

PIEDMONT UNIFIED SCHOOL DISTRICT

Council Chambers, City Hall

120 Vista Avenue

Piedmont, California 94611

MINUTES OF

Regular Meeting of the Governing Board

April 9, 2014

CALL TO ORDER	Board President Richard Raushenbush called the meeting of the Board of Education to order at 6:30 p.m.
ESTABLISHMENT OF QUORUM	President Richard Raushenbush, Vice President Andrea Swenson, and Board Members Sarah Pearson, Amal Smith and Doug Ireland were present.
Adjourn to Closed Session	The Board adjourned to Closed Session at 6:31 p.m. to discuss: Conference with District Labor Negotiator Constance Hubbard Regarding Negotiations with Association of Piedmont Teachers. Conference with District Labor Negotiator Constance Hubbard Regarding Negotiations with California State Employees Association (Chapter 60).
Others Present in Closed Session	Superintendent Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Reconvene to Regular Session	President Raushenbush called the Regular Session of the Board of Education to order at 7:05 p.m. and led the Board and audience in the Pledge of Allegiance.
Others Present at Regular Session	Superintendent Constance Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Report of Action Taken in Closed Session	The Board met in closed session to discuss labor negotiations and no action was taken.
Agenda Adjustments	Superintendent Hubbard asked that an item be added to the Consent Calendar; there is a last-minute field trip request for the winners of the Bird Calling Contest to travel to New York City on April 23-25 to be guests on the David Letterman Show. The Board agreed to add this request to the Consent Calendar.
COMMUNICATIONS/ANNOUNCEMENTS	
Association of Piedmont Teachers (APT)	None
CSEA	None
Parent Clubs	None
Student Representative to Board	PHS representative Allen Hosler announced that the Spring Rally was held on March 28; it was a fun rally and a nostalgic event for seniors since it was their last rally. Last Friday was the Spring Fair where school clubs set up tents and recruit new members and leaders for next year. The Bird Calling Contest was held on April 4th and the winners in first place were PHS seniors Sami Barney, Katie Cummins and Jasmine Nadim, coming in second were seniors Gabe Bolio, James Clifford and Eli Nash, and juniors Elliot Gordon and Walter Le Duy came in third. The AP Art Show runs through Saturday at the PHS Library. Students are looking forward to spring break next week. The week of their return will include STAR testing and AP testing for many students. Day on the Green, which features club

tents with giveaways and water slides, will take place May 23.

Persons Requesting to Speak on Items Not on the Agenda None

Superintendent Announcements Next week is Spring Break and the schools will be closed. The District Office will be open but some staff will be out and will be back the following week.

President Announcements None

EDUCATIONAL SERVICES REPORT: SPOTLIGHT ON STUDENT LEARNING

Common Core Standards in Mathematics

Assistant Superintendent Booker presented information about Common Core Standards in Math. This information has been presented at site councils, parent education nights, parent clubs and other events. It can be found on the home page of the District website along with a list of Frequently Asked Questions. There been numerous discussions with the staff and parent community and we've been looking at other similarly sized districts as to what they are doing. Some school districts are a year ahead of us, some are in the same place and some are a year behind. We are also working with math experts at the County Office of Education.

Our current math progression allows for expansion in 8th grade with introduction to algebra and ninth grade algebra.

The transition in implementing Common Core math will take place over the next several years as the District implements a plan and then reviews it and makes adjustments. It's important to realize that no decisions have been made at this time. The decisions the District must make include how and when to phase in common core math, development of curriculum and selection of course material and textbook adoption, whether to follow a "traditional" or "integrated" model in high school, and how and when to offer pathways for acceleration.

Common Core sixth grade math is very different from our current Math 6 course. In thinking about middle school compression there is no wrong answer. Under Common Core, standards are changing in 5th, 6th and 7th grade, with a more rigorous curriculum and the elimination of repetition. It was repetition that allowed some students to "skip" Math 6. Common Core 6 Math will be more challenging and will require a full year to establish the knowledge base for the courses that follow. Common Core Math lends itself to differentiation. Previous STAR exam and AP Exam results show that most 6th grade students who have advanced to Pre-Algebra (1997 standards) performed well in these assessments. Next year, 6th graders will have common core challenges in all subject areas and it may be too much to add math compression. Delaying math compression is expected to reduce student stress. It may be that the District needs practical experience with the new curriculum standards and student assessment before considering pathways for compression in middle school.

Sixth and seventh grade students currently in Pre-Algebra are on track to take AP Calculus. In CC8 Math they will receive a stronger math foundation and teachers will bridge the wide gap between our current Pre-Algebra course and CC Algebra I. All students currently enrolled in Algebra I or above will continue in their current sequencing next year. Teachers will embed multiple common core standards in Algebra I, Geometry and Algebra II in 2014-15 and beyond.

We must compress in high school and we have not yet determined

where that will occur. This decision will coincide with the decision on traditional versus integrated math and we have to determine what is best. In college Calculus AB/BC is a one-year class. Some students can jump right into BC but it is important to offer students Calculus AB.

With the new standards come new assessments. Conceptually Common Core Math is much more robust. Professional development has focused on introducing the Common Core standards and understanding the shifts in curriculum and implications of the new standards. In 2014-15 and beyond, professional development will focus on curriculum development, instructional practice, student performance and instructional materials. We will be joining the Silicon Valley Math Initiative to offer benchmark assessments and professional development to support teachers.

We've had a lot of community engagement and meetings with parents and public. There are additional opportunities for community engagement at school site councils and a parent education night on May 7. Our goal is to bring a recommendation to the May 14 Board meeting. Parents are encouraged to look at the frequently asked questions on the website.

The Board is not taking action on this topic this evening, so no motion is required.

Public Comment

Larry Hawkins, parent of two PUSD students and one alumna, said the parents he's spoken with are starting a petition to make sure a pathway exists to 11th grade calculus. He thinks he heard tonight that this will be part of the plan, and in that case the petition may not go out. Parents he has been talking with have done some benchmarking with schools with APIs over 890 and over 500 students; there 16 in the Bay Area and 14 of these seem to be on the pathway to offer 11th grade calculus. There is still the issue of sixth-grade versus seventh-grade math acceleration.

Jon Elliott, Piedmont parent, reminded the board that their job is to provide strategic oversight. His observation is that if the Board waits for a full-fledged staff report, the discussion becomes can we change what staff want to do. If the Board is engaged in laying out guidelines and principles, it is much more useful. How can the Board apply this to this process? Number one, they can use data when it is available; the data is not that postponing compression until later leads to better results. The data in Piedmont says that providing pathways and options early leads to good outcomes for advanced students. Number two, if you have data, use it – don't just make your best guess. Number three, keep checking for comparable districts. Most high-performing districts are allowing an option to start compression in sixth to eighth grades. Number four, make a big push on learning for all students: differentiation is one part of this, and pathways is another. Don't default to differentiation until you've looked at pathways. Number five, another piece is supporting the whole child by minimizing unnecessary stress. Your only chance to compress in high school would result in a summer school class in math or doubling up in high school. Give your students a choice of doing it in middle school. Number six, the District has made it a priority to maintain programs. If sixth and seventh grade students lose their chance for compression, this takes away their choice and I'm wondering why you would do this. Number seven, the District supports staff with resources and training. You ask math teachers to teach a class on the fly with new conditions and multiple curriculum standards. Now you are asking them to teach a more diverse class

with at least three sets of kids. I would like to ask you to continue to offer compression options in middle school where the stress is less.

Mr. Booker was asked what happens if a teacher has more or fewer bright students one year. He explained that teachers deal with this every year; they do a formative assessment in the first few weeks of school to help them determine at what pace they will move the class. This changes every year, and if we have a compression class we will use assessments to determine the criteria of where to place students.

REVIEW AND ACTION ITEMS

State Seal of Biliteracy - Piedmont High School and Millennium High School Students

The State Seal of Biliteracy Seal recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. It is a statement of accomplishment for gaining competency in two or more languages, and may be viewed as an asset when applying for future employment and college admission.

Principal Daniels said this program would allow for our high schools to recognize students who are proficient or advanced in English language arts and proficient in a language in addition to English. This year we have 40 seniors who may be eligible and 56 juniors. When we have students who meet the data point, we request the seals and add them to the diploma. This requires the school to keep records for the students who qualify.

Mr. Ireland moved to approve the District's participation in the California Department of Education's State Seal of Biliteracy Program. The motion was seconded by Ms. Pearson and approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Public Comment

Jasmine Nadim, PHS student, said that there are a number of options for electives and not that many spaces. If there is an incentive for being bilingual and taking language, will this discourage people from taking other electives? Is there a way to provide incentives for other subjects?

Conduct Second of Two Public Hearings on the Proposed Levy of the 2013-14 School Support Tax, to be Levied in 2014-15

The Board will discuss and receive public input regarding the proposed levy of the school support tax for 2014-15. After the public hearing, the Board will take action on any levy.

Notice was given of tonight's hearing and a first public hearing was held at the Board meeting on April 9. The Board has the authority to levy the parcel tax up to the current level plus 2%. The Board has received the recommendation of the School Support Tax Subcommittee that for 2014-15 the District levy the tax with the maximum allowable annual increase of 2%.

There was no public comment.

Ms. Swenson only received emails in support of increasing the tax by 2%. This includes all emails directed to the Superintendent's Office

Ms. Swenson said that a month ago she was hoping we would not raise the levy by 2%. Then the Board received the Subcommittee's recommendation and at the meetings she has attended about Common Core, she can see that the 2% could go toward professional development related to Common Core. Her opinion is to increase by 2% and she go either way as to whether we hold the money in reserve or spend it.

Ms. Pearson agreed with her position.

Ms. Smith is aware that the 2% increase amounts to about \$50 per

parcel and we are also talking about passing a bond measure. Both of these would impact some people. The bond repayment would not begin until 2015-16 so I think I would agree with raising the levy by 2% and would favor using it for professional development rather than putting it in reserve.

Mr. Ireland asked how the District is doing with the reserve fund. Mr. Brady explained that the Board directed the District to change the reserve amount to 4%, which has happened so that the amount in reserve has increased from \$980k to \$1.3M. Ms. Swenson pointed out that this is more than would be raised by a 2% parcel tax increase and makes adding to the reserve less necessary. This change in the reserve had not taken place at the time the School Support Tax Subcommittee made their recommendation. Mr. Raushenbush noted that the 4% reserve is not a problem this year or next - only in the third year of the budget.

Superintendent Hubbard explained that the decision about putting the money into the reserve does not need to be made tonight. The decision may be affected by information in the May budget revise. It is also important for the Board to remember that a parcel tax reserve is more flexible than a normal reserve; money in the parcel tax reserve may be spent at any time.

Mr. Ireland said if there is a chance to not assess, he would like to be mindful of that. He is not sure the people who gave their opinion about increasing the tax were factoring in the Measure H levy.

Superintendent Hubbard noted that once you choose not to levy the tax increase, you can't go back and get the money later. You could put the money in a parcel tax reserve account and not levy the increase next year if Prop. H passes. The 2% increase represents about \$200,000 over eight years.

President Raushenbush said he was where Ms. Smith was and was a little surprised by the community input. He would like people to remember that with all the money we pour into our schools, it just brings them up to average spending in the country. The Board has received no emails opposed to the increase, which is rare, so he is in favor of levying the tax with the 2% increase.

Ms. Swenson made a motion to levy the parcel tax with the 2% increase for 2014-15. The motion was seconded by Mr. Ireland and approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Approve School Accountability Report Card (SARC), 2012-13, for all Piedmont Schools: Beach Elementary, Havens Elementary, Wildwood Elementary, Piedmont Middle School, Piedmont High School, Millennium High School

The School Accountability Report Card (SARC) is required by Ed Code and was created to provide parents and the community with important information about each public school. The SARCs for all our schools are available on the website and the 2012-13 SARC for Piedmont High School is provided as a sample in the Board packet. Once approved, the approved copies of the SARCs will be posted to the District website and the California Department of Education website. When SARCS were created 15 years ago it was to give the public an idea of how to evaluate schools. Today much of this information is available in other places and now it is more of a bureaucratic nightmare that doesn't tell us much.

Mr. Booker said the SARC is always a year behind so the SARCs being presented this evening are for the 2012-13 school year. They demonstrate how well our schools are performing. In terms of requirements for attending UC or CSU schools, 83% of our graduates are enrolled at US or CSU schools and 89.5% completed graduation

requirements for UC or CSU schools. These are high even compared with comparable schools. The SARC's give information on our enrollment, facilities and teacher credentials.

PHS student Greg Gadbois asked what these reports affect.

Mr. Booker said not much, unless they point to red flags, which show problems or things to address. They basically reflect the excellent work we're doing.

Mr. Brady explained that there is not much usefulness in comparing the expenditure per pupil between our schools because different programs are attributed to different schools. If you see a disparity between sites it is because expenditure per pupil is based on where an expense is recorded not where the money is spent. The better number is to look at the overall expenditure per pupil for the district.

Ms. Smith made a motion to approve the 2012-13 School Accountability Report Cards for all PUSD schools. The motion was seconded by Ms. Pearson and approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

REVIEW AND DISCUSSION

Discussion on District Goals for 2014-15: Provide Direction on Goals as Included in the Development of the Local Control Accountability Plan (LCAP)

The Board will begin discussion of the 2014-15 goals and provide direction as to the inclusion of the goals as part of the development of the Local Control Accountability Plan (LCAP). The first reading of the LCAP is scheduled for June 11, 2014 with approval on June 25, 2014.

It is important to reiterate that the role of the Board is to set forth goals while the role of teachers is implementation. Once a goal is defined, the tactics are numerous and result in quadruple the number of operational responses, so we have to be careful how we define the goals. This is clearly reflected in the completed Action Plan for 2012-13 that includes the tactical and operational activities completed in response to the goals set by the Board.

The information from "Shaping Our Future 2.0" reflects the themes that emerged from the meeting and that the community thought were important. Included in the background is the template for the LCAP, which we will have to fill out. The LCAP is reflection of our goals and we need to make sure everything is aligned. We may want to look at how many different versions of this information we have. The LCAP is something new and is required by the state. Mr. Booker is working with the County Office of Education on this. We will start with the strategic plan, which for us is the goals and commitments approved for the past years and the themes from "Shaping Our Future." The LCAP is a three-year plan and will get updated every year.

Mr. Raushenbush said the plan has evolved over the years to this level of detail. He wondered if both the Action Plan and the LCAP will coexist or there would be just be one.

Mr. Booker responded that the Board's Goals and Action Plan is what will drive the LCAP. The Goals and Action Plan, themes from "Shaping Our Future" and the Single Plan for Student Achievement will all be distilled into the LCAP. We've been doing the work and simply need to put it into the language of the LCAP. It is about telling our story in their format. We will attend a drafting workshop with the County Office and other local school districts.

President Rauschenberg said it makes sense to use some of the same themes in the action plan update. The tactics identified were approved and any not completed should be continued, remembering

that there are limits as to what we have the people power to accomplish.

Board Member Pearson said that under vision of Supporting Academic Excellence, she would like to see more about differentiation under program delivery or professional development.

Board Member Swenson thought that Goal #2 - To Support Professional Development & Instructional Effectiveness should be a focus this next year. Mr. Booker said this focus would fall within tactics for computer science education and Math Common Core implementation. She would like to see some adjustments to Goal #5 - To Balance the Budget because we are not simply trying to balance the budget at this point.

Mr. Raushenbush would like to expand the review of the AP Honors Program to include discussion of educational achievement and college admission to ensure that parents are educated on this subject. Under Goal #3 – Provide A Safe Learning Environment he thinks reducing stress is an ongoing major issue and the District is looking at implementing a bell schedule that starts the day later.

Ms. Swenson would like to see putting stress reduction at the top of the list.

Ms. Smith would like the strategic plan to include the discussion of a calendar with finals before holidays.

Mr. Ireland wants to know where the plan talks about relationships with the faculty and having the right people in the right jobs. Ms. Hubbard explained that under Goal #4 – Cultivate a Dynamic Learning Community, a relatively new practice in hiring staff is to identify staff who demonstrate growth. It is worthwhile to discuss this more because all the goals involve staff but are student-driven. Under Goal #4 - To Attract and Retain Competent Staff, we want to look at broadening administrative experience because we do not have many teachers with administrative experience relative to other districts of similar size. We want to provide opportunities for teacher leadership.

The action plan for 2013-14 will be updated for 2014-15. In the 2012-13 Action Plan Update, you can see how things get reported out and how the plan evolves over the years.

ANNOUNCEMENTS
CONSENT CALENDAR

None

Ms. Swenson moved, Ms. Pearson seconded, and Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith, and Mr. Ireland voted to adopt the Consent Calendar with the addition of Item L.

- A. Adopt Regular Board Meeting Minutes of March 12, 2014 Board Meeting
- B. Approve Monthly Financial Report of the District for March, 2014
- C. Approve Personnel Action Report
- D. Approve CIF Application for Multi-Team Status
- E. Approve Williams Report for the period of January - March, 2014
- F. Approve the Consolidated Application and Reporting System (CARS)

CARS is used by the California Department of Education to distribute categorical funds from various state and federal programs

to school districts throughout California. Annually the District submits its application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

- G. Approve Field Trip of 3 PMS students from the Debate Team to represent Piedmont at the Middle School Debate League Nationals Tournament at Claremont-McKenna College in Claremont, California from April 25-27, 2014.
- H. Approve Field Trip of 9 PHS students in Home Base Biology class to camp at the Haypress Campground in Marin County from May 6-7, 2014.
- I. Approve one reimbursement to the parents of one student for non-public services for Extended School Year 2014, at a total cost not to exceed \$4,950.00. Funding: Special Education
- J. Approve one Independent Contractor Agreement with Faltz Associates for Speech & Language Assessment effective April 2, 2014 through June 12, 2014, at a total cost not to exceed \$4,350. Funding: Special Education
- K. Approve one Independent Contract Agreement with First American Transit LLC for non-public services for one student effective March 10, 2014 through June 12, 2014, at a total cost not to exceed \$5,040.00. Funding: Special Education
- L. Approve Field Trip for the 8 students who won the Bird Calling Contest to travel to New York City from April 23 – 25 to be guests on the David Letterman Show.

CORRESPONDENCE

Ms. Swenson received a lot of correspondence about Common Core math. One email suggested not compressing in sixth grade. Another email discussed establishing parameters for the job search for the College and Career Center.

Ms. Pearson received several calls and emails - two asking for a broad and early search for the new director of the College and Career Center and four about middle school Common Core Math and how it would affect their child's cohort and what the endpoint would be. She also received one email from a parent who is also a Common Core math teacher in Alameda and has three students at Piedmont in three different schools. She shared this email with Mr. Booker. She also received some emails about Measure H and AHT about the bond measure and financing structures.

BOARD REPORTS

Mr. Ireland attended a Measure H meeting that included the participation of the architect, Jonathan Davis, the campaign and Larry Tramutola. He also participated in carpooling for the Girl's Lacrosse team and they are doing great.

Ms. Smith attended the parent education night regarding Common Core Math, which is the first time she saw Mr. Booker's presentation. She then attended the PHS Site Council and saw the presentation for a second time. She was impressed with the parent participation and feedback; there were 80-100 people in attendance. They also discussed graduation requirements. She was impressed by student participation on the PHS Site Council.

Ms. Pearson said that she is also impressed with the students' participation. She attended and thoroughly enjoyed the Bird Calling Contest. She found it interesting going to AHT on crutches and

experiencing how difficult life is in a wheelchair. She gave kudos to the teachers at the PMS Site Council for embracing the work.

Ms. Swenson attended the last meeting of the Public Safety Committee as it is currently composed. They held an event Saturday at the Firehouse that was very well attended. The new Public Safety Committee will re-form in the next few weeks and the Police Chief, Fire Chief and a School Board member will have seats on the committee along with four to five community members. She attended the Math Common Core parent education night, the Tri-School Site Council and the MHS Site Council, all of which had the same presentation on Common Core Math. She found it interesting how parent concerns differed: some parents were concerned about not accelerating fast enough, while other parents were concerned about their children being left behind. She also attended a Beach Parent Club meeting and a meeting with administrators. She went to St. Paul, Minnesota to attend a meeting as a member of the Parent Council at McAllister College. She had the opportunity to speak with the President of the college about his concerns. He told her that over the past 10 years his concern has been the level of student stress. Students come in completely stressed so the school has upped their counseling staff.

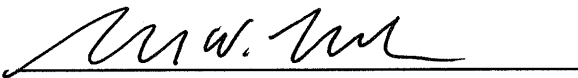
Mr. Raushenbush attended the meeting with administrators and was impressed with the amount of effort they put into their work. He also attended the Piedmont Appreciating Diversity Committee event, which was excellent.

FUTURE BOARD AGENDA ITEMS

Topics for future meetings include the first reading of the Common Core Math plan on May 14 and adoption on May 28. Goals for 2014-15 and the LCAP will be on the agenda in May and June.

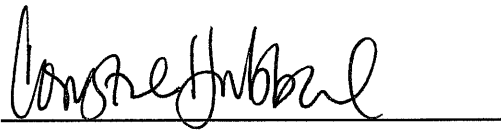
ADJOURNMENT

The meeting was adjourned at 9:25 p.m.



RICHARD RAUSHENBUSH

Board President, Piedmont Unified School District
Board of Education



CONSTANCE HUBBARD

Secretary, Piedmont Unified School District
Board of Education