Piedmont Middle School

740 Magnolia Avenue • Piedmont, CA 94611 • (510) 594-2668 • Grades 6-8
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Piedmont City Unified School District

760 Magnolia Ave.
Piedmont, CA 94611
(510) 594-2600
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Asst Superintendent, Business Services

Michael Brady
H1 Coordinator

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Director of Special Education

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Director of Instructional Technology

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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. 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 is to maintain a collaborative, educational, community in an environment of mutual trust and support of students, parents, teachers, support staff, and administrators who collaborate in an environment of mutual trust and support. 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	206
Grade 7	251
Grade 8	241
Total Enrollment	698

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	9.9
Filipino	0.6
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0
White	62.6
Two or More Races	18.5
Socioeconomically Disadvantaged	0.9
English Learners	0.6
Students with Disabilities	12.8
Foster Youth	0

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			
Piedmont Middle School	15-16	16-17	17-18
With Full Credential	49	51	47
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1.9	1.4	1.7
Piedmont City Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	177
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	9.63

Teacher Misassignments and Vacant Teacher Positions at this School			
Piedmont Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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 in October 2017 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 2017-2018, 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 Google Chromebooks for all students.

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 2017	
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	Holt 7th **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	**The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **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: January 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Emergency sewer line work was completed in the Summer of 2016.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms updated summer 2017.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New smarts locks installed on public facing doors spring 2017 as part of School Safety Plan action items.
Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	**School**	**District**	**State**			
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	90	91	89	88	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	12.8	30.6	47.1

* 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.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	**School**	**District**	**State**			
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	87	84	87	86	48	48
Math	86	83	86	84	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	\multicolumn{2}{c}{**Number of Students**}	\multicolumn{2}{c}{**Percent of Students**}	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	196	191	97.5	90.6
Male	94	92	97.9	89.1
Female	102	99	97.1	91.9
Asian	31	31	100.0	90.3
White	135	130	96.3	90.8
Two or More Races	16	16	100.0	100.0
Students with Disabilities	28	25	89.3	64.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	696	683	98.13	84.19
Male	372	368	98.92	78.26
Female	324	315	97.22	91.11
Black or African American	--	--	--	--
Asian	69	69	100	86.96
Filipino	--	--	--	--
Hispanic or Latino	53	51	96.23	76.47
White	434	427	98.39	85.48
Two or More Races	129	126	97.67	84.13
Socioeconomically Disadvantaged	--	--	--	--
English Learners	21	21	100	90.48
Students with Disabilities	97	92	94.85	54.35

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: 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 2016-17 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	696	685	98.42	82.77
Male	372	368	98.92	79.89
Female	324	317	97.84	86.12
Black or African American	--	--	--	--
Asian	69	69	100	85.51
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.11	69.23
White	434	428	98.62	83.64
Two or More Races	129	126	97.67	86.51
Socioeconomically Disadvantaged	--	--	--	--
English Learners	21	21	100	80.95
Students with Disabilities	97	93	95.88	48.39

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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.

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			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.2	0.3	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.2	0.1	0.4
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	1.0
Social Worker	0.0
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist	0.5
Other	0.8
Average Number of Students per Staff Member	
Academic Counselor	345

* 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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	19	29	23	11		6	19	19	21			
Mathematics	24	24	20	3	5	9	14	11	11			
Science	28	29	29				15	15	15			
Social Science	28	29	29		1	1	16	14	15			

* 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

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, 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 are assigned a mentor as part of the Teacher Induction Program (TIP) and tenured teachers can be mentored by participating in Teachers Engaged in Active Mentoring (TEAM).

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary		$44,144
Mid-Range Teacher Salary		$69,119
Highest Teacher Salary		$86,005
Average Principal Salary (ES)		$106,785
Average Principal Salary (MS)		$111,569
Average Principal Salary (HS)		$121,395
Superintendent Salary		$178,104
Percent of District Budget		
Teacher Salaries	35%	34%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10,102.45	$1,886.49	$8,215.96	$75,291
District	♦	♦	$9608.45	$81,172.06
State	♦	♦	$6,574	$69,649
Percent Difference: School Site/District			-14.5	-7.2
Percent Difference: School Site/ State			25.0	8.1

* Cells with ♦ do not require data.

Types of Services Funded

- School-Home transportation
- 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 http://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.