

Piedmont Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

| | |
|--|---|
| School Name | Piedmont Middle School |
| Street | 740 Magnolia Avenue |
| City, State, Zip | Piedmont, CA 94611 |
| Phone Number | (510) 594-2668 |
| Principal | Ryan Fletcher |
| Email Address | rfletcher@piedmont.k12.ca.us |
| School Website | https://www.piedmont.k12.ca.us/pms |
| County-District-School (CDS) Code | 01612756066492 |

2021-22 District Contact Information

| | |
|---------------------------------|---|
| District Name | Piedmont City Unified School District |
| Phone Number | (510) 594-2600 |
| Superintendent | Randall Booker |
| Email Address | rbooker@piedmont.k12.ca.us |
| District Website Address | http://www.piedmont.k12.ca.us/ |

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 164 |
| Grade 7 | 194 |
| Grade 8 | 228 |
| Total Enrollment | 586 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 13.8 |
| Black or African American | 0.5 |
| Filipino | 0.5 |
| Hispanic or Latino | 9.6 |
| Two or More Races | 18.6 |
| White | 57 |
| English Learners | 0.2 |
| Socioeconomically Disadvantaged | 1.5 |
| Students with Disabilities | 11.6 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 22, 2021 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 2021-2022, 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.

Year and month in which the data were collected

September 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Teachers College Units of Study for Writing, authored by Lucy Calkins and published by Heinemann (supplemental) | Yes | 0 |
| Mathematics | Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 6-8, adopted 2016 | Yes | 0 |
| Science | Bring Science Alive! 6th Grade Integrated, TCI, grade 6 adopted 5/2020 Bring Science Alive! 7th Grade Integrated, TCI, grade 7 adopted 5/2020 Bring Science Alive! 8th Grade Integrated TCI, grade 8 adopted 5/2020 PUSD is using Amplify Science as supplemental materials to teach the Next Generation Science Standard | Yes | 0 |
| History-Social Science | History Alive!, The Ancient World published by Teachers Curriculum Institute - Grade 6, digital edition 2020 History Alive! The Medieval World, published by Teachers Curriculum Institute - Grade 7; adopted in 2004, digital edition 2020 History Alive! The United States Through Industrialism published by Teachers Curriculum Institute (Current Version) digital edition 2020 The American Journey published by Glencoe/McGraw Hill - Grade 8; adopted 2008 | Yes | 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) | Yes | 0 |
| Health | | | 0 |

| | | | |
|--|--|-----|---|
| Visual and Performing Arts | | | 0 |
| Science Laboratory Equipment (grades 9-12) | 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. | Yes | 0 |

School Facility Conditions and Planned Improvements

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.

HVAC and roofs are areas of needed maintenance. The school is rated overall "good" by the Facility Inspection Tool.

| | |
|---|------------|
| Year and month of the most recent FIT report | 12/07/2021 |
|---|------------|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | Classrooms are outfitted with Merv-13 air filtration. Morrison Gym and Science building will need HVAC condensing units and classroom fan coils replaced. |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | | Morrison Gym and Science building will need roof work. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 588 | 543 | 92.35 | 7.65 | 86 |
| Female | 281 | 255 | 90.75 | 9.25 | 89.02 |
| Male | 307 | 288 | 93.81 | 6.19 | 83.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 82 | 80 | 97.56 | 2.44 | 86.25 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 57 | 55 | 96.49 | 3.51 | 74.55 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 111 | 104 | 93.69 | 6.31 | 92.31 |
| White | 335 | 302 | 90.15 | 9.85 | 86.09 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 76 | 59 | 77.63 | 22.37 | 47.46 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 588 | 549 | 93.37 | 6.63 | 77.05 |
| Female | 281 | 256 | 91.10 | 8.90 | 75.78 |
| Male | 307 | 293 | 95.44 | 4.56 | 78.16 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 82 | 81 | 98.78 | 1.22 | 81.48 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 57 | 55 | 96.49 | 3.51 | 65.45 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 111 | 105 | 94.59 | 5.41 | 84.76 |
| White | 335 | 305 | 91.04 | 8.96 | 75.41 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 76 | 62 | 81.58 | 18.42 | 48.39 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
|----------------------------------|----------------------|-------------------|--------------------|------------------------|-------------------------------------|
| All Students | N/A | | | | |
| Female | N/A | | | | |
| Male | N/A | | | | |
| American Indian or Alaska Native | N/A | | | | |
| Asian | N/A | | | | |

| | | | | | |
|-------------------------------------|----------------------------|-------------------------|--------------------------|------------------------------|--|
| Black or African American | N/A | | | | |
| Filipino | N/A | | | | |
| Hispanic or Latino | N/A | | | | N/A |
| Native Hawaiian or Pacific Islander | N/A | | | | |
| Two or More Races | N/A | | | | |
| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
| All Students | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | | N/A |
| Black or African American | N/A | N/A | | | N/A |
| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
|---------------------------------|----------------------------|-------------------------|--------------------------|------------------------------|--|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | | | N/A | | |
| Students with Disabilities | | N/A | N/A | N/A | |
| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
| N/A | N/A | N/A | N/A | N/A | N/A |

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|--------------------|----------------------|-------------------|--------------------|------------------------|-------------------------------------|
| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | 71.29 | N/A | 68.86 | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 230 | 209 | 90.87 | 9.13 | 71.29 |
| Female | 121 | 107 | 88.43 | 11.57 | 71.96 |
| Male | 109 | 102 | 93.58 | 6.42 | 70.59 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 28 | 27 | 96.43 | 3.57 | 70.37 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 22 | 21 | 95.45 | 4.55 | 61.90 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 38 | 34 | 89.47 | 10.53 | 67.65 |
| White | 142 | 127 | 89.44 | 10.56 | 74.02 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 31 | 23 | 74.19 | 25.81 | 39.13 |

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

The parent - school partnership is a strength of Piedmont. The parent community is very actively recruited and whole-heartedly participates in a variety of advisory committees and provides input in decision making through a variety feedback mechanisms including: School Site Council, Parent Club, LCAP Advisory Committee, Equity and Inclusion Committee, Health Council, Technology Advisory, Special Education Advisory Committees, and Budget Advisory Committee. Opportunities abound for volunteers in the school's food service department, library, field trips and special events like the Medieval Banquet. Parent feedback is valued in Teacher Evaluation Surveys, Climate Surveys, and Calendar Surveys.

PUSD is partnering with Extracurricular Consulting to deepen the understanding of the community across all sites in the school district. This work will drive the development of our DEIB (Diversity, Equity, Inclusion, and Belonging) action items and roadmap. Focus groups will be conducted to expand on the learnings from the last year, get a better understanding of different lived experiences, and generate discussion and ideas around our DEIB work.

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/>

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 593 | 591 | 8 | 1.4 |
| Female | 283 | 282 | 6 | 2.1 |
| Male | 310 | 309 | 2 | 0.6 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 83 | 82 | 1 | 1.2 |
| Black or African American | 3 | 3 | 0 | 0.0 |
| Filipino | 3 | 3 | 1 | 33.3 |
| Hispanic or Latino | 57 | 57 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 109 | 109 | 0 | 0.0 |
| White | 338 | 337 | 6 | 1.8 |
| English Learners | 2 | 2 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 11 | 11 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 78 | 77 | 2 | 2.6 |

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.45 | 0.00 | 0.68 | 0.00 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.31 | 0.23 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 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 year.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 5 | 19 | |
| Mathematics | 24 | 5 | 13 | |
| Science | | | | |
| Social Science | 26 | 1 | 16 | |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | 2 | 20 | |
| Mathematics | 25 | 4 | 14 | |
| Science | 28 | | 17 | |
| Social Science | 28 | | 16 | |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 6 | 18 | 1 |
| Mathematics | 22 | 5 | 14 | |
| Science | 28 | | 16 | |
| Social Science | 28 | | 15 | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 488.3 |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.2 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 0.8 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.6 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 11,521 | 2,759 | 8,762 | 91,289 |
| District | N/A | N/A | 10,333 | 91,257 |
| Percent Difference - School Site and District | N/A | N/A | -16.5 | 0.0 |
| State | | | \$8,444 | \$77,042 |
| Percent Difference - School Site and State | N/A | N/A | 3.7 | 16.9 |

2020-21 Types of Services Funded

Services for students with special needs are provided through a comprehensive special education program. A wellness center program provide counseling services for identified students. Expanded Learning Opportunity funds are being implemented this year to provide tutoring to address any learning gaps or inadequate preparation due to pandemic conditions.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | \$48,119 |
| Mid-Range Teacher Salary | | \$74,665 |
| Highest Teacher Salary | | \$98,160 |
| Average Principal Salary (Elementary) | | \$118,542 |
| Average Principal Salary (Middle) | | \$125,068 |
| Average Principal Salary (High) | | \$133,516 |
| Superintendent Salary | | \$194,199 |
| Percent of Budget for Teacher Salaries | 34% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

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 through the 2021-22 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, the proficiency approach to teaching world languages as well as a book study on Equitable Grading Practices.

In addition to FlexPD, PUSD also offered two Professional Learning days. The first, which was held on 1/3/22 was district wide which focused on work related to diversity, equity, inclusion, and belonging (DEI-B). The second, which was site based and held on 1/4/22 centered around providing support for our upcoming bell schedule pilot and the addition of two advisory periods. Staff participated learning strategies of how restorative justice circles can be used during advisory time as well as the SEL lesson that we plan to offer schoolwide during the pilot.

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).

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 6 | 3 |

Piedmont City Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|---|
| District Name | Piedmont City Unified School District |
| Phone Number | (510) 594-2600 |
| Superintendent | Randall Booker |
| Email Address | rbooker@piedmont.k12.ca.us |
| District Website Address | http://www.piedmont.k12.ca.us/ |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1334 | 1171 | 87.78 | 12.22 | 84.88 |
| Female | 628 | 550 | 87.58 | 12.42 | 87.09 |
| Male | 706 | 621 | 87.96 | 12.04 | 82.93 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 184 | 175 | 95.11 | 4.89 | 89.71 |
| Black or African American | 16 | 13 | 81.25 | 18.75 | 53.85 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 115 | 91.27 | 8.73 | 73.04 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 267 | 241 | 90.26 | 9.74 | 86.72 |
| White | 738 | 624 | 84.55 | 15.45 | 85.74 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 18 | 14 | 77.78 | 22.22 | 28.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 201 | 157 | 78.11 | 21.89 | 56.05 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1334 | 1173 | 87.93 | 12.07 | 81.30 |
| Female | 628 | 549 | 87.42 | 12.58 | 80.62 |
| Male | 706 | 624 | 88.39 | 11.61 | 81.89 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 184 | 176 | 95.65 | 4.35 | 88.00 |
| Black or African American | 16 | 13 | 81.25 | 18.75 | 46.15 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 115 | 91.27 | 8.73 | 71.05 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 267 | 241 | 90.26 | 9.74 | 85.48 |
| White | 738 | 625 | 84.69 | | 80.48 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 18 | 13 | 72.22 | 27.78 | 30.77 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 201 | 158 | 78.61 | 21.39 | 56.05 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.