



Piedmont Middle School

740 Magnolia Avenue • Piedmont, CA 94611 • (510) 594-2668 • Grades 6-8

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<http://www.piedmont.k12.ca.us/pms/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Piedmont City Unified School District

760 Magnolia Ave.
Piedmont, CA 94611
(510) 594-2600

<http://www.piedmont.k12.ca.us/>

District Governing Board

Amal Smith

Cory Smegal

Sarah Pearson

Megan Pillsbury

Andrea Swenson

District Administration

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Superintendent

Cheryl Wozniak

Asst Superintendent, Ed Services

Ruth Alahydoian
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Director of Instructional
Technology

Hillary Crissinger
Director of Special Education

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School Description

Piedmont Middle School first opened its doors to students in 1977 in Piedmont, a city of about 11,000 residents that is nestled in the hills above the San Francisco Bay Area. The only middle school in the Piedmont Unified School District, it has three feeder elementary schools and it itself feeds into Piedmont High School located on an adjoining campus. Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based core and elective curriculum, an exemplary staff, and an environment that fosters respect and appreciates diversity.

Our goal at PMS is to maintain a collaborative, educational community in an environment of mutual trust and support of students, parents, teachers, support staff, and administrators. We believe:

- All students can learn.
- Students learn best in a safe, orderly, responsible, and inviting environment.
- Students should have equal access to educational opportunities.
- Parent involvement and support enhance the teaching and learning process.
- Education is the shared responsibility of the home, school, and community.

We are committed to providing a comprehensive and rigorous program that is student centered and that encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	231
Grade 7	211
Grade 8	209
Total Enrollment	651

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Asian	10.6
Filipino	0.9
Hispanic or Latino	9.8
White	62.5
Two or More Races	15.7
Socioeconomically Disadvantaged	1.7
English Learners	0.3
Students with Disabilities	12.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Piedmont Middle	17-18	18-19	19-20
With Full Credential	47	41	42
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	1.7	1	0

Teacher Credentials for Piedmont City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	166
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Piedmont Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on September 25th, 2019 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2019-2020, all textbooks and instructional materials at Piedmont Middle School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Chromebooks for all students of access to online materials.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading/Language Arts, Glencoe/McGraw Hill- Grades 6-8 Teachers College Units of Study for Writing, authored by Lucy Calkins and published by Heinemann (supplemental) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 6-8, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Focus on Earth Science, Prentice Hall, grade 6 Interactive Science: Cells and Heredity Pearson, Interactive Science: Diversity of Life and Pearson Interactive Science: Human Body System, Pearson, grade 7 California Focus on Physical Science, Prentice Hall, grade 8 PUSD is using Amplify Science as supplemental materials to teach the Next Generation Science Standard The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive!, The Ancient World published by Teachers Curriculum Institute - Grade 6, History Alive! The Medieval World, published by Teachers Curriculum Institute - Grade 7; adopted in 2004, The American Journey published by Glencoe/McGraw Hill - Grade 8; adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Huan Ying 1 (Mandarin A - 7th grade, Mandarin B-C 8th grade) Bien Dit 1, 2, 3 (French A - 7th grade, French B-C 8th grade) Asi de dice! (Spanish A - 7th grade, Spanish B-C 8th grade) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Science Lab Equipment (6-8th) - All students at Piedmont Middle School have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classroom. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes holders, test tube brushes, crucible tongs, flasks, beakers and Bunsen Burners. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Piedmont Middle School was largely untouched structurally as part of the District's Seismic Safety Bond Program, though modernization of the school's fire alarm and communications systems were completed and are now linked with Piedmont High School.

Recent upkeep on facilities has included sewer line work, improved restrooms and non-specific gender restroom facilities, wireless thermostats for the HVAC system and new carpet in several rooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	88	88	87	87	50	50
Math	84	86	85	87	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	653	646	98.93	88.24
Male	336	331	98.51	86.40
Female	317	315	99.37	90.16
Black or African American	--	--	--	--
Asian	69	69	100.00	91.30
Filipino	--	--	--	--
Hispanic or Latino	63	63	100.00	80.95
White	407	402	98.77	90.55
Two or More Races	108	106	98.15	81.13
Socioeconomically Disadvantaged	11	11	100.00	63.64
English Learners	17	17	100.00	64.71
Students with Disabilities	87	84	96.55	50.00
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	90	80	49
7	92	87	71
9	94	83	56

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	653	646	98.93	86.22
Male	336	331	98.51	85.20
Female	317	315	99.37	87.30
Black or African American	--	--	--	--
Asian	69	69	100.00	91.30
Filipino	--	--	--	--
Hispanic or Latino	63	63	100.00	68.25
White	407	402	98.77	89.30
Two or More Races	108	106	98.15	81.13
Socioeconomically Disadvantaged	11	11	100.00	72.73
English Learners	17	17	100.00	47.06
Students with Disabilities	87	84	96.55	46.43
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the education program at Piedmont Middle School. Numerous programs and activities are enriched by the generous contributions made by the following funding sources: PMS Parents Club, PMS Boosters, CHIME, PRAISE, PAINTS, PADC, PAAC, Piedmont Educational Foundation, and School Parcel Taxes and Bond Measures.

Parents who wish to participate in Piedmont Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (510) 594-2660, or visit the school's website at www.piedmont.k12.ca.us/pms.

PMS Parents Organization: <http://www.piedmont.k12.ca.us/pms/parent-support/>

Piedmont Arts Fund: <https://piedmontartsfund.org/>

PRAISE (special education): <http://piedmontpraise.org/>

Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/>

Piedmont Asian American Club: <http://piedmontpaac.org/>

Piedmont Appreciating Diversity Committee: <http://www.padc.info/>

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is the primary concern of Piedmont Middle School. To ensure student safety, supervision is provided on campus at all times. Administrators and counselors supervise and assist students on campus before and after school, during breaks, lunch, and after school. Administrators, Counselors and Teachers monitor students during lunch. Adult visitors to the campus must register at the office; student visitors are not allowed on campus.

The School Site Comprehensive Safety Plan is updated annually by the School Site Council; revisions are immediately reviewed with all staff members. Key elements of the Safety Plan include emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year, and a complete evacuation drill is held every other year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	325.5

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.4
Other	1.2

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	5	24		21	10	17		23	5	19	
Mathematics	4	1			23	6	14		24	5	13	
Science	27		18		27	1	16					
Social Science	27	2	17		27		18		26	1	16	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities. Prior to the 2016-17 school year, the District offered three staff development days annually where teachers were provided with a range of PD offerings on topics such as Common Core Standards training, differentiation, instructional technology, new math curriculum, and vertical alignment of standards instruction.

Beginning the 2016-17 school year and continuing during the 2017-18 school year, PUSD instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. Some examples of professional development selected by Piedmont Middle School teachers are as follows: training in CPM, implementing the NGSS Framework, and the proficiency approach to teaching world languages.

New teachers participate in a full day professional development orientation and are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,108	\$46,208
Mid-Range Teacher Salary	\$73,061	\$72,218
Highest Teacher Salary	\$94,014	\$92,742
Average Principal Salary (ES)	\$130,920	\$134,864
Average Principal Salary (MS)	\$133,882	\$118,220
Average Principal Salary (HS)	\$137,829	\$127,356
Superintendent Salary	\$220,564	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,393	2,741	8,652	84,353
District	N/A	N/A	10,472	84,299
State	N/A	N/A	7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.0	0.1
School Site/ State	14.2	14.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

School-Home transportation, Special Education
Instructional Materials
Federal, ECIA/ESEA/IASA

School Improvement Plan
Special Education Master Plan
Federal, Special Education, Entitlement per UDC
Federal, Special Education, Discretionary Funds
Title I, Part A – Basic Grant
Title II, Parts A & D – Teacher Quality and Technology
Title IV, Safe and Drug Free Schools and Communities
Title V, Innovative Strategies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.