

PIEDMONT UNIFIED SCHOOL DISTRICT  
Council Chambers, City Hall  
120 Vista Avenue  
Piedmont, California 94611

MINUTES OF  
Regular Meeting of the Governing Board

June 25, 2008

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CALL TO ORDER	Board President Monach called the Board of Education meeting to order at 7:03 p.m.
ESTABLISHMENT OF QUORUM	President June Monach, Vice President Ray Gadbois, Board Members Roy Tolles, Martha Jones, Rick Raushenbush
OTHERS PRESENT AT REGULAR SESSION	Constance Hubbard, Superintendent Michael Brady, Assistant Superintendent, Business Services David Roth, Ph.D., Assistant Superintendent, Educ. Services
Agenda Adjustments	None
COMMUNICATIONS / ANNOUNCEMENTS	
Association of Piedmont Teachers (APT)	None
California School Employees Association (CSEA)	None
Parent Clubs	None
Student Representative to the Board	Not present
PERSONS REQUESTING TO SPEAK ON ITEMS NOT ON THE AGENDA	None
Superintendent Announcements	None
Board President Announcements	President Monach wanted to start off the meeting by saying that: <ul style="list-style-type: none"><li>• She can say with great confidence that those who work in Piedmont schools are motivated and inspired to serve the needs of all students</li><li>• The entire administrative team is present at tonight's meeting, along with several teachers from the elementary schools, which reflects the degree to which our administrators and teachers work closely with one another to support the K-12 learning continuum.</li><li>• Those who live in Piedmont care deeply about the quality of education students receive and they support our school system by volunteering and participating in school events/activities, and by providing input during decision-making processes</li><li>• She is honored by the presence of a full house of community members and parents eager to give their feedback</li><li>• She thanked everyone for coming to the meeting and</li></ul>

those who could not be here this evening but communicated to staff and the Board via email.

- As the Board conducts its business tonight, she asked everyone to remember that the first priority is to keep the needs of all students first.

#### REVIEW & ACTION ITEMS

Appointment of Piedmont Unified School District Representative to City of Piedmont Environmental Task Force

Superintendent Hubbard advised that the District received ten very qualified applications. Subcommittee members (Board Member Raushenbush and Superintendent Hubbard) picked four finalists to be interviewed, with the understanding that if the City has a meeting prior to the next Board meeting, the subcommittee could request authorization to make a decision and the Board would ratify the appointment at the Board meeting of August 27th. Administrative Assistant Beverly Feusier will be contacting the four finalists for an interview.

Board Member Raushenbush, who will serve on the task force as a non-voting Board liaison, said it is always impressive that people are so willing to volunteer their time. He hopes that all the people will continue to participate in "green" committees at the schools.

It was the consensus of the Board to proceed with the Superintendent's process.

Measure E Bond Program:

1. Review Schematic Design of Beach Elementary School

John Nelson of *murakami*/Nelson Architects and Engineers, updated the Board on the work to date.

This project will seismically strengthen the original 1930's areas of the school. This includes the Auditorium, Administrative offices, and all Classrooms with the exception of those built in 1995. The structural walls in these areas will be strengthened as well as the roof of the Auditorium, by adding new plywood shear walls and a plywood roof diaphragm. Related accessibility, fire and life safety issues will be addressed. These include a ramp at the main entrance, new fire alarm and fire sprinkler system, etc. Modernization work will include upgrades to the existing building envelope and mechanical and electrical systems to increase energy efficiency and sustainability. The Schematic Cost Estimate for this project is within the District target, as shown in the March 29<sup>th</sup> preliminary budget of \$12.3 million.

Superintendent Hubbard added that when the refined budget plan is brought back, options will be included to assist in making decisions. So far, all projected estimates are coming in under the estimates.

Report from Structural Peer Reviewer Regarding Ellen Driscoll Theater

Superintendent Hubbard reminded everyone that all projects are being peer reviewed by a structural peer reviewer. For the Ellen Driscoll Theater, it is Mr. Ted Zsutty, who submitted a report in agreement with the structural issues as initially reported. MaryAnn Phipps of EStructure is the other structural peer reviewer for facilities.

Conduct Public Hearing and Adopt  
Proposed Elementary Math Textbooks,  
"Every Day Math", (Grades K-5)

Before the hearing started, President Monach advised the overflow audience that additional room was available across the hall and the proceedings could be watched on the TV in that room.

She also thanked and acknowledged the many individuals who participated this year in this process and those who participated by submitting emails to administrators and staff. Thirty-six emails have been received regarding the recommended textbooks for adoption.

She reviewed the format for this portion of the meeting: a report by staff; opportunity for the Board to ask clarifying questions; conduct the public hearing and receive input; close the hearing; allow the Board to ask additional clarifying comments; and Board action.

Superintendent Hubbard thanked the elementary principals and staff who worked on the textbook adoption process. She stated that there is no Math Department Chair at the elementary level. Additionally, besides the administrators and elementary teachers attending meetings on the textbook, they also participated in other advisory groups. The District has worked very hard in broadening participation and opportunity for input in various groups, such as the Citizens' Oversight Committee for the Measure E Bond Program, DELAC (District English Learners Advisory Council), Budget Advisory Committee, Technical Advisory Committee, Curriculum Council, GATE Advisory Committee, and DAC (District Advisory Committee) for Special Education.

She continued that there is also confusion about how the school district works versus the City. The City has commissions such as the Recreation Commission that has its own elected set of Board and staff and the commission hears issues and then sends its recommendation to the City Council. The City Council has the ability to overturn. The school committees do not work this way; they are not commissions. Some committees are governed by the Brown Act which mandates certain discussion only on the agenda. The other committees the District has are more informal and have one or two Board members as liaisons. In all committees, the feedback provided is given as a report to the Board. On this particular issue, it is important the audience understand that all the Board members have received every bit of information received on. This is not the first time the Board members are hearing the feedback. The math textbooks have been on display for the last 30 days for public inspection and comments. People who have raised concerns must understand that their concerns have been looked at and the District has tried to address them. Some of the concerns overlapped; sometimes the concerns did influence what recommendations staff made in the final phase, so feedback is important. Whether or not a particular interest is addressed exactly as one would like does not mean it was not considered.

Superintendent Hubbard introduced Dr. Jamie Adams, Director of Curriculum. Dr. Adams said the focus tonight is to discuss how we got to where we are today and to address concerns over the 30-day public review period. The focus is not to critique the process.

Havens Elementary Principal Tery Susman led a PowerPoint presentation on the process of the elementary textbook adoption. She said it is important that everyone understands that public schools don't get to choose what to teach; it is a mandate by the State of California (Content Standards) and State Curriculum Frameworks, which go into more depth in describing instructional practices and strategies.

We are mandated by the State of California to follow the State Standards which are for students to:

1. develop fluency in basic computational skills
2. develop an understanding of mathematical concepts
3. become mathematical problems solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent
4. communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs and mathematical terms
5. reason mathematically by gathering data, analyzing evidence and building arguments to support or refute hypotheses
6. making connections among mathematical ideas and between mathematics and other disciplines

What the State is mandating, the District is already providing, which is a balanced mathematical program. A balanced program is considered to be conceptual understanding, computation and procedural skills, and problem-solving. The charge of the staff was to take a look at the program to see if it could be improved upon. The process that was followed is also dictated by the State of California.

All 52 elementary teachers and the elementary administrators asked themselves the following questions as they went through evaluating the current program:

- Are we meeting State standards?
- Did we have a balance of concepts and skills in the program?
- Were there ample opportunities for depth and breadth?
- Were there accessible and manageable student and teacher resources?
- How are we doing on our assessments including the STAR test, which is also mandated by the State?

Principal Susman reported the STAR Test, 2005-2007 average, where students performed at or above state defined proficiency levels: 2<sup>nd</sup> grade – 93%; 3<sup>rd</sup> grade – 86%; 4<sup>th</sup> grade -87%; and 5<sup>th</sup> grade - 85%.

As the group went through the process, they also felt they needed to build on the present program as continuous improvement. They decided they wanted to acquire new and innovative resources for mathematics instruction, increase the opportunities for depth and breadth in the K-5 math program, explore models to differentiate instruction, and examine assessment tools and strategies.

A few years ago, the group started an aggressive articulation K-5 process where all of the K-5 teachers across sites met. Last year was the first 5-6th grade articulation and it is planned to continue to build on that. The group also realized that it was important to continue to monitor proficiency with basic skills and broaden that communication with parents about student progress in that area.

Not just one avenue was looked at to address those needs. A broad approach was taken. They have three ongoing areas: *Math Solutions* professional development for 5<sup>th</sup>-6<sup>th</sup> grade teachers, K-5 articulation days, and partnering with parent clubs, they were able to increase the math specialist support at all three elementary schools.

One of the options is to adopt K-5 State-approved materials. The State has a rigorous process of evaluation to determine what material is to be on the approval list. It is highly competitive and lucrative for those publishers who manage to get on the list. The criteria are:

1. mathematical content aligned with the standards
2. program organization
3. assessment
4. universal access
5. instructional planning and support

The process continued and twelve publishers were looked at and criteria was developed in order to come up with a choice.

The choice was then narrowed to four or five possibilities. Those five were then presented to each of the school sites for teacher review, piloting and review. Each publisher did an hour presentation. Articulation meetings and discussions continued. All 52 teachers reached consensus that "Every Day Mathematics" was the program they felt would be the most supportive tool for them to continue improving their mathematics instruction. That recommendation went to the Board to start the 30-day review process. During the review period, the group continued to research, reflect and debate on their choice, based on their own concerns and questions, and those presented to them. At the end of the process, they all agreed that "Every Day Math" is the best tool to continue to support the teachers. She added that they were also looking for innovative resources, differentiation strategies and assessment tools to move them along the path to continual improvement and "Every Day Math" met those requirements.

Principal Susman said we cannot underestimate the role of the teacher in the achievement of the student. She read what the State considers to be a balanced program:

“Mathematics makes sense to students who have a conceptual understanding of the domain. They know not only how to apply skills but also when to apply them and why they are being applied. They see the structure and logic of mathematics and use it flexibly, effectively and appropriately.

Differentiated instruction was an identified need by teachers and parents. This is supplemented with up to fifteen different resources in order to provide the differentiated instruction to challenge all students.

She ended by saying this was a lengthy and dedicated process involving many people.

Wildwood Elementary Principal Carol Cramer discussed the “Frequently Asked Questions” based on parent concerns and tried to group them together. The concerns addressed math facts, algorithms, the spiral curriculum, assessment, communicating with parents, speed and pace of program, and the use of calculators. She said it is important to state that no matter what tool they use, they are required to teach the State standards and they take that responsibility very seriously. Assessment data will be shared with families.

The Board asked questions of the elementary principals.

Prior to opening the public hearing, Vice President Gadbois requested that comments be kept brief (not more than 3 minutes) and not repeated. The public hearing was opened.

Resident Hedi Gerken has worked for the schools for the past nineteen years. Every day she has observed the absolute excellence of the professional staff in the District. These people know what they are doing and she highly recommends supporting the staff in choosing the “Every Day Math” program.

Parent Peter Hunt vehemently opposes the program, stating once you get more in depth with the “Every Day Math” program, it is wrong. The spiraling doesn’t exist in “Every Day Math”. A petition requesting delay of a decision was provided to the Board.

Parent Lisa Joyce requested a postponement of the decision. She said there was no discussion of this program at the last Curriculum Council meeting. Other districts should be communicated with. There needs to be more discussion among teachers and parents about the program, and some kind of pilot program.

Denise Meredith, teacher at Havens, said she is a Piedmont parent, also, and didn’t know anything about the Monday night meeting that Mr. Hunt talked about.

Parent Yvonne Gonzalez Rogers clarified that some friends of hers and she co-hosted a gathering at her home and invited Carol Cramer to speak about the "Every Day Math" program. Ms. Gonzalez Rogers does not think there can be effective dialogue via emails and she is not happy with the process. She thinks our teachers are doing a very good job. She wants to be supportive of the teachers, but she thinks there should be some parameters, such as requiring accountability and assessments; have the assessments shared publicly; and if this is program is to be a hybrid, have a public discussion.

Parent Brian Jefferies with children at Wildwood stated the teachers and administrator are unanimous in their support and that others should not micro-manage their jobs.

Phil Tucher, a former administrator in another district, math educator, professor, and parent of two children at Wildwood, vehemently advocates that the Board accept the recommendation of the staff. He said we are talking about a fit, an incredibly thorough process, and with the deepest intent of how to support students.

Parent Kathi Roisen asked what makes us think we can succeed with this program when teachers and Board members in other districts have written so many comments against this program? Their comments say the aspect of differentiation does not work with this program. How many teachers in our District have worked with this program? She was told by a sales representative from "Every Day Math" that when professional development begins, he will insist that they develop the program 'hook line and sinker'.

Parent Shirley Lee has a child at Willdwood. She is a math educator. She stated there are so many things that go into successfully teaching children that we need to keep in mind that there are many districts around the country that are having success with this program.

Leon Bloomfield, Beach parent, supports the comments of Ms. Joyce. Additional time is needed before adoption.

Leanne Morrison, kindergarten teacher at Wildwood, thanked those who expressed support. She wanted the audience to realize that by postponing the decision, the teachers face having to cram in all the material right before the beginning of school.

Parent Jon Elliott hopes the Board focuses on thinking about assessment devices serving not only the teachers but the parents in the community and looking at setting up accountability devices that make sure, on an everyday basis, it becomes a natural part of the teacher's process.

Retired Havens teacher Gretchen Schnitzer spoke about the incredible math specialists at the three elementary schools. This is a State-driven curriculum taught and it is regularly updated in a seven-year cycle and there is no choice about that. Also, the textbook has to be a State-approved text. "Every Day

Math” is State-approved. Report cards are also curriculum-driven and standards-based. Additionally, the STAR tests administered in the spring reflect the dictates of the State framework. No teacher has the luxury of straying far from that math framework. Elementary school teachers in this District routinely exceed at the concepts in the math framework. They all have supplemental projects such as math games, cooperative problem solving, cross-curricular projects that combine math with art, literature, social studies activities and, in the upper grade, science. She has never met a teacher who does not supplement his/her math program to further enrich the program. The “Every Day Math” program has “flesh”.

Parent and educator Melanie Schane strongly supports “Every Day Math”, as she believes it gives teachers the capacity to help students understand abstract concepts. She said that no textbook will tell you how to deal with an individual child and how to come up with an answer immediately. A teacher is dealing with individual students and if they are not getting the information needed, then the teacher has to come up with a different way.

Community member Bernard Pech felt the decision should be postponed. He also felt our math standards are too low.

Parent Greg Toto said he has listened to a lot of arguments. He personally dislikes the “Every Day Math” program. We need to know the costs; he would like to see a public discussion of the “roll-out plan” against our standards to ensure we get the best possible value and education out of the program adopted.

Parent Meg Hunt has had seven years of experience with “Every Day Math” with her students feeling inadequate. The program is frustrating for the students and parents because parents are not trained in how to help the students. She feels It is not a friendly program at all and is in favor of delaying the decision.

Parent Lily Mirels has been disturbed by the discussion. Just because the parents have concerns does not mean they are being disrespectful to the teachers, which is not the case. How do we, as parents, know if the program is working? If it is adopted, will there be some way to see if whether, in fact, the students are getting the same mastery?

There being no one else requesting to speak, the public hearing was closed.

Superintendent Hubbard wanted the public to understand that the school district does not take parent concerns as a sign of mistrust. She also wanted the public to understand that the district does look at the budgets once the adoption has been approved and staff has had an opportunity to assess their current inventory of teaching materials. In addition there is ongoing management of costs relative to estimated budgets. She explained that most of the state approved textbook adoptions are within the same ballpark when it comes to estimated costs.

Board Member Raushenbush wanted to confirm that the range of cost for the books would be between \$50-\$70,000 and the Superintendent responded yes.

President Monach stated she fully supports the recommended adoption. She appreciated all of the comments and communications submitted. Ongoing professional development is an important piece of implementation. Open communications and interaction between teachers and families are essential. She wants all students to be eager to learn math and apply their skills. A comprehensive progress report from the staff should be submitted to help the Board to evaluate the progress. The Board should also bolster the morale of the District's professional staff.

Vice President Gadbois said everyone agrees that our current program provides for review and assessment. The current program is excellent because of the excellent and dedicated teachers, along with dedicated math specialists. We also have a lot of excellent parental support. Learning is incorporated at home, too. Staff does a very good job of concept and we have an excellent professional development program with a lot of opportunities for team teaching. He feels the concerns are: consistency in the program because the teachers are developing the program by classroom, by grade, and by site and this could be improved upon along with assessment. We could also do a better job of differentiation. He has experienced personally that there is not always a complete job on the mastery of the basic math skills. Regarding going forward, everyone is in general agreement that we want a balanced program between the conceptual skills and the pragmatic skills and to make sure the students are mastering the skills as they progress. We want to make sure they know their math facts to automaticity; we want them to understand the standard algorithms and know how to do them; to only use calculators as a tool; and to have consistency in differentiation. He thinks the parents, teachers and administrators all agree on this. The gap is between those who envision the future as total abject failure and teachers who envision the future as what we have today but better. He doesn't understand the gap. The teachers, in looking at this program, are able to envision because they know what they are doing today. The parents don't have the benefit of what the teachers see. So, it is not clear to him that that is the vision that is going to happen in Piedmont. How to resolve? The answer is in the details that we don't have today (how do you plan to implement this program in a certain grade and how are you going to assess the program itself? Where he is today is somewhere in between approving the program without conditions (which he does not support due to valid concerns), and denying the adoption (which he does not support as it would be a vote of no confidence to teachers). He would like to hear from the rest of the Board, but thought a middle ground could be approved with conditions such as those mentioned by President Monach: a progress report, parent education, and assessment. He thought the information could be reported out through the Curriculum Council or to the Board.

Board Member Tolles wanted to acknowledge that this is a difficult process. He wanted to commend the teachers on their time and effort in recommending what they thought would be the best tools for them in the classroom. He thought it was amazing that it was a unanimous recommendation. He stated the adoption can be held off for a year; that is an option. He further stated that we like and trust our teachers and some of us are more happy to have them continue what they are teaching now rather than some foreign element into the District. He hopes that feeling can be pulled out of the decision-making process. He would not want to adopt the textbooks without conditions or deny completely; he would not want to do either. He felt issues such as this should have been discussed over several meetings.

Board Member Jones thanked the parents, teachers and administrators. She hoped that in the end, the District will end up with a better process and math program. She felt the teachers took this process seriously. Because the "Every Day Math" program is a controversial approach, parents are concerned. The Board has received hundreds of questions that have not yet been answered. One question she had was why this program was turned down by the State in 2000 and now in 2007 it has been accepted? Mathematicians involved in evaluating program have advised that the publishers went back and made a lot of changes in its shortcomings, such as not enough skill-based exercises. The mathematicians had varying opinions from positive to negative but they all said there is a lot of good math in the program but it is a hard program to teach and a hard program to teach well. It is a lot of work for the teachers. Professional development is essential. Additionally, parents need to be on board. She does not think they are, which is unfortunate. She would hate to see parents undermine the program. No one has been given an indication what parts of this program teachers like or dislike or are going to use or not use. There should have been a lot more interaction such as the type from the meeting held at Yvonne Gonzalez Rogers' home. Carol Cramer did a good job. Of the emails received after this meeting, there were 20 against the adoption and 15 in favor. The 15 almost all came from those parents attending the meeting. She still does not understand how some of the specifics would work, such as parent education. Other than report cards, how will parents find out how the program is working? Through math nights? Site Council meetings? Curriculum Council meetings? She would like to know in September how this is going to work out. Details are needed. She has also asked for details on costs which she has not received.

Board Member Raushenbush stated this has been a very difficult position. He has read all of the communications, links, emails, etc. There is not a federal report on what the best math textbook is. It is clear there are passionate people who care about the education of their students. We also have a lot of passionate teachers who care and have a lot of expertise. If he believed everything on the internet and thought it would happen in Piedmont, he would not go forward. There has been mixed experience. Math has been falling in the U.S. for years. The

personal experiences people have had can help toward avoiding some of the pitfalls. More front-end involvement could have been improved to make sure people had more of a voice. Not everyone will be happy about the outcome, yet a decision has to be made. Waiting will not get us anywhere. The teachers here have done a tremendous job; that is why he moved here. The quality of instruction in Piedmont is not determined by the book they use. He has rarely seen complete unanimity among the elementary school teachers. He has no professional basis on which to disagree. On the other hand, when he is weighing what to do, looking to the professionals that we hired to teach our kids and who have proven themselves to do a good job, he is going to listen to that opinion. They have confidence that they can manage that program. He is prepared to go forward. He trusts the opinion of the teachers. He trusts that if there is a child who is not "getting it", the teacher will do their utmost to ensure that the child is successful. The whole point of this kind of teaching is to try to teach kids who are not understanding. He does not feel a need for adopting the textbooks with conditions. If, after all the enthusiasm, it does not work out, he hopes that we will have the humility to try something else. This is a different tool for teaching the same thing. We do need to have some indications that the program is going well. That is the point of each assessment. He is in favor of adoption.

Superintendent Hubbard commented that staff did not spend a lot of time on the specifics because it was not known if the adoption would be approved. No order has been placed for the textbooks, a math night has not yet been set, etc.

She also expressed concern that by law, the District Budget still needed to be addressed at tonight's meeting and it was already 10:30 p.m.

President Monach stated it is very important that the Board be decisive. If you look at our \$29 million budget, nearly 89% is going toward people. Of the remaining 10-11%, 3% of it is allocated for books and supplies. We have budgeted and allocated an appropriate level of resources, should we choose to adopt these textbooks. The budget is program driven by needs.

Board discussion ensued about whether or not to expect teachers to come up with a communications plan and assessment plan.

Assistant Superintendent David Roth offered his comments as follows: the District is not without an implementation plan that will begin in the fall and ongoing collaboration days. It is new and teachers are here when students are here. There are different accountability questions, some of which are fairly simple to come back with, such as the parent education component that could be done in September. The assessment piece goes beyond the "Every Day Math" program. An assessment in math is a topic that is much bigger. Assessing a development plan will take a lot of interaction with teachers. There are multiple layers of assessment: homework, student/teacher communication, parent communication. We

would not be able to come before the Board in January with all of this; it has to be a longer-term vision. Measures have to be developed; there are also issues in terms of technology - data collection, and infrastructure issues.

It was moved by Board Member Raushenbush to adopt the "Every Day Mathematics" textbooks as the new elementary school textbook for Grades K-5, and that as part of that adoption, in September, staff come to the Board with their initial plan for how to assess its success or failure and that around the time school begins, there is some type of plan for parent education that identifies nights that the program will be explained.

Vice President Gadbois seconded the motion but requested to amend the motion as follows: that the Board adopt the K-5 "Every Day Mathematics" textbooks and that staff come back in the fall with a high-level plan for implementation, parent education and program assessment.

Board Member Raushenbush accepted the amendment to his motion.

Vice President Gadbois stated we are asking the teachers to do a lot of work. It may be that we as a Board will need to delay some of the language arts curriculum process so that we can finish the math adoption process.

Superintendent Hubbard clarified that if the implementation plan is staff-directed, this would not be adding more work than was already anticipated.

Board Member Tolles said he would like it if the communications portion included meetings with parents as soon as possible in September. On the assessment side, teachers are going to have a good idea after 3-4 months how this is going. Perhaps some Parent Education Nights can be held.

The motion passed as follows:

AYES: Monach, Gadbois, Raushenbush

NOES: Tolles, Jones

ABSTAIN: None

ABSENT: None

Recess

President Monach called for a short five-minute recess at 10:50 p.m.

Conduct Public Hearing, Adopt 2008-09 District General Fund Budget and All Budgets Operated by the District; and Adopt Resolution 23-2007-08, "Authorizing Year-End budget Transfers"

Superintendent Hubbard stated all Districts are required to adopt a budget prior to June 30 of each year for the next fiscal year. Because the State Budget has not been adopted, and actual expenses for the year ending June 30 are not determined, changes are expected in the revised budget that will be presented 45 days after the State Budget is adopted. It will reflect the information from the Approved State Budget and the year-end Financial Reports of the District. Given the uncertainty of the State's fiscal climate, the Revised Budget could differ

significantly from the Adopted Budget.

The Public Hearing conducted tonight is for the purpose of the Board to receive input on the budget and for the public to provide comment. After the hearing, the Board will be requested to approve the 2008-09 District Budget. Staff will submit all of the required documentation by the statutory deadline of July 1, 2008.

Summaries of each fund and the list of assumptions used in the development of the 2008-2009 Budget were provided to the Board and were on display at the public information table. The General Fund is the most significant of the funds managed by the District because it represents the day-to-day operations of the District. It is the only fund that is not entirely restricted as to expenditures of funds received from all sources. Included is a chart that depicts the sources of revenues and expenditures for the General Fund, the Budget Adoption Calendar, enrollment projections and the multi year projections for 2009-10 and 2010-11. The summary forms recap the information included in the Standardized Account Code Structure (SACS) format that is required by the State.

In addition to the assumptions included for each fund, it is important that the following trends affecting the budget are recognized:

- Programs included as essential in Piedmont students' experience have been maintained and are included as part of the 2008-09 budget.
- Compensation to attract and retain the most qualified staff remains a priority. There has been significant progress toward the goal to attract and retain the best employees by providing compensation that compares to the top of the non-basic aid, unified school districts included in the list of comparable districts in the Standards and Criteria Report. Personnel costs represent approximately 88% of the total expenditures.
- The reserve level for economic uncertainty in the General Fund meets the required minimum of 3%, but is below the Board's goal of 4%.
- State and federal support for public schools in California have fluctuated greatly in the last few years, and 2008 is no exception. For example, although the Governor identified a 5.66% COLA as part of the May Revise for 2008-09, this COLA is not funded. Whereas in January, the COLA was simultaneously awarded (4.94%) and defunded (-6.99%), the new COLA is simply not funded, resulting in a "net 0%" increase in per pupil allocation. The final funding from the State is not determined until the final state budget is approved by the Legislature and approved by the Governor.
- In addition to no Cost of Living Adjustment (COLA), there is

no Special Education COLA, and categorical program funding (K-3 Class Size Reduction, Economic Impact Aid, School/Library Improvement, Instructional Materials, 7-12 Supplemental Counseling, Arts & Music Block Grant, School Safety, and the Pupil Retention Block Grant) has proposed cuts from 6.4% – 7.6%.

- The widening gap between the increase in the operational cost of programs and a decrease in State funding due to declining enrollment has been closed by increases in Parcel Tax assessments, an increase in donations from support groups such as the Parent Clubs and Piedmont Educational Foundation, and a decrease in program cost in areas with minimal impact on student programs.
- The Parcel Tax support has been an essential component of the District's revenue for the maintenance of programs for students. It has grown from being approximately 11% of the District's total revenue in 1985 to 27.42% in 2008-09 from Measures B and C approved in June 2005. As was done in 2001 to support instructional programs in the final year of Parcel Tax Measures A and B, the District transferred \$500,000 from the General Fund to the Parcel Tax Reserve Fund for supporting programs in 2009-10, the final year of the tax term.
- Revenue from Measures B and C, approved by the Piedmont community by 88.10% and 83.13% margins, respectively, on June 7, 2005, are included as part of the multi-year projections. They include an allowable increase of up to 5% per year through the 2009-10 budget year.
- The funds raised by Parent/Support Groups and the Educational Foundation to support programs remain an integral part of the District's budget, representing 5.65% of the total budget. The combined community support for the District budget in 2008-09 totals 33% of the total budget, or \$3,696 per student.
- The District continues to experience a slight decline in enrollment. Staff continues to monitor enrollment very closely and makes adjustments as needed in a timely manner. The 2007-08 budget received \$5,834 per the 2518 Average Daily Attendance based on the 2578 students enrolled in 2006-07 (total \$14,690,012). The 2008-09 budget will be based on 2483 Average Daily Attendance from the 2552 students enrolled in 2007-08.
- The 2008-09 "May Revise" budget offers an unfunded COLA of 5.66%, which translates into a "net 0%" COLA and \$0 additional funding per ADA for the District. Moreover, the ADA for the calculation in 2008-09 is 35 fewer than the previous year because of declining enrollment and slightly lower attendance rates. Average daily attendance from enrolled students in 2007-08 was 97.29%, less than the traditional level of 97.5%. The total per ADA State revenue is expected to be \$14,485,822,

which is a 1.4% decrease from the previous year.

- Enrollment/attendance patterns must be monitored carefully. In 2008-09, the loss in increased revenue due to a decline in enrollment is \$204,190. The District is not always able to reduce expenditures by an equal amount of reduction in revenue because of fixed costs (such as utilities or insurance) and the pattern of student program that does not permit personnel adjustments based on revenue.
- The Budget Advisory Committee consisting of representatives from all stakeholders in the District meets regularly to discuss the District Budget and provide recommendations to the Board of Education in the budget development process. The 35 members also report information on the budget back to their constituent groups.

Yvonne Gonzalez Rogers thanked the District staff for their presentation and was glad they did not have to borrow from the parcel tax fund. She implores Dr. Roth and Dr. Adams not to wait on bringing parents in on the "Every Day Math" process; the mood of the community is so vital to the success of these measures. It will reflect on this budget.

It was moved by Board Member Raushenbush and seconded by Board Member Jones to adopt the 2008-09 District General Fund budget and all budgets operated by the District, and to adopt Resolution 23-2007-08, "Authorizing Year-End Budget Transfer".

The motion passed by roll call vote as follows:

AYES: Monach, Gadbois, Tolles, Jones, Raushenbush  
NOES: None  
ABSTAIN: None  
ABSENT: None

Assistant Superintendent Brady commended Michelle Nguyen, Director of Fiscal Services for her diligence; she recently injured her leg and had to miss some time from work but worked from home to complete the budget material.

REVIEW & DISCUSSION ITEM  
Continuation of Discussion of Goals and  
Priorities for 2008-09

By Board consensus, the agenda item was postponed to the July 23 Board meeting due to the late hour. Board Member Raushenbush will not be present at the July meeting but feels adoption should go forward.

Vice President Gadbois advised there is a possibility that he may also be missing the July 23 Board meeting and supports adopting the goals at the July meeting. He suggested perhaps adopting them tonight but as the item was not agendaized as such, the Board would be precluded from taking action.

INFORMATION  
Announcement of Annual Board  
Reorganization

Superintendent Hubbard stated that in election years, a reorganization takes place in March. This year was an election year, so the officers served from March 2008 until July 2008. The next reorganization will be from July 2008 through July

2009, followed by July 2009 through March 2010, and finally March 2010 through July 2010.

CORRESPONDENCE

President Monach advised between 4-6 emails were received about the application process for the Environmental Task Force. There were also a few emails regarding the GATE Plan post adoption.

BOARD REPORTS

None

CONSENT CALENDAR

It was moved by Vice President Gadbois, seconded by Board Member Jones, and passed unanimously to approve the Consent Calendar as presented, including the minor edits to the minutes of June 11, 2008:

- A. \*Adopt Regular Board Meeting Minutes of June 11, 2008
- B. \*Approve Personnel Action Report
- C. \*Approve ELAP (English Language Acquisition Program) Application for Funding, Fiscal Year 2008-09  
This program provides English language development instruction to assist pupils in successfully achieving the standards adopted by the State Board of Education.
- D. \*Approve Contract Between the District and Nolte Photography, Effective July 1, 2008 through June 30, 2009  
Nolte Photography will provide photography services for student/staff photos and staff ID badges at all sites. There is no cost to the District, as the photography company receives payment from the parents.
- E. \*Approve District Warrant List dated June 19, 2008 for Goods and Services Rendered
- F. \*Approve Submission of Consolidated Application, Part I, 2008-09  
The Consolidated Application is used by the California Department of Education to distribute categorical funds from various state and federal programs (e.g., Economic Impact Aid, Title IV Safe and Drug-Free Schools and Communities) to county offices, school districts, and charter schools throughout California. In June of each year, every local educational agency (LEA) submits Part I of the application to document participation in categorical programs and provide assurances that the LEA will comply with the legal requirements of each program. Part II of the application, submitted in January of the following year, contains the LEA's entitlements for each funded program. Out of each state and federal program entitlement, LEAs allocate funds for indirect costs of administration for programs operated by the LEA and for programs operated at schools.
- G. Approve one Master Contract and one Individual Service Agreement with **Devereux Glenholme School**, to provide basic educational services for one high school student, effective June 5, 2008 through June 30, 2008, at a total cost not to exceed \$3,276.00. Funding: Special Education
- H. Approve one Master Contract and Individual Service Agreement with **Devereux Glenholme School**, to provide basic educational services for one high school student, effective July 1, 2008 through June 30, 2009, at a total cost not to exceed \$40,635.00. Funding: Special Education
- I. Approve one Consultant Services Agreement Between the District and **Stacey Menz** to provide program manager services for one pre-Kindergarten student, effective May

19, 2008 through June 30, 2008, at a total cost not to exceed \$900. Funding Source: Special Education

FUTURE REGULAR AGENDA BOARD  
MEETING AGENDA ITEMS  
(subject to change)

**(SUBJECT TO CHANGE)**

- A. Adoption of District Goals for 2008-09 (June/July)
- B. Announcement of Annual Board Reorganization (Jul)
- C. Identify Campaign Chairs for Proposed Renewal of Parcel Tax (Jun/Jul)
- D. Review of Board Bylaws (Section 9000) (TBD)

ADJOURNMENT

There being no further business, and with no objections by the Board, the meeting was adjourned at 11:50 p.m.

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JUNE MONACH, Board President  
Piedmont Unified School District  
Board of Education

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CONSTANCE HUBBARD  
Secretary, Piedmont Unified School District  
Board of Education