

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Piedmont Middle School
Address	740 Magnolia Avenue Piedmont, CA 94611
County-District-School (CDS) Code	01612756066492
Principal	Ryan Fletcher
District Name	Piedmont City Unified School District
SPSA Revision Date	September, 2021
Schoolsite Council (SSC) Approval Date	September 21, 2021
Local Board Approval Date	December 8th, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our Commitments as a public school system:

1. We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
2. We are committed to providing a safe, nurturing learning environment where every member of the Piedmont schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.
3. We are committed to foster an education program that equips our students to live in a diverse world, acknowledge and appreciate cultural differences, understand the significance of socioeconomic inequalities, recognize the biases and discrimination that exist, identify conflicts and options for resolution, and take action for a positive outcome.
4. We are committed to advance the commitments, vision, and goals of our school system by working collaboratively & allocating and effectively managing limited resources.

Our Vision

Our vision for "Shaping Our Future" is rooted in six major themes:

1. Support Academic Excellence- Create a breadth and depth of engaging learning opportunities for all students. Continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the Common Core State Standards; cultivate critical thinking skills; and achieve to one's fullest potential.
2. Maximize Individual Potential- Recognize that each student has unique passions, motivations, and strengths. Help students to individualize their education and achieve to their fullest potential.
3. Develop Resilience- Create a culture of learning in the schools, where students feel safe taking risks, are flexible, innovative, and adaptable, and are able to take on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, to ensure students will be prepared to meet real-world challenges while building resilience.
4. Promote Program Adaptability- With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.
5. Cultivate A Global Citizenry- Cultivate students to become engaged and responsible citizens in the larger global community.
6. Build K-12 Community- Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

School Profile

Piedmont Middle School has an enrollment of 510 students in grades 6th through 8th. Current certificated faculty members include 45 teachers, 2 counselors, 1 school psychologist, and 2 administrators.

The school district provides the following program specialists: counseling, technology, physical education, school psychologist, vocal and instrumental music, special education, speech and language therapist, nurse, teacher librarian, adaptive P.E., and resource specialist. All resource and special day classrooms have Para-educators (instructional aides).

Piedmont Middle School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Piedmont Middle School has a Single Plan for Student Achievement, which is revised annually.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is created annually with stakeholder input from parents and staff during meetings of our School Site Council (SSC). The SSC which holds their meetings in conjunction with our district wide LCAP meetings and it is during those meetings where all goals are created as well as updates given by administration on progress throughout the year. The work of the SSC is also shared in staff meetings, school newsletters and school-wide parent meetings throughout the year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.46%	0.92%	0.5%	3	6	3
Asian	10.6%	12.17%	13.8%	69	79	81
Filipino	0.92%	0.92%	0.5%	6	6	3
Hispanic/Latino	9.83%	9.86%	9.6%	64	64	56
Pacific Islander	%	0%	%		0	
White	62.52%	59.01%	57.0%	407	383	334
Multiple/No Response	15.67%	0%	18.6%	102	111	109
	Total Enrollment			651	649	586

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	231	200	164
Grade 7	211	235	194
Grade 8	209	214	228
Total Enrollment	651	649	586

Conclusions based on this data:

1. Piedmont Middle School has continued to see a decline in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	2	1	1	0.3%	0.2%	0.2%
Fluent English Proficient (FEP)	95	104	82	14.6%	16.0%	14.0%
Reclassified Fluent English Proficient (RFEP)	2	0	1	100.0%	0.0%	100.0%

Conclusions based on this data:

1. Piedmont Middle School continues to have a very low number of English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	204	212	230	201	208	230	201	208	230	98.5	98.1	100
Grade 7	250	212	214	244	210	209	244	210	209	97.6	99.1	97.7
Grade 8	240	251	209	237	244	207	237	244	207	98.8	97.2	99
All	694	675	653	682	662	646	682	662	646	98.3	98.1	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2605.	2618.	2629.	47.26	52.40	60.87	34.83	36.54	30.87	16.42	9.13	6.52	1.49	1.92	1.74
Grade 7	2638.	2638.	2644.	49.59	47.62	51.20	38.11	40.00	38.76	9.02	10.48	8.61	3.28	1.90	1.44
Grade 8	2639.	2653.	2647.	36.71	47.13	46.86	45.99	40.57	36.23	13.50	9.43	14.49	3.80	2.87	2.42
All Grades	N/A	N/A	N/A	44.43	48.94	53.25	39.88	39.12	35.14	12.76	9.67	9.75	2.93	2.27	1.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	50.75	62.02	60.43	44.78	35.10	36.96	4.48	2.88	2.61
Grade 7	59.02	59.52	55.50	36.48	37.62	40.19	4.51	2.86	4.31
Grade 8	51.48	59.02	60.68	42.62	35.66	32.52	5.91	5.33	6.80
All Grades	53.96	60.12	58.91	41.06	36.10	36.59	4.99	3.78	4.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	57.21	57.21	61.74	35.32	38.94	34.78	7.46	3.85	3.48
Grade 7	65.57	63.33	58.85	30.33	32.86	37.32	4.10	3.81	3.83
Grade 8	59.07	64.34	54.37	35.02	31.15	41.75	5.91	4.51	3.88
All Grades	60.85	61.78	58.45	33.43	34.14	37.83	5.72	4.08	3.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.80	48.08	47.39	57.21	50.48	50.87	1.99	1.44	1.74
Grade 7	40.98	32.38	37.32	54.92	64.29	59.33	4.10	3.33	3.35
Grade 8	34.18	44.67	37.86	62.87	52.46	59.71	2.95	2.87	2.43
All Grades	38.56	41.84	41.09	58.36	55.59	56.43	3.08	2.57	2.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	56.72	64.42	64.35	38.81	32.69	34.35	4.48	2.88	1.30
Grade 7	59.43	55.71	59.33	37.30	41.43	40.19	3.28	2.86	0.48
Grade 8	51.05	55.33	50.97	43.46	40.16	44.66	5.49	4.51	4.37
All Grades	55.72	58.31	58.45	39.88	38.22	39.53	4.40	3.47	2.02

Conclusions based on this data:

1. % Exceeding Standard has continued to increase overall.
2. Listening continues to be the strand that we score the lowest on.
3. We have continued to increase the % above standard under Research/Inquiry 3 years in a row.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	204	212	230	202	208	230	202	208	230	99	98.1	100
Grade 7	250	212	214	245	210	209	245	210	209	98	99.1	97.7
Grade 8	240	251	209	237	243	207	237	242	207	98.8	96.8	99
All	694	675	653	684	661	646	684	660	646	98.6	97.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2616.	2623.	2633.	53.96	62.98	63.48	22.28	19.23	25.22	19.80	12.50	7.83	3.96	5.29	3.48
Grade 7	2664.	2654.	2651.	68.98	60.95	62.20	20.00	23.33	23.44	7.76	11.43	9.09	3.27	4.29	5.26
Grade 8	2669.	2682.	2677.	60.34	67.77	64.25	21.94	16.53	19.81	13.08	11.57	10.63	4.64	4.13	5.31
All Grades	N/A	N/A	N/A	61.55	64.09	63.31	21.35	19.55	22.91	13.16	11.82	9.13	3.95	4.55	4.64

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	59.90	66.35	67.83	30.69	25.00	26.09	9.41	8.65	6.09	
Grade 7	74.29	70.00	68.42	19.59	21.90	25.36	6.12	8.10	6.22	
Grade 8	64.98	70.66	67.15	26.58	24.79	24.15	8.44	4.55	8.70	
All Grades	66.81	69.09	67.80	25.29	23.94	25.23	7.89	6.97	6.97	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	53.47	59.13	64.35	39.60	32.69	30.87	6.93	8.17	4.78
Grade 7	69.39	62.86	63.64	28.16	31.90	31.58	2.45	5.24	4.78
Grade 8	63.29	69.01	67.15	32.07	26.45	28.50	4.64	4.55	4.35
All Grades	62.57	63.94	65.02	32.89	30.15	30.34	4.53	5.91	4.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	56.93	67.31	60.00	34.16	23.56	35.65	8.91	9.13	4.35
Grade 7	65.31	62.38	61.24	32.24	34.29	33.97	2.45	3.33	4.78
Grade 8	58.65	67.36	61.35	34.60	26.86	32.85	6.75	5.79	5.80
All Grades	60.53	65.76	60.84	33.63	28.18	34.21	5.85	6.06	4.95

Conclusions based on this data:

1. Slight decrease % Standard Exceeded (down 1%)
2. % above Standard in Problem Solving has continued to increase over 3 years.
3. 5% drop in % Above Standard in Communicating Reasoning.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

To provide continuity of instruction during distance learning and ensure that all students have access to curriculum and instruction of substantially similar quality to in-person learning to the greatest extent possible.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create a secondary bell schedule for distance learning that provides students with synchronous learning in every subject area three times per week. The required instructional minutes are covered by synchronous class meetings while in distance learning.	This was completed before the start of the 20/21 school year thanks to tremendous efforts from the Secondary Bell Schedule Committee.		
Continue to utilize Professional Learning Communities (PLC) strategies, identify Essential Learning Outcomes (ELOs) within all grade level departments in an effort to address any and all learning gaps due to the school closure at the end of the previous year.	Departments used CCT time throughout the 20/21 school year to review, adjust and/or add ELO's throughout the time of both distance learning as well as in-person hybrid instruction.		
Provide professional development and resources to staff to support the distance learning program, including technological support.	PD was provided during the PD days before the start of the school year, as well as throughout the school year during Admin Directed CCT as well as during Faculty meeting time. Additional FTE was provided to our Technology Coordinator which allowed for		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

additional support for teachers.

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

One can not minimize the challenges that both the shifts to/from distance learning to hybrid instruction brought for students, staff and parents. That said, I am very proud of the accomplishments that PMS made, including being one of the first middle schools in Alameda County to open for in-person hybrid learning. Tremendous professional development was provided to staff through the support of our Technology Coordinator in regards to supporting strong delivery of instruction during the time of distance learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Each of the strategies/activities were successful in meeting the goal for the 20/21 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to this goal were made during the 20/21 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

To develop a plan that offers in-person instruction whenever it is safe to return to school, particularly for students who experienced significant learning loss due to school closures in the 2019–2020 school year or are at risk of experiencing learning loss during distance learning

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PUSD will work with the Association of Piedmont Teachers to develop a Memorandum of Understanding that included several safety precautions that would allow for teachers and specialists to return for in-person learning. Piedmont Unified School District will rely on guidance as provided by the California Public Health Department and the Alameda County Health Department regarding the reopening of schools. The Piedmont Unified School District Board of Education may consider and approve a reopening for in-person hybrid instruction when Alameda County, as determined by the Alameda County Department of Public Health, has not been on the state's county monitoring list within the prior 14 days. Where there is a conflict between the CDPH & ACDPH orders, the District shall adhere to the most</p>	<p>MOU was created and approved by the Board during the 20/21 school year.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>restrictive guidelines or orders in order to minimize potential health and safety risks for all unit members, students and their families.</p>			
<p>Ensure health and safety measures are met related to the following areas: testing, contact tracing, protocols for visitors, cleaning of classrooms, cleaning and sanitation supplies, handwashing, screening and social contracts, face coverings, physical distancing, student compliance in wearing masks, traffic patterns, and ventilation.</p>	<p>Safety measures created, and communicated to student, staff and parent community. In-Person Health and Safety Orientations were provided for all new 6th grade students in February, before students started to attend in-person learning. Health and Safety videos were created and shared with the returning 7th and 8th grade students/parents before in-person learning started, once county guidance allowed for it.</p>		
<p>Develop a plan for small groupings of students at Piedmont Middle School to be invited to attend optional small cohorts of classes to help meet their acute learner needs. Priorities are given to our acute learners who may be currently enrolled in various support classes, i.e. may have an IEP or 504 or who show signs of chronic absenteeism, and/or who may have low work completion in several classes.</p>	<p>Small cohorts began to attend in-person instruction in December, with a larger number of small group cohorts being added as we returned from the winter break. These cohorts continued until our hybrid in-person learning was offered for all students/parents who opted in beginning in February.</p>		
<p>Develop an in-person/hybrid learning model that allows students to attend class in person with their teachers once a week. This requires that students may be divided into cohorts where approximately half of each section of students</p>	<p>After monitoring county guidance, plans were created to provide hybrid in-person learning. Plans for this began in December with the PMS Faculty voting and approving a Hybrid learning model that would start once the county allowed. Hybrid In-</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>attends classes one day per week. In this model, Monday is a full day of distance learning.</p>	<p>Person learning first began for 6th graders in February and soon after the county dropped to the correct tier, 7th and 8th graders were brought back to campus for hybrid in-person learning if selected by parents. Teachers worked hard to teach concurrently to some students who remained in distance learning for the remainder of the 20/21 school year.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

It probably can go without saying but this goal was where much of the time and energy was focused on during the 20/21 school year. It was really difficult to continue to follow guidance from the state as it continued to change, while also spending time to create different plans and to communicate those plans to the different stakeholders. Many faculty meetings were used to discuss safety protocols as well as the different plans and schedules utilized once hybrid in-person learning was authorized by county guidance. Considerable support was provided to teachers to help support the need to teach concurrently as some students/families chose to stay in distance learning for the remainder of the 20/21 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Each strategy/activity was met and therefore the overall goal was met during the 20/21 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made and there is not a plan to continue this goal past the 20/21 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including professional development and resources provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>All students at the secondary level will be given a universal wellness screening survey to assess district-wide, site-specific, and individual student needs. The initial survey results will provide district specific norms, which will allow support services to be targeted to the best degree possible. The survey also can be administered at various intervals to monitor the needs and effectiveness of supports provided.</p>	<p>Two different social emotional screeners were provided to students during the 20/21 school year. First, a few of the site administrators and the Director of Special Education, in collaboration with some of the school psychologists, researched mental health screeners that can be administered to students. In early Fall, students in all grades 6-8 were given a 36-item survey that is a combination of the Youth Internalizing and Externalizing Problems Screener (YIEPS) and the Student Subjective Wellbeing Questionnaire (SSWQ). The assessment was administered online and then the data was normed for our population in collaboration with UC Berkeley. The data was reviewed by the district administrators and Wellness Team, which consists of counselors, school psychologists, and Wellness Center staff, and was used to guide decision making related to</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>servicing student needs using a tiered system of support. Later during 2nd semester the district moved to providing the BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) The BESS is a universal screener that can be administered quickly, reliably, and systematically to determine the behavioral and emotional strengths and weaknesses of our students. This tool has been vetted by a representative group of school and district psychologists, counselors, and administrators. It has 28 items and can be taken in person or remotely. Students in grades 3-12 complete a self-assessment. Again, data from this screener was used to guide decision making related to servicing student needs using a tiered system of support.</p>		
<p>Provide Professional Development on the topic of Teacher/Staff Wellbeing and the importance of self-care while using the framework of Restorative Practices.</p>	<p>This professional development was provided during one of the site days in August before the start of the school year. Using the expertise of Ina and Cory, PD was led that not only provided the experience and learning of how to run a restorative circle, but the topic discussed addressed the importance of teacher/staff wellbeing while highlighting the importance of self care during this time of global pandemic.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide supports and structures on the topic of Teacher/Staff Wellbeing throughout the year through the PMS counseling department.	Such examples include holding weekly guided meditation sessions for staff, sending monthly self care newsletters out to staff, scheduling monthly events such as group hikes, Open Mic Nights for staff. Schoology page created to provide virtual calm activities to be used throughout the year. Ongoing staff check in with counselors or other staff members as needed.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Time was provided throughout the year to administer, analyze and discuss as a staff the results of the the social emotional screener with the interest of guiding decisions on how to best support students using a tiered system of support. PD as well as extracurricular opportunities was also provided throughout the year for staff that highlighted the importance of self-care.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Each strategy/activity was met and therefore the overall goal was met during the 20/21 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made to this goal during the 20/21 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal Statement

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

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Expand our orientation program "Scots Camp" for 7th and 8th graders for the start of the 21/22 School Year.

Students to be Served by this Strategy/Activity

All Students

Timeline

To be completed before the start of the 21/22 school year.

Person(s) Responsible

PMS Admin, Scots Camp Coordinators

Strategy/Activity 2

Continue the development & Implementation of Restorative Practices at Piedmont Middle School. This includes Professional Development for Staff, and strengthening the structures for community circles to support students, staff and parents.

Students to be Served by this Strategy/Activity

All Students

Timeline

PD will be offered to all staff during the 1/4/21 Professional Development Day.

Person(s) Responsible

PMS Admin & Teachers

Strategy/Activity 3

Exploration and Pilot of the addition of an advisory period within the bell schedule committee process.

Students to be Served by this Strategy/Activity

All Students

Timeline

This goal will be ongoing throughout the 21/22 school year. So far we have used the following Faculty Meeting and Admin-Directed CCT dates to discuss this: 9/1/21, 9/22/21, 10/6/21, 10/27/21, 11/3/21 and have planned to discuss this topic on the remaining Faculty & Admin Directed CCT dates in December.

Person(s) Responsible

PMS Admin & Teachers

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal Statement

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

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Continue to strengthen Professional Learning Communities (PLC's) while also investigating and implementing Multi-Tiered Systems of Support (MTSS) that encourage healthy identity and provide academic, behavioral, and social-emotional support for students.

Students to be Served by this Strategy/Activity

All Students

Timeline

This goal will be ongoing throughout the 21/22 school year. Currently we have used the following Admin-Directed CCT dates to discuss this goal as a Faculty: 9/22/21, 10/27/21. When are planning to use the following dates in the future: 12/8/21, 1/12/22, 2/9/22, 3/23/22, 4/27/22, and 5/25/22.

Person(s) Responsible

PMS Admin & MTSS TOSA's

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal Statement

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

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Utilizing strategies from the ACOE Grading for Equity workshop that 7 staff members participated in, PMS will explore equitable grading practices with the hope of standardizing some practices school-wide.

Students to be Served by this Strategy/Activity

All Students

Timeline

This goal will be ongoing throughout the 21/22 school year. Currently we have used or plan to use the following Faculty Meetings and Admin-Directed CCT dates to discuss this goal as a Faculty: 10/6/21, 11/3/21, 12/8/21. We have also used the following SAC dates to discuss this which has guided our Faculty Meeting discussions: 9/14/21, 10/19/21, 11/16/21. A subcommittee will also be created to help lead this work during second semester.

Person(s) Responsible

PMS Admin & Grading for Equity Subcommittee Members

Strategy/Activity 2

Continue Equity and Social Justice Work. Identify anti-racist resources to incorporate into the 6-8 curriculum in all subject areas. Identify ways to counteract bias and stereotyping in learning material. Establish programs for students, staff, and community to explore identity, to understand the impact of bias, and to create an inclusive school community.

Students to be Served by this Strategy/Activity

All Students

Timeline

This goal will be ongoing throughout the 21/22 school year. Currently we are planning for work on this goal to take place during the 1/3/22 District Professional Development Day. Currently we have discussed the curricular audit with Department Chairs during a 11/8/21 Curriculum Adoption Committee meeting.

Person(s) Responsible

PMS Admin & Department Chairs

Strategy/Activity 3

Build and strengthen relationships with PHS Clubs and Student Unions in an effort to develop and implement learning experiences focused on Racial Equity. This work includes supporting the affinity mentorship program that bridges PHS and Tri-Schools, to now also include PMS.

Students to be Served by this Strategy/Activity

All Staff

Timeline

This goal will be ongoing throughout the 21/22 school year.

Person(s) Responsible

PMS Admin & Counseling Team

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Ryan Fletcher	Principal
Karyn Shipp	Other School Staff
Michelle Kerwin	Classroom Teacher
Lane Balaban	Other School Staff
Adam Saville	Classroom Teacher
Karen Bloom	Classroom Teacher
Kristen Harknett	Parent or Community Member
Laura Amen	Parent or Community Member
Jean Takazawa	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/21/21.

Attested:



Principal, Ryan Fletcher on 11/30/21