



PIEDMONT HIGH SCHOOL ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT

**800 Magnolia Avenue
Piedmont, CA 94611**

April 21, 2022

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Community Profile

Piedmont High School (PHS), with a student population of 856, is a small comprehensive high school (grades 9-12) located in the East Bay hills of the San Francisco Bay Area. The single comprehensive high school in the Piedmont Unified School District, PHS has one feeder middle school located on an adjoining campus. Millennium High School (MHS), an alternative high school, shares the campus as do the district administrative offices. Most Millennium High School students are co-enrolled in PHS courses. The facility itself was constructed in 1921, was reconstructed in 1976, weathered building closure over a period of a year due to structural damage discovered in 1986 and underwent significant reconstruction to address growth between 1995 and 1998. The Piedmont community passed a \$66M bond on November 8, 2016 leading to the demolition of the Alan Harvey Theatre and 10s building and construction of the new STEAM building and Performing Arts Center.

Family and Community Trends

The City of Piedmont sustains a strong sense of community. Fluctuations in the number of children in each of Piedmont's 3,804 households occur from year to year. Primarily residential in character, the community supports a few small businesses. The residents are principally professional and business executives. The population earns high per capita income and is stable.

City residents, as well as the school parent population, have a history of raising funds through special campaigns and regular passage of both tax and bond measures. The Piedmont community, during the spring of 2013 election, passed a school parcel tax (Measure A) to support the schools by a healthy margin. In November 2019, the Piedmont community passed Measure G (used to continue to attract, train, and retain high-quality teachers and educational support staff, protect instructional programs and services, including art and music, world language, advanced placement, school libraries, classroom technology and student counseling, and maintain small class sizes) and Measure H (used to provide additional local revenue that cannot be taken by the State and will maintain Piedmont's excellent quality of public education by attracting and retaining high quality teachers and educational support staff.)

State and Federal Program Mandates

There are no state or federal mandates.

Parent/Community Organizations

There is a steady priority to maintain educational programs and services and to upgrade or expand school facilities. Parent participation in school activities is extensive; parents and community members have developed a variety of support organizations for academics, athletics, visual arts, performing arts, special education and a community-wide educational foundation.

Supporting organizations and committees include:

The PHS Parents' Club

Supports staff development, student activity programs, teacher grants, teacher appreciation, the College and Career Center, and a variety of course offerings.

School Site Council

Develops the Single Plan for Student Achievement (SPSA) and supports student achievement for all students.

Piedmont Arts Fund

Actively funds and supports performing arts education, including instrumental, vocal, dramatic, and dance for Piedmont's students. CHIME (Citizens Highly Interested in Music Education) and PAINTS (Promote Art in the Schools) merged in fall 2018 to leverage fundraising efforts.

Piedmont Asian American Club (PAAC)

A non-profit membership organization of parents and community members whose mission is to sponsor educational programs aimed at promoting cultural awareness, encouraging diversity, and providing a forum for Asian American issues in Piedmont.

Athletic Boosters Club

A non-profit membership organization of parents that supports the interscholastic athletic program with finances and parent volunteers.

School Nutrition Advisory Committee

Supports the school nutrition program by recommending menu changes, developing educational programs, awareness campaigns, and conducting research and surveys.

Piedmont Anti-Racism and Diversity Committee

Promotes awareness, understanding, and appreciation of both differences and commonalities among students, staff, and community. The committee offers grants to teachers, students, and staff for school programs, and produces free community events and a bi-monthly film series.

Piedmonsters for Resources, Advocacy, Information in Special Education (PRAISE) Actively supports and funds education for students, parents, teachers, and specialists involved with special education. Its mission is to promote awareness, understanding, and appreciation of learning differences among students, educators, administrators, parents, and the community.

Piedmont Education Foundation

A non-profit membership organization that promotes educational excellence in schools through grants made by the School Board in response to requests from individual teachers, school sites,

and the District using individual donations, income from the Endowment Fund, corporate matches, and Dress Best for Less. The PEF has raised over \$2.7M for Piedmont schools in 2021-22.

Piedmont Advanced Learner Programs and Services (Piedmont ALPS)

Supports and educates parents, teachers, school administration, and the community in ways to meet the needs of the gifted/high-ability and twice-exceptional students.

College & Career Center (CCC)

The College & Career Center is an information resource center of Piedmont High School's Counseling Office. Created in the late 1960's by a volunteer group of interested parents, the Director and supplies were funded by the Parents' Club. Beginning in 1997, the Piedmont City parcel tax funds the College & Career Center Director. The Director is now paid through PEF funds.

The CCC is located in the 20s Building. Hours of operation are 8:00 a.m. to 3:30 p.m. during school days. Students and parents are encouraged to use the many resources at the CCC.

Available information and resources in the following areas include:

- Colleges and universities
- Career interests
- College selection guidelines
- Financial aid and scholarship opportunities
- Testing registration
- Community service opportunities
- Job listings
- Local, national & international summer programs

The CCC hosts visits by college admissions officers who meet with junior and senior students. On-campus information programs such as annual Financial Aid Night, College Orientation Night, Case Study Night, Returning Grad Night, and Parents' Panel are offered by the CCC to PHS students and parents.

Community Foundation Programs

Piedmont Education Foundation (PEF). The PEF is a community-based organization whose mission is to promote academic excellence, champion innovation, and provide sustained financial support to the PUSD. Each year PEF donates funds to all schools, including funds for the operation of PHS programs. The PEF has contributed over \$2.7M to the PUSD this school year.

School/Business Relationships

School/Business relationships are strong. Several local businesses and community members

support the district and school through advertising, donations, volunteering for Career Day, and in-class guest speaking appearances.

Volunteerism extends to the daily staffing of the CCC and the Food Service Program. Parents voice high expectations for a college preparatory education program and a wide range of extracurricular programs, particularly in the performing and visual arts, athletics, and community service.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

- The number and percentage of Asian students is declining.
- The number and percentage of Hispanic students is increasing.
- In general, there is a reduction in cohort enrollment from one year to the next. We are losing some students from year to year. Some of these students are transferring to Millennium High School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	2	2	3	0.2%	0.2%	0.4%
Fluent English Proficient (FEP)	110	114	111	12.9%	13.7%	13.2%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. We have few English Learners.
2. Data fluctuates as a result of few EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	207	183	224	189	170	128	189	170	128	91.3	92.9	57.1
All Grades	207	183	224	189	170	128	189	170	128	91.3	92.9	57.1

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2694.	2689.	2719.	64.02	62.35	71.88	26.46	24.12	17.19	7.41	9.41	7.03	2.12	4.12	3.91
All Grades	N/A	N/A	N/A	64.02	62.35	71.88	26.46	24.12	17.19	7.41	9.41	7.03	2.12	4.12	3.91

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	69.84	66.47	67.19	27.51	26.47	29.69	2.65	7.06	3.13
All Grades	69.84	66.47	67.19	27.51	26.47	29.69	2.65	7.06	3.13

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	69.84	65.29	67.19	28.04	28.82	28.13	2.12	5.88	4.69
All Grades	69.84	65.29	67.19	28.04	28.82	28.13	2.12	5.88	4.69

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	57.67	48.24	35.94	40.74	48.82	58.59	1.59	2.94	5.47
All Grades	57.67	48.24	35.94	40.74	48.82	58.59	1.59	2.94	5.47

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	59.26	54.71	60.94	38.10	41.76	34.38	2.65	3.53	4.69
All Grades	59.26	54.71	60.94	38.10	41.76	34.38	2.65	3.53	4.69

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	207	183	224	192	172	126	192	172	126	92.8	94	56.3
All Grades	207	183	224	192	172	126	192	172	126	92.8	94	56.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2700.	2724.	2751.	45.83	58.72	67.46	30.73	23.26	19.05	18.23	13.95	6.35	5.21	4.07	7.14
All Grades	N/A	N/A	N/A	45.83	58.72	67.46	30.73	23.26	19.05	18.23	13.95	6.35	5.21	4.07	7.14

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	62.50	70.35	74.60	28.65	20.35	19.84	8.85	9.30	5.56
All Grades	62.50	70.35	74.60	28.65	20.35	19.84	8.85	9.30	5.56

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	55.73	59.88	70.63	34.90	36.05	24.60	9.38	4.07	4.76
All Grades	55.73	59.88	70.63	34.90	36.05	24.60	9.38	4.07	4.76

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	54.69	63.95	63.49	38.02	31.98	34.92	7.29	4.07	1.59
All Grades	54.69	63.95	63.49	38.02	31.98	34.92	7.29	4.07	1.59

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades											*	*

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

2019-20 Data:

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
839	1.7	0.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	0.4
Foster Youth		
Homeless	2	0.2
Socioeconomically Disadvantaged	14	1.7
Students with Disabilities	103	12.3

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

Conclusions based on this data:






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

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Blue		
College/Career  Blue		

Conclusions based on this data:

1. With the exception of the Suspension Rate, the Overall performance is Green or Blue in all areas where data can be displayed.
2. The number of suspensions increased from 8 in 2017-18 to 12 in 2018-19. The increase in percentage change resulted in a yellow designation.
3. There were no suspensions in the 2020-21 school year and have yet to have any in the 2021-22 school year.

School and Student Performance Data

Academic Performance English Language Arts

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

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







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 0 Students	Asian  No Performance Color 122.2 points above standard Declined Significantly -24.8 points 25	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Two or More Races  No Performance Color 139.2 points above standard Increased Significantly ++33.4 points 27	Pacific Islander  No Performance Color 0 Students	White  Green 93.1 points above standard Declined Significantly -16 points 102

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 103.8 points above standard Declined -6.9 points 143

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

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

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



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











This section provides number of student groups in each color.



2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 96.6 points above standard Increased Significantly ++24.6 points 170		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		 No Performance Color 68.3 points below standard Increased ++5.3 points 13

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 122.6 points above standard Maintained -1.1 points 25	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Two or More Races  No Performance Color 117.4 points above standard Increased Significantly ++19.8 points 28	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 84.6 points above standard Increased ++14.5 points 103

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Reclassified English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	English Only 93 points above standard Increased Significantly ++22.7 points 145

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator				
<table> <tr> <th>English Learner Progress</th></tr> <tr> <td>making progress towards English language proficiency</td></tr> <tr> <td>Number of EL Students:</td></tr> <tr> <td>Performance Level:</td></tr> </table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students:	Performance Level:
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students:				
Performance Level:				

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

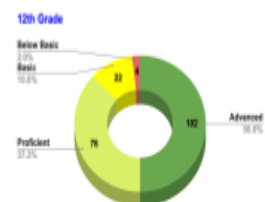
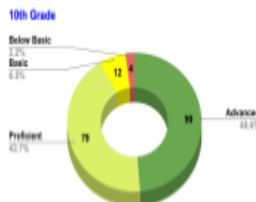
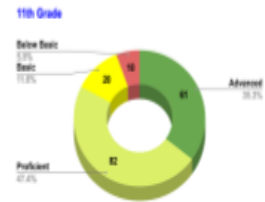
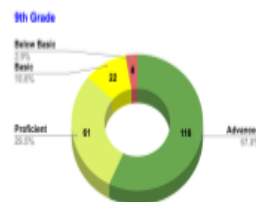
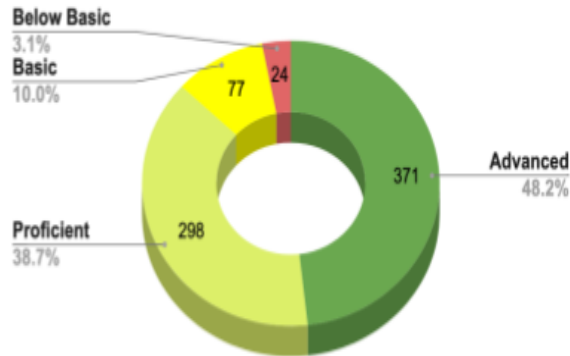
Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino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

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

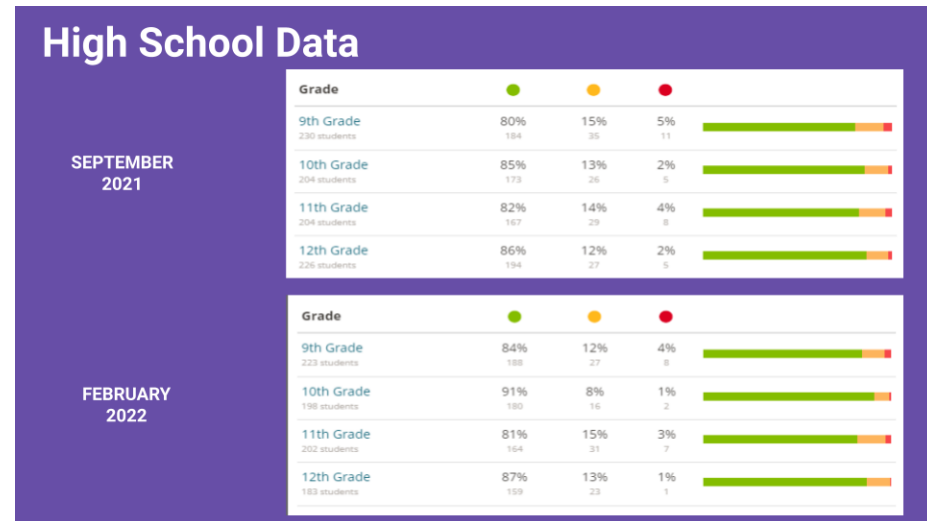
Student Reading Inventory Results-

Piedmont High School and Piedmont Middle School joined Millennium High School in offering the SRI Reading Inventory in September 2021. The MTSS teachers presented *Providing All Students with Access to Texts-Responding to Student Reading Inventory Data*. PHS staff spent time on the January 4 Professional Learning Day using Illuminate to analyze the SRI Reading Inventory Results and CAASPP Data and review the strategies offered by the MTSS teachers.

All Grades



BESS Screener Results-The following slides were taken from a Social-Emotional School Board Presentation on March 9, 2022. The High School Data slide shows data comparison from the BESS Screener results administered in September 2021 and February 2022. There was a slight decrease in the Extremely Elevated Risk (Red) and increase in Normal Risk (Green) areas. The BESS Screener is a tool we are using to measure behavioral and emotional health of our students. The September 2021 individual student results were analyzed by staff and a process for staff to check in with the Elevated Risk (yellow) students was initiated.



High School Actions

- Extremely Elevated Risk**
 - Analysis of the individual student report by counselor, Wellness Center, and/or CARE team
 - Formal 1:1 check-in with school counselor or Wellness Center support provider
 - Referral to Wellness Center if not currently served by WC
 - Direct contact with parent
 - Possible SST
- Elevated Risk**
 - Schoolwide SEL strategies implemented in classrooms
 - Intentional targeted pairings with teachers
 - Informal check-ins with teachers, counselors, Wellness Center, and/or CARE team
 - Email with resources will be sent to parent and student
- Normal Risk**
 - Continue to monitor through other indicators (grades, attendance, etc) and staff interactions
 - No parent contact necessary

Note: Resources co-created with Wellness Center and will be shared with ALL parents and students

II: Significant Changes and Developments

COVID-19

Like all schools, Piedmont High School was impacted by COVID-19. Piedmont High closed its doors to in-person learning on March 13, 2020. Instruction for the remainder of the 2019-20 school year was through Distance Learning. Staff is commended for their efforts in adapting instruction, curriculum and assessments to the virtual environment. The 2020-21 school year began in Distance Learning and moved to a Hybrid Learning model on March 16, 2021. Students were assigned to cohorts in which they were physically on campus a portion of two days each week if they selected that model. Students also had the option of Distance Learning. The 2021-22 school year has been full in-person learning with no option for Distance Learning. Significant time has been used in developing COVID-19-related practices, policies, and protocols on screening, testing, vaccinations, facility safety, masking, etc.

Impact:

The department most impacted by COVID-19 was Visual and Performing Arts (VAPA). Visual and Performing Arts instruction is one of interaction and physical demonstration, with manipulation of space, materials, instruments, and interaction between student and teacher being essential to understanding content. With online and hybrid learning in 2020-21, students were unable to benefit from peer interaction, teacher demonstration, and appropriate studio space for the VAPA disciplines. Along with this, the inability to perform the performing arts disciplines have had a sharp decline in enrollment. We are also without a theater as construction has occurred for the last 3+ years. As of the 2021-22 school year, we have lost three sections of vocal music, one section of Orchestra at the middle school level, and possibly our entire Vocal Music program at the high school (we'll find out Spring 2022). The theater program lost one section of Acting in the 2020-21 school year and numbers continue to decline. Any dip in the Music program enrollment has a lasting impact on the program as the smaller class cycles through every single year at the high school level. Additionally, during the 2020-21 school year, 4th graders did not play instruments and 5th grade Instrumental Music was optional. This created another dip in enrollment that will further funnel out students in an upward trajectory to the high school level. VAPA is also being impacted by a push for AP/Honors and GPA bumps that come along with those courses. While we offer AP courses in visual arts, we have tried unsuccessfully to get approval for Honors level courses in Dance, Music, and Acting to counteract this.

The dance program was crippled at the onset of the pandemic in March 2020 and would remain so for many months, due to mandated theater and studio (school) closings. In the shutdown, dance students had vastly disparate amounts of space to work with, some dance students having only 3x3 feet by their bed in which to move. The loss of community, the absence of the ability to dance in the same physical space, contributed to wellness issues. Body positions, dancing without mirrors, taking visual cues from others, and physical encounters through dance were not possible during the shutdown, and hampered by social distancing once school reopened. Many students who are able to express themselves through movement in the dance studio found themselves unable to do so on screen. The dance program produced three virtual dance concerts during the shutdown requiring dancers to become filmmakers and editors. Enrollment numbers

are down in dance as a result of the challenges of COVID-19 as well as the absence of a theater on site for the last three years.

Staffing

Staffing has been a significant development due to retirements, resignations, leaves of absence, difficult to fill positions and declining enrollment within the district. Every year for the past four years we have started the school year without all staff in place and/or had a resignation during the school year.

Impact:

These disruptions have had an adverse impact on staff who have been asked to serve as substitute teachers, create lesson plans, grade student work, enter grades into Schoology (our Learning Management System), mentor outside substitute teachers, order supplies, counsel students and families, and more due to vacant positions. The current teaching staff consists of 59 teachers, including eight second year teachers, and seven first year teachers. We have yet to hire an Engineering Lab Coordinator for the 2021-22 school year. While we are fortunate to have six outside substitute teachers who regularly substitute for our staff, we have a considerable number of certificated staff who substitute during their prep period and classified staff with credentials who substitute as needed.

School Construction and Renovation

Construction has been a major development since the last full WASC visit in November 2018. In November 2016, the Piedmont community successfully passed Measure H1, providing the district with \$66M for new building and modernization. The initial renovation work of transforming a small classroom and storage room to a larger classroom allowed us to beta test a computer lab that would serve as a model for the computer labs scheduled to be built in the new STEAM building.

The closure of the Alan Harvey Theater, including salvage and abatement, began in March 2019. The new four level STEAM building was built on the footprint of the previous Alan Harvey Theater. While the STEAM building construction timeline was aggressive, the pandemic eased the need for the facility to be fully operational until students returned in March 2021. The STEAM Building has six science classrooms/labs, four computer labs, one engineering lab (used currently by the guitar engineering class), one 2D art classroom, one 3D art classroom, six math classrooms, one broadcasting/recording studio, one student breakout room and the administration office. The school administration formed several committees (consisting of students, certificated and classified staff, parents, and community members) including Steering, Curriculum and Instruction, Facilities, Funding and Development, and Teacher and Student Selection to guide the school in preparation of the opening of the STEAM Building.

The demolition of the 10s building began in June 2020. The new Performing Arts Center, located on the footprint of the former 10s building, is under construction and is scheduled to be completed in Spring 2022. In addition to the theater “house”, a classroom for acting will be located in the new Performing Arts Center.

The 20s and 30s buildings were renovated during the summer of 2020 with new paint and new carpeting. The Counseling Office was relocated from the 10s building to the 20s building in a renovated space that had been used as a science classroom.

The 40s building, consisting of Special Education, Millennium High School and the District Office was not renovated. The Music building, Gymnasium, Student Center and Library were not renovated.

Impact:

The school has experienced major construction work since March 2019. While limited, noise during instructional time has been a distraction. Walkways have been affected by construction fencing. Staff parking has been reduced significantly during construction due to the location of contractor offices and necessary construction work. Traffic on Magnolia Avenue in front of school has been impacted by the construction work and location of the contractor offices. While construction of the Performing Arts Center is nearly complete, we anticipate ongoing traffic and parking issues as the City of Piedmont begins construction of new pools located directly across the street from the STEAM building. PUSD physical education classes and athletics-related water sports will have access to the community pools. As described in the COVID-19 section, Visual and Performing Arts class enrollment has declined substantially during tear-down and construction of the theater. The STEAM Building and Performing Arts Center are the building gems of PHS and PUSD. We are excited about the current use of the STEAM building and look forward to creative and innovative ways of using the STEAM Building and Performing Arts Center in the future.

The District's commitment to DEI (Diversity, Equity, and Inclusion and Belonging)

In September 2020, the Piedmont Unified School District School Board passed two board policies focused on Educational Equity (Board Policy 0415) and Racial Equity (Board Policy 0415.1). Here are excerpts from each of these policies:

Board Policy 0415-Educational Equity

The Piedmont Board of Education believes that the diversity that exists among the district's community of students, staff, families, and community members is integral to the district's vision, mission, and goals. Addressing the needs of diverse populations requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to educational equity both in the opportunities provided to students and the resulting outcomes.

Board Policy 0415.1-Racial Equity

The Piedmont Board of Education seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's mission, vision, and goals recognize that educational excellence for all students requires a commitment to racial equity. This racial equity policy has three goals. The first is to commit the school district to fighting racism as an institution. The second is that the school district will

be an inclusive and welcoming environment for BIPOC students, staff, and their families. The third is to eradicate opportunity gaps for BIPOC students.

Impact:

As a result of these policies, a DEI (Diversity, Equity, and Inclusion) Council consisting of community stakeholders has been created and meets regularly; a Director of Diversity, Inclusion, and Equity has been hired; community circles (including BIPOC) have been established; we're examining hiring practices; Diversity Speaker Series have been offered to the community on Diversity and Neurodiversity; Focus Groups facilitated by a consultant were established to allow student, community, and staff voices to be heard; a district-wide Best Buddies program has been created; and, professional learning around the work has been offered to district staff. District and site administrators meet every other week to discuss *Courageous Conversations about Race* to learn more about how to provide leadership on racial dialogue and topics.

At PHS, Black Student Union (BSU) club students serve as mentors at elementary schools.

Latinx students meet at Millennium High School in support of Latinx students.

Piedmont4Consent club students and acting students create and perform the P4C Consent Assembly with follow-up debriefs and workshops. Peer Leadership is a monthly program where older students mentor and counsel ninth grade students in their physical education classes. Our Student Diversity Committee is planning Diversity Day, an educational and interactive program in April. We hire teachers, athletic team coaches and Wellness Center Therapists in Training with diverse backgrounds.

Our Special Education Department advocates for their students in many ways. There is a Special Education mentor program at the elementary schools. We offer a Community Enriched Learning Center (CELC) program for our most needy students. Intersectionality workshops, recognizing Neurodiverse learners have been held.

Students are included in administrative meetings and voices/experiences heard, e.g. changing/added courses that support diversity and inclusion. Civics in Action focus groups for learning differences have been developed. Social Action Projects are developed in Junior English classes. We are looking through the lens of DEI as we adopt instructional materials. The Social Psychology course incorporates DEI instruction within the curriculum.

Professional learning provides the foundation for our DEI work. Many staff began the DEI journey at PHS with the Learning for Justice (Formerly Teaching Tolerance) Social Justice Standards that were introduced in 2017-18. Site professional learning and community workshops were offered for two years. Several staff attended National Equity Project's Equity for Leadership Institute. Our district-wide Professional Learning Day on January 3, 2022 consisted of DEI work led by the new Director of DEI, Dr. Marguerite Vanden Wyngaard.

The District's commitment to MTSS (Multi-Tiered Systems of Support)

The District hired one teacher to serve as the MTSS Coordinator in 2019-20. This teacher supported PHS through the development of an Instructional Leadership Team and provided

leadership in the development of Essential Learning Outcomes at staff meetings. The MTSS position was put on pause during the 2020-21 school year.

The District MTSS staff was expanded during the 2021-22 school to 3.0 FTE. While the positions are district-wide, four staff members have worked extensively at PHS this year. These Teachers on Special Assignment have worked collaboratively to design Social Emotional Learning (SEL) strategies and activities for teachers to use in the classroom. They have served as instructional coaches in support of teachers implementing SEL strategies. They have played an integral role in the planning of PHS staff meetings focused on SEL as well as other topics. They have provided professional development on analyzing BESS Screener results and SRI Reading Inventory data using Illuminate, a data collection tool.

Impact:

The community recognized early in the pandemic that the emotional well-being of our students was of great concern. The MTSS teachers have been instrumental in offering social-emotional learning strategies to teachers in support of their students. MTSS teachers developed and collected SEL resources that have been shared with staff.

Development and Offering of New Courses

An interest in broadening the course offerings for students has led to the development of new courses at PHS since the last full WASC visit. These courses include the following:

New in 2018-19

- Chemistry in the Community-Replacement course (Year)
- Honors Chemistry in the Community-Replacement (Year)

New in 2019-20

- Digital Photography (Semester)
- Digital Design (Semester)
- Physics in the Community-Replacement (Year)
- Honors Physics in the Community-Replacement (Year)

New in 2020-21

- Ethnic Studies (Semester)

New in 2021-22

- Guitar Engineering (Year)
- Physical Computing and Robotics (Year)
- Ornithology (Semester)

Geology (Semester)

Financial Literacy and Personal Finance (Semester)

Approved for 2022-23

Film as Literature (Semester)

Entomology (Semester)

Marine Science (Semester)

Impact:

The addition of new courses impacts the offering of existing courses. PHS's enrollment over the past three years has been stable. This does not allow for increased sections, rather a change in courses we offer when new courses are offered. Teachers of elective courses are most impacted by these changes. Teacher credentialing has an impact on the types of courses PHS offers. New semester long courses have been offered to give students more opportunities to explore areas of interest. During the 2020-21 school year, the School Board approved a policy allowing high school students to access courses off the PHS campus, including courses required for graduation. There is an increased number of students taking elective and graduation required courses online, through for-profit organizations, and community colleges. School and District administration are in the process of gathering information about this practice to determine whether or not it needs to be modified.

New Bell Schedule

PHS has implemented three different bell schedules over the past three years. The following links display each of these schedules.

2019-20 Regular Bell Schedule

2020-21 In-Person Bell Schedule and Distance Learning Schedule

2021-22 Regular Bell Schedule (same as 2019-20), with the exception of
Pilot Bell Schedule (January 26 - February 18, 2022)

The 2019-20 Regular Bell Schedule resembled the previous year's bell schedule. We changed the bell schedule starting in March 2020, due to the pandemic to accommodate 100% virtual learning. All teachers held weekly synchronous classes with students and additionally provided weekly robust asynchronous lessons to finish out the year. Teachers also held weekly virtual office hours. The expectation was that teachers provided 3-4 hours of learning per week.

It became evident in the spring of 2020 that a different type of schedule would be necessary if virtual learning was delivered in the 2020-21 school year. A Bell Schedule Committee was created and designed a Hybrid Bell Schedule allowing teachers to teach virtually, but pivot to in-person learning when appropriate. The school year began with virtual instruction, but pivoted to a choice of virtual, hybrid and fully in-person for some students on March 16, 2021. Some

teachers continued to teach virtually while most returned to campus. Some students continued to participate virtually while most returned to campus. A hybrid model ensured that students could participate both in-person and virtually for classes, with teachers instructing the in-person and at-home populations simultaneously. Safety protocols were in place, keeping the enrollment in classrooms (exception PE and music) to 15 students or fewer. Teachers used a variety of strategies, including synchronous and asynchronous delivery to provide instruction. The staff is commended for their extraordinary adaptability, commitment, dedication and professionalism during this time.

The Bell Schedule Committee, consisting of teacher, classified, and administrative representatives from Piedmont High, Millennium High, and Piedmont Middle Schools, met again early in the 2021-22 school year to develop a pilot bell schedule to meet the requirements of California Senate Bill 328 for starting school no earlier than 8:30am beginning in the 2022-23 school year. Students, parents, and staff were surveyed to identify the most important elements of a new schedule. The schedule required collaboration between the sites to ensure shared staff and students would be accommodated. Multiple possible bell schedules were drafted, discussed and weighed with a focus towards supporting the academic and social/emotional needs of our students before one was chosen. A Pilot Bell Schedule based on student, parents, and staff interest was approved by the teachers' union (APT) and conducted between January 26 - February 18, 2022. After the completion, student, parents, and staff surveys were conducted to gather feedback on the pilot schedule. Staff is in the process of reviewing the survey results as they work to finalize the bell schedule proposal for 2022-23. It will be put before all three school sites (Piedmont High School, Millennium High School and Piedmont Middle School) for a vote early this spring.

Impact:

The community acknowledges that it's impossible to please all stakeholders when developing a bell schedule. It is even more challenging when the schedule must accommodate the needs of other schools due to shared staff and students. The Pilot Bell Schedule allowed us to maintain some of the features of our previous bell schedule and explore opportunities for improvement. The features of the four-week Pilot Bell Schedule that were significantly different from the current Regular Bell Schedule, included:

1. **Two “required time” sessions per week.** These sessions were on Wednesday and Friday afternoons. Wednesdays were used for school-wide “program activities” and Friday afternoons for “tutorial” time. Tutorial is an optional time on Tuesday mornings under the current regular bell schedule.
2. **School-wide program activities.** Time during these sessions was used as follows: to conduct the 20-minute Behavior and Emotional Screening System (BESS) survey; to host grade-level workshops by our Piedmont 4 Consent student group (addressing half of the student population in session 2 and the other half in session 3) on the topics of consent and healthy relationships; and to gather feedback from students about the Pilot Bell Schedule by completing a survey. Teachers and students could also use the remaining program activity time for tutorial.
3. **Mandatory tutorial.** Whereas tutorial time under the current Regular Bell Schedule is optional, under the Pilot Bell Schedule, students were required to attend a tutorial session.

Students were assigned an existing teacher as their tutorial teacher. In addition, teachers could request that certain students come to their classroom.

4. **Shift in staff and department meeting time.** Staff and department meeting time changed from Friday mornings to a Wednesday/Friday split. Conversations with staff led to the shift of the Friday afternoon meeting time to Wednesdays.
5. **Shift in later school start and end time.** School began at 8:30am and ended at 3:35pm. This shift also meant an earlier lunch on all days and two classes after lunch in the afternoon on the “block” days.

Implementation of Behavior and Emotional Screening System (BESS)

While PHS has used the California Healthy Kids Survey and the Stanford Survey of Adolescent School Experiences to gather school-wide data about student wellness, we haven’t been able to collect individual information until the administration of the the Behavior and Emotional Screening System (BESS) screener in Spring 2021. Administered district-wide, the BESS is an instrument designed to assist school personnel and other care providers determine the behavioral and emotional strengths and weaknesses of students between the ages of 3 and 18. The screener results are shared with PHS staff. Students whose results are in the red area, of the 4 areas scored, are personally contacted by their counselor. Counselors also contact the parents of these students, counselors offer Wellness Center referrals, or encourage parents to seek outside professional help for their student. We are exploring ways to check in with those students whose results are in the “yellow” and how to monitor those students whose results are green, but counselors are not able to monitor all students in the yellow and green categories. Our Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment have offered social-emotional learning strategies for teachers to use in support of all students. Wellness Center staff are available to assist with students on their caseload as well as drop-ins. The BESS Screener will be administered two times annually. This represents a significant shift in responsibility and increase in work expectations for counselors across the district. Fall semester of 2021-22 school year, teachers were asked to review the list of students in the “yellow” scored area and offer in class support to them in a variety of ways.

Impact:

Our ability to identify individual students who may be struggling behaviorally or emotionally is important to their well-being, but the BESS screener does not capture all students who are struggling. Student stress is a major concern to our community. This stress is induced internally, through friends, and by parents. While the BESS screener is new to us, we hope the results will allow staff to identify specific tools, strategies, and resources in support of our student’s well-being. Data results from the BESS Screener can be seen on page 24. Since the results of the screener are based on student self-reporting, the data doesn’t accurately reflect the true nature of all students who are struggling with mental health challenges, some of whom are extremely elevated and at risk.

III: Engagement of Stakeholders in Ongoing School Improvement

The PHS School Site Council (SSC) is the governing body that approves the PHS Single Plan for Student Achievement (SPSA). SSC consists of a representative group of stakeholders, including students, parents, staff, and administrators. The plan is developed, approved and monitored annually by the School Site Council.

In-person community-wide LCAP meetings were held in 2019-20. A considerable increase in participation occurred when the meetings shifted to virtual format during the 2020-21 school year. While this increase was welcomed, inconsistent stakeholder attendance at meetings led to spending excessive time reviewing information from previous meetings. The PHS community, including students, parents, and staff were very involved in the LCAP process advocating for actions and services to be performed at PHS. As a result of the inconsistent participation, the LCAP this year has been driven by School Site Council members. A virtual joint LCAP/SSC meeting is held regularly where the first hour is LCAP-related and the second hour is SSC-related. The virtual delivery allows district staff and school board members to join both LCAP/SSC meetings. Students, Parents, and Staff on SSC are asked to gather input from their constituencies when discussing topics at SSC meetings. Surveys, such as Pilot Bell Schedule and New Courses are distributed and reviewed. Staff meeting time is used to provide information or discuss SPSA topics.

A community-wide Special Board workshop was held at Piedmont High School in December 2019. The focus of the workshop (attended by over 100 stakeholders) was on Academic Integrity, Student Health and Stress, Grades, Advanced Placement, Homework and Expectations, Extracurriculars, Wellness Center, and College Acceptance. School administrators, the Wellness Center Clinical Supervisor and College and the Career Center Director led the presentation. Table groups had discussions on these areas in a World Café style model. These topics have become the major focal point of the SPSA/LCAP/WASC Action Plan. Action and Services have been developed and are in process of implementation.

Stakeholders were involved in the preparation of the progress report in several ways. School Administration took the lead in writing the Mid-Cycle Review Report. The Student/Community Profile Data section includes updated narrative from the last Self-Study report as well as charts from the 2021-22 Single Plan for Student Achievement.

The narrative for the Significant Changes and Development Section was developed in part by the School Advisory Committee (SAC-Department Chairs), specific staff with expert knowledge of Significant Changes and Developments and staff members at a staff meeting. Parents and students identified COVID-19, the New Bell Schedule, and School Construction and Renovation as the most significant changes or developments. through a survey sent to the community.

The narrative for the Engagement of Stakeholders in Ongoing School Improvement section was written by school administration with support from staff.

The narrative for the Progress on the Implementation of the Schoolwide Action Plan/SPSA was developed in part by the School Advisory Committee (SAC-Department Chairs), specific staff

with expert knowledge of one of the Action Plan Critical Areas for Follow-up and staff members at a staff meeting. The School Site Council reviewed these Critical Areas for Follow-up as well.

The narrative for the School-wide plan and SPSA Refinements was developed in part by the School Advisory Committee (SAC-Department Chairs), specific staff with expert knowledge of the Single Plan for Student Achievement and Local Control Accountability Plan and staff members at a staff meeting. The School Site Council developed the SPSA and aligned it to the Local Control Accountability Plan.

The SPSA/WASC Action Plan is the same document and is aligned to the District LCAP.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

Piedmont High School identified four critical areas for follow-up as outlined in the schoolwide action plan at the time of the Spring 2019 visit. In addition, the visiting committee identified seven additional areas to be addressed. Each area, both staff-identified and visiting committee-identified is listed and addressed on the following pages:

School Identified-

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. The pandemic has created opportunities for PHS to further develop social and emotional learning (SEL). Anecdotal and BESS screener data indicate SEL strategies are needed to improve student mental health. Significant staff meeting time earlier this school year was dedicated to our MTSS teachers providing classroom teachers strategies they can use in the classroom in support of student's mental well-being. The major focus of the Office Hours were established during the Hybrid Model Bell Schedule in 2020-21, allowing students to voluntarily access their teachers virtually on Wednesday and Friday mornings throughout the school year. The Breakfast Club, a ninth grade virtual space, was established during the Hybrid schedule to acculturate 9th grade students to PHS with various teachers holding space for them. The Breakfast Club met during Office Hours on Wednesdays and had a plethora of topics that students could join in for discussion space, study space, or games. Peer Leadership, a ninth grade orientation program led by older students, was created this school year. Trained students in grades 10-12 meet with 9th grade students in their physical education courses monthly to discuss high school culture, expectations, answer questions about high school and offer support to struggling students. SB 328 requires all public high schools in California to start school no earlier than 8:30 AM beginning in the 2022-23 school year. PHS piloted a bell schedule from January 26-February 18, 2022 in preparation of the 2022-23 mandate. The pilot bell schedule included a number of recommendations from the previous PHS bell schedule which was based on research from the Challenge Success program. One major difference was changing the voluntary tutorial time once each week to two "required" times, one used for "program activities" such as administration of the BESS screener and student initiated workshops on Consent (Piedmont4Consent). The other time slot became "tutorial" each week, with students meeting with their teachers and other students. Student, Parent and Staff surveys have been distributed to gather input about the effectiveness of the pilot. Results of the surveys will be used to help determine the 2022-23 bell schedule. Performing Arts has played an important role in the social and emotional learning of our students. Despite the pandemic, our performing artists have demonstrated their talents through virtual and in-person plays, concerts, and musicals. These outstanding events are the result of extraordinary music, drama, musical and dance teachers who have demonstrated creativity, perseverance and innovation. Equally important has been the opportunity for student athletes to perform. Nearly 87% of our students participate on one of PHS' 53 teams. The PHS Director of Athletics took a proactive approach during the pandemic by creating opportunities for individual students and small cohorts to train following state and county guidelines. Modified schedules including all teams (including fall sports) were created in Winter and Spring seasons of the 2020-21 school year, allowing student athletes the opportunity

to participate in abbreviated seasons. Athletics returned to pre-pandemic schedules this year. While safety protocols have made it challenging to allow spectators at performances and athletic events, PHS has been able to allow guests the opportunity to support our students. School clubs and committees have played an important role in the social and emotional health of our students. PHS offers 43 of Associated Student Body (ASB) sponsored clubs for students to join. While most meet during lunch, there are several such as Mock Trial, Junior Statesman of America, and Debate that are competitive and meet outside of school hours. All of the activities listed above are intended to support student's mental health and well-being.

All students will graduate with the 21st century learning skills needed for college, careers, and other post-secondary options. Given both the pandemic and reckoning with identity spurred by the George Floyd protests, PHS has focused on social-emotional learning (SEL) and diversity, equity, and inclusion (DEI) initiatives. This is to say that we consider the work that develops “21st-century learning skills needed for college, careers, and other post-secondary options” as fundamentally overlapping with the work that is “grounded in social and emotional learning” and that optimizes feelings of “inclusion.” The following is work that addresses academic content and standards directly.

Strengthen support and intervention

- Lexile level and reading support/intervention
- College and career center: new counselor
 - Speakers, visits
 - Shifts to Naviance
- Facilitating dialogues around APs and Honors; changing the culture around “rigor” and workload

As we reconsider our academic systems through an RTI lens, we have approached our new STEAM Building as a catalyst for shifts in academic culture.

- Engineering patio; recording studio
- Inaugural EXPO 2020-21 school year, prioritizing student-driven project-based learning
- New courses: guitar engineering; science semester courses: ornithology, entomology, marine biology, geology; film as literature; visual photography; visual design; ethnic studies; robotics; financial literacy; computer courses
- Career Day - put on hold; hoping to return 2022-23 school year

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

Pilot Schedule: In accordance with SB 328, PHS adjusted the bell schedule for four weeks early in 2022 to incorporate two more periods when students met with a grade level teacher in small groups. This schedule included opportunities for both tutorial and time for addressing SEL, school-wide testing and community building exercises. The schedule allowed for teachers to “pull” individual students who needed additional support (reteaching, review, test make ups, etc.) during tutorial time, and provided other students additional time to complete assignments and homework. The “flextime” allowed for differentiation, based on student need. All proposed schedules for next year include office hour times where students can receive supplemental academic support.

SEL Activities: Given the many impacts of the pandemic on student wellbeing, in the fall of 2021 teachers were asked by the district to incorporate a social-emotional learning activity into their classes every period. This allowed students to connect with both peers and teachers—a meaningful reinforcement of community building as we adjusted to in-person school. Additionally after looking at the results from the BESS mental health screener in Fall 2021, teachers identified “5 Students on Their Mind” to observe and connect with, in order to provide additional support.

Learning: Nearly all classes at PHS offer various forms of differentiated instruction. Those include menus, options, voice and choice, independent research, different levels of challenge, as well as differentiated products. From Spring 2020-Spring 2021 when all instruction was provided virtually, teachers were highly creative and flexible in their offerings, adjusting to the needs of students. Most teachers provided small group instruction in breakout rooms, repeated instruction, and instructional videos; all teachers attended weekly office hours so students could connect around academic or social needs. Given the range of student response to the challenges of virtual instruction, teachers adapted to individual issues and family circumstances, creatively meeting the needs of their students. There is a robust peer tutoring program after school twice weekly and an additional opportunity for teacher and/or adult tutor-led support for students provided by the district for students whose learning was most affected by COVID. In addition, the math department offers a weekly drop-in session for supporting students at all levels of instruction.

Achievement: In the Piedmont Unified School District, there are disproportionate numbers of students with both learning disabilities (IEPs and 504s) as well as those with gifted and talented designations. As a result, teachers are adept at adapting the content to meet the wide range of needs. PHS offers many AP and Honors courses as well as Learning Center support. There is a student club called the Student Association for Learning Challenges and Disabilities which meets weekly as a support structure for students who have learning differences. Goals of this club include social support, as students with learning challenges often feel overlooked when joining friend groups. There are also student leader presentations on how various learning differences can present themselves, and what skills students can develop (like workarounds) to adapt and adjust to innate differences.

Improve student performance on the CAASPP examinations in both English Language Arts /Literacy and Math (5% annual increase in overall achievement and sub-groups) at the 11th grade level. Unfortunately, due to the pandemic, we lack reliable data from the CAASPP results since the previous WASC visit. Students enrolled in the 2019-20 school year (beginning of the pandemic) did not participate in CAASPP testing. Students enrolled in the 2020-21 school year did participate in CAASPP testing. Test scores improved, but participation rates were lower. The school administration surmises that the increased scores were due, in part, to fewer students testing. The school will be administering the CAASPP testing this year in early April with higher participation rates expected. PHS needs to be strategic with the scheduling of CAASPP to minimize the impact of testing given the high participation rates of Advanced Placement testing in early-mid May. Students need to be reminded about the importance of CAASPP testing as it relates to overall school effectiveness.

Visiting Committee Identified-

Continue efforts to improve and strengthen communication between administration and staff in order to build trust and collaboration to improve student learning. This continues to be an area for growth. While efforts to improve and strengthen communications between administration and staff have occurred, there continues to be areas for improvement. The pandemic brought considerable angst and frustration to our community.

Explore increased variety of student options in academic choices, co-curricular experiences, and career and life skills learning. Section II-Significant Changes and Developments lists the new courses we have offered and will offer in the 2022-23 school year. The Financial Literacy and Personal Finance course was developed due to overwhelming interest in financial literacy by students. The student clubs vary from year to year based on student interest. PHS is looking to add Girls Field Hockey and Beach Volleyball as California Interscholastic Federation (CIF) approved teams for the 2022-23 school year. We have expanded the use of Naviance, an online resource that provides students with tools to plan for a future that aligns with their strengths and interests. PHS uses Naviance for College and Career Readiness. The College and Career Center continues to offer resources for college and career planning. The pilot bell schedule offered “required time” consisting of “program activities” and “tutorial”. It is anticipated that the “program activities” in the 2022-23 Bell Schedule will include additional career and life skills learning. PHS continues to take advantage of the Career Technical Education Innovation Grant and K-12 Strong Workforce Program Grant through the Contra Costa County Office of Education. These grants not only pay for seven sections of CTE-taught courses, but provide a variety of work-based learning (WBL) resources. The school administration is exploring the use of ELENA, a WBL portal allowing students and teachers access to work-based activities such as guest speakers, field trips and internships.

Continue efforts to understand the causes of student stress, and develop strategies to assist students to maintain healthy and balanced lives. We have implemented the use of the BESS screener which enables students to respond to a simple survey enabling us to identify students who are in obvious need of additional support. Prior to the return of all students to campus, small cohorts of students were invited back on campus as a means to provide in person support of identified needs as well as engaging in academics in a non-entirely virtual environment.

Teachers created welcoming classroom environments, incorporate “brain breaks” during long, 90-minute classes or have downtime activities (puzzles, board games, coloring pens) available for students.

This year we have an MTSS - Multi-Tier Systems of Support - Team who works with teachers, counselors, Wellness Center staff and administrators. In all staff meetings we identified students whose BESS screener identified them as at risk and then “adopted” up to five students in our classes to keep an eye on, providing additional support as opportunity arises.

Administration actively encouraged teachers to engage meaningfully with an SEL (Social Emotional Learning) activity each class period. Also, administration encouraged faculty to be mindful of the insidious stress from the pandemic on both themselves, the students and other stakeholders and gave “permission” to allow things that would otherwise be expected to be “let go” in the current context. The long view of students and other community members’ mental and emotional health is upheld as an important consideration in lesson planning.

The Wellness Center has increased their capacity to be available for more students dropping in.

Access to the Home Hospital Program has been more available this year for our students.

Provide committed collaboration time for teachers to evaluate and respond to student performance data. Collaboration time for teachers to evaluate and respond to student performance data has been limited since the previous WASC visit. The lack of CAASPP data and minimal local assessments contribute to the small amount of collaboration time to analyze data.. English teachers have a long time practice of having students complete a writing sample and spending time as a department (typically off campus for two days) assessing the writing sample by two teachers using a department-created rubric. Teachers provide feedback to students based on the rubric. We are exploring how we can enter these results into Illuminate, an online assessment and student performance data tool used by PUSD. Other teachers have used Illuminate for formative assessments given the test bank options it provides. Some math teachers used Math Diagnostic Testing Project (MDTP) to help identify learning loss at the beginning of this school year. We hope to expand the use of the MDTP and include the results in Illuminate for review in the future. Math teachers have used the results from the Mathematics Assessment Resource Service (MARS) tasks to determine understanding of math concepts. MARS works with districts and states on the design and implementation of performance assessment, and on professional development for designers and teachers. In September 2021, all PHS students were administered the SRI Reading Inventory to help us better understand reading levels of our students. This took place as a result of conversations with middle school and alternative high school staff who indicated that their students are struggling with reading. PHS administration wanted to be proactive with its approach to supporting students with reading intervention knowing that middle school students would eventually become high school students. PHS staff spent a portion of the January 4, 2022 Professional Development Day using Illuminate to examine the results from the SRI Reading Inventory and results from the 2020-21 CAASPP. Several teachers shared appreciation for the information as it helped them better understand why some of their students were struggling in class. A District-wide Reading Interventionist was

hired early in the 2021-22 school year and has provided some support to PHS students. The staff is exploring other intervention strategies teachers can use in support of their student's reading ability.

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. The majority of staff meeting time prior to the pandemic during the 2019-20 school year was used for departments to develop Essential Learning Outcomes. An Instructional Leadership Team (ILT), consisting of PHS teachers and administrators and supported by a District MTSS Teacher on Special Assignment and Intervention Specialist, was created. Members of the ILT were selected from teachers who attended Solution Tree training on Professional Learning Communities or Design in Five, professional development designed to create innovative, effective, engaging assessments using a five-phase design protocol. Time was made available to ILT members to plan staff meetings with the goal of developing Essential Learning Outcomes (ELOs) for all courses and Common Formative Assessments for courses with multiple teachers. While significant progress was made in ELO development, the closure of the school facilities and pivot to virtual learning took high priority for staff meetings in spring 2020. Teachers were asked to recalibrate their ELOs in 2020-21 given reduced teaching and learning time due to the pandemic. And again, in 2021-22, teachers were asked to recalibrate their ELOs given the learning loss that has taken place as a result of the pandemic. Several departments are or will be going through an Instructional Materials Adoption Process. As a result of the course alignment work, the World Language department shared curricula housed in Schoology and includes common assessments in Spanish I & II, greater differentiation, shared rubrics, and best instructional practices. Meaningful conversations are taking place about content, specifically through the lens of diversity, equity, inclusion and belonging based on input from students and the community. Common assessments, performance rubrics, and differentiated instruction are evident throughout PHS in Science with common NGSS practices, in English with the Common Writing Assessment, and in Social Studies with grading rubrics. We are still working to institutionalize these practices. We acknowledge more work in this area is needed as this has not been an area of focus during the pandemic.

Provide continued support and training to staff in the effective disaggregation and evaluation of data. As shared previously, Illuminate is the tool we use for collecting and analyzing student achievement data. While Illuminate has been available to staff for seven years, it has not been a tool used widely by PHS staff due to the lack of relevant data collected by the school and staff. While we have offered Illuminate training in the past, it was used mostly for briefly reviewing CAASPP data. Illuminate was used during the January 4, 2022 Professional Development Day to review SRI Reading Inventory data as well as CAASPP data. School administration is working with the District Information Services Department to add other data to Illuminate including AP test results, SAT/ACT test results, and other local assessment data that the school and district identifies.

BESS screener results are disaggregated and analyzed by staff, but are not currently in Illuminate. With the exception of last year, PHS has offered either the California Healthy Kids

Survey or the Stanford Survey of Adolescent School Experiences (Challenge Success) Survey to students over the past eight years. The results are disaggregated and staff has evaluated the school-wide and sub-group results. School administration has presented information from both surveys at school board, parent club, and School Site Council meetings. Strategies and activities have been developed based on the results of the surveys. More important than gathering and analyzing the data from surveys and assessment results is what we are doing or going to do with the results of the data. Our MTSS teachers are assisting classroom teachers with Tier 1 strategies in support of student learning. We need to further develop Tier 2 strategies.

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. This continues to be an area for growth for PHS. PHS strives to offer a Guaranteed and Viable Curriculum (GVC), GVC is the construct that articulates how each student will receive a comprehensive, equitable, rigorous, and standards-based education, across all grade-levels, in all subject areas. Department members meet regularly to discuss curriculum for consistency and clarity of expectations and relevant real-world experiences. However, that has yet to be done at a school-wide level. There are inconsistencies between departments due to departments being in different places with this work. In spite of the pandemic, PHS embarked on EXPO, a school-wide student approach to project-based learning last year. EXPO's goal is to foster *joy*, *relevance* and real world *complexity* in the student learning experience at PHS and MHS! Beginning with the Student Essential Question "*When an idea has been calcified into a society, how do we begin to see it again, address it, and change it for the better?*" students, either individually or in groups, worked on a variety of projects addressing the Essential Question. A virtual exhibition night was held in May 2021. Several projects, including those focused on Consent, Diversity and Climate Change have led to student workshops and educational assemblies this year. Several teachers are exploring Mastery Grading Practices and the English Department uses common rubrics for the analytical writing assessment and a speaking + listening assessment experienced by all students. Additionally, all English teachers have students complete practice writing assessments, using common rubrics and students models of varying achievement levels.

V: Schoolwide Action Plan/SPSA Refinement

The Piedmont High School Single Plan for Achievement (SPSA) for the 2017-18 through 2020-21 school years was one plan, including elements of the SPSA, the District's LCAP and the PHS WASC Action Plan. The PHS SPSA/LCAP/WASC Action Plan along with other school's needs played an integral role in the development of the PUSD Local Control Accountability Plan for 2022-2025. The District's LCAP is focused on three goals:

Goal 1: All students and staff will be physically safe and emotionally supported as part of a caring and inclusive community.

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

Goal 3: Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

It became evident through significant PHS contributions to the District LCAP stemming from discussions with students, staff and parents through informal and formal meetings with PHS Parent Club members, School Site Council members, and District LCAP members, that the 2022-23 Single Plan for Student Achievement and WASC Action Plan would be a revised version of the District's LCAP. Actions and services that applied only to TK-8 or Millennium High School were removed from the PHS plan. The School Board approved the revised Single Plan for Student Achievement at its Board meeting on December 28, 2021. The current SPSA/LCAP/WASC Action Plan can be found below.

The District hired a contractor to support the development and implementation of the District's LCAP. In February 2022, the contractor provided a progress update including work done at PHS. The LCAP Annual Update, including progress at PHS, can be found below.

In addition to doing our work as outlined in the current SPSA/LCAP/WASC Action Plan, we will continue to work on the school and Visiting Committee Actions identified in the Visiting Committee recommendations outlined in the 2019 Visiting Committee report.

Helpful Links

[Current 2021-22 PHS Single Plan for Student Achievement, LCAP and WASC Action Plan](#)
[LCAP Executive Summary](#)

[LCAP Annual Update](#)

[PHS School Profile](#)

[PHS Bell Schedule](#)

[PHS Master Schedule](#)

[2020-21 SPSA/WASC Action Plan](#)

[2019-20 SPSA/WASC Action Plan](#)

[PHS WASC Self-Study - September 2018](#)

[PHS WASC Visiting Committee Report - November 2018](#)