Piedmont Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Piedmont Middle School
Street	740 Magnolia Avenue
City, State, Zip	Piedmont, CA 94611
Phone Number	(510) 594-2668
Principal	Karyn Shipp
Email Address	kshipp@piedmont.k12.ca.us
School Website	https://pms.piedmont.k12.ca.us
Grade Span	6-8
County-District-School (CDS) Code	01612756066492

2024-25 District Contact Information

District Name	Piedmont City Unified School District
Phone Number	(510) 594-2600
Superintendent	Dr. Jennifer Hawn
Email Address	jhawn@piedmont.k12.ca.us
District Website	https://www.piedmont.k12.ca.us/

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	177
Grade 7	186
Grade 8	169
Total Enrollment	532

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.2
Non-Binary	0.4
American Indian or Alaska Native	0.2
Asian	16.2
Black or African American	2.4
Filipino	1.5
Hispanic or Latino	10.9
Two or More Races	20.5
White	48.3
English Learners	0.8
Socioeconomically Disadvantaged	3.9
Students with Disabilities	13

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	87.52	136.60	88.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.04	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	4.01	3.50	2.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.80	8.44	8.30	5.40	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	3.60	2.34	18854.30	6.86
Total Teaching Positions	33.10	100.00	153.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.40	87.80	139.00	91.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.80	1.84	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	6.67	6.90	4.56	11953.10	4.28
Unknown/Incomplete/NA	1.70	5.50	2.70	1.79	15831.90	5.67
Total Teaching Positions	32.30	100.00	152.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	91.43	137.10	90.76	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.70	1.82	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	6.97	7.10	4.73	11746.90	4.23
Unknown/Incomplete/NA	0.50	1.60	1.30	0.91	14303.80	5.15
Total Teaching Positions	31.80	100.00	151.00	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.30	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.30	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.80	2.10	2.2
Total Out-of-Field Teachers	2.80	2.10	2.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on September 25, 2024 and determined that each school in the District has sufficient and good quality textbooks and instructional materials. 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 2024-25, all textbooks and instructional materials at Piedmont Middle School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Chromebooks for all students for access to online materials.

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

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Writing, authored by Lucy Calkins and published by Heinemann (supplemental), 2020 Membean Vocabulary development, 2020 MindPlay (supplemental intervention licenses), 2023 NoRedInk, Grammar 2020	Yes	0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 6-8, adopted 2016	Yes	0
Science	Bring Science Alive! 6th Grade Integrated, TCI, grade 6 adopted 5/2020 Bring Science Alive! 7th Grade Integrated, TCI, grade 7 adopted 5/2020 Bring Science Alive! 8th Grade Integrated TCI, grade 8 adopted 5/2020 PUSD is using Amplify Science as supplemental materials to teach the Next Generation Science Standard	Yes	0

History-Social Science	History Alive!, The Ancient World published by Teachers Curriculum Institute - Grade 6, adopted 5/2022 History Alive! The Medieval World, published by Teachers Curriculum Institute - Grade 7; adopted 5/2022 History Alive! The United States Through Industrialism published by Teachers Curriculum Institute - Grade 8 adopted 5/2022 Newsela (supplemental) 5/2022	Yes	0
Foreign Language	Huan Ying 1, CHENG & TSUI CO (Mandarin A - 7th grade, Mandarin B-C 8th grade) Bien Dit, 1, 2, 3, HOLT MCDOUGAL (French A - 7th grade, French B-C 8th grade), 2020 Encuentros 2022 CA Level 1, Vista Higher Learning, adopted 6/2024 Asi de dice!, GLENCOE (Spanish A - 7th grade, Spanish B-C 8th grade)	Yes	0
Health	Comprehensive Health Skills for Middle School, 3rd edition Sanderson, Zelman, 2023 Teen Talk Middle School, 2023	Yes	0
Visual and Performing Arts			0

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	12/30/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	84	84	86	85	46	47
Mathematics (grades 3-8 and 11)	77	77	82	81	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	534	530	99.25	0.75	84.15
Female	247	247	100.00	0.00	91.09
Male	285	281	98.60	1.40	78.29
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	91.86
Black or African American	13	13	100.00	0.00	61.54
Filipino	--	--	--	--	--
Hispanic or Latino	61	59	96.72	3.28	77.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	108	108	100.00	0.00	81.48

White	257	255	99.22	0.78	85.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	72.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	60.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	534	530	99.25	0.75	77.17
Female	247	247	100.00	0.00	76.11
Male	285	281	98.60	1.40	78.65
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	86.05
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	61	59	96.72	3.28	67.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	108	108	100.00	0.00	75.00
White	257	255	99.22	0.78	79.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	25	25	100.00	0.00	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	50.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	73.75	72.39	68.43	70.34	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	169	163	96.45	3.55	72.39
Female	80	80	100.00	0.00	77.50
Male	89	83	93.26	6.74	67.47
American Indian or Alaska Native	0	0	0	0	0
Asian	33	32	96.97	3.03	78.13
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	64.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	27	100.00	0.00	62.96
White	84	81	96.43	3.57	75.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	18	81.82	18.18	33.33

B. Pupil Outcomes	State Priority: Other Pupil Outcomes
	The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98	99	99	97	99

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

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

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

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

PMS Parents Organization: http://www.piedmont.k12.ca.us/pms/parent-support/
Piedmont Arts Fund: https://piedmontartsfund.org/
Piedmonters for Inclusive Education (special education): http://piedmontie.org
Piedmont Educational Foundation: http://www.piedmontedfoundation.org/
Piedmont Antiracism and Diversity Committee: http://www.padc.info/
Piedmont Asian American Club: http://piedmontpaac.org
Piedmont Makers: https://PiedmontMakers.org
Advancing Learning for Piedmont Students: piedmontalps@gmail.com

2024-25 Opportunities for Parental Involvement

Piedmont Black Youth Family Collective: PiedmontBYFC@gmail.com

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	537	31	5.8
Female	250	249	11	4.4
Male	287	286	20	7.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	86	84	2	2.4
Black or African American	13	13	2	15.4
Filipino	--	--	--	--
Hispanic or Latino	61	61	4	6.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	110	110	6	5.5
White	260	260	16	6.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	26	26	3	11.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	74	8	10.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	1.16	1.11	0.04	0.67	0.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.11	0.00
Female	0.40	0.00
Male	1.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.73	0.00
White	1.15	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

visitors to the campus must register at the office; student visitors are not allowed on campus.

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

The School Safety Plan was approved by the school board on 2/28/2024. It was last reviewed with staff 9/25/2024.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	5	16	
Mathematics	20	7	11	
Science	27		14	
Social Science	27		13	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	1	15	
Mathematics	22	6	9	
Science	28		13	
Social Science	27		12	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	3	17	
Mathematics	23	6	10	
Science	27	1	13	
Social Science	27		13	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	380

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	.8
Library Media Services Staff (Paraprofessional)	.67
Psychologist	0.9
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,478	$3,934	$12,545	$95,151
District	N/A	N/A	$14,048	$94,792
Percent Difference - School Site and District	N/A	N/A	-11.3	0.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	15.2	8.2

Fiscal Year 2023-24 Types of Services Funded

Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom. Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams composed of all legally required team members. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan. Services for students with special needs are provided through a comprehensive special education program.

The home language survey is used to determine the primary language for each student in the district. Students with a language other than English are assessed to determine their English language proficiency. If appropriate, students are provided instruction in English language development (ELD). Students with the greatest need also receive additional ELD support through Reading Intervention. The district and school staff monitor students' ELD progress throughout the school year.

A wellness center program provides counseling services for identified students. TUPE Tobacco Use Prevention Education is funded through grants.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,941	$54,930
Mid-Range Teacher Salary	$87,329	$85,386
Highest Teacher Salary	$115,364	$111,172
Average Principal Salary (Elementary)	$162,552	$136,564
Average Principal Salary (Middle)	$180,516	$141,339
Average Principal Salary (High)	$161,847	$153,241
Superintendent Salary	$234,065	$224,537
Percent of Budget for Teacher Salaries	29%	29%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities.

Beginning in 2018-2019, we started a model where the district, site, and teachers each determined the content of one of the three days. This year, on January 7th, 2025, the district focused on vertical alignment, Anti-bias framework, AI foundations, UDL strategies, Climate Literacy, Wellness strategies, operational excellence, and engagement. Teachers have selected a range of these topics. The site professional development day on August 8th, 2024, focused on Special Education Accommodation and Modicifction, 504 processes, and the new software through Infinite Campus, Artificial Intelligence, and Keenan training

New teachers participate in a full-day professional development orientation. They may be assigned a mentor as part of the Teacher Induction Program (TIP) or with Teachers Engaged in Active Mentoring (TEAM). New teachers at PMS also meet monthly for a lunch meeting.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3