

Piedmont Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 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

2025-26 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/

2025-26 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.

Our goal at PMS is to maintain a collaborative, educational community in an environment of mutual trust and support of

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	193
Grade 7	188
Grade 8	194
Total Enrollment	575

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	55.1
Non-Binary	0.3
American Indian or Alaska Native	0.2
Asian	15.3
Black or African American	2.3
Filipino	1.2
Hispanic or Latino	10.8
Two or More Races	20.9
White	49.4
English Learners	0.2
Homeless	0.3
Socioeconomically Disadvantaged	5.7
Students with Disabilities	11

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.

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)	28.4	87.8	139	91.15	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.8	1.84	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	0.66	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	6.67	6.9	4.56	11953.1	4.28
Unknown/Incomplete/NA	1.7	5.5	2.7	1.79	15831.9	5.67
Total Teaching Positions	32.3	100	152.5	100	279044.8	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.

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)	29.1	91.43	137.1	90.76	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.6	1.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.7	1.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	6.97	7.1	4.73	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.6	1.3	0.91	14303.8	5.15
Total Teaching Positions	31.8	100	151	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	28.8	86.54	128.4	87.97	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.4	2.33	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.6	0.41	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.7	11.18	9.8	6.71	12112.8	4.34
Unknown/Incomplete/NA	0.7	2.25	3.7	2.56	13705.8	4.91
Total Teaching Positions	33.3	100	146	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.10	2.2	3.7
Total Out-of-Field Teachers	2.10	2.2	3.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

2025-26 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 9/24/2025 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 2025-26, 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

January 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 6-8, adopted 2016	0
Science	Bring Science Alive! 6th Grade Integrated, TCI, adopted 5/2020 Bring Science Alive! 7th Grade Integrated, TCI, adopted 5/2020 Bring Science Alive! 8th Grade Integrated TCI, adopted 5/2020 Amplify Science as supplemental materials to teach the Next Generation Science Standard	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	0

	Newsela (supplemental) 5/2022	
Foreign Language	Chinese I - Huan Ying 1, CHENG & TSUI CO (Mandarin 1) French I - EntreCultures 1, Wayside Publishing, adopted May 2025 Spanish 1, Encuentros 2022 CA Level 1, Vista Higher Learning, adopted June 2024	0
Health	Comprehensive Health Skills for Middle School, 3rd edition Sanderson, Zelman, 2023 Teen Talk Middle School, 2023	0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	Science Lab Equipment (6-8th) - All students at Piedmont Middle School have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classroom. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes holders, test tube brushes, crucible tongs, flasks, beakers and Bunsen Burners.	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

1/5/2026

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	84	85	85	85	47	48
Mathematics (grades 3-8 and 11)	77	81	81	82	35	37

2024-25 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	578	568	98.27	1.73	84.51
Female	256	251	98.05	1.95	89.24
Male	320	315	98.44	1.56	80.63
American Indian or Alaska Native	--	--	--	--	--
Asian	89	87	97.75	2.25	96.55
Black or African American	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	74.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	125	125	100.00	0.00	84.80
White	281	274	97.51	2.49	85.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	71.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	61	95.31	4.69	52.46

2024-25 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	578	567	98.10	1.90	81.13
Female	256	251	98.05	1.95	81.67
Male	320	314	98.13	1.87	81.21
American Indian or Alaska Native	--	--	--	--	--
Asian	89	87	97.75	2.25	94.25
Black or African American	12	12	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	74.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	125	125	100.00	0.00	87.20
White	281	273	97.15	2.85	78.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	68.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	61	95.31	4.69	47.54

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	72.39	72.4	70.34	72.49	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	198	192	96.97	3.03	72.40
Female	97	95	97.94	2.06	73.68
Male	99	95	95.96	4.04	72.63
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	86.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	63.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	42	97.67	2.33	76.19
White	94	90	95.74	4.26	68.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	56.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	45.45

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.

2024-25 California Physical Fitness Test Participation Rates					
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 5	--	--	--	--	--
Grade 7	97%	97%	96%	95%	97%
Grade 9	--	--	--	--	--

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.

2025-26 Opportunities for Parental Involvement
<p>Parents and the community are very supportive of Piedmont Middle School's education program. The generous contributions made by many community groups in the areas of academics, athletics, and visual and performing arts enrich numerous programs and activities. Piedmont Educational Foundation, School Parcel Taxes, and Bond Measure also substantially support our overall school programs.</p> <p>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, Facility Steering Committee, 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.</p> <p>PUSD is partnering with Extracurricular Consulting to deepen the community's understanding across all school district sites. 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 last year's learnings, better understand different lived experiences, and generate discussion and ideas around our DEIB work.</p> <p>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</p> <p>PMS Parents Organization: http://www.piedmont.k12.ca.us/pms/parent-support/ PMS Booster: https://piedmontstore.org/products/piedmont-middle-school-boosters Piedmont Arts Fund: https://piedmontartsfund.org/ Piedmonsters for Inclusive Education (special education): http://piedmontie.org</p>

2025-26 Opportunities for Parental Involvement

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
Piedmont Black Youth Family Collective: PiedmontBYFC@gmail.com

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	583	580	38	6.6
Female	260	258	16	6.2
Male	321	320	22	6.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	89	87	4	4.6
Black or African American	13	13	1	7.7
Filipino	--	--	--	--
Hispanic or Latino	64	63	3	4.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	125	125	7	5.6
White	284	284	23	8.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	37	37	3	8.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	67	9	13.4

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.16	1.11	1.72	0.67	0.43	0.88	3.6	3.28	2.94
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.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06
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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.72	0.00
Female	0.00	0.00
Male	3.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.12	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	3.20	0.00
White	1.76	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	8.96	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.

2025-26 School Safety Plan

The 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. Visitors on campus must register at the office and receive authorization to enter the premises. While on campus, a pass must be displayed at all times.

The School Site Comprehensive Safety Plan is updated annually by the School Site Council; revisions are immediately reviewed with all staff members. The Safety Plan outlines steps for ensuring student and staff safety during a disaster, District sexual harassment policies, and code of student behavior. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster, and complete evacuation drills are conducted regularly throughout the school year; intruder alerts/lock-down drills are held periodically.

It was last reviewed with staff on October 8th, 2025, and was approved by Site Council on October 16th, 2025.

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	0
Mathematics	22	6	9	0
Science	28	0	13	0
Social Science	27	0	12	0

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	2	18	
Mathematics	25	4	10	2
Science	27	1	13	
Social Science	27		14	

2024-25 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	290

2024-25 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)	2
Library Media Teacher (Librarian)	.8
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	.5
Other	.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,676	\$4,067	\$11,609	\$98,542
District	N/A	N/A	\$14,027	\$98,050
Percent Difference - School Site and District	N/A	N/A	-18.9	0.5
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	4.1	6.1

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$65,859	\$57,978
Mid-Range Teacher Salary	\$89,949	\$89,612
Highest Teacher Salary	\$118,825	\$117,194
Average Principal Salary (Elementary)	\$159,720	\$143,632
Average Principal Salary (Middle)	\$191,193	\$149,447
Average Principal Salary (High)	\$169,981	\$162,334
Superintendent Salary	\$248,000	\$234,076
Percent of Budget for Teacher Salaries	31.22%	27.81%
Percent of Budget for Administrative Salaries	5.46%	5.47%

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 implemented a model in which the district, site, and teachers each determined the content for one of the three days. This year, on January 6th, 2026, the district focused on Anti-bias work, AI foundations, UDL strategies, Climate Literacy, and Wellness strategies. Teachers have selected a range of these topics. The site's professional development day on August 7th, 2025, focused on 504 processes, and the updates to software through Infinite Campus, CEC program, and Values work.

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

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3
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