

School Year: **2022-23**

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	Karyn Shipp
District Name	Piedmont City Unified School District
SPSA Revision Date	September-November, 2022
Schoolsite Council (SSC) Approval Date	November 17, 2022
Local Board Approval Date	December 14, 2022

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 512 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 School Plan for Student Achievement, which is revised annually.

Educational Partner 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 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.92%	0.5%	0.98%	6	3	5
Asian	12.17%	13.8%	16.41%	79	81	84
Filipino	0.92%	0.5%	0.78%	6	3	4
Hispanic/Latino	9.86%	9.6%	9.96%	64	56	51
Pacific Islander	0%	%	%	0		
White	59.01%	57.0%	51.95%	383	334	266
Multiple/No Response	17.1%	18.6%	19.92%	111	109	102
	Total Enrollment			649	586	512

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	200	164	158
Grade 7	235	194	165
Grade 8	214	228	189
Total Enrollment	649	586	512

Conclusions based on this data:

1. Piedmont Middle School has now reached a plateau in enrollment
2. Piedmont Middle School has increase enrollment in Mixed Race and Asian students
3. Piedmont Middle School has decreased enrollment in White students

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	1	1	4	0.2%	0.20%	0.8%
Fluent English Proficient (FEP)	104	82	65	16.0%	14.00%	12.7%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Piedmont Middle School continues to have a very low number of English Learners.
2. Piedmont Middle School does have 25 RFEP student enrolled.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	230	166	159	230	156	147	230	156	147	100	94.0	92.5
Grade 7	214	189	164	209	178	162	209	178	162	97.7	94.2	98.8
Grade 8	209	230	186	207	206	175	207	206	175	99	89.6	94.1
All Grades	653	585	509	646	540	484	646	540	484	98.9	92.3	95.1

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2629.	2601.	2610.	60.87	45.51	49.66	30.87	32.05	35.37	6.52	18.59	11.56	1.74	3.85	3.40
Grade 7	2644.	2654.	2638.	51.20	53.37	51.85	38.76	38.20	36.42	8.61	5.06	9.26	1.44	3.37	2.47
Grade 8	2647.	2666.	2667.	46.86	51.94	53.71	36.23	36.89	36.57	14.49	8.25	7.43	2.42	2.91	2.29
All Grades	N/A	N/A	N/A	53.25	50.56	51.86	35.14	35.93	36.16	9.75	10.19	9.30	1.86	3.33	2.69

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	60.43	37.18	47.62	36.96	55.77	47.62	2.61	7.05	4.76
Grade 7	55.50	52.25	37.65	40.19	45.51	58.02	4.31	2.25	4.32
Grade 8	60.68	49.03	53.14	32.52	47.09	42.29	6.80	3.88	4.57
All Grades	58.91	46.67	46.28	36.59	49.07	49.17	4.50	4.26	4.55

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	61.74	39.10	44.22	34.78	55.13	47.62	3.48	5.77	8.16
Grade 7	58.85	53.37	58.02	37.32	43.26	40.12	3.83	3.37	1.85
Grade 8	54.37	52.43	53.14	41.75	43.20	44.57	3.88	4.37	2.29
All Grades	58.45	48.89	52.07	37.83	46.67	44.01	3.72	4.44	3.93

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	47.39	25.64	29.93	50.87	71.15	68.71	1.74	3.21	1.36
Grade 7	37.32	34.83	28.40	59.33	61.80	69.75	3.35	3.37	1.85
Grade 8	37.86	29.61	38.29	59.71	67.48	61.14	2.43	2.91	0.57
All Grades	41.09	30.19	32.44	56.43	66.67	66.32	2.48	3.15	1.24

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	64.35	42.31	38.78	34.35	55.13	58.50	1.30	2.56	2.72
Grade 7	59.33	57.30	38.89	40.19	40.45	54.94	0.48	2.25	6.17
Grade 8	50.97	56.31	49.71	44.66	42.23	49.14	4.37	1.46	1.14
All Grades	58.45	52.59	42.77	39.53	45.37	53.93	2.02	2.04	3.31

2019-20 Data:

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Conclusions based on this data:

1. 3.18% increase in Above Standards in Writing.
2. 2.25% increase in Above Standard in Listening.
3. 9.82% decrease in Above Standard in Research and Inquiry.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	230	166	159	230	156	148	230	156	148	100	94.0	93.1
Grade 7	214	189	164	209	180	162	209	180	162	97.7	95.2	98.8
Grade 8	209	230	186	207	210	175	207	210	175	99	91.3	94.1
All Grades	653	585	509	646	546	485	646	546	485	98.9	93.3	95.3

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2633.	2584.	2614.	63.48	39.10	54.73	25.22	32.05	18.92	7.83	16.67	20.27	3.48	12.18	6.08
Grade 7	2651.	2651.	2632.	62.20	60.56	50.62	23.44	25.56	27.16	9.09	9.44	16.67	5.26	4.44	5.56
Grade 8	2677.	2666.	2686.	64.25	56.67	62.86	19.81	18.10	20.00	10.63	19.05	11.43	5.31	6.19	5.71
All Grades	N/A	N/A	N/A	63.31	52.93	56.29	22.91	24.54	22.06	9.13	15.20	15.88	4.64	7.33	5.77

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	67.83	35.90	52.03	26.09	49.36	43.92	6.09	14.74	4.05
Grade 7	68.42	59.44	52.47	25.36	36.11	42.59	6.22	4.44	4.94
Grade 8	67.15	50.24	64.00	24.15	44.02	30.29	8.70	5.74	5.71
All Grades	67.80	49.17	56.49	25.23	42.94	38.56	6.97	7.89	4.95

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	64.35	31.41	45.95	30.87	57.05	45.95	4.78	11.54	8.11
Grade 7	63.64	53.33	42.59	31.58	39.44	49.38	4.78	7.22	8.02
Grade 8	67.15	52.38	57.71	28.50	42.86	37.14	4.35	4.76	5.14
All Grades	65.02	46.70	49.07	30.34	45.79	43.92	4.64	7.51	7.01

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	60.00	32.69	47.97	35.65	61.54	47.97	4.35	5.77	4.05
Grade 7	61.24	50.56	46.91	33.97	45.00	46.91	4.78	4.44	6.17
Grade 8	61.35	49.52	52.00	32.85	45.71	44.57	5.80	4.76	3.43
All Grades	60.84	45.05	49.07	34.21	50.00	46.39	4.95	4.95	4.54

2019-20 Data:

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

Conclusions based on this data:

1. 7.32 % increase in Above Standard in Concept and Procedures
2. 2.37 % increase in Above Standard in Problem Solving & Modeling
3. 3.96% increase in Above Standard in Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
All Grades										*	*	4

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
6		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
6		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6		*	*		*	*		*	*		*	*
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Conclusions based on this data:

1. We have very few ELD students at PMS.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
586	1.5	0.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	0.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	9	1.5
Students with Disabilities	68	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian or Alaska Native		
Asian	81	13.8
Filipino	3	0.5
Hispanic	56	9.6
Two or More Races	109	18.6
Native Hawaiian or Pacific Islander		
White	334	57.0

Conclusions based on this data:

1. PMS has only a few English Learners, and Socioeconomically Disadvantaged students

2. PMS has zero Foster Youth and zero Homeless students





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Blue		

Conclusions based on this data:

1. With the exception of Chronic Absenteeism, each category is listed as the highest progress (Blue)
2. Chronic Absenteeism is in the green category.

School and Student Performance Data

Academic Performance English Language Arts

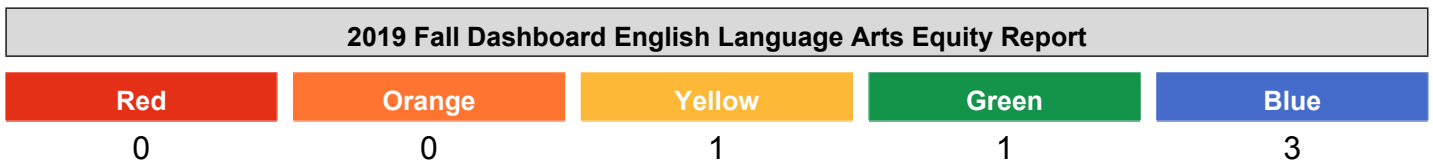
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 91.3 points above standard Increased ++4.9 points 641	<p>English Learners</p> No Performance Color 30.3 points above standard Declined Significantly -18.2 points 16	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> No Performance Color 30.9 points above standard 11	<p>Students with Disabilities</p> Yellow 8.8 points above standard Declined -5.8 points 84

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 Blue 99.8 points above standard Increased ++4.6 points 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 71.8 points above standard Increased ++11.9 points 63	 Green 85.5 points above standard Declined -5.9 points 100	 No Performance Color 0 Students	 Blue 94.2 points above standard Increased ++7.4 points 400

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	30.3 points above standard Declined -12.6 points 16	93.2 points above standard Increased ++6.1 points 547

Conclusions based on this data:

- All categories that can be displayed are in the Green or Blue zone except for one.
- Students with Disabilities dropped 5 points and in in the yellow zone.

School and Student Performance Data

Academic Performance Mathematics

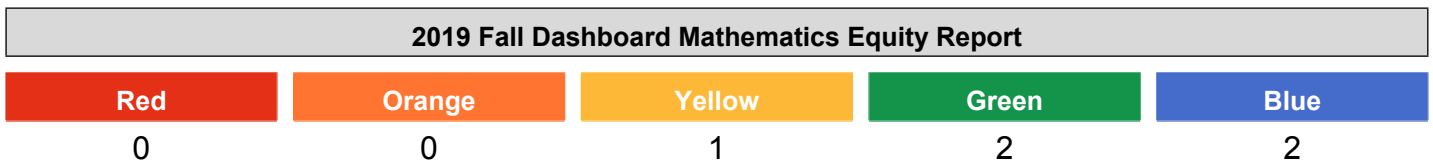
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 85.9 points above standard Maintained ++0.3 points 641	<p>English Learners</p> No Performance Color 5.6 points below standard Declined Significantly -38.8 points 16	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> No Performance Color 21.9 points above standard 11	<p>Students with Disabilities</p> Yellow 18.1 points below standard Declined -7.5 points 84

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 Blue 103.6 points above standard Maintained -0.3 points 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 42.5 points above standard Declined -9.4 points 63	 Green 78.1 points above standard Declined -11.3 points 100		 Blue 91.2 points above standard Increased ++5.1 points 400

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	5.6 points below standard Declined Significantly -36.8 points 16	88.7 points above standard Increased ++3.5 points 547

Conclusions based on this data:

1. All categories that can be displayed are in the Green or Blue zone except for one.
2. Student with Disabilities dropped 7 points and is in the yellow zone.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

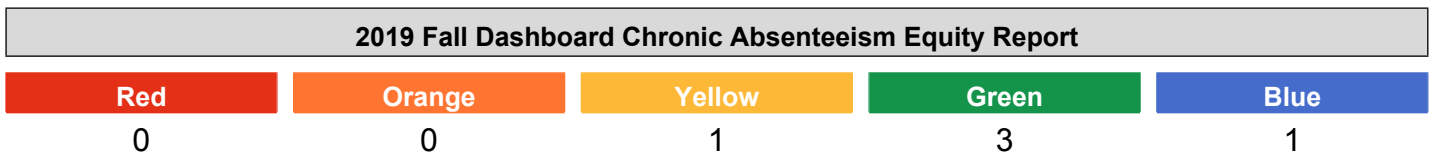
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>3.8</p> <p>Maintained -0.2</p> <p>656</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>9.1</p> <p>Declined -19.5</p> <p>11</p>	<p>Students with Disabilities</p> <p>Green</p> <p>4.5</p> <p>Declined -5</p> <p>89</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 2.9 Maintained -0.1 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.3 Declined -5.1 64	 Blue 1 Declined -1.5 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 4.4 Increased +0.7 408

Conclusions based on this data:

1. PMS sends letter to parents to remind parents of the importance of sending students to school

School and Student Performance Data

Conditions & Climate Suspension Rate

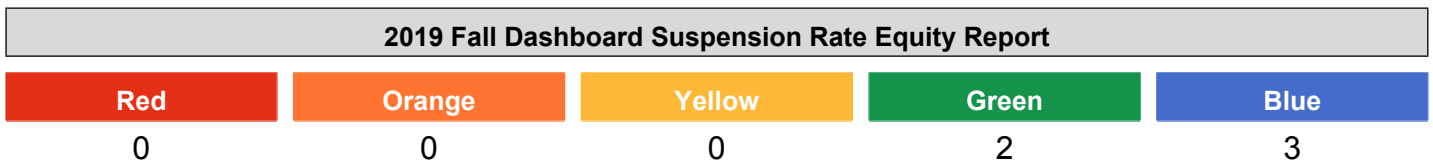
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.5</p> <p>Maintained 0</p> <p>660</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>0</p> <p>Declined -7.1</p> <p>11</p>	<p>Students with Disabilities</p> <p>Green</p> <p>1.1</p> <p>Declined -2</p> <p>89</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5		 Blue <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">0</div> Declined -1.5 71	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">0</div> Declined -3.8 64	 Blue <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">0</div> Maintained 0 104		 Green <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">0.5</div> Increased +0.5 410

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.5

Conclusions based on this data:

1. PMS has very few if any suspensions each year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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

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
Expand our orientation program "Scots Camp" for 7th and 8th graders for the start of the 21/22 School Year.	Expanded orientation program to include 7th and 8th grade students due to them missing the orientation during the pandemic.		
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.	In our pilot for Academy in 2021 and 2022, we implemented circles. The bell schedule committee assured PMS had enough time built into the schedule to allow for community circles.		
Exploration and Pilot of the addition of an advisory period within the bell schedule committee process.	Adopted new bell schedule that includes Academy for the 2022 - 2023 school year		

Analysis

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

1. Scots Camp for all students was implemented in the 2021 - 2022 school year. A new structure as well as all staff participation was necessary.
2. Professional Learning was provided so staff became aware of strategies for holding an effective circle with students.
3. Bell schedule committee spent a great deal of time researching, building, and proposing possible bell schedules. This allowed for a six-week trial in 2021 - 2022

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

1. All Students and Staff were able to participate in Scots Camp for All. Parents also appreciated the orientation process to PMS after COVID and missed opportunities due to COVID
2. Staff continues to implement Community circles, however, this is still an area of growth.
3. the 6-week pilot bell schedule in 2021 - 2022, along with negotiations allowed Certificated employees to build capacity to move forward with a full-year pilot bell schedule.

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

N/A

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.

1. In 2022 - 2023, PMS went back to a 6th-grade Scots Camp.
2. PMS needs additional training on holding Community Circles.
3. Bell Schedule Committee will reconvene in January and use data collected in Surveys to make possible adjustments to the schedule.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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

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
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.	TOSA/Counselors led an effort to build MTSS		

Analysis

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

Administer Universal screeners like the BESS and SRI. Departments continued to identify ELOs. PMS drafted a menu of interventions and supports for Tier 1, Tier 2, and Tier 3.

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

For the first time PMS has normed reading data other than CAASPP. The BESS screener supported our ability to identify and provide support to students most in need.

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

N/A

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.

PMS will continue to refine ELOs, while also building common formative assessments. This will allow PMS to leverage Academy to meet the needs of students identified by the screeners and assessments.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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

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
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.	PMS adopted a 50% floor policy for 2022 - 2023 school year. PMS also has several teacher working on grading based on 1-4 grading standard.		
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.	No action was taken other than Equatable Grading.		
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	Start Affinity Mentorship between PHS and PMS.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and Tri-Schools, to now also include PMS.			

Analysis

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

1. Several teachers joined ACOE in a Professional Development series on Grading for Equity. After these teachers tried several strategies, they brought their learning to SAC where PMS agreed to implement a school-wide policy of 50% grading being the floor.
2. PMS did not implement ESJE as a site other than Grading for Equity Policy.
3. Affinity groups were started

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

1. The policy of 50% floor has improved our equitable grading practices and had a positive impact on our students.
2. N/A
3. Affinity group implementation began but was limited.

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

n/a

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.

1. Review grade book data to assure the policy is being implemented across all courses. We will also review how this policy has affected grades and student learning.
2. PMS will spend time in 2022 - 2023 reframing lessons/ units with the support of Dr. Vanden Wyngaard/ TOSAs
3. Goal will be continued in 2022 - 2023. With the addition of the Affinity Mentorship class and Academy time, we are able to increase participation opportunities.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Social Emotional Well-Being

Goal Statement

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

LCAP Goal

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

Basis for this Goal

This goal supports PUSD's commitment to provide a safe and inclusive learning environment for all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
BESS 6-8 Social Emotional Self-Reporting Tool	Fall 2022 BESS 507 student responded = 90% normal risk range	Maintain or Increase PMS student respondents in the normal risk range by 1%
CHKS School Connectedness	Winter 2022 CHKS data 84% for 6th grade - 182 82% for 7th grade - 160 73% for 8th grade 169	Maintain 84% level of school connectedness for the class of 2028 when surveyed in the 2023-24 school year
Bell schedule survey	Staff, student, and parent bell schedule survey data 2022 - 2023.	Adoption of new bell schedule

Planned Strategies/Activities

Strategy/Activity 1

Give the BESS twice a year, and provides supports

Students to be Served by this Strategy/Activity

Identify students who are extremely elevated on the BESS

Timeline

June 2023

Person(s) Responsible

Counselors

Strategy/Activity 2

Social Emotional Lesson, Equity Socail Justice and Engagment lessons as well as School wide Community building events.

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Counselors, Teachers, MTSS staff, admin, and the ASB class.

Strategy/Activity 3

Pilot a bell schedule with 3 meetings a week, and 2 Academy times per week with the goal of adopting a bell schedule for 2023 - 2024

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Teachers, Counselors, Classified staff, and Administration

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Performance

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

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

Basis for this Goal

PUSD is committed to providing high quality, rigorous instruction that meets the needs of all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Health Audit Results	CHKS 6th grade - 7 Standards CHKS 7th and 8th grade - 16 Standards	2023- 2024 6th grade standards taught - 27 7th and 8th grade standards taught - 85
Semester Grades	Fall 2021 - 123 C,D,F grades Spring 2022 - 130 C,D,F grades	June 2023 Decrease the number of C, D, and F semester grades
SRI - Scholastic Reading Inventory	21-22 Data - 17 students Basic and Below basic	Spring of 2023 15 students Basic and Below Basic

Planned Strategies/Activities

Strategy/Activity 1

Propose a semester Health Course for implementation in 2023-2024

Students to be Served by this Strategy/Activity

All 7th grade students

Timeline

June 2023

Person(s) Responsible

Principal

Strategy/Activity 2

Build MTSS - Multiple Tiered System of Support

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

PMS Admin, MTSS TOSAs, all Teachers, Secondary Reading Interventionist

Strategy/Activity 3

Give the SRI 2- 3 times a year and identify student Basic and Below Basic and assign those to Mindplay

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Reading Interventionist

Strategy/Activity 4

RTI team will support teachers and review data as well as create an RTI process

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

RTI team, MTSS TOSAs, Teachers, Administration, Counselors

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Partnership and Professional Growth

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

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

Basis for this Goal

PUSD works in partnership with our community and stakeholder groups in support of student inclusion and learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Curriculum Map - Collection of all School ELOs	August 2022 10 courses refined ELOs	June 2023 51 courses completed ELOs
Affinity Mentorship Participation Rate	Spring 2022 15 students, 6 mentors	Spring 2023 30 students, 12 mentors

Planned Strategies/Activities

Strategy/Activity 1

Create ELOs for each course at PMS

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Teachers, MTSS TOSAs, Administration

Strategy/Activity 2

Affinity Mentorship Program will be available at lunch weekly as well as pushed into Academy time.

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Mentorship teacher and staff as well as PHS/MHS students, PMS Administration, PMS teachers

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

Name of Members	Role
Karyn Shipp	Principal
Angela Barrett	Other School Staff
Michelle Kerwin	Other School Staff
Lane Balaban	Other School Staff
Adam Saville	Other School Staff
Karen Bloom	Classroom Teacher
Kristen Harknett	Parent or Community Member
	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.