned Instruction B. Implement standards-aligned health education</p> <p>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</p> <ul style="list-style-type: none"> • This was completed and new Health Science course implemented for 22-23 school year. 		
<p>Standards-Aligned Instruction C. Establish opportunities for all students to participate in college preparatory and extracurricular courses</p> <p>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)</p>	<p>Standards-Aligned Instruction C. Establish opportunities for all students to participate in college preparatory and extracurricular courses</p> <p>2021-22 (i) Review AP and Honors programs and recommend changes (HS) to reduce stress on students and to increase diverse access to programming</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(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)</p> <p>2022-23</p> <p>(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)</p> <p>2023-24</p> <p>(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)</p>	<ul style="list-style-type: none"> • New field science courses implemented • AP computer science (APSCP) and AP Computer Science both offered. <p>(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</p> <ul style="list-style-type: none"> • Counselors start working on a new counseling curriculum 		
<p>Differentiated Learning Opportunities</p> <p>A. Provide academic support to address learning loss</p> <p>2021-22</p> <p>(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)</p> <p>(ii) Provide increased access to Special Education services (as</p>	<p>Differentiated Learning Opportunities</p> <p>A. Provide academic support to address learning loss</p> <p>2021-22</p> <p>(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)</p> <ul style="list-style-type: none"> • site based peer tutoring • grant funded online and in- 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>identified by student IEPs) (ELO Grant)</p> <p>(iii) Convene a team of Teachers on Special Assignment to support the development of Multi-Tiered Systems of Support 9-12 (ELO Grant)</p>	<p>person tutoring support.</p> <p>(ii) Provide increased access to Special Education services (as identified by student IEPs) (ELO Grant)</p> <p>(iii) Convene a team of Teachers on Special Assignment to support the development of Multi-Tiered Systems of Support 9-12 (ELO Grant)</p> <ul style="list-style-type: none"> • TOSA and MTSS support teachers 		
<p>Differentiated Learning Opportunities B. Adapt programming and schedules</p> <p>2021-22</p> <p>(i) Review current project-based learning opportunities and explore expansion (HS)</p> <p>(ii) Create and pilot a new secondary schedule that supports student well-being and allows for differentiated instruction</p> <p>2022-23</p> <p>(i) Implement a new secondary schedule that supports student well-being and allows for differentiated instruction</p>	<p>Differentiated Learning Opportunities B. Adapt programming and schedules</p> <p>2021-22</p> <p>(i) Review current project-based learning opportunities and explore expansion (HS)</p> <ul style="list-style-type: none"> • Guitar • Engineering • Robotics and Physical Computing class • Web Design and Development class • Entomology class <p>(ii) Create and pilot a new secondary schedule that supports student well-being and allows for differentiated instruction</p> <ul style="list-style-type: none"> • Pilot bell schedule with an Academy Support period started for 22-23 school year. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Differentiated Learning Opportunities C. Expand career and technical education programming</p> <p>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</p> <p>2022-23 (i) Formalize CTE internship programs for students and externship programs for teachers</p> <p>2023-24 (i) Develop more CTE follow-up activities to Career Day; increase variety in represented careers; include new careers and trades</p>	<p>Differentiated Learning Opportunities C. Expand career and technical education programming</p> <p>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</p>		
<p>Assessment A. Explore alternative grading policies</p> <p>2021-22 (i) Explore Grading for Equity and evaluate grading policies district-wide (BP 0415, 4)</p> <p>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)</p>	<p>Assessment A. Explore alternative grading policies</p> <p>2021-22 (i) Explore Grading for Equity and evaluate grading policies district-wide</p> <ul style="list-style-type: none"> • Book study started and Math and Science evaluating grading procedure 		
<p>Assessment</p>	<p>Assessment B. Develop and use alternative assessment</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>B. Develop and use alternative assessment strategies</p> <p>2021-22 (i) Establish benchmarks and target Essential Learning Outcomes 9-12</p> <p>2022-23 (i) Review district-wide assessment strategies and expand options beyond standardized tests</p> <p>(ii) Develop a district-wide Graduate Profile and align it to benchmarks at each school level (elementary, middle, and high school)</p> <p>2023-24 (i) Implement alternative assessments as appropriate to accurately assess student achievement</p> <p>(ii) Begin to make instructional adjustments aligned to the Graduate Profile including rubrics, core values, and skills development</p>	<p>strategies</p> <p>2021-22 (i) Establish benchmarks and target Essential Learning Outcomes 9-12</p> <ul style="list-style-type: none"> • Departments started the work on identifying ELOs. 		
<p>Counseling</p> <p>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</p> <p>2022-23</p>	<p>Counseling</p> <p>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</p> <ul style="list-style-type: none"> • Over summer counselors started working 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(ii) Millennium High School action	on counseling curriculum		
<p>After-School Tutoring</p> <p>2021-22</p> <p>(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</p>	<p>After-School Tutoring</p> <p>2021-22</p> <p>(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</p> <ul style="list-style-type: none"> • Grant funded tutorial both virtual and in-person. 		
<p>English Learner Support</p> <p>2021-22</p> <p>(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.</p>	<p>English Learner Support</p> <p>2021-22</p> <p>(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.</p>		

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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

Annual Measurable Outcomes

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

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	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) <ul style="list-style-type: none"> • SEL related PD at staff meetings (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) <ul style="list-style-type: none"> • BESS results shared with 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and coach staff on aligned restorative practices, and address the continued impact of Covid-19 learning loss and social-emotional needs</p> <p>2023-24 (i) Provide ongoing training and coaching to adapt to the new MTSS</p>	<p>teachers. Wellness staff interpreted and supported students based on BESS results.</p>		
<p>Professional Learning B. Engage staff in a discourse on race, identity, bias, inclusion, and consent</p> <p>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)</p> <p>(ii) Identify training and support for ongoing discourse on race, identity, bias, inclusion, and consent (BP 0415, 8)</p> <p>(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)</p> <p>(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)</p>	<p>Professional Learning B. Engage staff in a discourse on race, identity, bias, inclusion, and consent</p> <p>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</p> <p>(ii) Identify training and support for ongoing discourse on race, identity, bias, inclusion, and consent</p> <p>(iii) Train staff on how to identify and incorporate anti-racist resources into the 9-12 curriculum in all subject areas</p> <p>(iv) Train staff on ways to respond in a culturally sensitive and responsive way and how to talk about and teach DEI</p> <p>(v) Expand identity-based affinity and support groups for students and staff</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(v) Expand identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p>	<ul style="list-style-type: none"> • DEI staff training by DEI Director • Affinity Mentorship program implemented 		
<p>2022-23</p> <p>(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)</p> <p>(ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)</p> <p>(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)</p> <p>(iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p>			
<p>2023-24</p> <p>(i) Ongoing training and support on inclusive practices and culturally-responsive teaching strategies (AR 0415.1, 1a,b,c,d)</p> <p>(ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)</p> <p>(iii) Continue to train staff on how to identify and incorporate anti-racist resources into the 9-12</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>curriculum in all subject areas (AR 0415.1, 4)</p> <p>(iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p>			
<p>Professional Learning C. Provide ongoing training on core academic instruction</p> <p>2021-22 (i) Provide regular opportunities for teacher collaboration including through PLCs and use of grade/subject-level Essential Learning Outcomes</p> <p>(ii) Elementary School action</p> <p>2022-23 (i) Support staff to develop differentiated instructional practices and support for students</p> <p>(ii) Provide staff with standards-aligned and content-specific training on updated instructional strategies and textbook adoptions</p> <p>(iii) Train staff on the use of equitable grading strategies and assessment measures, and use differentiated instructional practices such as project-based learning</p> <p>2023-24 (i) Continue to support staff to develop differentiated instructional</p>	<p>Professional Learning C. Provide ongoing training on core academic instruction</p> <p>2021-22 (i) Provide regular opportunities for teacher collaboration including through PLCs and use of grade/subject-level Essential Learning Outcomes</p> <ul style="list-style-type: none"> • teachers started working on the ELOS. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>practices and support for students</p> <p>(ii) Promote cross-school collaboration</p> <p>(iii) Provide ongoing access to PLCs and standards-aligned instructional practices</p>			
<p>Partnerships with Families A. Provide increased parent and family engagement</p> <p>2021-22 (i) Survey BIPOC students and their families to assess their needs (AR 0415.1, 1b)</p> <p>(ii) Evaluate current parent/family engagement strategies district-wide and explore expanding and/or aligning outreach efforts</p> <p>2022-23 (i) Increase opportunities for meaningful collaboration with all parents and close attention to the participation of BIPOC parents</p> <p>(ii) Establish a community-wide effort to understand how student academic expectations (such as AP coursework) affect student well-being</p> <p>2023-24 (i) Continue to evaluate parent engagement strategies and explore updates and additions, especially for parents of BIPOC students</p>	<p>Partnerships with Families A. Provide increased parent and family engagement</p> <p>2021-22 (i) Survey BIPOC students and their families to assess their needs</p> <p>(ii) Evaluate current parent/family engagement strategies district-wide and explore expanding and/or aligning outreach efforts</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(ii) Continue the community-wide effort to understand how student academic expectations affect student well-being and implement next steps with community support			
<p>Teaching and Learning Experiences of Diverse Staff and Students A. Engage with community partners and establish an Equity Committee</p> <p>2021-22 (i) Collaborate with local agencies and community groups to ensure the availability of necessary support services for students in need</p> <p>(ii) Engage with community partners to develop and provide events and resources related to Social Justice, Equity, and Inclusion (BP 0415, 6)</p> <p>(iii) Establish a Diversity, Equity, and Inclusion (DEI) Council consisting of staff, students, parents, and community members (AR 0415.1, 8c)</p> <p>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</p>	<p>Teaching and Learning Experiences of Diverse Staff and Students A. Engage with community partners and establish an Equity Committee</p> <p>2021-22 (i) Collaborate with local agencies and community groups to ensure the availability of necessary support services for students in need</p> <p>(ii) Engage with community partners to develop and provide events and resources related to Social Justice, Equity, and Inclusion</p> <p>(iii) Establish a Diversity, Equity, and Inclusion (DEI) Council consisting of staff, students, parents, and community members</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>District's Strategic Plan (AR 0415.1, 8c)</p> <p>2023-24</p> <p>(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)</p>			
<p>Teaching and Learning Experiences of Diverse Staff and Students</p> <p>B. Increase hiring and retention of diverse staff</p> <p>2021-22</p> <p>(i) Develop initiatives to increase hiring and retention of diverse staff (BIPOC, LGBTQ+) (AR 0415.1, 2a,b) (BP 0415, 7)</p> <p>(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)</p> <p>2022-23</p> <p>(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)</p> <p>(ii) Ensure that all hiring and personnel policies</p>	<p>Teaching and Learning Experiences of Diverse Staff and Students</p> <p>B. Increase hiring and retention of diverse staff</p> <p>2021-22</p> <p>(i) Develop initiatives to increase hiring and retention of diverse staff (BIPOC, LGBTQ+)</p> <ul style="list-style-type: none"> • BIPOC network initiated to support staff • Hire resident teachers from Alder through ACOE <p>(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.</p> <ul style="list-style-type: none"> • Regular planned meetings of BIPOC staff. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and practices are consistent with racial equity and inclusion goals (BP 0415, 7)</p> <p>(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)</p> <p>(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)</p> <p>2023-24</p> <p>(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)</p>			
<p>Teaching and Learning Experiences of Diverse Staff and Students</p> <p>C. Review district-wide policies, procedures, and programs</p> <p>2021-22</p> <p>(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)</p>	<p>Teaching and Learning Experiences of Diverse Staff and Students</p> <p>C. Review district-wide policies, procedures, and programs</p> <p>2021-22</p> <p>(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.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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)</p> <p>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)</p>			
<p>Teaching and Learning Experiences of Diverse Staff and Students D. Execute the racial and educational equity policy directives and ensure equitable budgeting</p> <p>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)</p> <p>(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)</p>	<p>Teaching and Learning Experiences of Diverse Staff and Students D. Execute the racial and educational equity policy directives and ensure equitable budgeting</p> <p>2021-22 (i) Develop the District's Strategic Plan to include the directives in the Racial Equity Policy and Educational Equity Policy</p> <p>(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</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2022-23 (i) Implement Year 2 of the Strategic Plan 2023-24 (i) Implement Year 3 of the Strategic Plan			

Analysis

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

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

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

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.

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. Behavior and Emotional Survey System Results
2. Healthy Kids Survey results
3. Student anecdotal comments
4. Referral to CARE team
5. Title IX Task force report

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Healthy Kids Survey Focus Group qualitative data BESS Survey Results Title IX indicator	1. Winter 2021 Healthy Kids Survey:70% on school connectedness 2. BIPOC students reporting they lack a sense of belongingness 3. BESS Survey for September 2022 11% of students- Elevated Risk level (Yellow) 86%- Normal Risk (Green) 4. Title IX Audit, May 2022: 55 students disparity between girls and boys athletics 16 areas of improvement in athletic benefits	1. Increase to 75% on School Connectedness 2. Students expressing that they feel a stronger sense of belonging 3. BESS Survey for Spring 2023 90% at Normal Risk 7% at Elevated Risk 4. Title IX audit, May 2023 No disparity between girls and boys athletics. 100% of the areas of disparity in athletic benefits will be addressed

Planned Strategies/Activities

Strategy/Activity 1

Equity, Inclusion, & Social Justice
Analysis of current instructional materials

- All required courses at PHS will develop scope and sequence to evaluate instructional materials with the DEIB lens.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

PHS Administration

MTSS Teachers on Special Assignment

Department Chairs

Strategy/Activity 2

Equity, Inclusion, & Social Justice
Extended Wellness Center services

- We are providing additional Wellness services to students who display Tier 2 level needs in the BESS survey.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

PHS Administration

Wellness Counselors

Strategy/Activity 3

Equity, Inclusion, & Social Justice

Academy lessons are planned to help students reduce academic related stress and anxiety.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

PUSD Administration

PHS Administration

Teachers on Special Assignments

Strategy/Activity 4

School Culture

Title IX Task Force meets regularly to evaluate and analyze the progress in the audit document.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration

PHS Administration

Athletic Director

Strategy/Activity 5

Expanding of Peer Leadership Program

- 9th grade students benefit from expanded activities with the peer coaches

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration

PHS Administration

Teachers/Teacher Leaders

Strategy/Activity 6

Establishment of DEI Student Advisory

A group of PHS student club presidents explore diversity and social justice on campus with DEI Director and PHS Principal.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

PUSD Administration

PHS Administration

Club Advisors (Teachers)

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
Number of Newly- Adopted Textbooks/ Instructional Materials	1. Modern World History copyright 2001 US History copyright 2006 Civics copyright 2016 Economics copyright 1999 Biology copyright 2002 Chemistry copyright 2002 Physics copyright 2005 Health Science- no adopted textbook	1. Spring 2023 adopted textbooks: 4 courses in Social Studies department 3 courses in Science 1 Health Science
Scholastic Reading Inventory (SRI) data		2. Spring 2023 Below Basic: 2% Basic: 9% (1.5% will move from Below Basic to Basic)
Number of courses with ELOs identified	2. From Fall 2022: Below Basic: 3.7% Basic: 7.4%	3. By Spring 2023 80% of courses will complete identifying their ELOs.
	3. 2021-22 0% of courses completed the identification of defined ELOs	

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students
High School textbook adoption process: Four history-social science courses, all three core science courses, and health science (formerly social psychology) are going through a textbook adoption process. This is highly unusual but due to Covid and our inability to complete the H-SS process started in 2019-20.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration, including Diversity, Equity and Inclusion Director

PHS Administration

Teachers/Teacher Leaders

Strategy/Activity 2

Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students
Tier 2 and Tier 3 reading intervention:
Students scoring "Basic" on the SRI will receive group intervention on how to decode texts that they are already reading in their English classes
Students scoring "Below Basic" on the SRI will receive Tier 3 intervention using mindplay and with the support of our reading interventionist

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

PHS Administration

Teachers/Teacher Leaders

Health Council members

Reading Specialist

Strategy/Activity 3

Identification of Essential Learner Outcomes and Common Assessments to evaluate the mastery of the ELOs.
Systematize equitable grading practices
Explore new Science courses

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration

PHS Administration

Department Chairs/Teachers

Teachers on Special Assignments

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

2. Research on Social and Emotional Learning
3. California Healthy Kids Survey
4. WASC Self-Study Data
5. School Committees/Staff/Community Input
7. Behavior and Emotional Survey System Results
8. Racial Equity and Educational Equity Board Policies

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<ol style="list-style-type: none">1. Number of professional learning opportunities2. Number and quality of communications related to social and emotional wellbeing of students and concerns regarding college admissions	<ol style="list-style-type: none">1. 3 professional learning days per year2. Letter to parents of all students who were in the Elevated range in BESS3. Discussions on college admission expectations	<ol style="list-style-type: none">1. 100% of new teachers will have participated in more than 3 days of professional learning. Staff will receive regular support from our DEI Director on reframing lessons. Selected PHS staff will be trained on RJ practices.2. Improved letters with explanations and recommendations accompanying the BESS results3. Academic counselors and College and Career counselor provide parent information nights.

Planned Strategies/Activities

Strategy/Activity 1

Professional Learning

Teachers complete 3 professional learning days per year.

In addition, Staff will also receive regular DEIB support from our DEI Director with an identified goal of reframing lessons.

All staff is trained in community circles

Administrators, counselors, campus security, and selected paraprofessionals will be trained in facilitating circles to repair harm.

New Teacher support provided by the TOSAs

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration

PHS Administration

Support staff

Teachers/Teacher Leaders

Teachers on Special Assignment

Strategy/Activity 2

Professional Learning

Community Engagement:

Parents will receive grade level course selection and college application information from academic counselors and college and career counselor.

Community discussions on higher level science courses will be initiated.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

PHS Administration

Academic Counselor

College and Career Counselor

Strategy/Activity 3

Professional Learning

Improved Communication regarding BESS results:

Bess results identify students in 3 levels: Normally elevated, Highly Elevated, and Extremely Elevated. While Extremely Elevated students receive one-to-one Wellness service, we cannot provide that level of services to the students identified as Highly Elevated. We want to inform parents in a detailed communication from Wellness professionals how to read the results and provide recommendations.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

District Administration

Sie Administration

Wellness Counselors

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

Name of Members	Role
Sukanya Goswami	Principal
Nia Kim	Secondary Student
Siddharth Bhatia	Secondary Student
Morgan Hunt	Secondary Student
Dana Lung	Parent or Community Member
Jenna Caldwell	Parent or Community Member
Janine Sohn	Classroom Teacher
Jana Branisa	Classroom Teacher
Kathryn Levenson	Other School Staff
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, Sukanya Goswami on 11/30/21

SSC Chairperson, Siddharth Bhatia on 11/30/21

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

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 Educational Partner 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