

Piedmont Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Ryan Fletcher, Principal

 Principal, Piedmont Middle

About Our School

Piedmont Middle School first opened its doors to students in 1977 in Piedmont, a city of about 10,500 residents that is nestled in the hills above the San Francisco Bay Area. Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based core and elective curriculum, an exemplary staff, and an environment that fosters respect and appreciates diversity. Our goal is to maintain a collaborative, educational, community in an environment of mutual trust and support of students, parents, teachers, support staff, and administrators who collaborate in an environment of mutual trust and support. We are committed to providing a comprehensive and rigorous program that is student centered and that encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills.

Contact

Piedmont Middle
740 Magnolia Ave.
Piedmont, CA 94611-4047

Phone: 510-594-2662
E-mail: rfletcher@piedmont.k12.ca.us

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Piedmont City Unified
Phone Number	(510) 594-2600
Superintendent	Randall Booker
E-mail Address	rbooker@piedmont.k12.ca.us
Web Site	www.piedmont.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Piedmont Middle
Street	740 Magnolia Ave.
City, State, Zip	Piedmont, Ca, 94611-4047
Phone Number	510-594-2662
Principal	Ryan Fletcher, Principal
E-mail Address	rfletcher@piedmont.k12.ca.us
Web Site	http://www.piedmont.k12.ca.us/pms/
County-District - School (CDS) Code	01612756066492

Last updated: 3/18/2016

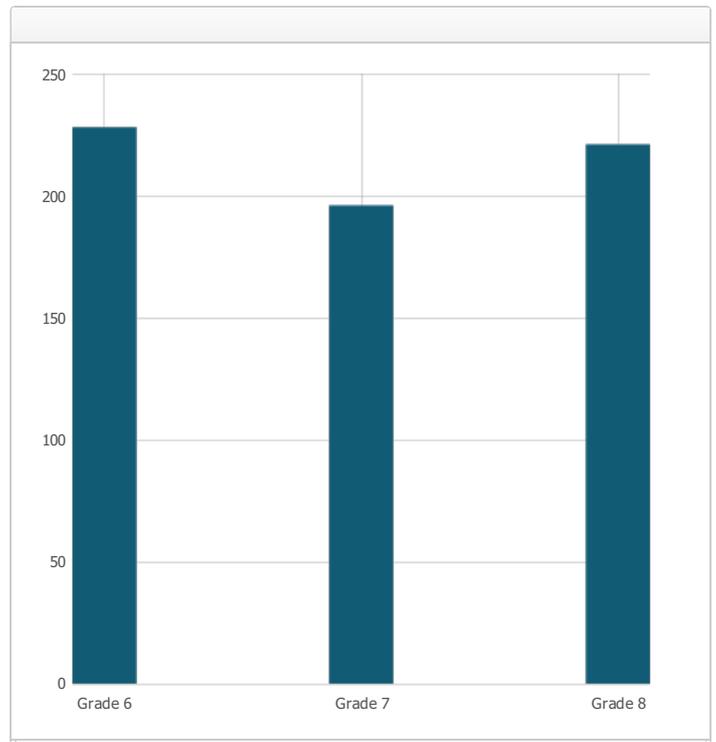
School Description and Mission Statement - Most Recent Year

Piedmont Middle School first opened its doors to students in 1977 in Piedmont, a city of about 10,500 residents that is nestled in the hills above the San Francisco Bay Area. Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based core and elective curriculum, an exemplary staff, and an environment that fosters respect and appreciates diversity. Our goal is to maintain a collaborative, educational, community in an environment of mutual trust and support of students, parents, teachers, support staff, and administrators who collaborate in an environment of mutual trust and support. We are committed to providing a comprehensive and rigorous program that is student centered and that encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills.

Last updated: 3/14/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	228
Grade 7	196
Grade 8	221
Total Enrollment	645



Last updated: 3/14/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.2 %
Asian	13.8 %
Filipino	0.6 %
Hispanic or Latino	5.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	67.3 %
Two or More Races	11.0 %
Socioeconomically Disadvantaged	0.8 %
English Learners	0.6 %
Students with Disabilities	11.0 %
Foster Youth	0.0 %

Last updated: 3/14/2016

A. Conditions of Learning

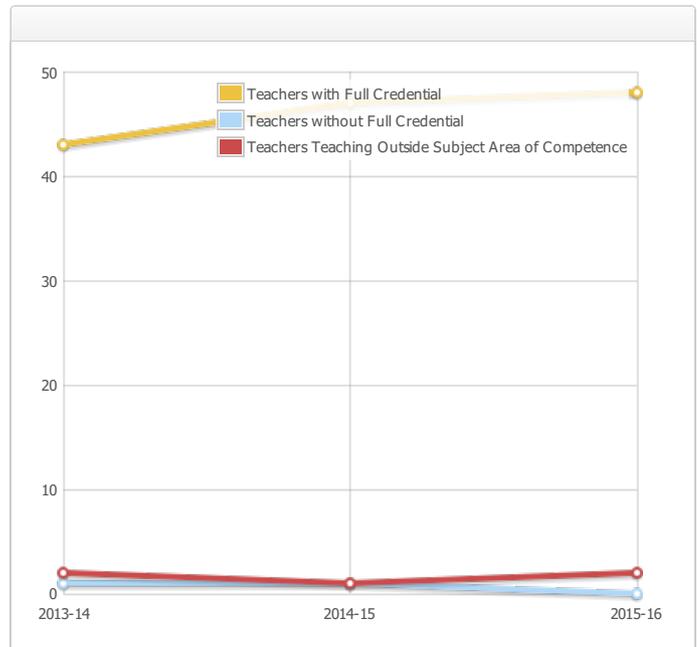
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	43	47	48	186
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	2	4



Last updated: 3/18/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 3/18/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts, Glencoe/McGraw Hill - 6th-8th	Yes	0.0 %
Mathematics	McDougal Litell 6th	Yes	0.0 %
Science	Prentice Hall 6th-8th	Yes	0.0 %
History-Social Science	Teacher's Curriculum Institute - 6-7th adopted 2004 Glencoe?McGraw Hill - 8th adopted 2008	Yes	0.0 %
Foreign Language	Huan Ying 1 (mandarin A - 7th grade, Mandarin B-C 8th grade) Bien Dit 1, 2, 3 (French A - 7th grade, French B-C 8th grade) Asi de dice! (Spanish A - 7th grade, Spanish B-C 8th grade)	Yes	0.0 %
Health	Holt 7th	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (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.		0.0 %

Last updated: 3/18/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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

Last updated: 3/18/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: March 2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: March 2014

Overall Rating	Good
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Last updated: 3/18/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	85.0%	85.0%	44.0%
Mathematics (grades 3-8 and 11)	83.0%	82.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	228	225	98.7%	2.0%	12.0%	44.0%	41.0%
Male	228	128	56.1%	2.0%	15.0%	47.0%	36.0%
Female	228	97	42.5%	2.0%	8.0%	41.0%	48.0%
Black or African American	228	2	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	228	23	10.1%	0.0%	9.0%	43.0%	48.0%
Filipino	228	1	0.4%	--	--	--	--
Hispanic or Latino	228	19	8.3%	5.0%	16.0%	58.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	228	147	64.5%	1.0%	12.0%	42.0%	45.0%
Two or More Races	228	33	14.5%	3.0%	15.0%	45.0%	36.0%
Socioeconomically Disadvantaged	228	3	1.3%	--	--	--	--
English Learners	228	3	1.3%	--	--	--	--
Students with Disabilities	228	17	7.5%	12.0%	18.0%	59.0%	12.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/14/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	198	193	97.5%	5.0%	11.0%	47.0%	36.0%
Male	198	94	47.5%	10.0%	14.0%	45.0%	32.0%
Female	198	99	50.0%	1.0%	8.0%	49.0%	40.0%
Black or African American	198	2	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	198	29	14.6%	7.0%	3.0%	45.0%	45.0%
Filipino	198	2	1.0%	--	--	--	--
Hispanic or Latino	198	9	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	198	134	67.7%	5.0%	13.0%	49.0%	34.0%
Two or More Races	198	17	8.6%	6.0%	0.0%	41.0%	47.0%
Socioeconomically Disadvantaged	198	1	0.5%	--	--	--	--
English Learners	198	1	0.5%	--	--	--	--
Students with Disabilities	198	25	12.6%	36.0%	20.0%	36.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 3/14/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	220	208	94.5%	2.0%	11.0%	49.0%	38.0%
Male	220	109	49.5%	3.0%	14.0%	50.0%	33.0%
Female	220	99	45.0%	1.0%	8.0%	46.0%	44.0%
Black or African American	220	4	1.8%	--	--	--	--
American Indian or Alaska Native	220	1	0.5%	--	--	--	--
Asian	220	37	16.8%	3.0%	3.0%	41.0%	54.0%
Filipino	220	2	0.9%	--	--	--	--
Hispanic or Latino	220	10	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	220	138	62.7%	2.0%	10.0%	50.0%	38.0%
Two or More Races	220	16	7.3%	0.0%	13.0%	50.0%	38.0%
Socioeconomically Disadvantaged	220	4	1.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	220	23	10.5%	9.0%	39.0%	35.0%	17.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/14/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	228	225	98.7%	2.0%	11.0%	27.0%	60.0%
Male	228	128	56.1%	2.0%	9.0%	23.0%	66.0%
Female	228	97	42.5%	2.0%	12.0%	33.0%	53.0%
Black or African American	228	2	0.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	228	23	10.1%	0.0%	9.0%	26.0%	65.0%
Filipino	228	1	0.4%	--	--	--	--
Hispanic or Latino	228	19	8.3%	5.0%	11.0%	26.0%	58.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	228	147	64.5%	1.0%	10.0%	27.0%	62.0%
Two or More Races	228	33	14.5%	3.0%	18.0%	24.0%	55.0%
Socioeconomically Disadvantaged	228	3	1.3%	--	--	--	--
English Learners	228	3	1.3%	--	--	--	--
Students with Disabilities	228	17	7.5%	18.0%	18.0%	24.0%	41.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/14/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	198	192	97.0%	4.0%	16.0%	27.0%	53.0%
Male	198	93	47.0%	4.0%	20.0%	25.0%	51.0%
Female	198	99	50.0%	4.0%	12.0%	28.0%	56.0%
Black or African American	198	2	1.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	198	29	14.6%	3.0%	10.0%	34.0%	52.0%
Filipino	198	1	0.5%	--	--	--	--
Hispanic or Latino	198	9	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	198	134	67.7%	4.0%	18.0%	26.0%	51.0%
Two or More Races	198	17	8.6%	0.0%	6.0%	24.0%	71.0%
Socioeconomically Disadvantaged	198	1	0.5%	--	--	--	--
English Learners	198	1	0.5%	--	--	--	--
Students with Disabilities	198	25	12.6%	24.0%	48.0%	16.0%	12.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 3/14/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	220	208	94.5%	6.0%	12.0%	21.0%	61.0%
Male	220	109	49.5%	8.0%	15.0%	22.0%	55.0%
Female	220	99	45.0%	3.0%	9.0%	20.0%	68.0%
Black or African American	220	4	1.8%	--	--	--	--
American Indian or Alaska Native	220	1	0.5%	--	--	--	--
Asian	220	37	16.8%	0.0%	5.0%	14.0%	81.0%
Filipino	220	2	0.9%	--	--	--	--
Hispanic or Latino	220	10	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	220	138	62.7%	7.0%	10.0%	25.0%	58.0%
Two or More Races	220	16	7.3%	6.0%	25.0%	13.0%	56.0%
Socioeconomically Disadvantaged	220	4	1.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	220	23	10.5%	30.0%	39.0%	13.0%	17.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 4 = Standard exceeded

Last updated: 3/14/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	89.0%	87.0%	90.0%	89.0%	91.0%	89.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89.0%
All Students at the School	90.0%
Male	90.0%
Female	90.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	94.0%
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	89.0%
Two or More Races	94.0%
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	59.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	8.4%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

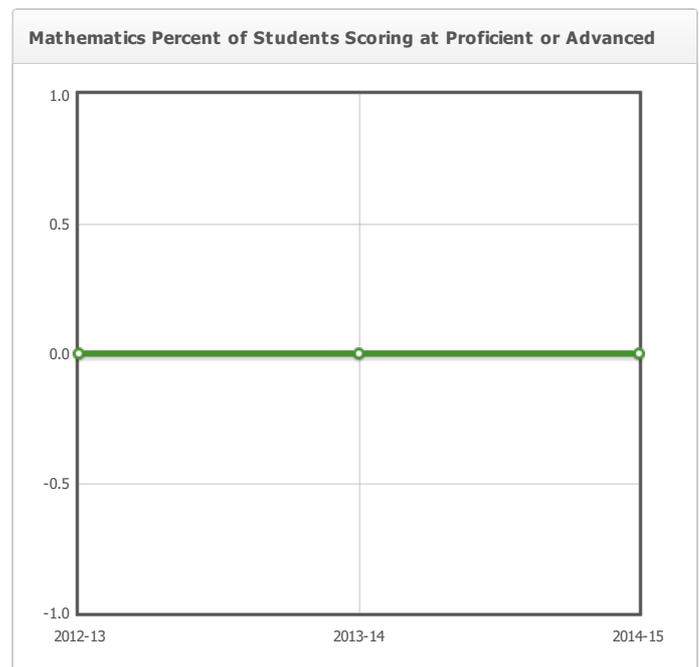
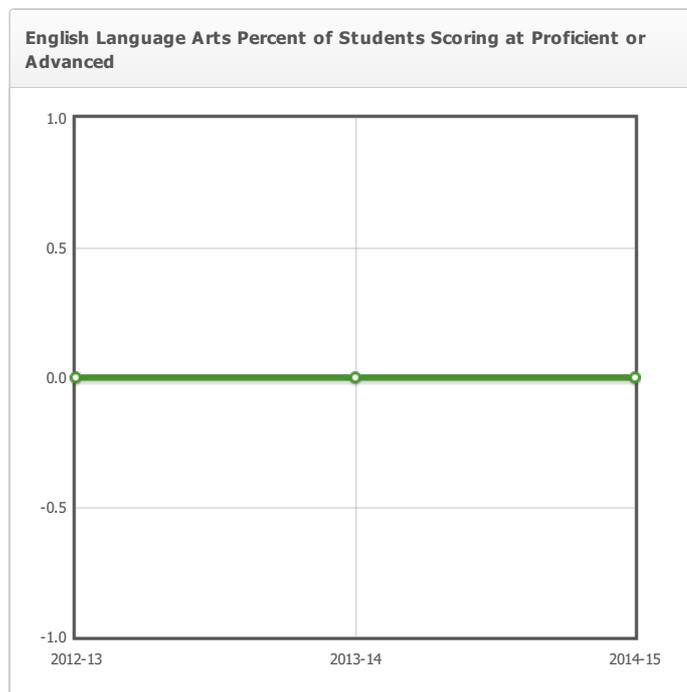
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	91.0%	89.0%	92.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	87.0%	89.0%	91.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 3/14/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.8%	22.8%	56.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 3/14/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents and the community are very supportive of the education program at Piedmont Middle School. Numerous programs and activities are enriched by the generous contributions made by the following funding sources: PMS Parents Club, PMS Boosters, CHIME, PRAISE, PAINTS, PADC, PAAC, Piedmont Educational Foundation, and School Parcel Taxes and Bond Measures. Parents who wish to participate in Piedmont Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (510) 594-2660, or visit the school's website at www.piedmont.k12.ca.us/pms.

State Priority: Pupil Engagement

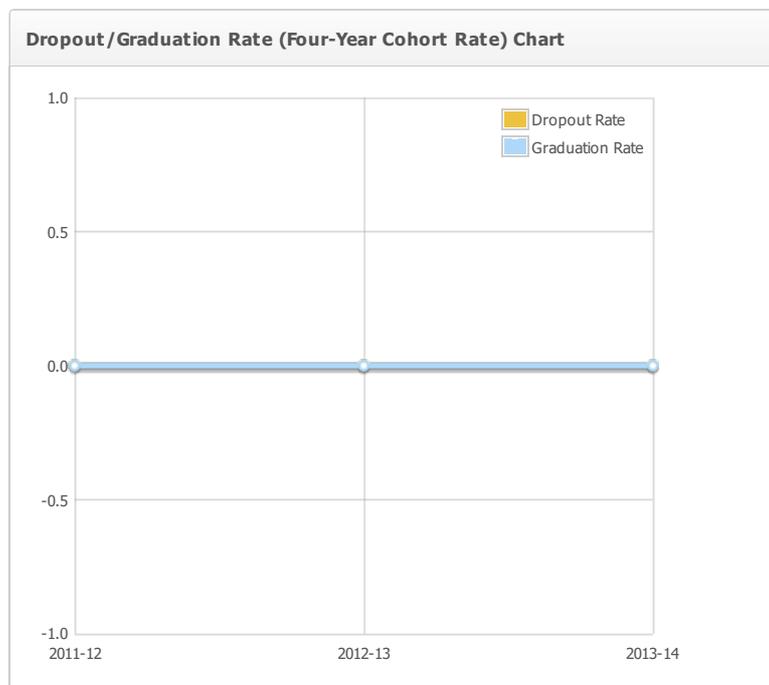
Last updated: 3/14/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	99.50	98.10	100.00	78.87	80.44	80.95



Last updated: 3/14/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

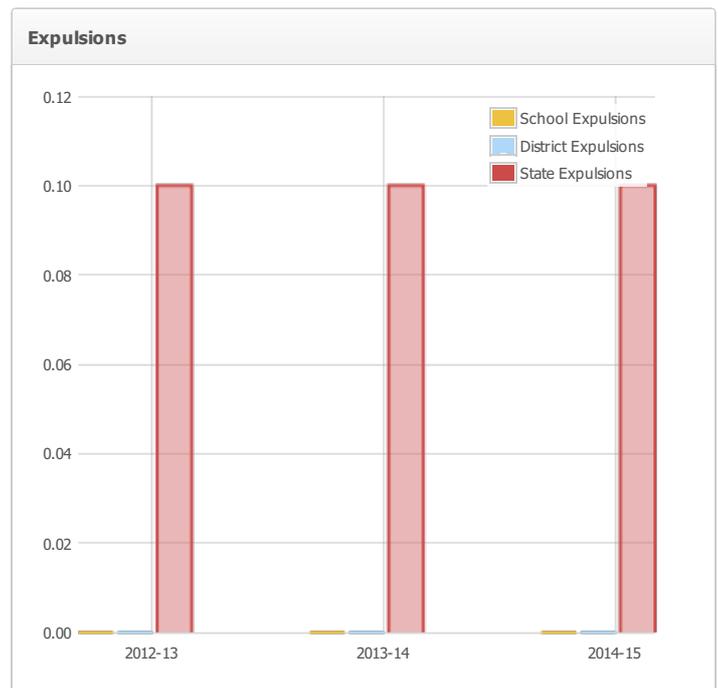
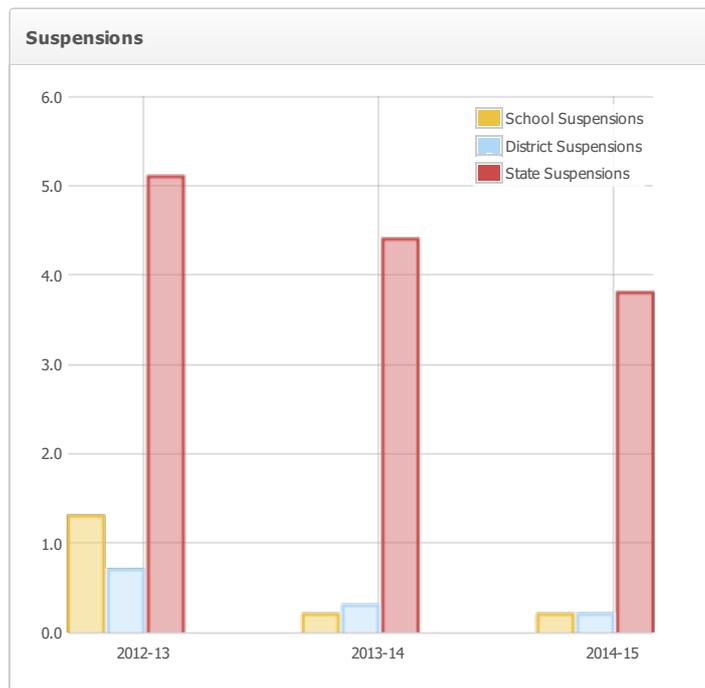
State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.3	0.2	0.2	0.7	0.3	0.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 3/14/2016

School Safety Plan - Most Recent Year

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. One teachers and four yard supervisors monitor students during lunch. Adult visitors to the campus must register at the office; student visitors are not allowed on campus. The School Site Comprehensive Safety Plan is updated annually by the School Site Council; revisions are immediately reviewed with all staff members. Key elements of the Safety Plan include emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year, and a complete evacuation drill is held every year.

Last updated: 3/14/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 3/14/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 3/14/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	21.0	17	39	4	22.0	17	45	2	21.0	20	59	1
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 3/14/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	9	21		21.0	7	15	1	19.0	11	19	
Mathematics	23.0	9	5	4	23.0	4	14		24.0	3	14	
Science	29.0		11	3	28.0	1	14		28.0		15	
Social Science	28.0	1	11	3	27.0	2	14		28.0		16	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 3/14/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	323.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.7	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.0	N/A

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

*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.

Last updated: 3/18/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$9792.0	\$73211.0
Percent Difference – School Site and District	N/A	N/A	24.0%	1.9%
State	N/A	N/A	\$5348.0	\$65267.0
Percent Difference – School Site and State	N/A	N/A	18.0%	12.0%

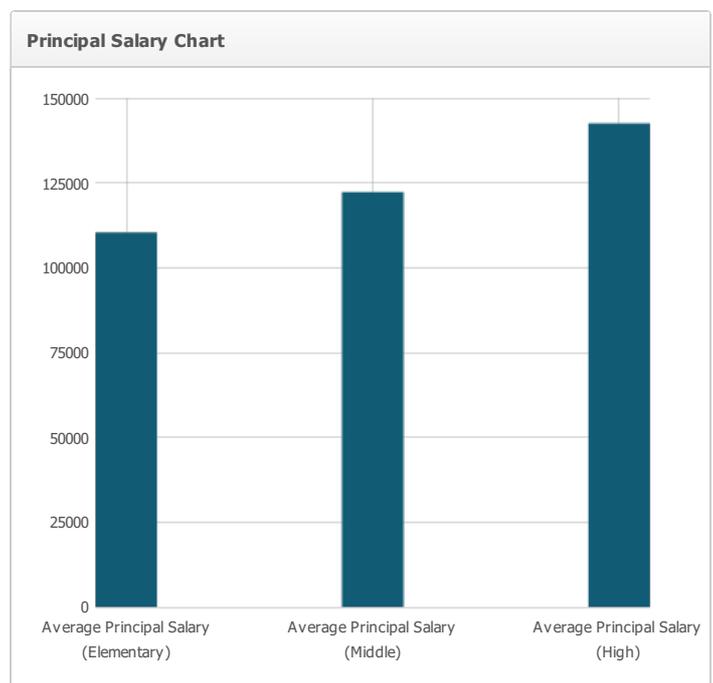
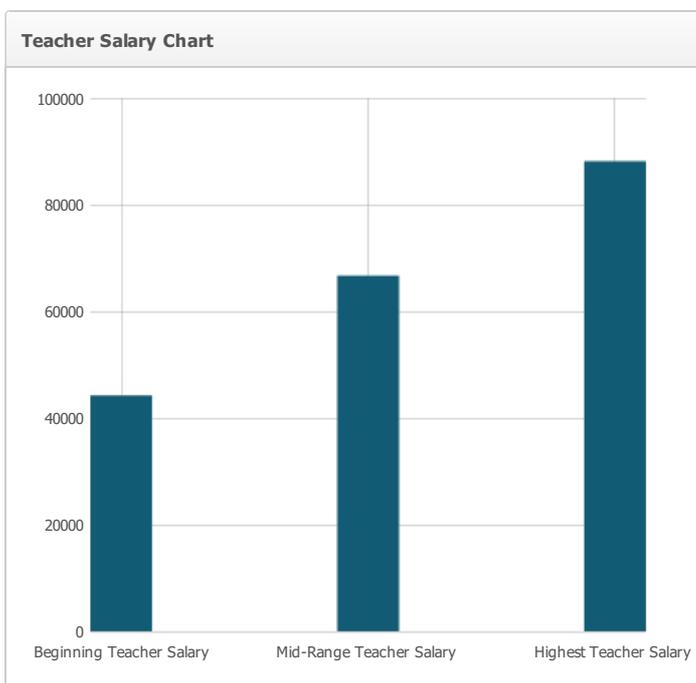
Note: Cells with N/A values do not require data.

Last updated: 3/18/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,221	\$40,379
Mid-Range Teacher Salary	\$66,676	\$62,323
Highest Teacher Salary	\$88,143	\$81,127
Average Principal Salary (Elementary)	\$110,370	\$99,192
Average Principal Salary (Middle)	\$122,265	\$91,287
Average Principal Salary (High)	\$142,524	\$112,088
Superintendent Salary	\$207,000	\$159,821
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 3/14/2016

Professional Development – Most Recent Three Years

Professional Development plays a key role in keeping teachers abreast of current education issues and trends, in fostering the implementations of innovations, and in refining their teaching practices. Teachers and staff have opportunities to build upon their roles as coaches and facilitators of their student learning throughout the year by participating in conferences and workshops. The District had a district-wide staff development day where teachers and staff were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies, and technology. Staff development for 2013 - 2014 included, but was not limited to: Differentiated Instruction, Common Core Standards Implementation, Technology, and Next Generation Science Standards. For additional support in their profession, beginning teachers enlisted the services of the District's Beginning Teacher Support and Assessment (BTSA) program.

Last updated: 3/14/2016