SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

PIEDMONT HIGH SCHOOL

800 Magnolia Avenue
Piedmont, CA 94611
Piedmont City Unified School District

November 4-7, 2018

Visiting Committee Members

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Preface

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

  1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**

     Beginning in 2016, the school implemented a series of meetings and informational sessions that included all stakeholders. There was extensive parent and community input. Using Home Groups and Focus Groups as the primary vehicles, disaggregated data was evaluated and groups collaborated to discern school and student needs and areas of improvement. Home Groups included Counseling, English, Mathematics, Science, Social Science, World Languages, Visual and Performing Arts, Classified Staff, Parents and Students, and Computer Science. Because of unexpected staffing changes, including a change of Principal, the Leadership Team for the Focus Groups was impacted. This changed three of the members, and an additional member was added. The school sought and obtained an extension for finalizing the Self-Study. The entire process for the school encompassed the entire 2016-17 and 2017-18 school years, and the first ten weeks of the 2018-19 school year.

     The Leadership Team and the Self-Study Coordinators, Ms. Ashley English and Mr. David Keller, took the lead in supplying Focus and Home Groups with the data needed to do their work. Using this data, teams met and created the Chapter III Findings.

     Interviews with parents, students, school staff, and community members confirm that they contributed substantially to the Self-Study. Chapter III sections were written entirely by Focus Groups, and were included in the Self-Study without revision by the Leadership Team. The entire report was reviewed and modified as needed based on stakeholder input. In meetings with the Visiting Committee, it was confirmed that all staff and other stakeholders believe the Self-Study represents the work of all who were involved.

     District leadership staff confirmed their role was supporting the school through the process and providing the resources to successfully achieve the action plan steps.

  2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**

     PHS is currently in the process of reviewing and revising their Schoolwide Learner Outcomes. This process began in earnest upon the arrival of their new principal, Adam Littlefield. The existing Mission Statement and SLOs are as follows.

     It is the mission of Piedmont High School to provide quality preparation that challenges students to achieve honorably and realize their present and future potential. Four assets support this mission and high academic standards:

     - A qualified, inventive and student-oriented staff
     - A generous, involved and supportive parent community
     - A K-8 program that prepares students effectively for the rigors of high school
     - A bright and motivated student body of high schoolers who are diverse in their talents and contributions to our educational setting"

Schoolwide Learner Outcomes (SLO)/Graduate Profile

The beginnings of a new set of SLOs were developed during the 2017-2018 school year. The school community is finalizing descriptors for each outcome and developing rubrics to assess student progress on each outcome based upon these core value statements agreed upon by stakeholders during the current Self-Study process. These efforts have led to the 5 C's, which will be the basis for the revised SLO's created later this school year.

Able Communicators
Complex and creative thinkers

Collaborative workers
Self-directed lifelong learners
Contributors to their community
Capable citizens

Descriptors for each of these outcomes were also identified. The school has not yet developed a process to determine whether or not students met these outcomes. During the 2017-18 School Year, Principal Adam Littlefield lead the PHS Community in developing a Graduate Profile-what we want PHS students to know, understand, and be able to do as a result of their experience at Piedmont High School. The 5C's (Communication, Critical Thinking, Character, Citizenship and Content) were identified as the foundation of the Graduate Profile. These 5C's now serve as the Schoolwide Learner Outcomes. The community is currently in the process of refining descriptors for each outcome and will begin to develop performance rubrics for each of these SLOs this school year.

3. **The gathering and analyzing of data about students and student achievement.**

The school considered a wide range of data in the Self-Study process. This included SARC, CAASPP, Staffing, Teacher Preparation, AP Achievement, SAT, ACT, Attendance Rate, Suspension Rate, Graduation Rate, Dropout Rate, Post-secondary enrollment, and Perceptional Surveys of Parents, Students, Staff, and Community. In almost every area, data confirmed 1)high academic achievement of the vast majority of students; 2) outstanding participation and performance of AP, SAT, and ACT examinations; 3) very high graduation rate and nearly no-existent dropout rate; 4) a very high level of parent involvement and community support for the school and its students.

The data was assessed in each of the Focus and Home Groups and was used to generate conclusions about student performance, critical needs to be addressed, and action plan steps. Because the school is high performing, special attention was spent analyzing data for students not achieving as well as their classmates. This began with an extensive analysis of students with D and F grades. The analysis is a practical outcome of the overarching theme of the District's LCAP visionary statement, "All Means All." PHS is working towards intervention strategies for these students using the RTI model. Training of staff will begin later this year, and the school is committed to providing the support needed for all students to be successful.

4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**

All group work conducted by Focus and Home groups examined the many elements of the school program using the Schoolwide Learner Outcomes, academic standards and student achievement of those standards, and the ACS WASC/CDE criteria. Though the school responded in the Self-Study to the prompts based on the criteria, a number of responses lacked narrative detail. The Visiting Committee was sometimes challenged to find the exact data used for the school's justification of some of its conclusions. The Visiting Committee was able to find this data through a thorough re-examination of the Self-Study and extensive interviews with students, staff, and leadership. The consensus of the VC is that the school, while having high student achievement levels, is just beginning to understand the WASC process and how to use it to develop a culture of continuous improvement.

5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

The school's action plan does include elements identified as critical for improvement in the Self-Study. It contains dozens of actions steps. The plan would benefit from:

1. Prioritization of the action steps by most critical needs;
2. Identification of individuals as well as groups as person's responsible for the completion of the action steps.

The school has regular meetings when data is reviewed, and leadership meetings with administration and department chairs to discuss progress on the action plan. It appears at this time the process is not formalized; however, this may be due to the

many leadership changes that have taken place since the Self-Study process began. These changes impacted the process and delayed preparation of the study. Some steps were contracted due to time constraints, according to interviews with the site leadership team. Despite these challenges, the action plan does adequately address the critical needs for improvement.

Chapter I: Progress Report

Since the last self-study:

- Comments on the school's major changes and follow-up process.

The school has had significant changes in administrative staff, changes in teaching staff, and changes in the district leadership. All of these made an impact on the Self-Study process. In addition, planning for major facility projects that will change the face of Piedmont High were underway. This planning process involved many meetings and regular communication with the very involved Piedmont parent community.

The existing school theater complex if going to be completely torn down and replaced with a large STEAM facility. This is in connection with the school's efforts to increase student college and career opportunities, and more fully implement the Next Generation Science Standards. Because of the compact footprint of the PHS campus, this project will impact almost the entire school.

Staffing changes in the last two years included a new Principal, a new Assistant Principal, two different Self-Study coordinators, and multiple teacher changes. Indeed, not all teacher positions this school year have been filled. At the district level, a new Assistant Superintendent of Curriculum and Instruction was hired.

The Self-Study process began in the 2016-17 school year under a different principal and Self-Study Coordinator. That principal resigned to go to a position in the district office, and the school year was finished with two Assistant Principals handling the leadership duties at the school. This change essentially halted the Self-Study process for many months. Upon the hiring of the new principal, Adam Littlefield, the process was restarted. Based on his

analysis of the school's progress, he requested and obtained an extension to finish the Self-Study. The new approach included a serious look at the school's Vision, Mission, and SLOs. As expressed by leadership staff, this was due to the fact that they were over nine years old, and not really used by the school in any significant way to support student learning. The new principal and the leadership team stressed the disaggregation of data as key to the school's continued learning goals.

- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Action Plan Goal #1: PHS will increase the consistency between classes in terms of assessment, instruction, and work expectations.

The school reports making significant progress increasing the consistency between classes in terms of assessment, instruction and work expectations. Next Generation Science Standards, Math Common Assessments, the continuation of English Common Assessments, Social Studies shared lessons, and the World Language Common rubric all illustrate this progress. There are more faculty in each subject area coordinating their work thanks to faculty initiative, focused professional development and administrative leadership.

Some common assessments have been developed, and this work is continuing. Students in the school's most recent perceptional surveys once again reinforced this goal. The Visiting Committee verified this in student interviews. The school states that it will continue to support teachers in this effort with needed professional development and time to do the collaborative work needed.

Action Plan Goal #2: PHS will increase the differentiation of instruction and assessment in classes across the curriculum.

Technology use in the classroom has increased, as well as professional development, both district administered and as part of the new "Flex PD" program. This has improved the differentiation of instruction at PHS. The school reports that more work needs to be done in this area, and it remains in the Action Plan and the LCAP.

Action Plan Goal #3: PHS will improve the use of technology in instruction, curriculum, and communication, giving students and staff more timely access to information on how students are doing and an opportunity to use technological tools.

Adopting and implementing the Schoology Learning Management System is improving the flow of information between all stakeholders. Although significant progress was made in this area, the current Action Plan incorporates significant technology goals. This goal is modified and more closely aligned to the LCAP in the current Action Plan. Chromebooks are also now used across all departments everywhere on campus.

Chapter II: Student/Community Profile

- Brief description of the students and community served by the school.

   Piedmont High School is a high achieving small comprehensive high school established in 1921 and located in the East Bay hills of the San Francisco Bay Area. It has one feeder middle school located on an adjoining campus. Piedmont, a city of about 11,000 residents, sustains a strong sense of community. Parent participation in school activities is extensive; parents and community members have developed a variety of support organizations for academies, athletics, visual arts, performing arts, Special Education and a community-wide educational foundation. The educational programs at the school are tailored to meet the needs of students in a changing society and are designed to ensure the academic success of every student through a comprehensive educational experience. Parents are highly educated, with 70% holding a graduate degree or higher. Most are business and professional executives.

   The current Vision/Mission statement of the school is as follows:

   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 curious and motivated student body of high schoolers who are diverse in their talents and their contributions to our educational setting.
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"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.

The school is achieving at a very high academic level as evidenced by all measures, including API, AP, SAT, graduation rates, and college matriculation rates. The EL student population is very small. All teachers are fully credentialed, with the exception of some part time or temporary teachers who were hired for a short time.

Class sizes vary quite a bit, and students confirmed this as well as expressing some of their frustration over how crowded some of the most requested AP classes are. Students also expressed that they felt strongly that the process for enrolling in AP classes could be changed to help this situation. Student perception is that too many students enrolled in AP are not there for the enrichment of the more rigorous curriculum, but instead in order to boost their GPA. From their perspective, this detracts from the overall rigor of the class and the enjoyment of the subject matter by students who truly want to learn at a deeper level.

The school has outstanding attendance, a nearly non-existent drop out rate, and an excellent array of clubs and co-curricular experience for students.

Perceptional survey data reveals that students, staff, and community are all concerned about the overall stress level for students at the school. Indeed the school and district have invested serious resources in a Wellness Center that is staffed by five full-time therapists. Two fully licensed Marriage & Family Therapists supervise three Intern Marriage & Family Therapists every day. Students may access this support anytime during the day by self-referral or by staff referral. In addition, the school has made structural changes to its schedule and other accommodations to help address the problem of student stress.

Piedmont High School has an exceptionally involved parent community and a very strong relationship with the city and general community of Piedmont. The leadership staff of both the school and the district make exceptional efforts to keep the community informed about what is happening at the school and how the students are performing. In addition, the student produced student newspaper is distributed beyond the school itself and does not shy away from reporting events and circumstances at the school that could be potentially controversial. This creates a positive situation as far as transparency is concerned, but also had led to a feeling expressed among numerous staff to the Visiting Committee that the school is "under a microscope." Practically speaking this can sometimes make developing trusting, positive relationships between the staff and community more challenging than it otherwise might be.

The Piedmont community takes tremendous pride in the high school, and it is reflected in their involvement, provision of resources, maintenance of a beautiful campus environment for the students to enjoy, and vibrant sports and arts programs that enrich the community.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

The school is currently revising the vision, mission, and SLOs to support student learning. This process began with the arrival of the new principal, Adam Littlefield, upon his review of the self-study progress to date. It was also motivated by the realization of staff that existing SLOs did not fully relate to current education research and were not being utilized to help improve student learning. The school now has a process in place to review the vision, mission, and SLOs on an annual basis and correlate them to the LCAP document and district vision.

The school and district hold regular meetings to inform and involve parents, teachers, and students in the periodic refinement of the SLOs. The school's purpose has been well know throughout the community for many years, and as this evolves and expands, there is every reason to believe this clarity will continue. In parent interviews the Visiting Committee saw direct evidence of the community's intention to stay highly involved in everything that impacts the school and its students.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

Understanding the Role of Governing Board: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

The superintendent directly expressed in interviews that the position of the board and district is to "empower the site school staff to do their jobs well." In the implementation of district policies and procedures, site leadership are charged with making that happen. There exists strong communication between site and district leadership, and they work proactively to stay ahead of issues and solve problems. Regular district LCAP meetings are a strong vehicle used by the district to keep the community, staff, and students engaged in the governance of the school. Site administration has a strong School Site Council, and community based Boosters support school efforts and activities and give strong community voice to what is happening at PHS.

The district and board follow clear and established complaint and conflict resolution practices which appear to be effective. Parents, staff, and students remarked in interviews that they are easily able to access leadership to discuss issues and seek solutions/resolutions.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

> **Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

> **Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

> **Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

> **Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Single School Plan for Student Achievement Correlated to Student Learning: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

Staff Actions/Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Through the frequent review of the LCAP at both the district and site levels, there is collaboration in the revision of the continuous improvement cycle as it affects the school. The school has correlated to the LCAP and SPSA, and the self-study action plan has been also connected to both. This is done through regular public meetings where all stakeholders may contribute. We saw evidence of that in our VC parent meeting, which included nearly thirty parents for a school of just over 800. The school is learning how to connect these plans to on-the-ground actions at the school, and is working to clarify and simplify the ideas behind the vision expressed in these documents. The theme of "all means all" is the umbrella principle under which all improvement efforts are being guided, and this has led to initiatives to address historically under-served at the school. Staff are being trained in new skills to differentiate instruction, something that has been happening with Special Education students for many

years. It appears that existing governance structures work well to communicate among staff and community regarding school planning. Resolution of differences also are addressed through a understood conflict resolution process.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Staff Assignment and Preparation: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Support of Professional Development/Learning and Measurable Effect on Student Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

The school, in coordination with the district, has an effective recruiting and selection procedure to obtaining fully qualified staff for the school. This has always been a challenge in some ways due to the competition from local districts in terms of salary, as well as the living expense of the community. Still, based on the qualifications of existing staff, this appears to have been overcome to a great extent.

This school year was especially challenging and the school began the year with a number of positions unfilled. This situation remains and some courses are being administered online with accredited online course delivery systems.

Each year the site leadership communicates the school's policies and procedures to staff. Currently administration is creating a faculty handbook that will assist in this communication.

Staff report that this was a prior practice that is being revived. Staff also indicated that there is clear understand how to seek resolution of employment issues.

Staff development is on-going. The school is training selected teachers to bring new knowledge and skills to the school and intends to build on that over time. The school and district has committed resources to this effort, and based on the LCAP and self-study, plan to continue this effort.

Supervison and evaluation of staff is reported to be effective and well understood.

A5.   Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions and Their Impact: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Facilities: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Resource allocation decisions are driven by the LCAP process, which is directly connected to the school and district's vision and mission, and the school's Schoolwide Learning Outcomes. Extensive public input is made to insure accountability. All financial decisions are overseen by

the governing board, and profession input assistance for auditing purposes is obtained if needed. Teachers report provision of materials is effective. This includes technology as well as more traditional teaching materials.

The school is very well maintained. The facilities are impressive when considering the size of the school. The community is very proud of the high school, and puts community resources to work when the need arises to maintain the campus to serve student needs.

LCAP planning includes facilities planning, and currently several new major projects are slated to begin. This includes the construction of a new STEAM building in the place of the current Theater, which will be torn down and rebuilt at a different location on campus.

A6.   Resources Criterion [Charter Schools only]

To what extent has the governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. The school and district leadership maintain strong, open channels of communication.
2. The school and district leadership work together to solve problems and pro-actively plan and implement school improvement efforts.
3. The district leadership believes and acts upon the belief that their role is to support and enable the school leadership to succeed.
4. Communication of the Vision, Mission, and purpose of the school with the parents and community is consistent, frequent, and effective.
5. The school has engaged a process to refine and update the Mission, Vision, and School Learning Outcomes.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Continue efforts to improve and strengthen communication between administration and staff in order to build trust and collaboration to improve student learning.
2. Provide continued support and training to staff in the effective disaggregation and evaluation of data.
3. Finish the development of new SLOs with rubrics to support a clear picture of desired student learning outcomes.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Parent, student, and faculty interviews
- Classified Staff Focus group
- Classroom observations
- Self-study document
- School newspaper
- Teacher website
- CAASPP, AP, EAP and other assessment data
- Discipline data review
- Perceptional Surveys

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

All students in the regular program participate in a rigorous curriculum that supports the achievement of academic and college-ready standards. All regular classes meet state standards and are approved for applicable UC a-g credit, and the school's graduation requirements are aligned with UC admissions requirements.

Students with special needs who can attend regular classes with support are served through a range of programs which are highly valued by all constituents, including co-taught sections of regular core classes, paraeducators who assist individual students, and support hours with special educators. Faculty report appreciation for the assistance of the differentiation specialist and co-teachers in designing and carrying out lessons that better serve all students in the room.

Roughly 1% of students are enrolled in a special day class (Home Base). These students are learning appropriate living skills, community interactions, and behavior management. These students are on certificate of completion track rather than a graduation track. There is a lack of

elective courses currently offered that should be available for Home Base students who do not take regular academic classes, and staff report that these students can not always find a productive use for their time on campus.

Within each academic department, teachers have developed curriculum that satisfies the current Common Core and NGSS standards. These standards emphasize 21st century skills such as collaboration, inquiry, and clear communication of reasoning. Frequently, courses include interdisciplinary and/or project-based learning that encourages application of content to real world scenarios. These projects are evident from displays in the room, current assignments on boards, and project items brought to school, in addition to active work in classes. There are a few examples of interdepartmental collaboration in creating projects and rubrics for such projects. Administrators report encouraging teachers to include these projects as they develop new curriculum. Teachers report needing additional collaboration time to effectively share practices and develop interdisciplinary projects.

When online programs are utilized, either for credit recovery, extended absence, or to cover a teacher shortage, they are chosen from a reputable provider offering standards-based classes. Online courses are not a routine feature of the school.

Faculty actively maintain and improve the coherence and articulation of the academic program. The English and Math departments have established common assessments to monitor individual students' progress and advise them in course selection. Faculty report a desire for more time to collaborate within departments to refresh the curriculum regularly through piloting new units or to simply understand each others' courses. Some departments work with faculty at the middle school level to smooth the transition from one level to the other. Frequent communication with postsecondary institutions ensures that the program will continue to prepare students for college.

Career readiness has not been a focus of the school, as reported in multiple focus and home group meetings. The priorities of the families and community as a whole are very strongly oriented toward college admissions rather than alternative paths after high school. A selection of ROP programs, courses in the computer science department, and specific units or field trips within other courses offer students insight into careers. Students and faculty report that these are highly valuable as a glimpse into the world beyond Piedmont. A College and Career Day, held every two years, also informs students about possible careers.

In contrast, students, families, and staff express a high degree of concern about students' wellbeing and life skills. The Wellness Center offers drop-in and appointment-based support from two licensed therapists and three interns in addition to a calming environment where students can take a break for a few minutes as needed; this is utilized by half the students every school year. Some classes are incorporating mindfulness, social-emotional learning, and service learning into the curriculum for all students as a curricular answer to assisting students with stress.

The schoolwide learner outcomes are in the process of being rewritten. The 5 C's, Communication, Critical Thinking, Character, Content, and Citizenship, have been chosen, but descriptions and rubrics have not yet been developed. As of this writing, the schoolwide learner outcomes may describe the school's program, but do not drive the development of the program.

Consistently high standardized test scores, including state testing, SAT, and AP scores, demonstrate students' learning success. The 99% graduation rate, coupled with the graduation requirements that match UC admissions requirements, demonstrates success in preparing students for college. Lists of admissions to universities are a matter of civic pride and also demonstrate success in preparing students for the college admissions process. One issue raised by staff and students alike is that the school's demographics and the high rate of tutoring make it difficult to separate the results of the school's program from the results of learning outside the classroom.

B2.   Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and to prepare them for the pursuit of their academic, personal, and career goals?

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

All students may register for any course for which they meet the prerequisite recommendations. Teachers express pride in their curriculum, which is typically rigorous, relevant, coherent, and includes real world applications at all levels of a given course. Course offerings support a variety of academic, personal, and career goals. However, at this small school, students express a desire for a wider variety of less academic classes which does not seem to be met. Faculty and students variously suggest that this could be from a lack of space and staff to teach electives or alternate classes, or it could be from a lack of registrants for non-honors classes, but all agree that a wider range of classes would benefit students. Students also report difficulty getting into their selected courses and lack of transparency in the course assignment process. Courses have summer homework, but students do not know which course they have been registered in until the summer is over.

Students prepare personalized coursework plans to meet graduation requirements in collaboration with parents, counselors, and faculty. Counseling center staff and faculty offer recommendations for course selection based on individual prior academic work and assessment results together with a scheduling worksheet to allow students to see their total workload in a 24-hour, 7-day week. Students are not obligated to follow these recommendations, and often choose a more strenuous schedule than the faculty or counseling staff would advise.

Beginning in spring of junior year, students make appointments with the College and Career Center to discuss their post high school plans. Students may be excused from class to meet with college representatives; the center hosts over 120 representative visits every year. College essay writing is incorporated into English classes. The success of this college transition program is evident in the 99% graduation rate, the number of graduates attending college, and the variety of colleges that they go to.

Counseling support for non-college paths after high school is less evident. Students and faculty have both highlighted the need for more communication about options besides transitioning directly to college - for instance, gap-years, internships, community college, trade schools, and other options for students who just need another year or two before college. Students express feeling unable to make exploratory choices due to community pressures to maximize their GPA. This may mean sacrificing a course they would find interesting for one that is both easy and weighted. Students also see this tendency in the entire student body as contributing to a restricted range of course offerings. While this pressure does not originate at school, constituents are motivated to find ways to address the problem at school.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Academically rigorous curriculum taught by invested, expert teachers results in high scores on standardized and college admissions tests and high graduation rate.
- Students have access to all classes. Recent focus on differentiation and co-taught classes have led to serving a wider range of students within each individual class.
- Extensive monitoring and support for SPED students, students with 504 plans, and struggling students.
- Highly active College and Career Center counsels students in the college application process and hosts many college representative visits.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Broader range of electives (particularly semester elective), interest-based, and career-oriented classes that provide real-world experience, both through on campus choices and through credit-bearing relationships with outside institutions.
- More communication about gap-years, internships, community college visits, trade schools, information/options for students who just need another year or two before college or career-readiness for students with less severe disabilities.
- More collaboration time for faculty within and between departments, to coordinate existing curriculum and to develop and refine new curriculum units.

- Investigate aspects of student stress that can be mitigated through improved coordination and communication of class access/registration, work expectations, and varying workload from week to week.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Standardized and college admissions test score data reported in the self-study
- List of colleges students attend
- College and Career Center website and calendar for October 2018
- Parent, student, and faculty Home groups
- Student Ad Hoc group and informal conversations
- Counseling Focus group
- Curriculum Focus group
- Classified Staff Focus group
- Classroom observations

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Piedmont High School provides a variety of challenging courses for students to achieve Academic Standards. The school has a high graduation rate, above 98% for the years data is available. The school has several Advanced Placement courses available for students to take. Students have reported that courses are challenging at 80% but only 35% say courses are relevant to their lives and they are more prepared for college than careers after high school. Teachers are working to know students better at start of school year and beginning to incorporate interest areas into curriculum via interest assessments and work interests into assignments. However, not all staff are incorporating interest into curriculum. Regardless, teachers are making efforts to reach all students.

There is a correlation between GPA and meeting standards and performance levels. Students expressed concerns about homework. Staff held many conversations on topic and differentiating lessons. Differentiation has been labels a professional development priority. Some have attended training on the differentiation and there is a differentiation coach for the district. Most differentiation has been focused on allowing students who excel in subject to go beyond. There has also been differentiation designed to increase student engagement. A teacher has designed paths for student to take to earn grades. The math department has had to work on differentiation not just for skill levels but age as some courses have students from 6th grade to 11th grade in them. There has been a drive to include outside speakers and collaborate with peers both formally and informally. The dance program has students with a variety of experience. The program is set up to allow all students do a performance based on their own choreography during the year be in in the concert or a performance in the class.

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C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

Real World Experiences: All students have access to and are engaged in career preparation activities.

The school has seen a big increase in the use of technology over last 6 years. Schoology is used to post homework and instructions online with many teachers using system. However, the teachers and departments use Schoology differently. They are working to be more uniform with

its use. The overall goal is for students to see all assignments in one place. Chromebook use is almost universal across campus. The World Language department utilize a digital portfolio. Teachers are not assessed according to competency of technology use for online instruction. There was some expressed concern regarding the distractions caused by technology. Some teachers have a shoe organizer to hold cell phones for students during the period. Some teachers also expressed concerns with having to take patrol roles regarding Chromebooks for proper usage instead being a teacher using technology. There is some concern about top down communication regarding initiatives regarding technology implementation and usage.

Teacher utilize a variety of styles across campus to engage students. Computer classes and Civics utilize project based learning. English department uses "I do, we do, you do" strategies. Some faculty use the Stoplight approach to check for understanding. 60% of teachers report using quizzes, verbal questions, and class discussions as formative assessment. Differentiated instruction is not consistently used in all classes.

There has been a movement at Piedmont High School towards student choice on assignments and assessments geared toward synthesis and application. The science department and world language use a variety of projects to apply acquired skills from a variety of courses.

RSP teachers co-teach classes in gen ed setting, "reconstruct assessments," and make this service available to other teachers during "consult period." Some teachers allow for rewrites on essays and test corrections to extend learning for mastery. In observations of some co-taught classes, students rely more on the gen ed teacher than the special ed teacher for assistance or clarification despite both presenting material and being available or seemed students had preferences as to who they wanted to get help from first. Overall, there was a general feeling of acceptance special education students and welcoming of collaboration with the special education department in the last few years. The Special Education department is viewed as a resource for all.

Some teacher use Google docs and Schoology via Turnitin to allow peer editing and teacher feedback.

All departments us a variety of assignments and assessments to ensure students can think, reason, and problem solve in group and individual activities, projects, discussions, and inquiries related to investigation. Technology, cross-curricular learning, and connections to real world are used with these assignments that go beyond textbook.

The school uses a career exploration survey, a Career day, College fair, and the College and Career center to help connect learning to the real world. There are also a variety of CTE courses available for students to take. Students are able to partake in biotech internships. Voice Cooperative speakers and a graduate panel discuss post high school experiences and opportunities for students. Student clubs provide student led career education opportunities.

There is effort and desire to help all students. Differentiation is an important step and the school will also embark on a path of setting Response to Intervention on campus. There is a drive to match students with instruction to get the best results but work is still needed in this area.

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CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- The district has a differentiation coach that assists teachers with incorporating differentiation into curriculum
- Staff is including more student choice with assignments and formative assessments.

- Students report curriculum is challenging
- Technology is being used to go beyond textbook, connect to real world, career and college and provide a space for collaboration.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Staff need to continue to explore ways to differentiate instruction to meet the learning needs of all students through collaborative efforts.
- Staff needs to develop an RTI system to help all students.
- Staff needs to continue to develop ways for students to further connect curriculum to life, career, and real world.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom observation
- Examination of student work
- Student interviews
- Teacher interviews
- Self-study document

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.

Monitoring and Reporting Student Progress: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

Piedmont High School is a high achieving school. Student score high on the CAASPP and many exceed standard. The graduation rate is extremely high and has not dipped below 98% in years data given. The average AP score is 4.6 and the school GPA is above 3.3 for years data given.

At Piedmont, the staff have high content knowledge and go to great lengths to allow students to demonstrate knowledge in a variety of ways. In the classrooms, teachers utilize a variety of formative and summative assessments. The most common formative assessment is verbal, via discussions, socratic seminars, and direct questioning. For summative assessments tests are the most common with projects a distant second.

The D,F, and I list helps identify students struggling in classes and notify parents and students that assistance is needed. Teachers can spiral lessons to provide reinforcement of concepts challenging the students. Teachers can also offer retakes of exams. Students can come in for assistance during Tutorial as well.

The English department created the English Common Assessment that is done across courses annually to look at student's writing as a baseline then for growth. Visual and Performing Arts use a common assessment to look at and experience art outside of classroom for a class presentation. Computer Science is looking at assessment to go beyond bubbling answers and focus on coding and projects. Many teachers are available well beyond Tutorial time often at lunch or after school as well.

Special Education uses a variety of assessments to serve students. They use Triennial and Initial IEP assessments to guide services and accommodations. They also use parent, teacher,

and student feedback to guide services, accommodations, and transition plans. The Special Education staff assist gen ed teachers with differentiating exams and was given high praise for being available for collaboration and co-teaching.

The school uses Schoology, the state's Dashboard, and newsletters to spread information regarding assessments to parents, staff, and students. Grades are emailed home eight times a year.

There is some concern about how the grade notifications and free flow of information can add to student stress. Additionally, the variation of alike courses regarding grading is adding to student and parent confusion and the perception that certain teachers are harder than others.

Was able to observe teachers adjusting material based on student needs. Spanish 1 class was having an authentic conversation about feelings and emotions using recently learned vocabulary. English 1-2 course adjusted reading schedule for students to better understand text.

Teachers used informal assessments to check for understanding. APUSH was evaluating types of resources for research. Integrated Math 2B/3 was using student led review of HW with student explaining how they solved problem and students asking for clarification of steps along the way. English 7-8 course had students acting out scenes from Hamlet with lines translated to modern vernacular to demonstrate knowledge and understanding of play. Spanish students used presentation and audience Q&A verify showcase conversational language in additional to prepared language of presentation.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue

with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Piedmont High school uses informal assessments as preferred method to check for understanding. The school has a variety of tools and access to online platforms that provide a variety of formative and summative assessments. Observed teachers adjusting material based on student needs. Spanish 1 class was having an authentic conversation about feelings using recently learned vocabulary. English 1-2 course adjusted reading schedule for students to better understand text.

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There is concern about lack of common assessments in same subject but taught by different instructors. Teachers work in teams to help all students. There is a drive to keep students engaged and has led some departments to change up assessment for this purpose by adding projects or allowing choice.

Teachers like the concept of pre-assessments but not all students take them or take course regardless of score or even if student takes pre-assessment anyway.

Some students expressed concerns about what they are being evaluated on and a lack of rubrics or models. They also mentioned that only some teachers provide a variety or assessments or offer choices. They expressed their concern that some teachers make no adjustment from classroom exams and that teachers will continue pace and new material regardless of scores on exam.

D3.   Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent does the system drive the school's program to continually improve and to allocate resources to effectively meet student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Schoolwide Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

Piedmont High School uses Schoology, IC, Illuminate, Data Technician, Guidance Counselors, and Staff to monitor student progress. The school is moving towards more data based decisions and incorporating a team approach. The some staff have mentioned that they would like more time to work together in departments and cross-curriculum. Parents are emailed grades eight times a year and often a running grade is available online for students, staff, and parents to monitor progress.

In the fall, the school community analyzes CAASPP scores. They are used by Site Council to inform the Single Plan for Student Achievement. Language Arts uses scores to find gaps in achievement. They also use the Common Assessment, administered mid-year, to guide current and future instruction. The math department created new courses to help students get up to standards. The social studies department is vertically aligning its courses with content and skills. Professional Development structure was changed to allow groups to work together, sift through data, and modify program. But, the structure has moved away from this sort of collaboration in the past few years and most recently focused on WASC. There is some hope that there is more openness in the PD schedule for collaboration and individual choice.

Faculty proctor exams on campus and assist with test security for Statewide Assessments and AP exams. Some use dividers and shift desks for examinations. Statewide Assessments and AP are kept in a locked room.

There is some concern about test authenticity. There is a rise of retakes and the pressure to allow retakes from students and parents. There is the viewpoint that this retakes have moved from mastery and the joy of learning to pursuit of high grades and grade inflation.

Test security in the digital age is a rising concern of staff. Teachers have to police electronics to ensure test security. Teachers want to move towards more digital assessments and use the tools embedded in Schoology but worry questions and answers being shared about multiple sections and days. Classroom physical size compounded with increased class size also worries about students taking tests right on top of each other. Teachers are discussing how to keep assessment fair and authentic for all. Some teachers have taken steps of collecting cell phones, using a system that allows monitoring of what students are doing on a computer in class

Teachers lamented the difficulty for students to make up exams when ill or out. There is no longer a testing center which helped alleviate the problem. Having Tutorial helps but is difficult when there are multiple exams that need to be made up. Special Education students taking tests in alternate setting can reduce security of exams as well. A Test Log is used along with a

proctor note when exams are returned to gen ed teacher. Some teachers do not release scores until all students have completed exams.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):
- There is wide use of online applications by teachers to communicate expectations, record progress and track assignments.
- The wide use of Schoology allows parent, support personnel, and Intervention teacher access.
- The collaborations between Special Education and General Education with assisting teachers create differentiation to support all students
- Willingness to look at systemic solutions to improve assessments such as schedule changes, late starts, longer passing periods, finals before break, and even later finals start time.
- Visual and Performing Arts have a variety of assessments with differentiation to engage all students and assess with equity.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):
- Increase student awareness of grades and how they are being assessed through communication, rubrics, and common assessments.
- Increase communication to all stakeholder regarding assessment, progress, information available via online resources such as Schoology.
- Increase differentiation with assessment
- Increase collaboration to create common assessments, rubrics, and policies.
- Increase PD opportunities to grow in this area and collaborate with department, course alike or similar, and cross-curricularly
- Increase school-wide intervention programs

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Interviews with teachers, counselors, and students
- Classroom Observations of lessons
- School website
- Teacher website
- Google Classroom
- CAASPP, AP, EAP and other assessment data
- Self-study document

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

Use of Community Resources: The school uses community resources to support student learning.

Piedmont High School partners with local families and organizations to involve all stakeholders in the teaching and learning process. Many parent groups, including the Parent Club, the Boosters, The Giving Campaign, and the Piedmont Appreciating Diversity Committee provide avenues for parents to get involved authentically with the school, and there is a very high level of parent engagement. The Piedmont Education Foundation raises money on a yearly basis. Without these community contributions, PHS would not be able to offer the academic and social-emotional program that it currently provides. Many classroom activities, lessons, and schoolwide activities rely on the financial, emotional, and professional support from the school and community. The Makers Fair, Challenge Success Club, Career Day and education speaker series are examples of events which have benefited from robust parent and community partnerships.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

> **Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

Piedmont High School offers a safe, clean, and orderly environment for student learning. The existing facilities are properly equipped and maintained, and there are plans to build a new STEM building and theater over the next few years. Approximately 90% of students report that Piedmont High School is a safe place. Piedmont High School also has policies and procedures in place to maintain internet safety. 81% to 91% of students, depending on grade level, report no cyberbullying according to California Healthy Kids Survey data.

The school maintains high expectations for students' academics and behavior, and there is a high-achieving, college-focused atmosphere on campus. There are low suspension rates and high attendance rates, with absenteeism at only 2%. However, stakeholders also report concerns about very high levels of stress. Between 14% and 17% of students reported having considered suicide according to the California Healthy Kids Survey. Many stakeholders also report student drug and alcohol abuse as a key issue. Although 18% of 9th grade students report using drugs, the percentage of students using drugs increases each year until it peaks with 12th grade students at 61%. There have been many efforts to reduce stress and improve student social-emotional wellbeing, including efforts by the Challenge Success program and a Consent Assembly followed by peer and faculty debriefs. The Wellness Center offers drop-in and by appointment services, as well as a calm place to relax and have a cup of tea.

Piedmont High School is a tight-knit, intimate community that celebrates students' accomplishments and long-standing traditions. There is a high degree of trust between students and adults. Students, teachers, and parents generally do not generally fear negative repercussions when they share their opinions. Piedmont High School is working to improve the culture of inclusion on campus. Some students and parents report having experienced negative treatment due to their ethnic, gender, socio-economic class, sexual orientation. Some parents and students express a desire for more racially diverse teachers, and for teachers who are a part of the community. In response to this as well as recent events in the community and country, Piedmont High School has worked to promote social justice programs and equitable classroom practices. For instance, teachers participated in district-wide Teaching Tolerance professional development during the 2017-18 and 2018-19 school years, and a Racial Awareness Assembly was held during the 22017-18 school year. Some faculty are exploring the adoption of social justice standards for their classrooms.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available and adequate services to support student's personal needs.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Support Services – Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Piedmont High School offers academic support services including a weekly optional tutorial period, after school homework support, and a college counseling center. Three college counselors support students academically. In addition, two certified MFTs and several interns provide mental health services through the Wellness Center. Other efforts to promote student wellbeing include later start final exams, twice weekly late start school days, homework free vacations, Schoology assignment calendars, and ten minute passing periods with free fruit available for students.

Personalized approaches to learning are used, with IEPs and 504 plans implemented for students who have qualifying conditions. A differentiated learning coach is helping teachers to adapt practices and curriculum to a variety of individual needs and differences. In an effort to

develop more classroom level interventions for struggling students, some teachers will attend Solution Tree RTI training this year. Furthermore, whole staff professional development time was focused on looking at students who were receiving Ds and Fs on their last progress reports.

There is a wide variety of extracurricular opportunities available to students, many of which link to college and career readiness.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

1. The school's efforts to reduce student stress and promote student well-being.
   a. Wellness center
   b. Later start finals
   c. 10 minute passing period
   d. Late start two days a week
2. Strong staff collegiality and mutual support as professionals.
3. Strong and positive parent and community involvement.
4. Safe, well-maintained, and welcoming campus.
   a. park-like feel
   b. open campus with student freedom of movement
5. School's efforts to work towards equity, diversity, and social justice in the school community.
6. Strong sports and VPA programs that connect and enrich the community,
7. Outstanding student clubs and organizations that offer wide variety of student experiences based on student interests.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

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

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Interviews with teachers, counselors, and students
- Classroom Observations of lessons
- School website
- Teacher website
- Self-study document
- Classroom observations
- Student interviews
- Teacher interviews

- Student Ad Hoc group and informal conversations
- Counseling Focus group
- Curriculum Focus group
- Classified Staff Focus group
- Discipline data review

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. The culture of high student academic achievement and performance.
2. The school's efforts to reduce student stress and promote student well-being.
    e. Wellness center
    f. Later start finals
    g. 10 minute passing period
    h. Late start two days a week
3. Engaging projects, as noted in Science, History, English, and World Languages.
4. Professional, skilled staff who sincerely and actively care about students and their success.
5. Strong staff collegiality and mutual support as professionals.
6. Strong and positive parent and community involvement.
7. Safe, well-maintained, and welcoming campus.
    c. park-like feel
    d. open campus with student freedom of movement
8. School's efforts to work towards equity, diversity, and social justice in the school community.
9. Strong sports and VPA programs that connect and enrich the community,
10. Outstanding student clubs and organizations that offer wide variety of student experiences based on student interests.
11. Special education department that supports all students and staff.
12. Outstanding graduation rate and college matriculation.

Schoolwide Critical Areas for Follow-Up
(list numerically; include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Promote programs grounded in social and emotional learning and develop school structures to optimize the learning environment and foster a feeling of inclusion for all students.
2. All students will graduate with the 21st century learning skills needed for college, careers, and other post-secondary options.
3. Promote student engagement, learning, and achievement through school wide differentiated practices.
4. Improve student performance on the CAASPP examinations in both English Language Arts /Literacy (5% annual increase in overall achievement and sub-groups) at the 11th grade level.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. Continue efforts to improve and strengthen communication between administration and staff in order to build trust and collaboration to improve student learning.
2. Explore increased variety of student options in academic choices, co-curricular experiences, and career and life skills learning.
3. Continue efforts to understand the causes of student stress, and develop strategies to assist students to maintain healthy and balanced lives.
4. Provide committed collaboration time for teachers to evaluate and respond to student performance data.
5. Continue examination of curriculum and instructional practices using student data in order to create common assessments, performance rubrics, differentiate instruction, and determine best instructional practices based on data.
6. Provide continued support and training to staff in the effective disaggregation and evaluation of data.
7. Make use of collaborative practices to examine curriculum for consistency and clarity of expectations and relevant real-world experiences. This would include course rubrics and examples of model work and exemplars.

Chapter V: Ongoing School Improvement

The schoolwide action plan is aligned with the LCAP and each of the four goals is under the umbrella of an LEA (district) goal. The goals have data analysis listed for each. Each have multiple actions listed in order to meet the goal, with general timelines listed. Also, persons responsible are list, though they are almost entirely groups and categories of staff.

The action plan steps, if effectively implemented, should enhance student learning, particularly if the school is successful in learning to differentiate instruction across the curriculum. As the school has reported a renewed effort to assist those students not achieving as desired under existing structures, this goal is critical to the school's growth.

There are elements in the plan that engage resources such as technology, and increased staff development. The plan appears to be achievable within existing resources, if applied as stated and appropriate follow through is engaged. The leadership's ability to improve and grow professional trust with the teaching staff will be a key to this happening.

As evidenced in the many interviews conducted by the Visiting Committee, there appears to exist a serious commitment to implementation of the action plan. Because PHS has been a highly successful academic school for many years, some to the changes may truly face their biggest challenge in the change in mindset needed to motivate change. The school recognizes this and is working to put structures in place to enable this to happen, including the revised vision, mission, and SLOs. When rubrics are developed later this year, the school and district should have a better idea of exactly what they are trying to accomplish to improve student learning at the school with the new Schoolwide Learning Outcomes.

Some of the existing factors that will support school improvement, as noted in this report are as follows.

1. The culture of high student academic achievement and performance.
2. The school's efforts to reduce student stress and promote student well-being.
   i. Wellness center
   j. Later start finals
   k. 10 minute passing period
   l. Late start two days a week
3. Engaging projects, as noted in Science, History, English, and World Languages.
4. Professional, skilled staff who sincerely and actively care about students and their success.
5. Strong staff collegiality and mutual support as professionals.
6. Strong and positive parent and community involvement.
7. Safe, well-maintained, and welcoming campus.
   e. park-like feel
   f. open campus with student freedom of movement
8. School's efforts to work towards equity, diversity, and social justice in the school community.
9. Strong sports and VPA programs that connect and enrich the community,
10. Outstanding student clubs and organizations that offer wide variety of student experiences based on student interests.
11. Special education department that supports all students and staff.
12. Outstanding graduation rate and college matriculation.

Some impediments that may challenge the school include the need to improve and strengthen communication between administration and staff in order to build trust and collaboration. Also, the staff is in the early stages of learning how to fully disaggregate data using a regular collaborative process. This needs to be addressed effectively to guide improvement efforts.

The follow-up process, if integrated with current, regularly occurring meetings and collaborative work, should be effective to accomplish the schoolwide action plan.