

The Single Plan for Student Achievement

School: Piedmont High School
CDS Code: 01612750136515
District: Piedmont Unified School District
Principal: Brent Daniels
Revision Date: November 6, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Piedmont High School's Vision and Mission Statements

PUSD Mission Statement

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the district will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

PHS Mission Statement

It is the mission of Piedmont High School to provide quality preparation that challenges students to achieve honorably and realize their present and future potential. Four assets support this mission and high academic standards:

- A qualified, inventive and student—oriented staff;
- A generous, involved and supportive parent community;
- A K-8 program that prepares students effectively for the rigors of high school;
- A bright and motivated student body of students who are diverse in their talents and their contributions to our educational setting.

PHS School Motto

“Achieve the Honorable,” the long—standing motto of Piedmont High school means that all students demonstrate academic and personal integrity in their work. Being honest in all situations promotes learning, supports growth in intellect as well as character, and signifies each student’s responsibility to respect peers, teachers, staff, and the administration.

Piedmont High School (PHS) has adopted the Piedmont Unified School District (PUSD) Strategic Plan Mission Statement—See PUSD Mission Statement (Above).

In addition, we work to implement annually adopted District Goals. For school year 2012-2013 the District Goals were as follows (http://www.piedmont.k12.ca.us/forms/board/Goals_062211.pdf): 3

COMMITMENTS, as articulated by the PIEDMONT UNIFIED SCHOOL DISTRICT BOARD

OUR COMMITMENTS as a public school system:

- We are committed to cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to provide a safe, nurturing learning environment where every member of the Piedmont schools feels respected and included, and develops the compassion to recognize and to respond unequivocally to all forms of discrimination.
- We are committed to foster a comprehensive educational program that equips students to live in a diverse and changing world.
- We are committed to advance the commitments, vision, and goals of our school system by working collaboratively and allocating and effectively managing limited resources

VISION

Our vision for “Shaping Our Future” is rooted in six major themes.

1. Supporting Academic Excellence

By creating a breadth and depth of engaging learning opportunities for all students, continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the California content standards; cultivate critical thinking skills; and achieve to one’s fullest potential

2. Maximizing Individual Potential

Recognizing that each student has unique passions, motivations, and strengths, help students to individualize their education and achieve to their fullest potential.

3. Developing Resilience

Create a culture of learning in the schools, where students feel safe taking risks, being flexible, innovative, and adaptable, and taking The Single Plan for Student Achievement

on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, so students are prepared to meet real world challenges in their lives with resilience.

4. Promoting Program Adaptability

With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.

5. Cultivating A Global Citizenry

Cultivate students to become engaged and responsible citizens in the larger global community.

6. Building K-12 Community

Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

School Profile

Piedmont High School offers a strong college preparatory curriculum to a highly competitive student body. The faculty and staff are committed to academic excellence and the personal development of each student. The student body of 743 is actively involved in athletics, community service, student government and a variety of special interest clubs as well as academics.

Piedmont residents live in a picturesque foothill area, only a short drive from the many cultural facilities and fine educational institutions of the San Francisco Bay Area. The close proximity of Piedmont High School to the University of California at Berkeley allows students access to classes as well as many specialized libraries and services. Also, many students are able to take advantage of concurrent enrollment at local community colleges.

Residents are principally professionals and business executives who are attracted to this community because of its excellent schools, responsive police and fire departments, prime location and ideal climate. Parent commitment to excellence in education is strong and continuing, and their participation in the schools is extensive. For over eighteen years, residents of the City of Piedmont have demonstrated this commitment by supporting a parcel tax enabling the school to offer a 7 class program, small class size, full counseling services and an expansive extra-curricular program.

Piedmont High School has 31 full-time teachers, 20 part-time teachers, two full-time counselors and one part-time counselor, a full-time librarian, 2 full-time administrators, 1 part-time administrator and a Technology Coordinator. More than half the staff holds Master's Degrees and 40% have over 15 years of experience in education.

The race/ethnic composition of our student body, based on seven categories, includes the following: 2% African American, <1% American Indian or Alaska Native, 21% Asian, 3% Hispanic/Latino, <1% Native Hawaiian or Other Pacific Islander, 3% Two or more races and 71% White (not of Hispanic origin).

The school district provides the following program specialists: counseling, technology, physical education, school psychologist, vocal and instrumental music, special education, speech and language therapist, nurse, teacher librarian, occupational therapist, and resource specialist.

Piedmont High School has its own school psychologist. All resource and special day classrooms have para-educators (instructional aides). Piedmont High School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Piedmont High School has a Single Plan for Student Achievement which is revised annually.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids Survey 2010-11

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teacher classroom room observations by administrators and teachers are integrated into the teacher evaluation process. Also, in 2012-13, all teaching staff members engaged in at least three observations of their peers. The summary findings suggest that classroom observations provide the potential for strong continuous improvement instructional outcomes.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Number Included | 524 | 551 | 535 | 348 | 383 | 387 | 8 | 11 | 11 | 116 | 116 | 103 |
| Growth API | 917 | 917 | 908 | 921 | 915 | 906 | | 794 | 789 | 932 | 948 | 948 |
| Base API | 905 | 916 | 916 | 904 | 920 | 913 | | | 795 | 924 | 931 | 949 |
| Target | A | A | A | A | A | A | | | | A | A | A |
| Growth | 12 | 1 | -8 | 17 | -5 | -7 | | | | 8 | 17 | -1 |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes | | | | Yes | Yes | Yes |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Number Included | 21 | 18 | 14 | 23 | 18 | 25 | 2 | 1 | 0 | 79 | 70 | 68 |
| Growth API | 890 | 860 | 796 | 861 | 852 | 876 | | | | 774 | 763 | 757 |
| Base API | 892 | 891 | 861 | | 861 | 852 | | | | 725 | 769 | 763 |
| Target | | | | | | | | | | | | |
| Growth | | | | | | | | | | | | |
| Met Target | | | | | | | | | | | | |

Conclusions based on this data:

1. PHS, schoowide, exceeds the API target of 800 established by the California (CA) Department of Education.
2. Not all subgroups meet or exceed the 800 API CA state target.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|-------|------|------|------------------|------|------|-------|-------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 98 | 99 | 97 | 98 | 100 | 97 | 100 | 100 | 100 | 96 | 100 | 100 |
| Number At or Above Proficient | 179 | 161 | 182 | 123 | 105 | 135 | -- | -- | | 38 | 39 | 37 |
| Percent At or Above Proficient | 96.2 | 93.1 | 94.3 | 96.1 | 92.9 | 95.1 | -- | -- | -- | 97.4 | 100.0 | 94.9 |
| AYP Target: ES/MS | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 |
| AYP Target: HS | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 |
| Met AYP Criteria | Yes | Yes | Yes | Yes | Yes | Yes | -- | -- | -- | -- | -- | -- |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 100 | 86 | 84 | 100 | 84 | 100 | 100 | 0 | | 97 | 97 | 94 |
| Number At or Above Proficient | -- | -- | | -- | -- | 10 | -- | -- | | 22 | 17 | 22 |
| Percent At or Above Proficient | -- | -- | -- | -- | -- | 76.9 | -- | -- | -- | 75.9 | 68.0 | 73.3 |
| AYP Target: ES/MS | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 |
| AYP Target: HS | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 |
| Met AYP Criteria | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Conclusions based on this data:

- Over the past three years, PHS meets AYP English-language arts performance targets schoolwide, but not for English Learners in 2013 or Students with Disabilities in 2012 or 2013.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 98 | 99 | 97 | 99 | 100 | 97 | 100 | 100 | 100 | 96 | 100 | 100 |
| Number At or Above Proficient | 180 | 155 | 175 | 123 | 102 | 129 | -- | -- | | 39 | 38 | 38 |
| Percent At or Above Proficient | 96.3 | 89.6 | 90.7 | 95.3 | 90.3 | 90.8 | -- | -- | -- | 100.0 | 97.4 | 97.4 |
| AYP Target: ES/MS | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 |
| AYP Target: HS | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 |
| Met AYP Criteria | Yes | Yes | Yes | Yes | Yes | Yes | -- | -- | -- | -- | -- | -- |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 100 | 86 | 84 | 100 | 84 | 100 | 100 | 0 | | 97 | 97 | 94 |
| Number At or Above Proficient | -- | -- | | -- | -- | 10 | -- | -- | | 23 | 17 | 18 |
| Percent At or Above Proficient | -- | -- | -- | -- | -- | 76.9 | -- | -- | -- | 79.3 | 68.0 | 60.0 |
| AYP Target: ES/MS | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 |
| AYP Target: HS | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 |
| Met AYP Criteria | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Conclusions based on this data:

- Over the past three years, PHS meets AYP math performance targets schoolwide, but not for English Learners in 2013 or Students with Disabilities in 2012 or 2013.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2012-13 CELDT (Annual Assessment) Results | | | | | | | | | | |
|-------|---|---|----------------|---|--------------|---|--------------------|---|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2012-13 CELDT (All Assessment) Results | | | | | | | | | | |
|-------|--|---|----------------|---|--------------|---|--------------------|---|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| Number of Annual Testers | | | |
| Percent with Prior Year Data | | | |
| Number in Cohort | | | |
| Number Met | | | |
| Percent Met | | | |
| NCLB Target | 54.6 | 56.0 | 57.5 |
| Met Target | | | |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | | | | | | |
| Number Met | | | | | | |
| Percent Met | | | | | | |
| NCLB Target | 18.7 | 43.2 | 20.1 | 45.1 | 21.4 | 47.0 |
| Met Target | | | | | | |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | | | |
| Met Participation Rate | -- | -- | -- |
| Met Percent Proficient or Above | -- | -- | -- |
| Mathematics | | | |
| Met Participation Rate | -- | -- | -- |
| Met Percent Proficient or Above | -- | -- | -- |

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| Number of Annual Testers | | | |
| Percent with Prior Year Data | | | |
| Number in Cohort | | | |
| Number Met | | | |
| Percent Met | | | |
| NCLB Target | 54.6 | 56.0 | 57.5 |
| Met Target | | | |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | | | | | | |
| Number Met | | | | | | |
| Percent Met | | | | | | |
| NCLB Target | 18.7 | 43.2 | 20.1 | 45.1 | 21.4 | 47.0 |
| Met Target | | | | | | |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | | | |
| Met Participation Rate | | | |
| Met Percent Proficient or Above | | | |
| Mathematics | | | |
| Met Participation Rate | | | |
| Met Percent Proficient or Above | | | |
| Met Target for AMAO 3 | | | |

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: All Content Areas Grades 9-12 |
| LEA GOAL: |
| Build and deepen districtwide awareness of Common Core State Standards (CCSS) for PUSD teachers, administrators, para-educators and other staff for CCSS development of lessons, units and assessments for the 13-14 school year. |
| SCHOOL GOAL #1: |
| Develop instructional strategies/practices and academic interventions to support the mastery of Common Core State Standards in English language arts, literacy and mathematics for all students. |
| Data Used to Form this Goal: |
| <ol style="list-style-type: none">1. The development of the Common Core State Standards (CCSS) was a voluntary state-led effort coordinated by the Council of Chief State School Officers and the National Governors Association Center for Best Practices, with stakeholders from nearly every state in the country contributing to their development. In the fall of 2009, governors and state commissioners of education from 48 states (including California), two territories, and the District of Columbia, committed to developing a set of standards that would help prepare students with the knowledge and skills needed to succeed in education and careers after high school.2. The CCSS include standards for mathematics, ELA, and literacy in various content areas for students in kindergarten through grade twelve.3. California is participating in the Smarter Balanced Assessment Consortium (SBAC) with a number of other states to prepare a common set of assessments based on the CCSS. The SBAC is developing new assessments that will be fully implemented by the 2014–15 school year, with pilot testing in 2012–13, and field testing in 2013–14. |
| Findings from the Analysis of this Data: |
| <ol style="list-style-type: none">1. Piedmont High School (PHS) has yet to adopt fully CCSS within the school's curriculum and instructional program for all subject areas.2. Piedmont High School's strategic plan is to first build awareness of CCSS and Smarter Balanced Assessments, then, develop CCSS lessons, units and assessments for implementation in the 14-15 school year. |
| How the School will Evaluate the Progress of this Goal: |
| <ol style="list-style-type: none">1. PHS teacher, administrator, para-educator and other staff survey data to assess familiarity with CCSS.2. PHS teacher survey data to assess the frequency of CCSS lessons, units and assessment (Smarter Balanced Assessments) use for the 13-14 school year. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|---|--|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| PHS will partner with external consultants (e.g. The Alameda County of Education—consultants) to build and deepen CCSS awareness through monthly professional development activities. | 13-14 School Year | PHS Administration PHS Differentiation Specialist External Consultants PHS Department Chairs | PHS Differentiation Specialist External Consultants | 5800: Professional/Consulting Services And Operating Expenditures | Common Core | |
| Explore the development and establishment of a PHS Instructional Leadership, comprised on PHS/MHS Administrators/Teachers) to support the implementation of the CCSS at PHS and MHS for the 13-14 school year. | 13-14 School Year | PHS Administration PHS Differentiation Specialist PHS Department Chairs | | | | |
| Provide funds for teachers to pursue Common Core State Standards internal (i.e. peer-observation, peer collaboration) and external (i.e. workshops, conferences) professional development opportunities | 13-14 School Year | PHS Administration PHS Differentiation Specialist PHS Department Chairs | Peer Observation Peer Collaboration External Workshops External Conferences | | | |

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: School Climate and Culture Development |
| LEA GOAL: |
| 1. Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, and intellectually curious with a strong sense of self and community. 2. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment. |
| SCHOOL GOAL #2: |
| With attention to issues of diverse students learning needs and student stress, examine and optimize school structures and practices to foster social-emotional and intellectual growth for all students. |
| Data Used to Form this Goal: |
| Rationale: Various school data points and 9/10/13 SSC discussion suggest that elevated levels of stress or poor stress management exist around school-related issues such as grades is a significant challenge for PHS students for PHS students and teachers. WASC recommendations found that student stress was a major factor in student integrity, achievement and overall health. Healthy kids survey cites significant substance abuse, particularly alcohol across the grades. Wellness Center data shows a large number of students accessing the Wellness Center around the issues of stress and anxiety. Findings/outcomes of 2012-13 SSC action items suggest that more work needs to be done around reducing stress and assisting students in managing their work load. |
| Findings from the Analysis of this Data: |
| There was initial success in improving school climate through our social climate work. Research has shown that service learning reduces stress and allows students to broaden their perspectives beyond their own individual gain. Students use alcohol to relieve stress. Stress is one of the largest issues inhibiting student growth. |
| How the School will Evaluate the Progress of this Goal: |
| Completion of action items. Review through WASC interim report. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|---|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Examine the PHS course of study, graduation requirements in order to make recommendations to reduce student stress and meet the needs of diverse students. | October 2013-March 2014 | Sub Committee- parents, teachers, students, PHS Admin | AP course load limits available electives Grad requirements- Social Psych, Computers, electives Examination to get out of classes Courses for advancement | | | |
| Implement service learning program to address empathy, foster teamwork and community, and build resiliency. | ongoing | Sub Committee- parents, teachers, students, PHS Admin | Work with Roots to Branches and Silicon Valley Voices Service days Class projects | | | |
| Examine the structure of the school day including bell schedule, start and end times, rotation schedule, tutorial, and staff development. | October 2013-May 2014 | School Structure SubCommittee (including teachers, PHS admin and parents and students) | effectiveness of tutorial Staff development time Built in service learning component bell schedule- including start and end times and rotation schedule | | | |

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Technology |
| LEA GOAL: |
| 1. PUSD is committed to appropriately integrating technology into all areas of the curriculum and dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. |
| 2. Shaping our Future 2.0—Program Adaptability (e.g. Effective techniques for technology in the classroom) |
| 3. Shaping our Future 2.0—Cultivate Digital Citizenry (e.g.Digital Citizenship) |
| SCHOOL GOAL #3: |
| Revisit, refine and integrate the Piedmont Unified School District’s (PUSD) technology plan in ways to support student learning, specifically with attention to SPSA goals #1 and #2 |
| Data Used to Form this Goal: |
| 1. PUSD Instructional Technology Plan 2013-2016 2. PUSD Shaping our Future 2.0 Objectives |
| Findings from the Analysis of this Data: |
| 1. The areas of growth for PHS are the following: 1) Develop and test the infrastructure to support the successful implementation of the SMARTER Balanced assessment, the assessment tool for the Common Core State Standards, for PHS staff and students and 2) Build capacity for PHS teachers to foster a 21st Century digital learning environment for students |
| How the School will Evaluate the Progress of this Goal: |
| Student/Teacher Survey Data |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Research and pilot the infrastructure to implement a 1:1 mobile learning (e.g. 1:1 technology) environment for students | October 2013- March 2014 | PHS Administration Department Chairs PHS Technology Department | | | | |
| Research technology needed to implement computer based assessments (e.g. SMARTER Balanced) and to prepare students to take them. | October 2013- March 2014 | PHS Administration PHS Technology Department | | | | |
| Research and provide professional development opportunities for teachers to foster and develop digital citizenship for students in the classroom | ongoing | PHS Administration PHS Department Chairs | | | | |
| Improve communication to PHS stakeholders through use of technology- web page, IC, etc. | ongoing | PHS Administration Parent Organizations PHS Technology Department | | | | |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Brent Daniels | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eric Mapes | <input type="checkbox"/> |
| Doyle O'Regan | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| David Keller | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Michael Lukaszewski | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Debbi Hill | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mary Kelly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lisa Joyce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Shirley Rexrode | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Elias Nash | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Samantha Barney | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Amanda Champion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Numbers of members of each category: | 1 | 3 | 1 | 3 | 3 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- | | |
|---|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list): School Advisory Committee (Department Chairs) Piedmont High School Leadership Team Piedmont Unified School District Leadership Team | <hr style="border: 0; border-top: 1px solid black;"/> Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2013.

Attested:

| | | |
|--------------------------------|-------------------------------|------|
| Brent Daniels | | |
| Typed Name of School Principal | Signature of School Principal | Date |

| | | |
|-------------------------------|------------------------------|------|
| Brent Daniels | | |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

The Single Plan for Student Achievement

Millennium High School

01-30286
CDS Code

Date of this revision: 2013-2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ting Hsu Engelman
Position: Principal
Telephone Number: 510-594-2702
Address: 760 Magnolia Ave., Piedmont, CA
E-mail Address: thsu@piedmont.k12.ca.us

Piedmont Unified School District School District

The District Governing Board approved this revision of the School Plan on _____.

MISSION STATEMENT

Millennium High School seeks to instill in our students a commitment to the four founding principles of the school: respect, communication empowerment, and community. We are committed to supporting each student's personal and academic goals in an emotionally as well as physically safe environment. Students are recognized for and supported to develop strengths and talents unique to them as individuals, as well as challenged to expand their areas of competence and comfort. We foster a climate where respect for the learning process is upheld by honoring the diversity of learning styles and emotional histories present in our students. We promote academic excellence and personal growth through our dedication to meeting the needs of our students, regardless of each one's level of proficiency. We create opportunities for our students to become active, engaged participants in their school and larger communities.

MHS also is directed by PUSD Mission Statement

Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, intellectually curious, and have a strong sense of self and community. Through quality instruction and shared leadership, the district will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.

In addition, we work to implement annually adopted District Goals:

- 1) Educational Program: Cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- 2) School Environment: Provide a safe and healthy learning environment that promoted responsible citizenship, self-discipline, personal responsibility and resilience, compassion and mutual respect.
- 3) Communication Practices: Build and improve upon interactions and communication practices among students, staff, and community, in order to support a constructive partnership between schools and families.
- 4) Financial Management: Closely monitor and manage District finances in order to sustain educational program priorities over the long term.
- 5) Facilities Planning and Management: Maintain and improve the long-term safety, accessibility, usability and value of our school facilities within budget limitations and in collaboration with the City of Piedmont.

SCHOOL PROFILE

Millennium High School is a small, alternative public high school, part of the Piedmont Unified School District. Piedmont, a city of about 10,000 residents, is set in the hills on the east side of San Francisco Bay. Millennium is located on the Piedmont High School campus and shares many resources with the school.

Beginning in the 1997-1998 school year, Millennium High School transitioned from Piedmont's continuation high school into an expanded alternative high school. This change allowed the school to admit students from outside the Piedmont District, expanding the total school population as well as the MHS staff and its curricular offerings.

Millennium High School welcomes the students from the District's comprehensive high school. The school also offers enrollment to students beyond our district throughout the Bay Area who are seeking an education consistent with Millennium's mission and instructional style. The Millennium principal personally interviews all prospective students and their parents/legal guardians. The mission of the school is meticulously reviewed and the goals/ objectives/ learning plans of the students are reviewed and agreed to by all parties.

We serve a broad cross-section of students with diverse learning styles, proficiency levels, and personal needs. Students at MHS complete the same graduation requirements as students at Piedmont High School. The MHS curriculum is aligned with Content Standards for California Public Schools, and our courses satisfy UC "a-g" admission requirements. MHS prides itself on building an educational community, with an array of educational options and instructional strategies not readily available in traditional classrooms. We support students to achieve their full potential and meet their self-defined academic, career, and life goals. Most MHS graduates pursue higher education at community colleges or four-year colleges and universities.

Students at MHS are challenged in small, interactive, heterogeneous, non-competitive classes. Instruction is individualized; students work at a flexible pace until mastery is achieved. Many opportunities are provided for experiential learning, self-directed projects, small group discussions, tutorials, community-based learning, service learning, interdisciplinary and multiple intelligences instruction, flexible scheduling and personal counseling.

From its inception, MHS was designed to have a "community-building approach" to education, guided by four founding principles: respect, communication, empowerment and community. While these principles are challenging to make operational, the staff of MHS strives to inculcate those founding principles in each year's student body, and to create a culture in which they are sustained. Our intention is that all members of the community – student with student, staff with staff, and student with staff – will treat each other with respect, recognizing our diverse backgrounds and learning styles as a strength, not a weakness. Direct and honest communication is emphasized, with collective responsibility for addressing problems when they arise. We view everyone as both learner and teacher. Classes and school-wide activities give students the opportunity to make choices about how their learning will be structured. Some classroom projects allow students to connect classroom learning to community. Also, we encourage community service projects that address real issues and needs in our society.

FUNDING AND GOVERNANCE

The Piedmont Unified School District Bylaws and Policies are followed at all times. Meetings of the School Site Council are held at least 4-6 times per year to review the school plan and analyze assessment data. All meetings are open to interested community members and notices of the meetings are advertised in electronic newsletters. Members are elected to represent parents/community and school staff and students. The School Site Council annually reviews the school plan and presents it to the Piedmont Board of Education in the fall of each school year.

Millennium receives Title I funds from PHS to serve the Piedmont students who come to MHS. The Title I Targeted Assistance Program supports Millennium's efforts to have all students reach grade level proficiency through assisted access to curriculum.

PARENT INVOLVEMENT

Piedmont Unified School District receives federal funding to support our unique learning community. One of our responsibilities under section 1118 of the Elementary and Secondary Education Act is to support meaningful parent participation. We work to engage parents in regular, two-way, and meaningful communication involving student academic learning and other school activities to insure the following:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved into their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) that we offer a flexible number of parental involvement opportunities so that many parents as possible are able to attend;
- (E) that we will provide materials to help parents work with their student to improve academic achievement as appropriate.

In the spring of 2010 the MHS Parents Club endorsed and voted in the concept of "highly encouraged" parent volunteer hours. Families of each child agreed to volunteer five hours of donated time to MHS or PUSD meetings, activities, etc.

GIFTED AND TALENTED

The District's program serves GATE students who are talented in traditional academic area as well as areas including creativity, leadership and visual and performing arts. At Millennium, identified GATE students typically have been underperforming in the traditional setting and come to Millennium for a more creative way to approach the curriculum. Classroom teachers differentiate instruction for all students and the gifted students have opportunities to extend and/or create with the teacher avenues for exploration that connect their interests with their learning.

EQUAL OPPORTUNITY AND ACCESS

The Millennium High School mission is to offer opportunity for all students to access the curriculum. Within our system all students have access to Special Education program and PHS English Learner program.

English Language Learner:

We have two students who were initially classified as EL, but have been exited. Therefore, we do not have anyone classified as EL currently.

Special Education Students:

Millennium serves special education students through the PUSD Special Education Department. In 2013 we are currently serving 25 designated special education students. Other students who might be candidates for special education services in a more traditional setting are able to access our curriculum without special services. Our smaller, more personal classroom environment addresses the different learning styles of

our special education students. Our goal is to provide education in the least restrictive environment to all students, including our special education students.

TEACHING AND LEARNING

Millennium High School is a school community in which teaching and learning is a collaborative process between faculty and students, so that by graduation, students will have worked towards becoming:

Self Directed Learners Who:

- Demonstrate academic skills that meet state requirements
- Are prepared for success in academic settings beyond high school
- Recognize and use their unique ways of learning, as well as develop a range of learning skills and strategies
- Identify, advocate for and pursue their personal interests and abilities

Critical and Creative Thinkers Who:

- Demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information from varied sources
- Experience, investigate and evaluate different perspectives from which they can then develop their own opinions
- Are motivated to initiate their own in depth exploration of a variety of issues and interests
- Access their imaginations to envision solutions and express ideas

Effective Communicators Who:

- Demonstrate proficiency in the use of written and oral language
- Can use technological tools for problem solving and communication
- Are present and connected with others, listening with empathy and open minds

Responsible Citizens Who:

- Seek active membership within their communities
- Are respectful, open and ethical in communications and decision making
- Become economically self sufficient
- Are self aware about and responsible for how their actions impact themselves, others and the global environment
- Make a contribution to the community at large

PROFESSIONAL DEVELOPMENT

Millennium teachers and administrators participate in staff development both individually and as a group. Individually, teachers take relevant content and methodology classes and workshops. As a group, the MHS staff attends district-wide trainings and engages in an ongoing process of evaluating and refining the school's goals and strategies for achieving its mission. Staff will periodically request and participate in a day-long retreat to guide the staff through a continual process of re-evaluating the school's commitment to its core values.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

MHS students are not scoring as well on standardized tests as we would like. We have specific evidence of students who demonstrate proficient language or math skills on the

California High School Exit Exam but score “below basic” on STAR tests. This indicates to us that even though almost all students at MHS are now taking STAR exams, not all see STAR as the same “high stakes” test that the California High School Exit Exam is. While some of our students are lacking basic math and language skills, it is difficult to have a diagnosis of the specific areas of weakness due to our small population of students.

Based on a writing exercises we gave the entire student population in November, 2006 and October 2012, many of our students show high level comprehension and critical thinking skills, but have difficulty organizing and expressing their ideas in a coherent, sequential manner. They also either lack knowledge of certain basic writing conventions (grammar, punctuation and spelling) or are not rigorous in their application of this knowledge. Individualized instruction in MHS English classes suggests that students often know the rules intellectually, but these rules are not “second nature,” and students may not bother to apply them.

It is interesting that in reviewing the California High School Exit Exam, a test which our staff believes gives a better indication of how students are achieving, scores from the past 5 years show the same thread of lower scores on areas of “writing strategies” and “writing conventions” even though the students overwhelmingly pass the test on their first try. Writing strategies and writing conventions are the two areas named above by the teachers: writing in a coherent, sequential way and application of grammatical skills in their writing. Our English teachers developed a “writing workshop” curriculum to implement in English classes during Spring 2013 and Fall 2013.

Our students are earning credits at a rate and in content areas that will allow them to graduate in four years. Last year, every student graduated and 21 out of 28 seniors met the UC/CSU guidelines to be eligible for college. That said, Millennium has a broader and more encompassing mission. It includes a commitment to our students’ emotional well-being, as well as to their participation in a school community that will prepare them to be self-directed, contributing adults in a larger world.

State Accountability: Academic Performance Index (API)

From 2005 through 2012 the academic performance index for MHS has fluctuated dramatically. Some years have seen an increase, some have seen a decrease. Millennium High School did not receive a 2010-2011 Growth score because the school's proportion of students excused at parent request compared to its 2011 Standardized Testing and Reporting (STAR) program enrollment on the first day of testing is equal to or greater than 10 percent. We continue to be convinced that the number of students taking the test and the lack of student investment while testing, rather than actual skill level play into our scores. During 2011-2012 and 2012-2013 school year, we made a collaborative effort as a school to promote participation in STAR testing. Fortunately, we were able to have enough participation so that an API score was given to our school.

California Standards (STAR) Test

While Millennium students have participated in the STAR testing since 2005, the data in almost every category has questionable value because the samples are small. Of MHS’s approximately 80 students the test results are for between four and twenty-two students for any given grade level and subject area.

We do not have data indicating to what extent our STAR results are due to difficulties taking standardized test, or to students' not taking this test seriously. Ironically, standardized testing requires a high level of sequential thinking that, it seems, is particularly difficult for the current population at MHS. The faculty is working with students to have a more positive attitude toward taking this and other standardized tests, and we also feel it is important for us to develop alternative methods of assessment that are more reflective of the learning styles and needs of our student population. To this end, teachers in all subject areas have worked to assess students in a variety of ways, but is also continuing to provide opportunities for student to practice taking tests using "standardized" format.

California High School Exit Examination (CAHSEE)

No student will receive a public high school diploma without having passed the CAHSEE, as well as having met PUSD requirements for graduation. All of Millennium's seniors passed the CAHSEE in 2006-07, 2007-08, 2008-09, 2009-2010, and 2010-2011. During 2011-2012, we had 2 students not pass the CAHSEE. Since both are special education students, they were exempt from passing the test, which meant that they still got their diploma. During 2012-2013, all of our seniors once again passed their CAHSEE.

The California High School Proficiency Examination (CHSPE)

The CHSPE is an alternative to students who are far behind on credits or who wish to move ahead to higher education or career preparation. Approximately one student per year takes the CHSPE as a suggested safety net if progress towards graduation is in doubt. The Certificate of Proficiency does not equate with completing all coursework required for regular graduation. If one passes the test, the student may continue to take courses and work toward graduation at MHS, or leave school if at least 16 with verified parental permission. A student who receives a Certificate of Proficiency without completing all credits required by the PUSD will not be awarded a high school diploma by the PUSD.

California English Language Development Test

All MHS students who are designated to be English Language Learners are CELDTed in October of each year. Each year the students are tested and progress as English language learners until they are fully English proficient and are redesignated as such. The process at MHS follows the District guidelines for English Language Learners.

SAT Data

2005-06: 16 students took the SAT
2006-07: 15 students took the SAT
2007-08: 11 students took the SAT
2008-09: 32 students took the SAT
2009-10: 23 students took the SAT
2010-11: 14 students took either the SAT or ACT
2011-12: 16 students took either the SAT or ACT
2012-13: 21 students took either the SAT or ACT

Students taking PHS Classes

Millennium high school students take a broad variety of classes at Piedmont High School. Currently in the 2012-2013 school year, MHS students are accessing approximately 46 spots in PHS classes. Some MHS students take several electives at PHS. Some take required graduation/college classes such as PE or a language, such as French which is not offered at MHS, to be applicable for college. Several students access AP classes such as English, Calculus, and Environmental Science etc. Others access the ROP classes such as Sports Medicine and Biotechnology.

Single Plan for Student Achievement Millennium High School Goals 2013-2014

Evaluation of Progress toward 2012-2013 Goals:

- 1) Ensure that students graduate from Millennium with skills in organization, writing, and logical thinking.
 - a) Teachers utilized common rubrics to assess skills in organization, writing, and logical thinking.
 - b) Assessments were done across departments, with the goal that all teachers are reinforcing these 3 skills.
 - c) We are seeing signs of improvement in these areas; however, there is much improvement needed.
 - i. Organization: This is an area that we have seen great improvement. Every teacher has built in teaching organizational skills in their classes.
 - ii. Writing: This is still an area of struggle. We tackled this by developing a writing workshop curriculum in our 9th/10th grade English classes, with support from teachers of other subject areas through the usage of utilizing the common writing rubric.
 - iii. Logical Thinking: This area is in the developing stages. Students seem to be able to formulate logical thoughts through critical analysis across all subject areas (Geometry, Sciences, Social Studies, World Language, and English). However, they struggle with the actual process of writing it down, which we hope to improve through our school-wide goal for writing.
- 2) Increase student's understanding of grammar usage and writing in a comprehensive and sequential format.
 - a) English teachers developed a MHS "writing workshop" to implement in 9th/10th English classes.
 - b) A shared-PHS English teacher who was part of development of PHS writing workshop spearheaded this initiative at MHS, along with another English teacher and Resource Specialist.
 - c) Curriculum was developed tailored to MHS students' needs.
 - d) Divided classes into English 9/10 and English 11/12. We used to have mixed grade English classes (9th-12th all in one class).
 - e) Writing workshop pilot began Spring 2013 and implementation officially started in Fall 2013.

- f) Other subject area teachers continue to support students' writing skills by utilizing the common writing rubric.
- 3) Increase student engagement and learning by bringing mental health support/awareness/understanding into students' education.
- a) MHS went on a full day mindfulness retreat.
 - b) All MHS students attended 8 sessions of mindfulness classes throughout the school year.
 - c) Counselor practiced mindfulness with individual students who were open to investigating further.
 - d) Unfortunately, we did not find any direct correlation between mindfulness practice and academic progress. However, some students did find mindfulness helpful to their own personal growth.

2013-2014 School Goals:

Goal #1: Develop instructional strategies/techniques/tools to support Common Core readiness in literacy across all subject areas and math.

Goal #2: Establish a supportive and organized school structure/practices that fosters students to take ownership and accountability of their academic and personal needs.

2012-2013 Action Plan for MHS Goals:

| Groups to Participate | Anticipated Annual Performance |
|--|--|
| Participants for Goal #1: <ul style="list-style-type: none"> • All teachers • All para-educators • Counselor • Administrator | Anticipated Annual Performance for Goal #1 <ul style="list-style-type: none"> • Increase common core understanding in every teacher/para-educators in order for teachers to develop instructional strategies/tools/techniques to support common core standards in their own subject areas. |
| Participants for Goal #2: <ul style="list-style-type: none"> • All students grades 9 – 12 • All teachers • All para-educators • Certificated staff • Counselor • Administrator | Anticipated Annual Performance for Goal #2 <ul style="list-style-type: none"> • Increase credit completion among all students through attendance of mandatory G-Day tutorial: half of the time will be dedicated to academic support and half of the time is dedicated to community building. |
| Means of Evaluating the Goal | Data to Measure Academic Goals |
| Means of Evaluating Goal #1: <ul style="list-style-type: none"> • Attendance of all teachers and para-educators during Common Core Staff Development Days and Secondary F-Day Staff Training. • Establish MHS cross-departmental Common Core “best practices” blueprint, where teachers will share strategies/tools/techniques that support each anchor standard, which will be applied into lesson plans. | Data to Measure Goal #1 <ul style="list-style-type: none"> • During 2013-2014 school year, MHS will have a preliminary cross-departmental “best practices” blueprint which includes strategies/tools/ techniques that addresses all anchor standards. • Application: Lesson plans will be developed using “best practices” blueprint across all subject areas. |
| Means of Evaluating Goal #2: <ul style="list-style-type: none"> • Semester credit completion during 2013-2014 and 2012-2013. • Student and Teacher survey regarding new G-Day tutorial format. | Data to Measure Goal #2 <ul style="list-style-type: none"> • Compare students’ semester credit completion during 2013-2014 school year to 2012-2013 school year. • Based on teacher and student surveys, determine if teachers and students perceive new G-Day structure improving MHS’s academic climate and community relations. |

| Actions taken to Reach this Goal | Start / End Date | Expenditures | Cost | Funding Source |
|---|-------------------------------------|--------------|--------------|----------------|
| <p>Actions for Goal #1:</p> <ul style="list-style-type: none"> • All teachers will attend professional development provided by Alameda County of Education. • All teachers will attend common core training during F-Day staff meetings. • MHS/PHS Differentiation Specialists and Administrative Team will attend a monthly training (by Alameda County) to prepare for the F-Day meetings described above (bullet #2). • Teachers with support of Administration will begin development for courses to reflect CCSS by using instructional strategies/tools that support Common Core Anchor Standards. • Teachers will have opportunities to attend common core workshops outside of what PUSD is providing. • Administrator will explore common core aligned resources for teachers and technology coordinator. • Teachers will have access to resources that provide curriculum that is common core aligned. • Teachers, Administrator, and Counselor will generate a MHS cross-departmental Common Core “best practices” blueprint that addresses all anchor standards for each grade level. | <p>Aug 2013 – June 2014</p> | <p>- 0 -</p> | <p>- 0 -</p> | <p>- 0 -</p> |
| <p>Actions for Goal #2</p> <ul style="list-style-type: none"> • Establish an “advisory” system during G-Day Tutorial (mandatory): We will have POD meetings (small advisory group meetings), Family meetings (school-wide meetings), and tutorial support. • Students will be divided into POD groups which will be led by 2-3 teacher advisors, who will provide an extra avenue to make personal connections with the students. • Family Meetings will serve as a venue to celebrate student and | <p>Aug 2013 – June 2014</p> | <p>- 0 -</p> | <p>- 0 -</p> | <p>- 0 -</p> |

| | | | | |
|--|--|--|--|--|
| <p>school successes. We will also announce “Falcon in the Spotlight” (our version of Student of the Week).</p> <ul style="list-style-type: none"> • Teachers will generate a list of students who they need to see during actual tutorial. POD Teacher Advisors, Counselor, and Principal will work together to hold students accountable in terms of actual G-Day tutorial. • Begin curriculum development to address social adolescent issues. • Participate in all Social Climate lessons developed by School Climate Committee (PHS and MHS). | | | | |
|--|--|--|--|--|

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

| Names of Members | Principal | Teacher | Staff | Parent or Community Member | Secondary Student |
|-------------------------|-----------|---------|-------|----------------------------|-------------------|
| Ting Hsu Engelman | X | | | | |
| Stefanie Manalo-Leclair | | X | | | |
| Ve Hsieh | | | X | | |
| Sati Shah | | X | | | |
| Lisa Peters | | | | X | |
| Debora Edwards | | | | X | |
| Andrea Swenson | | | | X | |
| Jonathan Dietrich | | | | | X |
| Numbers of Members | 1 | 2 | 1 | 3 | 1 |

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- X School Advisory Committee for State Compensatory Education Programs
- X English Learner Advisory Committee
- X Community Advisory Committee for Special Education Programs
- X Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 11/16/13.

Attested:

Ting Hsu Engelman
Typed name of school principal

Signature of school principal, 10/18/13

Lisa Peters
Typed name of SSC chairperson

Signature of SSC chairperson, 10/18/13

The Single Plan for Student Achievement

PIEDMONT MIDDLE SCHOOL

01612756066492
CDS Code

Date of this revision: October 2013

Contact Person: Ryan Fletcher

Position: Principal

Telephone Number: 510.594.2668

Address: 740 Magnolia Avenue, Piedmont, CA 94611

E-mail Address: rfletcher@piedmont.k12.ca.us

Piedmont Unified School District

The District Governing Board approved this revision of the School Plan on _____.

PIEDMONT UNIFIED SCHOOL DISTRICT GOALS

OUR COMMITMENTS *as a public school system:*

- We are committed to cultivate a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.
- We are committed to foster an education program that equips our students to live in a diverse world, acknowledge and appreciate cultural difference, understand the significance of socioeconomic inequalities, recognize the biases and discrimination that exist, identify conflicts and options for resolution, and take action for positive change.
- We are committed to advance the commitments, vision, and goals of our school system by:
 - working collaboratively
 - allocating and effectively managing limited resources

OUR VISION

Our vision for "Shaping Our Future" is rooted in six major themes.

1. Supporting Academic Excellence

By creating a breadth and depth of engaging learning opportunities for all students, continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the Common Core State Standards; cultivate critical thinking skills; and achieve to one's fullest potential.

2. Maximizing Individual Potential

Recognizing that each student has unique passions, motivations, and strengths, help students to individualize their education and achieve to their fullest potential.

3. Developing Resilience

Create a culture of learning in the schools, where students feel safe taking risks, being flexible, innovative, and adaptable, and taking on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, so students are prepared to meet real world challenges in their lives with resilience.

4. Promoting Program Adaptability

With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.

5. Cultivating A Global Citizenry

Cultivate students to become engaged and responsible citizens in the larger global community.

6. Building K-12 Community

Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

OUR GOALS

#1 – Adapt & Improve Educational Program Delivery: Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship.

#2 – Support Professional Growth & Instructional Effectiveness: With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

#3 – Provide a Safe Learning Environment: Provide students with a safe and healthful learning environment where respect, inclusion, resilience, responsible citizenship, self discipline, and personal responsibility are thoughtfully practiced.

#4 – Cultivate a Dynamic Learning Community: Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups.

#5 – Develop & Implement a Sustainable Plan to Balance the Budget: Continue to develop and implement a three-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the community, in order to sustain the quality of our educational and instructional programs, and school facilities.

Goal #6 – Invest In & Preserve School Facilities & Infrastructure: Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate.

SCHOOL PROFILE

Piedmont Middle School has an enrollment of 600 students in grades 6 through 8. Current certificated faculty members include: 45 teachers, 4 resource teachers, 1 special day class teacher, 2 counselors, and 2 administrators.

The ethnic composition of our student body includes the following: 2% Filipino, 3% African American, 13% Chinese, 3% Japanese, 1% Korean, 1% Vietnamese, 2% Asian Indian, 1% Other Asian, 3% Hispanic, and 69% White (not of Hispanic origin). These percentages do not total 100% due to responses of the following: other, multiple, declined to state, or non-response.

The school district provides the following program specialists: counseling, technology, physical education, school psychologist, vocal and instrumental music, special education, speech and language therapist, nurse, teacher librarian, adaptive P.E., and resource specialist. All resource and special day classrooms have Para-educators (instructional aides).

Piedmont Middle School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Piedmont Middle School has a Single Plan for Student Achievement which is revised annually.

PARENT INVOLVEMENT

The Piedmont community supports the school through a parcel tax, bond measures passed in 1994, 1996, 2000, 2005, and 2009, the Piedmont Educational Foundation, and district-wide and individual school site parent organizations. Parent volunteers help staff food service, the library, field trips, and provide a variety of assistance to the classroom teachers and the extra-curricular program. The Piedmont Recreation

Department co-sponsors and runs our extra-curricular after-school and inter-scholastic sports programs.

EQUAL OPPORTUNITY AND ACCESS

The 35.1 FTE faculty members of the middle school offer our 600 students a seven period class schedule with rigorous curriculum that emphasizes pre-college preparation. Enrichment is incorporated within the curriculum as well as through electives, before and after school classes, and special events. A variety of services are offered to GATE, English Learners, and Special Education students. Teachers provide additional assistance to students struggling with content standards in Study Skills elective classes for 6th, 7th, and 8th grades and by meeting with students before, during, and after school. Summer school is available to all students. Acceleration in math and foreign language is available to PMS students through offerings at Piedmont Middle School and at Piedmont High School, which is adjacent to the Piedmont Middle School campus.

Students with Special Needs

In addition to general education supports, a broad range of special education programs are available to students with special needs. They are identified and found eligible for services by a multi-disciplinary assessment team. Students in need of academic help may receive special education services in one of the Learning Centers (Resource Specialist), in Special Education Core, or in a co-taught, mainstream setting. There is close coordination between resource teachers, general education classroom teachers, program specialist, and parents regarding the student's Individual Education Plan (IEP) and progress. In addition, counselors, adaptive P.E. teacher, LVN, and speech and hearing specialists provide services to students with specific needs.

A Student Study Team (SST) composed of parent/guardian, classroom teachers, resource teacher, counselor, and the District school psychologist meet as necessary to consider the needs of students and to ensure that all students have equitable access to, and the opportunity to participate in and benefit from, high-quality curricular and extracurricular activities. The needs of students are discussed, information from parents/guardians is shared, and recommendations may be made by the team for students to receive specialized assistance.

English Learners (EL) Students

Piedmont Middle School has five identified English Learner students for 2013-14. All classified EL students are enrolled in a course that delivers specialized English language instruction led by our EL coordinator. When available, EL students are clustered in core academic classes, so teachers has opportunities to work with clustered students in a mainstream environment during Language Arts.

Economic Impact Aid funds this program. All classroom teachers have been trained in instructional strategies to assist English Learners, and they possess CLAD or equivalent credentials.

GATE

The District goal of inspiring students to achieve their fullest potential is supported by the implementation of a GATE program that reaches the unique learning styles, abilities, and needs of students who perform at or show the potential to perform at an exceptionally high level in one or more areas of expression. The District's plan aims to identify and support students gifted in the visual and performing arts and in leadership, as well as in traditional academic subjects.

The District sponsors a well-attended GATE Advisory Council that includes educators, parents, and community members and which meets regularly to address philosophical and program design issues. The community has the opportunity to receive District updates and provide input at regularly scheduled GATE Advisory Council and school site council meetings, as well as periodic communications provided in the District Newsletter and site newsletters.

At Piedmont Middle School, students may qualify for accelerated math classes: Pre-Algebra in 6th grade, Algebra in 7th grade, and Geometry in 8th grade. Most GATE students are clustered in their core classes, science, and math in the sixth and seventh grades and in English, science, and math in the eighth grade. Support from the teacher librarians to provide enrichment reading materials is available. Students may also elect to participate in a Creative Writing class, Film Club, Photography Club, Chess Club, Debate Team, Jazz Band, Geography Bee, and Spelling Bee.

TEACHING AND LEARNING

The following statements characterize educational practices at this school:

1. Alignment of curriculum, instruction, and materials to content and performance standards:

District adopted curricular materials are aligned to the standards in the areas of language arts, reading, social studies, math, science and P.E.. Curriculum and instruction are aligned to the standards in all content areas including math, science, language arts, social studies, reading, P.E. and some electives. Information literacy standards are taught in conjunction with library research and projects in a variety of content areas.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based materials are available in all content areas, and all students have access to standards-based materials. It is important to note that, during the pilot and adoption process, teachers look for state-approved material that best support their teaching styles while meeting the varied needs of the student population. Library

provides a variety of resources to support content standards tailored to a variety of learning styles and reading levels. Differentiation within the materials makes them more widely accessible to all students in the school, regardless of ability level.

PROFESSIONAL DEVELOPMENT

Each week, early release Wednesdays for common planning and collaboration are built into the school calendar. In addition, opportunities for workshops, conferences, in-services, and release days are available through funding by the PMS Parents Club and the School and Library Improvement Program (SLIP). In addition to academic pursuits, other focus areas include school climate issues, such as respect (anti-bullying) and diversity. Articulation across grade levels within PMS and with PHS and the three feeder elementary schools ensure continuous progression towards mastery.

Professional development has been aligned to standards and instructional practices. Teachers have many opportunities to work with their content and grade level peers to develop plans for the implementation of standards and to discuss instructional strategies and best teaching practices that most effectively impact student learning. Professional development in the areas of Infinite Campus, Data Director, differentiated instruction, and the Google Apps pilot has been well received. In 2013-2014 teachers, staff, and administrators will focus on the awareness and implementation of the newly adopted Common Core State Standards.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

Student assessment is the key to guiding instruction and promoting learning. Student progress is evaluated and shared using multiple measures including group administered standardized tests, curriculum-based measures, common assessments, individual diagnostic testing, progress reports, and classroom observation. Piedmont Middle School continues to participate in the STAR test program that has been mandated by the State of California. New this year, Piedmont students will be participating in the statewide field test using the new assessment system, Smarter Balanced Assessment Consortium (SBAC). The SBAC assessment is aligned to the Common Core State Standards in English language arts/literacy and mathematics and will be replacing the STAR test. Beginning in the 2014-2015 school year, all students will be assessed using the SBAC assessment system in both literacy and math.

FUNDING AND GOVERNANCE

The Piedmont Unified School District Bylaws and Policies are followed at all times.

Economic Impact Aid supplements general fund dollars to support our English Learners (EL) program. School and Library Improvement Program (SLIP) funds support activities

to reach school and district goals. Special Education funds provide services for students with special needs.

CONCLUSIONS FROM STUDENT PERFORMANCE DATA

Piedmont Middle School scored above the STAR testing statewide performance target of 800 in Academic Performance Index (API) in 2013. In 2013 Piedmont Middle School received an API score of 964, a 2-point decrease from its 2012 base score of 966. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for 2013. (Refer to pages 16-18 for detailed STAR results)

PROGRESS REPORT FOR PMS GOALS FOR 2012-2013 SCHOOL YEAR

Goal #1

Students, with support from teachers and staff, will become digitally literate, 21st century learners as measured by TRAILS, Learning.com 21st century assessment, products from use of digital tools, data from use tools, portfolios and the expanded use of technology.

Teachers and students were trained in the use of the Google App Suite. All students were issued a Google Apps account, including email and a Drive to store documents. With support from the Parents Club, Chromebook carts were purchased to provide mobile labs for learning, and for electronic collaboration using Google Apps. Teachers shared their preference for the use of mobile labs, bringing the technology to their classrooms rather than visiting a classroom lab. Students and teachers continued to use the iPad cart that was purchased by the Parents Club during the 2011/2012 school year. Teachers reported to Site Council that students' use of Google Docs succeeded in creating opportunities for collaboration as well as saving time.

Digital citizenship lessons were created and led by our teacher librarians. Students were also introduced to EasyBib, an electronic system to help cite bibliography references in MLA format when researching.

Teachers were provided with opportunities to receive training in the use of Smartboards. There was also an effort to introduce "tech tricks" led by our Technology Coordinator at the start of each faculty meeting. Teachers were also introduced to "Teacher Dashboard", an online program that allows teachers to monitor work stored in students' Google accounts. A Staff Development Day was also created to give all teachers the opportunity to select professional development and training that best aligned with their self-assessment of technology comfort and need.

Goal #2

Teachers, administrators, and parents will continue to discuss the K-12 World Language program in order to identify preferred directions for World Language at PMS.

The District-wide Curriculum Forum and the PMS Site Council concluded a two year discussion of World Language curriculum, which included research of comparable schools. The Site Council received reports from the Curriculum Forum meetings about World Language, which included the textbook adoption process.

As a result of these discussions it was decided that all three languages adopt new titles. Spanish at the middle school however, chose a different title than the high school. All language classes are using new books this year.

Another important change in curriculum and scheduling at PMS was the reduction in Core 7 from a 3 period block to a two period block. This change allows 7th graders to take an additional elective each semester, which may facilitate more students taking a World Language class as a 2nd semester 7th grader.

Goal #3

Teachers will continue to develop and analyze results of departmental common assessments, and formative and summative assessments in order to measure student learning and refine teaching practices.

Departments have acknowledged that the implementation of Common Core Standards will drive ongoing discussions about the need for different assessments. Last year in particular PMS focused conversations on how to better teach research/writing, with less emphasis on the final research paper and more on building skills throughout the year. Discussions highlighted the need to view research as an ongoing process, not simply a task related to a single big paper. Teacher librarians played an important role in evaluating and commenting on students' "works cited" after students submitted bibliographies using EasyBib.

A list of Common Assessments was also created within each department. Departments continue to review and revise these lists as some common assessments have been reworked in order to move toward the implementation of Common Core State Standards.

Goal #4

Piedmont Middle School will continue to support the whole child in the learning process by developing, exploring and sustaining programs that

- Improve school climate and safety through youth empowerment
- Build communities within the classrooms, grade levels and school-wide
- Foster inclusion, accountability, and respect for self, others, and the school environment.
- Teach bystanders to take a stand against bullying and other forms of mistreatment
- Empower the targeted person to stand up for himself/herself

Peer Mediation is a long-standing PMS leadership program that is offered to the 7th grade students who will continue on as Peer Mediators during their 8th grade year. With adult supervision, this program helps students mediate disputes between fellow students. The students selected for the program are known to be fair, reliable, and good communicators. Mediation is a resolution approach in which disputants have the chance to sit face to face and talk uninterrupted so that each side of the dispute is

heard. The mediators help the disputants to define their problem, generate possible solutions, and come to common ground. When an agreement is reached, it is written and signed.

Safe School Ambassadors is the newest leadership program at Piedmont Middle School. Last March, 50 students were selected from a group of 6th, 7th and 8th grade applicants. An official trainer provided by Community Matters and paid for by a leadership grant under the Wellness Center trained these 50 students. The Safe School Ambassadors program is one of the nation's most effective bystander education programs that harnesses the power of students to prevent and stop bullying and violence. The selected students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, help to strengthen skills, support data collection and analysis of Ambassador interventions, and sustain student and adult commitment to the program.

Upstanders and Innovators is a leadership program open to all students at lunch one day a week and it is led by a counselor and a classroom teacher. It's a place where kids can talk about real issues, either positive or challenging, with an effort to come up with ways to address them or take action. Sometimes, it can just be a great place for kids to come and talk and ask for advice from the adults, or help each other out by bouncing ideas off one another.

Dave Nettle also came to work with all 6th grade students on two separate days. His program, known as Cooperative Adventures, created opportunities for students to participate in increasingly complex and difficult challenges. Each of these challenges was presented in a way that promoted achievement of success through communication and cooperation. An emphasis was placed on boosting students' self esteem through the development of trust, risk taking, and cooperation while also strengthening the sense of classroom community. Mr. Nettle met with 6th grade core teachers in an effort to build a constructive and productive common language that can be used by students and staff in addressing difficult conversations.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goals for 2013-2014 School Year

Goal #1

Maximize student learning through instructional differentiation that supports the awareness and implementation leading towards the mastery of Common Core State Standards in literacy and math for all students.

- Continue to work with Alameda County Office of Education (ACOE), in partnership with our own PMS CCSS/Differentiation Support Team in creating and providing professional development focused on the awareness and implementation of these new/emerging priorities, preparing teachers to incorporate them into their teaching.
- Review existing teaching and assessment materials to evaluate how they fit with new Common Core State Standards, and to make adjustments as appropriate.
- Compile sample lessons that fit these goals and make this list available for all teachers to reference and apply.
- Develop and distribute new curriculum/teaching materials to support differentiated approaches to materials/lessons (Led by CCSS/Diff. Support Team and Teacher Librarians), building on ongoing efforts (e.g., accordion books in 7th grade core).
- Continue to encourage implementation of the Action Research Model during the Evaluation Process with an emphasis on creating and supporting CCSS relevant curriculum.
- Survey faculty during the professional development process on the appropriateness and effectiveness of what they are receiving and how to apply.
- Apply differentiated approaches to meet the learning needs of all students, including those whose learning styles may be particularly challenged by Common Core approaches.

Goal #2

Maintain a positive school climate by building partnerships within and between our students, staff and parent communities while supporting the needs of the whole child.

- Create focus groups of students to discuss their experiences and/or provide in-class opportunities for discussion or writing activities involving reflection about the school climate and relationships. Synthesize and share major themes shared by students and evaluate/modify current programs if needed.
- Create and implement student-led lunch clubs, providing students a wide range of choices each day during lunch. All lunch clubs will be co-sponsored by certificated teachers, thus providing additional opportunities for students to make connections with teachers outside their classroom settings.

- Continue to publicize and support our leadership opportunities for students such as Peer Mediators, Safe School Ambassadors, and Upstanders and Innovators.
- Provide outreach by counselors and Wellness Center to support expanded use by students when helpful.
- Consider ways to enhance teacher feedback regarding citizenship and participation.
- Survey students about participation in clubs and other extracurricular activities. Evaluate student feedback on clubs/extracurricular opportunities.

Goal #3

Support and evaluate the switch to our modified block schedule.

- Survey students, teachers, and parents about implementation. Evaluate what is/isn't working well and how far courses have advanced compared with previous schedule.
- Surveys to take place during mid-year and end of year. Evaluate surveys and identify priorities for additional adjustments.

School Site Council Membership

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-----------|-------------------|--------------------|----------------------------|-------------------|
| Ryan Fletcher (Principal) | X | | | | |
| Karyn Shipp (Asst. Principal) | | | X | | |
| Ted Greenebaum (teacher) | | X | | | |
| Jamie Van Kleeck (teacher) | | X | | | |
| Stella Kennedy (teacher) | | X | | | |
| Carolyn White (teacher librarian) | | X | | | |
| Hilary Cooper (parent) | | | | X | |
| Jon Elliott (parent) | | | | X | |
| Catherine Teare (parent) | | | | X | |
| Sarah Lavender Smith (parent) | | | | X | |
| Lillis Stern (parent) | | | | X | |
| Julia Katter (student) | | | | | X |
| Andrew Stoddard (student) | | | | | X |
| Zazie Huml (student) | | | | | X |
| Numbers of members of each category | 1 | 4 | 1 | 5 | 3 |

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school Site Council at a public meeting on: _____

Attested:

Ryan Fletcher
Typed name of school principal

Signature of school principal

Date

On Behalf of Site Council

On Behalf of Site Council

Date

School and Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Number Included | 608 | 582 | 622 | 447 | 417 | 430 | 12 | 11 | 11 | 108 | 104 | 118 |
| Growth API | 943 | 966 | 964 | 935 | 965 | 962 | 902 | 930 | 931 | 975 | 980 | 986 |
| Base API | 942 | 943 | 973 | 936 | 935 | 972 | | 902 | 940 | 974 | 975 | 982 |
| Target | A | A | A | A | A | A | | | | A | A | A |
| Growth | 1 | 23 | -9 | -1 | 30 | -10 | | | | 1 | 5 | 4 |
| Met Target | Yes | Yes | Yes | Yes | Yes | Yes | | | | Yes | Yes | Yes |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|------------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Number Included | 18 | 19 | 23 | 44 | 33 | 31 | 0 | 0 | 0 | 91 | 80 | 85 |
| Growth API | 958 | 886 | 873 | 943 | 949 | 945 | | | | 753 | 793 | 801 |
| Base API | 915 | 958 | 896 | 946 | 943 | 955 | | | | 726 | 753 | 809 |
| Target | | | | | | | | | | | | |
| Growth | | | | | | | | | | | | |
| Met Target | | | | | | | | | | | | |

Conclusions based on this data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 100 | 99 | 99 | 100 | 99 | 99 | 100 | 100 | 100 | 100 | 98 | 99 |
| Number At or Above Proficient | 551 | 549 | 573 | 401 | 393 | 397 | 11 | 10 | 9 | 104 | 99 | 112 |
| Percent At or Above Proficient | 90.6 | 94.8 | 92.6 | 89.7 | 94.9 | 92.8 | 91.7 | 90.9 | 81.8 | 96.3 | 95.2 | 94.9 |
| AYP Target: ES/MS | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 |
| AYP Target: HS | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 |
| Met AYP Criteria | Yes | Yes | Yes | Yes | Yes | Yes | -- | -- | -- | Yes | Yes | Yes |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 100 | 100 | 100 | 100 | 100 | 97 | -- | -- | | 99 | 96 | 94 |
| Number At or Above Proficient | 16 | 16 | 16 | 41 | 30 | 26 | -- | -- | | 55 | 61 | 58 |
| Percent At or Above Proficient | 88.9 | 84.2 | 69.6 | 93.2 | 90.9 | 83.9 | -- | -- | -- | 60.4 | 78.2 | 70.7 |
| AYP Target: ES/MS | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 | 67.6 | 78.4 | 89.2 |
| AYP Target: HS | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 |
| Met AYP Criteria | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Conclusions based on this data:

1. Each student group met its participation rate for three consecutive years.
2. Most student groups met the AYP target in English-Language Arts for three consecutive years.
3. Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for three consecutive years.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 100 | 99 | 99 | 99 | 99 | 98 | 100 | 100 | 100 | 100 | 98 | 99 |
| Number At or Above Proficient | 546 | 528 | 573 | 394 | 374 | 392 | 10 | 10 | 10 | 102 | 99 | 115 |
| Percent At or Above Proficient | 90.0 | 90.9 | 92.6 | 88.3 | 89.9 | 91.8 | 83.3 | 90.9 | 90.9 | 94.4 | 95.2 | 97.5 |
| AYP Target: ES/MS | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 |
| AYP Target: HS | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 |
| Met AYP Criteria | Yes | Yes | Yes | Yes | Yes | Yes | -- | -- | -- | Yes | Yes | Yes |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 100 | 100 | 100 | 100 | 100 | 97 | -- | -- | | 99 | 98 | 97 |
| Number At or Above Proficient | 18 | 15 | 18 | 41 | 30 | 30 | -- | -- | | 55 | 51 | 57 |
| Percent At or Above Proficient | 100.0 | 78.9 | 78.3 | 93.2 | 90.9 | 96.8 | -- | -- | -- | 60.4 | 63.8 | 67.1 |
| AYP Target: ES/MS | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 | 68.5 | 79.0 | 89.5 |
| AYP Target: HS | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 |
| Met AYP Criteria | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

Conclusions based on this data:

1. Each student group met its participation rate for three consecutive years.
2. Most student groups met the AYP target in Math for three consecutive years.
3. Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for three consecutive years.

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Michael Brady, Assistant Superintendent Business Services
Randall Booker, Assistant Superintendent Educational Services

SUBJECT: **UPDATE ON ALAN HARVEY THEATER PROJECT:
AUTHORIZE SUPERINTENDENT TO ENTER INTO AGREEMENT
WITH QUATTROCCHI KWOK ARCHITECTS FOR DEVELOPMENT OF
THE CONSTRUCTION DOCUMENTS PHASE OF THE PROJECT**

I. SUPPORT INFORMATION

As directed at the Board of Education meeting on October 23, 2013, the District has proceeded to explore proceeding with the development of design and construction documents for the proposed renovation of Alan Harvey Theater by approximately June 2014.

The Alan Harvey Theater (AHT) was built nearly forty years ago and is one of the District's most heavily used facilities. It serves as a classroom for five of the seven periods of the school day, providing classroom space for twenty classes each semester. Even the lobby is used on a regular basis for small-group classes and rehearsals. The AHT also serves as the venue for Speakers Series and after-school performing arts productions by PHS students and local groups.

As part of the Seismic Safety Bond Program (SBBP), the Alan Harvey Theater building was reviewed for seismic safety, fire life safety, and accessibility. Engineers determined that it met the seismic standard of "life safe," which means it was not a collapse hazard in the event of an earthquake and that occupants were expected to be able to safely exit the building after a seismic event. The fire alarm system and non-structural seismic hazards like the anchoring of light fixtures and suspended speakers were addressed. Because the focus of the SBBP was to address structural deficiencies in all District buildings, it was determined that the accessibility issues would be addressed only after all buildings in the District were brought up to the "life safety" standard.

Under applicable accessibility codes, upgrades to portions of the building will trigger requirements to upgrade the entire facility to meet current accessibility standards, including access to the stage, assistive listening capabilities, and seating throughout the Theater. For example, an upgrade to the bathrooms, including making the bathrooms handicapped accessible, will trigger such requirements for the entire building. The District may make repairs to the Theater that do not involve the "path of travel" without triggering the requirement to bring the building to current accessibility requirements (e.g., roof, HVAC systems, lighting, and seating.) However, such repairs do not address all of the needed upgrades to the building.

Seven years ago, a group of engineers and architects evaluated AHT and how it might be made fully accessible in conjunction with the structural review. The *preliminary* concept was

to build a network of ramps from the High School quad to AHT, with multiple entrances to the theater to ensure an accessible path of travel to seats at all seating levels. This was a bulky and expensive solution, estimated to cost roughly \$10 million, which also would have impacted the High School quad area used by students. After it was determined that AHT is seismically safe, plans to make it accessible were deferred until completion of the Seismic Safety Bond Program (SSBP).

After the SSBP was completed last year and all buildings in the District were brought to life safety standards, the Board transitioned to the District Modernization Program to address projects that had been deferred under the SSBP because they were not required as part of the collapse hazard structural work.

The Board has approved essential projects including the replacement of roofs, HVAC systems, upgrade of technology infrastructure, playground repairs, communication systems and other smaller projects at each site. The Board also began to consider work to address the accessibility and equipment needs at Alan Harvey Theater that had been deferred.

After review of the preliminary concept design noted above, architectural designer and community member Mark Becker proposed a new solution for the AHT access issues. Mr. Becker suggested creating an accessible path of travel from the Magnolia Avenue side of AHT, essentially extending the theater lobby toward the street rather than creating a network of ramps on the quad side of the Theater. Mr. Becker also solved the need for accessibility to the stage, while at the same time providing more instructional and performance space. Mr. Becker proposed using space between AHT and Magnolia Avenue for a new adjacent building containing an elevator and a classroom that doubles as a "black box" theater.

The Board authorized \$100,000 for the District to retain an architect to develop a conceptual design for a rebuild or remodel of the Alan Harvey Theater. In the Spring of 2013, the District retained Quattrocchi Kwok Architects (QKA) to develop a conceptual design for renovation of AHT based on Becker's ideas. QKA then met with the District's performing arts staff and community members to develop designs that would serve the needs of the performing arts program as well as meet all accessibility requirements. QKA developed plans for a comprehensive renovation estimated to cost \$15 million.

QKA estimated that the construction costs, as of March 25, 2013, would be roughly \$9,773,343. The District, with the assistance of its construction manager, Vila Construction, has prepared a comprehensive project budget of \$15M. The \$15 million budget includes plans, construction drawings, contingencies, construction management, utility permitting and required upgrades, seating, theater lighting and sound systems. It also includes a 15% design contingency, 5% escalation, and other construction contractor costs, moving expenses, construction management, etc., and a 15% program contingency. Based upon Vila Construction's estimates and management of previous projects in the SSBP, this budget is considered appropriate.

As noted above, the cost of addressing the accessibility issues alone, without increasing the classroom and performance space, and impacting the existing quad space, was estimated to cost \$10 million seven years ago. The cost of tearing down the existing facility and building a new theater is estimated to be between \$25 million and \$30 million based on comparable school theaters that have been built recently in El Cerrito, Castro Valley, San Ramon and San Leandro.

On October 23, the Board of Education agreed to propose a bond measure to the voters in June 2014 to fund the proposed renovation of AHT. The Board also directed staff to attempt to negotiate a contract with QKA to begin work on the design and construction documents now so that if the bond measure passes in June, the project could be submitted immediately to the Division of State Architect (DSA), and demolition work could begin in summer 2014. The goal is to minimize inflation costs and to have the theater available for use by students in the Fall of 2015.

The Board has set aside \$500,000 of the District's remaining modernization funds to address the essential needs of AHT to remain useable for some additional time. The replacement of the seats, HVAC and some lighting systems has been delayed until it is determined whether the community will support a bond measure that permits a more complete renovation that also addresses accessibility issues. The pit filler project was approved and installed this summer because it was necessary for safe use, and it was designed to accommodate a new design if approved.

It is anticipated that there are community members willing to support the project by donating a total of \$500,000 or more to be used to either supplement the bond measure funds for the renovation project or to fund the minimum repair work if the community does not pass the bond measure. It is anticipated that the risk associated with Board authorization to use Modernization Program funds to move ahead with the development of the construction plans before the community votes on the bond measure will be mitigated, to a substantial extent, by the guarantee of private funds to complete the minimum repair work required to keep AHT minimally functional if the community does not pass the bond measure. The risk of proceeding is offset by having the reserve funds. If the community approves the bond measure, proceeding with construction drawings now will allow the District to avoid another year of expected escalation in construction costs. It also allows Fall of 2015 to remain a viable target for the Theater to be functional.

II. **RECOMMENDATION**

Authorize the Superintendent to proceed with an acceptable contract with QKA and to undertake any action required or useful to comply with the California Environmental Quality Act.

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Michael Brady, Assistant Superintendent, Business Services
Randall Booker, Assistant Superintendent, Educational Services

SUBJECT: **APPROVE 2014-15 and 2015-16 PROPOSED INSTRUCTIONAL CALENDARS**

I. **SUPPORT INFORMATION**

The Instructional Calendar is a negotiated “working condition” as included in the collective bargaining process between the District and Association of Piedmont Teachers (APT). As part of the Interest Based Bargaining (IBB) process, the calendar has been agreed to be negotiated separately from annual openers each year. The development of a calendar for two consecutive academic years was identified as a priority by staff, parents and the Board. This has been problematic the past few years due to the uncertainty of the budget and the need for consideration of furlough days and shortened student school year requirements. The current Collective Bargaining Agreement (CBA) is in force through June 30, 2014 and APT has agreed to propose calendars for the next two academic years.

APT voted on calendars that included options that parallel this year’s calendar, ones that start after Labor Day and end school in the third week of June, and versions that start mid-August and end the first week in June to allow the semester to end prior to winter break. They also considered a hybrid option that included starting the school year in the traditional third week of August in 2014 and an earlier start in 2015 to give a year’s notice of a change.

None of the options received more than 50% of the votes so there was a runoff scheduled for last week. Attached are the proposed Instructional Calendars for 2014-15 and 2015-16 that mirror this year’s calendar. Neither calendar includes any unpaid furlough days and restores student days to the full 180 days.

Although subject to negotiations, the District and APT give consideration to input from CSEA and parents. A parent survey has been distributed as recently as last school year. The Instructional Calendar includes setting the first and last day of school for students, and non-school days for students that are either vacation or designated professional development days for staff. Setting the semester length, report card grading periods, minimum days, conference days, and testing schedules are not subject to negotiations and are set after the Instructional Calendar is voted and approved by the APT membership and the Board of Education.

Background Information Provided October 23, 2013

Information from past surveys indicates that there is not a clear consensus as to the timing for the start of the school year or placement of vacation days during the year. The Instructional Calendar has strict requirements from the State that must be addressed:

- 180 school attendance days – a day must be at least 325 minutes to count as a day. Funding from the State is calculated based on the attendance rate of students on the designated 180 student days in the calendar.
- Each grade level must also offer a specified total minimum number of minutes in the 180 days.
- Each grade level at each school must offer the equal amount of total minutes in the school/District (e.g., all third grades in each of the three elementary schools must offer same total minutes per year)
- Prescribed holidays included as part of the calendar with some flexibility when scheduled except November 11, which is an “immovable holiday” and must be a non-school day if falls Monday through Friday.
- Per local agreement, a APT base work year of 185 days that includes 180 student days, 3 professional development days and 2 work days.

The start and end of the school year varies in districts throughout the State. The traditional calendar starts school near Labor Day and ends mid-June. Research supports the “year round” calendar as the most supportive of student learning throughout the year. Recent discussions have included the possibility of setting a calendar that allows for the semester to end prior to the traditional winter break at the end of December that goes through the beginning of the New Year.

It is important for staff, community and parents to understand the rationale that supports this calendar as a consideration. The start and end of the school year have a direct effect on the schedule of holiday/breaks throughout the school year to meet State requirements and District agreements. In addition to State and local requirements, the Instructional Calendar is designed to support students by considering the following factors that affect all:

- A schedule that supports optimal learning and long-term retention of academic material for students in grades pre-K through grade 12
- Balance of student work load and high stakes stressors (e.g., testing and college applications)
- Balance of work/school/family time for students, parents, and staff
- Decision timeline that allows for planning for staff and families
- Professional development schedule that supports teaching and learning

Starting the school year earlier in August provides the opportunity to end the first semester prior to winter break and end the school year by the beginning of June. Considerations that support this option include:

- *Winter break can be a time that is free from school work for students and staff to be enjoyed with less stress.*
- *Provides flexibility for content pacing throughout the school year.*
- *Provides more teaching time for students to be prepared for high-stakes tests such as Advanced Placement.*
- *Provides more instructional time in all grades prior to the standardized testing required by the State (e.g.,. prior requirements associated with STAR testing)*
- *High school students who participate in Fall sports must report by early August and families need to schedule vacations to support that schedule.*

Considerations for the more traditional calendar start of the school year near Labor Day include:

- *Allows for planning of vacation and attendance in summer programs in August*
- *Less availability for summer opportunities for students in grades K-8 during first two weeks in June. May impact child care.*
- *Requires a later release date in June that may interfere with the start of summer camps/opportunities.*

The Board will be requested to approve the calendar options as presented since the Board reviewed the options as part of the negotiations process with the assumption that the options were acceptable.

II. **RECOMMENDATION: REVIEW AND ACTION**

Review the 2014-15 and 2015-16 Instructional Year Calendars and approve as presented.

PIEDMONT UNIFIED SCHOOL DISTRICT

Instructional Calendar 2014-15

| JULY | | | | |
|------|----|----|----|----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| AUGUST | | | | |
|--------|----|----|----|----|
| M | T | W | T | F |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| SEPTEMBER | | | | |
|-----------|----|----|----|----|
| M | T | W | T | F |
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| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

| OCTOBER | | | | |
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| M | T | W | T | F |
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| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

| NOVEMBER | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

| DECEMBER | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
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| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

- ◆ Professional Development Day (no school for students) Aug. 18
- Teacher Day (no students) Aug. 19
- ☼ First Day of School Aug. 20
- Labor Day (school closed) Sept. 1
- ◆ Professional Development Day (no school for students) Oct. 13
- Veteran's Day Nov. 11
- Thanksgiving Week (schools closed) Nov. 24-28
- Thanksgiving Holiday Nov. 27
- Winter Break (schools closed) Dec. 22-Jan. 2
- Christmas Dec. 25
- New Year's Day Jan. 1
- Martin Luther King Jr. Day Jan. 19
- ◆ Professional Development Day (no school for students) Jan. 20
- Presidents' Day Feb. 16
- Presidents' Week (schools closed) Feb. 16-20
- Schools closed March 9
- Spring Break April 6-10
- Memorial Day May 25
- ☼ Last Day of School June 11
- Teacher Day (no students) June 12

| JANUARY | | | | |
|---------|----|----|----|----|
| M | T | W | T | F |
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| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 0 | 29 | 30 |

| FEBRUARY | | | | |
|----------|----|----|----|----|
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| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

| MARCH | | | | |
|-------|----|----|----|----|
| M | T | W | T | F |
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| 9 | 10 | 11 | 12 | 13 |
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| 30 | 31 | | | |

| APRIL | | | | |
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| MAY | | | | |
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| JUNE | | | | |
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| 29 | 30 | | | |

PIEDMONT UNIFIED SCHOOL DISTRICT

Instructional Calendar 2015-16

| JULY | | | | |
|------|----|----|----|----|
| M | T | W | T | F |
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| AUGUST | | | | |
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| SEPTEMBER | | | | |
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| OCTOBER | | | | |
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| NOVEMBER | | | | |
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| DECEMBER | | | | |
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| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

- ◆ Professional Development Day (no school for students) Aug. 17
- Teacher Day (no students) Aug. 18
- ☼ First Day of School Aug. 19
- Labor Day (school closed) Sept. 7
- ◆ Professional Development Day (no school for students) Oct. 12
- Veteran's Day Nov. 11
- Thanksgiving Week (schools closed) Nov. 23-27
- Thanksgiving Holiday Nov. 26-27
- Winter Break (schools closed) Dec. 21-Jan. 1
- Christmas Dec. 25
- New Year's Day Jan. 1
- Martin Luther King Jr. Day Jan. 18
- ◆ Professional Development Day (no school for students) Jan. 19
- Presidents' Day Feb. 15
- Presidents' Week (schools closed) Feb. 15-19
- Schools closed March 7
- Spring Break April 11-15
- Memorial Day May 30
- ☼ Last Day of School June 9
- Teacher Day (no students) June 10

| JANUARY | | | | |
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| FEBRUARY | | | | |
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| MARCH | | | | |
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| APRIL | | | | |
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| MAY | | | | |
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| JUNE | | | | |
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TO: Board of Education

FROM: Constance Hubbard, Superintendent
Michael Brady, Assistant Superintendent, Business Services
Randall Booker, Assistant Superintendent, Educational Services

SUBJECT: **APPROVE ACTION PLAN ALIGNED WITH 2013-14 DISTRICT GOALS;
AND PROVIDE DIRECTION IF NEEDED**

I. **SUPPORT INFORMATION**

In keeping with the District's efforts toward becoming a professional learning community (PLC), the Board of Education establishes Goals and Commitments that align with the three basic precepts of PLC's:

1. Ensure focus on student learning for ALL students.
2. Build a collaborative culture in which the notion of continuous growth is embedded.
3. Establish a "results" orientation that includes objective and subjective criteria to evaluate the progress of the "whole child" for all students from transitional kindergarten to high school graduation and beyond.

The model includes the following three roles and responsibilities (Van Clay & Soldwell, 2009) for District personnel to work collaboratively while keeping within the boundaries of their assignments. The bold text represents the categories in the PUSD 2013-14 Action Plan.

1. Strategic Role: Responsible for establishing the vision for our District including the articulation of the goals for the short and long term. **2013-14 Goals and Commitments affirmed in April 2013**
2. Tactical Role: Responsible for planning and allocation of resources to meet the articulated vision. **Tactics as developed by Administrative staff and Teacher-leaders**
3. Operational Role: Responsible for implementing the tactical plans directly with students. They represent the day to day focus we want on student learning. **Activities - examples to be implemented at the site with teachers, paraeducators, support staff, parents, community and students**

The Commitments, Vision and Goals that the Board affirmed for 2013-14 continue the themes of the previous three years. They clearly reflect the strategic

responsibilities of the Board. The Action Plan for 2013-14 reflects the tactical and operational activities that have been identified to address the Board's strategic direction during the 2013-14 school year. At the end of this year/beginning of next year, an update on the Action Plan will provide information that the Board can use to assess the progress made toward fulfilling the long and short-term goals as defined.

The community meeting "*Shaping Our Future 2.0*" held in October 2013 affirmed the themes that are the foundation of the Goals and Commitments. The all-day meeting brought together community member, teachers, students, classified staff, parents, administrators and Board members to collaboratively define the vision for Piedmont Unified School District. We will provide a detailed update on the specifics that emerged from the exercise and how it will help shape the tactical and operational activities starting in 2013-14 and into the next few years.

Shaping Our Future, like all successful strategic planning processes, should include a re-visit to the vision and goals within three or four years of its approval. This model of visiting progress with the eye on growth is consistent with the PLC model we are moving toward in our schools. The WASC (Western Association of Schools and Colleges) process of self-study, reflection, independent review, and development of an action plan to map out areas for growth as part of the accreditation requirement also uses the same concepts.

As the Board looks toward assessing their strategic responsibilities, it is important that the Administrative Team provide information about ways to align policies, practices, and procedures. Consideration for the needs of students in a future that cannot even be defined yet will need to be met by staff prepared to develop the tactical and operational strategies that support the Board commitments, vision and goals.

The *Shaping Our Future 2.0* process is a vital component in fulfilling the State requirement connected with the Local Control Funding Formula (LCFF) that requires districts to develop the Local Control Accountability Plan (LCAP.) The LCAP is an articulated District-wide plan for student achievement and the implementation of the Common Core Standards and reflects the involvement of all District stakeholders.

It is anticipated that after review of the data received at the *Shaping Our Future 2.0* meeting and the continued involvement of staff, parents, students and community in the development of the LCAP, the description of the vision for each theme will be updated. The attached plan, for example, updates the Supporting Academic Excellence theme by replacing "California Content Standards" with "California Common Core." The statements under each theme were formulated by stakeholders in 2010. In anticipation that the review will take place as part of the LCAP and updates will be determined at that time, no other changes were made at this point. The 2013-14 Action Plan tactical and suggested activities for operational implementation incorporate the some of the priorities that were

identified in *Shaping Our Future 2.0*. As pathways are identified as a priority, they will be incorporated into future Action Plan activities.

The 2013-14 Action Plan is a living document intended to provide direction in the implementation of the Board Goals. It helps provide context and focus to our work of continuous reflection on our practices to improve teaching and learning, in addition to supporting students to grow in a healthy safe school environment.

Piedmont schools have a long tradition of the Board, staff, parents and community working together to support all students. In these difficult economic times, the contributions from all have allowed Piedmont students to receive educational opportunities vital to all students in California. We are grateful to all contributors to the education of our children.

II. **RECOMMENDATION: REVIEW AND ACTION**

The Board is requested to review the 2013-14 Action Plan and approve it with the understanding that there will be updates and modifications to incorporate feedback from *Shaping Our Future 2.0* and requirements for the development of the Local Control Accountability Plan.

PIEDMONT UNIFIED SCHOOL DISTRICT

ACTION PLAN FOR 2013-14 DISTRICT GOALS

OUR COMMITMENTS as a public school system:

- We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.
- We are committed to foster a comprehensive educational program that equips students to live in a diverse and changing world.
- We are committed to advance the commitments, vision, and goals of our school system by:
 - working collaboratively
 - allocating and effectively managing limited resources

OUR VISION

Our vision for "Shaping Our Future" is rooted in six major themes.

1. Supporting Academic Excellence

By creating a breadth and depth of engaging learning opportunities for all students, continue to inspire, teach, and support students of all levels of learning to: ***Implement Common Core State Standards and Smarter Balanced assessment program***; ~~acquire mastery of the California content standards~~; cultivate critical thinking skills; and achieve to one's fullest potential

2. Maximizing Individual Potential

Recognizing that each student has unique passions, motivations, and strengths, help students to individualize their education and achieve to their fullest potential.

3. Developing Resilience

Create a culture of learning in the schools, where students feel safe taking risks, being flexible, innovative, and adaptable, and taking on new challenges. In addition to following students through assessments and benchmarks, offer social skill skills development and counseling support so students are prepared to meet real world challenges in their lives with resilience.

4. Promoting Program Adaptability

With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.

5. Cultivating A Global Citizenry

Cultivate students to become engaged and responsible citizens in the larger global community.

6. Building K-12 Community

Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

GOALS – TACTICS – ACTIVITIES

Following are the Board approved goals that reflect the vision and commitments for the Piedmont District for 2013-14 and into the future. The tactics reflect the key areas of focus for the 2013-14 school year to support the goals. The activities describe how the tactics are put into practice at the implementation level (site and/or District) to support the goals.

#1 – Adapt & Improve Educational Program Delivery: Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship.

Tactics:

1. Visit the strategic planning activity “*Shaping Our Future 2.0*” in Fall of 2013
 - o Activities:
 - At beginning of school year involve staff in the strategic planning process to provide leadership when bringing in broader community to *Shaping Our Future*.
 - Use information from *Shaping Our Future* to develop tactics to support the themes generated – both new and continued.
 - Utilize the *Shaping Our Future* day and follow up in the development of the Local Control Accountability Plan (LCAP) required as part of the Local Control Funding Formula (LCFF). LCAP will provide the State with how the District plans to address the needs of all students, especially those with targeted needs.
2. Develop long-range plan for the implementation of the Common Core Standards
 - o Activities:
 - Utilize professional development days for professional development activities on the Common Core Standards for administrators, teachers, and paraeducators
 - Provide opportunities for parent/community education on the Common Core Standards.
3. Review High School Graduation Requirements
 - o Activities:
 - Review scope and sequence of health education delivery (e.g., review the Social Psychology requirement to determine if it meets needs of current students).
 - Coordinate health education course content, Wellness Center services, and counseling protocols to create a comprehensive service model for students.
 - Review the semester computer requirement in the context of the needs of today's students and consistency with the approved District Technology Plan and with Science Technology Engineering Mathematics (STEM), Career Technical Education (CTA), and themes identified in *Shaping Our Future 2.0*.

- Review the Advanced Placement/Honors program and explore ways to manage the program that reduce stress for students while not disadvantaging students in their college application process.
 - Look at scope and sequence for students with the goal of reducing stress during the Junior year (e.g., develop a four-year plan for students).
4. Review discipline policies and practices for compliance with Ed Code, consistency, progressive/other interventions prior to suspension, and how suspension is reported on college applications.
 5. Support efforts to expand opportunities for students to engage in service learning as part of the regular school day and after school/summer programs.
 - Activities:
 - Support teachers in the continuation, development and implementation of hands on-learning experiences including MHS Camp Arroyo, the Glean-A-Thon, site garden programs, AISCE summer program, E-soccer, and service learning at the high school level.
 - Provide professional development to staff as to how to improve student outcomes in the core curriculum areas through service learning and inter-disciplinary projects. Consider implementation of a Senior Project as a requirement for all seniors in high school.

#2 – Support Professional Growth & Instructional Effectiveness: With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

Tactics:

1. Continue to support the implementation of the evaluation tools developed by the joint APT/District Evaluation Committee. Adapt the tools and protocols developed for the evaluation of teachers for the evaluation of administrators.
 - Activities:
 - Develop a handbook for use by teachers and administrators to guide implementation of the new evaluation process.
2. Continue to provide common planning time for teachers/staff to collaborate and form/strengthen Professional Learning Communities as part of the culture.
 - Activities:
 - Provide opportunities for teachers to observe and share successful practices in the delivery of instruction between and within school sites/grade levels.
 - Teachers who have GATE certification will have the opportunity to be differentiation coaches for colleagues.
 - Paraeducators will participate in professional development activities as part of the Common Core professional development days. Paraeducators will continue to participate in professional development opportunities sponsored by the Special Education Local Planning Area (SELPA) of which Piedmont is one of five participating districts (including Alameda, Berkeley, Albany, and Emery).
3. Support site and District review mandates:
 - Activities:
 - Develop LCAP as required by the State.
 - Complete credentials audit by Alameda County to assure compliance.

#3 – Provide a Safe Learning Environment: Provide students with a safe and healthful learning environment where respect, inclusion, resilience, responsible citizenship, self discipline, and personal responsibility are thoughtfully practiced.

Tactics

1. Board Policies and Administrative Regulations reflect the expectations that all students and staff are in a safe and healthful learning environment.
 - Activities:
 - Communicate to parents, students, and staff the use guidelines incorporated in the “Technology Digital Rights and Responsibilities” as part of the Technology Plan.
 - Provide training to staff on responsibilities related to Digital Citizenship including Social Media
2. Review practices and procedures to reduce stress and increase student healthy behaviors at the secondary level.
 - Activities:
 - Review the bell schedules for grades 6-12 in order to start the student day later as recommended by health professionals as better for teenagers. Include coordinating schedules at PMS/PHS/MHS to facilitate the sharing of programs for students and improve the ability to have staff assigned to more than one site.
 - Facilitate meetings with staff and Piedmont Police Department to develop expectations for roles and responsibilities relative to student behaviors at school and at after school activities.
 - Communicate to students and parents the expectations (and consequences) for student behavior during school and on weekends especially as it relates to use of alcohol and drugs. Include guidelines for use of social media.
3. Continue to facilitate/strengthen culture of respect, inclusion and diversity education.
 - Activities:
 - Monitor the implementation of Second Step and Welcoming Schools at the three elementary schools with the expectation that there is a tri-school approach at each grade level.
 - PHS/MHS administration to work with all coaches, students and families to increase the culture of respect and high expectations for student athletes.
4. Maintain services for K-12 students to support personal responsibility, resiliency, and respect.
 - Activities:
 - Wellness Center to provide counseling services to grade 6-12 students in need and coordinate student leadership programs such as Ambassadors, Peer Advisors, and Youth Educators.
 - Support the efforts of the Secondary Climate Committee to increase PHS/MHS student awareness to understand and reduce at-risk behaviors.
 - Follow protocols for dealing immediately with graffiti, bullying, and harassment including sexual harassment and hate-motivated incidents.
 - Review expectations with all students as to respectful behavior, including an understanding of what constitutes sexual harassment.
 - Monitor and reinforce expectations of academic integrity.

#4 – Cultivate a Dynamic Learning Community: Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups.

Tactics

1. Continue to implement the ideals of the Interest-Based Bargaining approach to all collective bargaining activities for all employees.
 - Activities:
 - The Association of Piedmont Teachers (APT), the California School Employees Association (CSEA), and the Association of Piedmont School Administrators (APSA) have been active collaborators as part of the negotiations process to ensure the delivery of a comprehensive rigorous program for students while maintaining fiscal solvency. As part of the negotiations process for 2013-14, the District remains committed to the priority of maintaining the most highly qualified staff.
 - Communicate with parents and community the issues to be addressed as part of the collective bargaining program with adequate time to provide meaningful input.
2. Communication, Communication, Communication
 - Activities:
 - Continue opportunities for staff, community, parent, and student involvement in District operations, including: Site Councils, Budget Advisory Committee, Citizens Oversight Committee, Parcel Tax Advisory Subcommittee, GATE Advisory Council, Curriculum Forum, Parent Education presentations, Parent Clubs, and Board Meetings.
 - Work with community volunteers in the organization and planning of the Speaker Series presentations.
 - Coordinate with Piedmont Educational Foundation inclusion of District information as part of PEF publications that are sent to the entire community.
 - Review and update District website to make sure materials are current, accessible and relevant.
 - Communicate the District budget to all stakeholders and provide opportunities for community members to know and understand the district budget.
 - District administrators to participate in community support organizations, including Parent Clubs, Piedmont Educational Foundation and City of Piedmont groups.

#5 – Develop & Implement a Sustainable Plan to Balance the Budget: Continue to develop and implement a three-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the community, in order to sustain the quality of our educational and instructional programs, and school facilities.

Tactics

1. Develop multi-year budgets as part of the budget development process that allow for consideration of variables while maintaining the ability to offer a stable student program reflecting the depth and breadth of programs offered by the most highly qualified staff.
 - Activities:
 - Provide multi-year budget scenario updates that incorporate the new State funding model, the Local Control Funding Formula (LCFF), at prescribed intervals (Interim Reports) and as needed for planning purposes.

- Attend School Services of California (SSC), California Association of School Business Officials, and Alameda County Office workshops/information sessions to remain up to date on variables.
 - Provide opportunities for all stakeholders to know and understand the budget.
2. Continue partnerships with employee associations and fundraising groups in collaboration with the District to support the K-12 program.
- Activities:
 - Continue to communicate budget issues with all stakeholders at the Budget Advisory Committee.
 - Apply the Interest Based Bargaining approach to negotiations with employee groups.
 - Coordinate with the Giving Campaign, the Piedmont Educational Foundation, and all support groups to maximize funds donated to the District to support K-12 programs.
3. Participate in State-wide activities/associations to support California's funding of public schools including facilities.
- Activities:
 - Meet with local Representatives Loni Hancock and Nancy Skinner on issues/legislation that relate to school funding.
 - Staff and consultants work with the Office of Public School Construction (OPSC), the Division of the State Architect (DSA), and the State Allocation Board (SAB) on facilities funding opportunities.

Goal #6 – Invest In & Preserve School Facilities & Infrastructure: Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate.

Tactics

1. Review options for renovation of the Alan Harvey Theater
- Activities:
 - Staff to review Conceptual Design presented in April 2013 by QKA and present options for implementation of the plan including private fundraising and a possible bond measure for community consideration.
 - Review work and cost estimates for essential work to be done as part of the Modernization Program.
 - Provide Board with information related to bonding capacity and requirements for a possible bond measure to support remodel of the theater.
2. Implement PUSD Technology Plan for all District Sites.
- Activities:
 - Review organizational model to include an emphasis on curriculum as primary in the design and delivery of technology needs.
 - Prepare for technology needs connected to the administration of the Smarter Balanced test required by the Common Core Standards.
 - Continue community engagement with regular District Technology Advisory Committee (DTAC) meetings.
 - Develop plan for long-term infrastructure needs for the District for parity at all sites.

ROUTE TO THE GOVERNING BOARD

FROM 10/01/2013 TO 10/31/2013
UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

| SUMMARY BY Object | WORKING BUDGET | EXPENDED/RECEIVED | | | % | ENCUMBERED | UNENCUMBERED | |
|-------------------------------------|----------------|-------------------|--------------|-------|------------|---------------|--------------|---|
| | | CURRENT | YEAR TO DATE | | | | BALANCE | % |
| 80xx Revenue | 16,023,646.00 | 605,986.10 | 1,181,759.89 | 7.3 | 0.00 | 14,841,886.11 | 92.6 | |
| 81xx FEDERAL REVENUE | 595,738.00 | 0.00 | 0.00 | .0 | 0.00 | 595,738.00 | 100.0 | |
| 82xx OTHER FEDERAL REVENUE | 121,308.00 | 0.00 | 0.00 | .0 | 0.00 | 121,308.00 | 100.0 | |
| 83xx OTHER STATE REVENUE | 127,755.00 | 559.93- | 559.93- | .0 | 0.00 | 128,314.93 | 100.0 | |
| 84xx OTHER STATE REVENUE | 0.00 | 0.00 | 5,355.00 | 100.0 | 0.00 | 5,355.00- | .0 | |
| 85xx OTHER STATE REVENUE | 1,310,236.00 | 0.00 | 350,752.38 | 26.7 | 0.00 | 959,483.62 | 73.2 | |
| 86xx OTHER LOCAL REVENUE | 12,379,775.00 | 75,125.11 | 475,813.25 | 3.8 | 0.00 | 11,903,961.75 | 96.1 | |
| 87xx OTHER TRANSFER IN | 1,034,834.00 | 0.00 | 109,136.00 | 10.5 | 0.00 | 925,698.00 | 89.4 | |
| 89xx INTERFUND TRANSFER IN | 138.00 | 0.00 | 0.00 | .0 | 0.00 | 138.00 | 100.0 | |
| TOTAL: 8xxx | 31,593,430.00 | 680,551.28 | 2,122,256.59 | 6.7 | 0.00 | 29,471,173.41 | 93.2 | |
| 00xx *** NOT ON FILE *** | 0.00 | 0.00 | 11,467.72- | .0 | 0.00 | 11,467.72 | .0 | |
| TOTAL: 0xxx | 0.00 | 0.00 | 11,467.72- | .0 | 0.00 | 11,467.72 | .0 | |
| 11xx Certificated Salaries | 12,684,055.00 | 1,139,273.21 | 3,491,015.38 | 27.5 | 0.00 | 9,193,039.62 | 72.4 | |
| 12xx Counselors/Psych/Nurse/Librari | 1,141,110.00 | 94,714.70 | 283,685.94 | 24.8 | 0.00 | 857,424.06 | 75.1 | |
| 13xx Cert Salaries-Admin/Supervisor | 1,609,135.00 | 137,306.52 | 563,431.11 | 35.0 | 0.00 | 1,045,703.89 | 64.9 | |
| 19xx Other Certificated Salaries | 382,455.00 | 33,209.95 | 104,703.45 | 27.3 | 0.00 | 277,751.55 | 72.6 | |
| TOTAL: 1xxx | 15,816,755.00 | 1,404,504.38 | 4,442,835.88 | 28.0 | 0.00 | 11,373,919.12 | 71.9 | |
| 21xx Class Sal/Instructional Aide | 2,439,115.00 | 209,346.57 | 639,222.01 | 26.2 | 0.00 | 1,799,892.99 | 73.7 | |
| 22xx Classified Support Salaries | 1,123,929.00 | 88,343.65 | 379,884.50 | 33.7 | 0.00 | 744,044.50 | 66.2 | |
| 23xx Class Sal/Administrator/Superv | 97,266.00 | 10,987.28 | 44,823.58 | 46.0 | 0.00 | 52,442.42 | 53.9 | |
| 24xx Class Sal/Clerical&Othr Office | 1,223,230.00 | 108,758.64 | 387,899.85 | 31.7 | 0.00 | 835,330.15 | 68.2 | |
| 29xx Other Classified Salaries | 77,455.00 | 4,754.64 | 13,041.91 | 16.8 | 0.00 | 64,413.09 | 83.1 | |
| TOTAL: 2xxx | 4,960,995.00 | 422,190.78 | 1,464,871.85 | 29.5 | 0.00 | 3,496,123.15 | 70.4 | |
| 31xx STRS | 1,284,317.00 | 112,396.10- | 45,465.34 | 3.5 | 0.00 | 1,238,851.66 | 96.4 | |
| 32xx PERS | 498,879.00 | 18,033.69 | 87,649.08 | 17.5 | 0.00 | 411,229.92 | 82.4 | |
| 33xx SOCIAL SECURITY | 572,261.00 | 154,943.43 | 351,295.90 | 61.3 | 0.00 | 220,965.10 | 38.6 | |
| 34xx HEALTH & WELFARE | 3,690,558.00 | 227,166.01 | 1,127,572.84 | 30.5 | 0.00 | 2,562,985.16 | 69.4 | |
| 35xx STATE UNEMPLOYMENT INSURANCE | 10,035.00 | 1,155.11 | 2,024.73 | 20.1 | 0.00 | 8,010.27 | 79.8 | |
| 36xx WORKERS COMPENSATION INSURANCE | 377,300.00 | 18,527.76- | 1,137.95- | .0 | 0.00 | 378,437.95 | 100.0 | |
| 37xx OPEB | 575,000.00 | 47,551.17 | 142,553.97 | 24.7 | 0.00 | 432,446.03 | 75.2 | |
| 38xx PERS REDUCTION | 0.00 | 6,188.10 | 18,280.51 | 100.0 | 0.00 | 18,280.51- | .0 | |
| TOTAL: 3xxx | 7,008,350.00 | 324,113.65 | 1,773,704.42 | 25.3 | 0.00 | 5,234,645.58 | 74.6 | |
| 41xx Approved Textbooks | 256,294.00 | 143,654.36 | 258,927.03 | 100.0 | 17,965.77 | 20,598.80- | .0 | |
| 42xx Books and Othr Ref Materials | 23,417.00 | 194.51 | 2,046.03 | 8.7 | 3,077.78 | 18,293.19 | 78.1 | |
| 43xx Materials and Supplies | 892,847.00 | 92,318.35 | 321,629.66 | 36.0 | 153,954.54 | 417,262.80 | 46.7 | |

ROUTE TO THE GOVERNING BOARD

FROM 10/01/2013 TO 10/31/2013
UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

| SUMMARY BY Object | WORKING BUDGET | EXPENDED/RECEIVED | | | ENCUMBERED | UNENCUMBERED BALANCE | % |
|-------------------------------------|----------------|-------------------|--------------|-------|--------------|----------------------|-------|
| | | CURRENT | YEAR TO DATE | % | | | |
| 44xx Non-Capitalized Equipment | 41,367.00 | 51,883.05 | 59,970.84 | 100.0 | 28,024.22 | 46,628.06- | .0 |
| TOTAL: 4xxx | 1,213,925.00 | 288,050.27 | 642,573.56 | 52.9 | 203,022.31 | 368,329.13 | 30.3 |
| 52xx Travel and Conference | 91,348.00 | 6,628.51 | 14,186.99 | 15.5 | 20,375.50 | 56,785.51 | 62.1 |
| 53xx Dues and Memberships | 17,320.00 | 1,727.00 | 14,513.33 | 83.7 | 0.00 | 2,806.67 | 16.2 |
| 54xx INSURANCE | 137,223.00 | 73,433.00 | 73,433.00 | 53.5 | 73,433.00 | 9,643.00- | .0 |
| 55xx Operation and Housekeeping Svc | 440,300.00 | 40,350.31 | 130,416.39 | 29.6 | 4,330.52 | 305,553.09 | 69.3 |
| 56xx Rntls,Leases,Repair,Noncapital | 273,921.00 | 31,278.10 | 86,201.72 | 31.4 | 174,068.49 | 13,650.79 | 4.9 |
| 58xx Prof/Consulting Svcs/Operating | 2,320,463.00 | 135,016.63 | 401,109.12 | 17.2 | 1,561,986.55 | 357,367.33 | 15.4 |
| 59xx Communications | 118,681.00 | 13,326.26 | 42,620.85 | 35.9 | 57,509.37 | 18,550.78 | 15.6 |
| TOTAL: 5xxx | 3,399,256.00 | 301,759.81 | 762,481.40 | 22.4 | 1,891,703.43 | 745,071.17 | 21.9 |
| TOTAL: 1xxx - 5xxx | 32,399,281.00 | 2,740,618.89 | 9,086,467.11 | 28.0 | 2,094,725.74 | 21,218,088.15 | 65.4 |
| 73xx DIRECT SUPPORT/INDIRECT COST | 120,000.00- | 0.00 | 0.00 | 100.0 | 0.00 | 120,000.00- | .0 |
| 76xx INTERFUND TRANSFER/OTHER USES | 430,693.00 | 0.00 | 0.00 | .0 | 0.00 | 430,693.00 | 100.0 |
| TOTAL: 7xxx | 310,693.00 | 0.00 | 0.00 | .0 | 0.00 | 310,693.00 | 100.0 |
| TOTAL: 1xxx - 7xxx | 32,709,974.00 | 2,740,618.89 | 9,086,467.11 | 27.7 | 2,094,725.74 | 21,528,781.15 | 65.8 |

ROUTE TO THE GOVERNING BOARD

FROM 10/01/2013 TO 10/31/2013
UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

Summary

| SUMMARY BY Object | WORKING BUDGET | EXPENDED/RECEIVED | | % | ENCUMBERED | UNENCUMBERED | |
|--------------------------------|----------------|-------------------|--------------|------|--------------|---------------|------|
| | | CURRENT | YEAR TO DATE | | | BALANCE | % |
| TOTAL INCOME (8000 - 8999) | 31,593,430.00 | 680,551.28 | 2,122,256.59 | 6.7 | 0.00 | 29,471,173.41 | 93.2 |
| TOTAL: 1xxx - 5xxx | 32,399,281.00 | 2,740,618.89 | 9,086,467.11 | 28.0 | 2,094,725.74 | 21,218,088.15 | 65.4 |
| TOTAL: 1xxx - 6xxx | 32,399,281.00 | 2,740,618.89 | 9,086,467.11 | 28.0 | 2,094,725.74 | 21,218,088.15 | 65.4 |
| TOTAL: 1xxx - 7xxx | 32,709,974.00 | 2,740,618.89 | 9,086,467.11 | 27.7 | 2,094,725.74 | 21,528,781.15 | 65.8 |
| TOTAL EXPENSES (1000 - 7999) | 32,709,974.00 | 2,740,618.89 | 9,086,467.11 | 27.7 | 2,094,725.74 | 21,528,781.15 | 65.8 |

PIEDMONT UNIFIED SCHOOL DISTRICT

Piedmont, California

November 13, 2013

TO: Members of the Board of Education

FROM: Constance Hubbard, Superintendent

SUBJECT: Personnel Action

SUBJECT TO BOARD APPROVAL

Employment: Certificated Continuing Employees – Change in Status Effective 2013-14 School Yr

| | | |
|--|---|------------------|
| Shoshana Beary Effective 8/19/13 | Kindergarten Teacher .4 FTE Temporary to .4 FTE Second Year Probationary | Wildwood |
| Karen Bloom Effective 8/19/13 | Math Teacher .8 FTE Temporary to .8 FTE First Year Probationary | PMS |
| Rebecca Branstetter Effective 8/12/13 | Psychologist .2 FTE Temporary to .2 FTE First Year Probationary | District |
| Michael Cincotta Effective 8/19/13 | Math Teacher 1.0 FTE Temporary to 1.0 FTE Second Year Probationary | PHS |
| Scott Coats Effective 8/19/13 | Core 7 Teacher 1.0 FTE Temporary to 1.0 FTE First Year Probationary | PMS |
| Lucas Denman Effective 8/19/13 | Math Teacher 1.0 FTE Temporary to 1.0 FTE Probationary 0 | PMS |
| Aileen Finney Effective 8/19/13 | Fourth Grade Teacher 1.0 FTE Temporary to 1.0 FTE Second Year Probationary | Havens |
| Renate Flannelly Effective 8/19/13 | 1 st /2 nd Grade Teacher 1.0 FTE Temporary to 1.0 FTE First Year Probationary | Beach |
| Pamela Gelman Effective 8/15/13 | Resource Specialist 1.0 FTE Temporary to 1.0 FTE Probationary 0 | Piedmont Rec Ctr |

**Board of Education Meeting
Personnel Action List
November 13, 2013
Page 2 of 3**

| | | |
|---|---|----------|
| Michelle Kerwin Effective 8/19/13 | Core 6 Teacher .2 FTE Temporary to .2 FTE Tenured (1.0 FTE Total Tenured) | PMS |
| Stephanie Manalo-LeClair Effective 8/12/13 | Counselor/Social Worker 1.0 FTE Temporary to 1.0 FTE First Year Probationary | MHS |
| Diana Miller Effective 8/19/13 | Math Teacher .2 FTE Temporary to .2 FTE Tenured (1.0 FTE Total Tenured) | PMS |
| Janine Mortan Effective 8/19/13 | Kindergarten Teacher 1.0 FTE Temporary to 1.0 FTE First Year Probationary | Wildwood |
| Christele Poppas Effective 8/19/13 | French Teacher 1.0 FTE Temporary to 1.0 FTE First Year Probationary | PHS |
| Suzanne Randick Effective 8/12/13 | Resource Specialist .2 FTE Temporary to .2 FTE Tenured (1.0 FTE Total Tenured) | PMS |
| Celia Rogers Effective 8/19/13 | English Teacher .2 FTE Temporary to .2 FTE Tenured (1.0 FTE Total Tenured) | PHS |
| Linsey Sandrew Effective 8/15/13 | Speech Pathologist 1.0 FTE Temporary to 1.0 FTE First Year Probationary | Wildwood |
| Kim Taylor Effective 8/19/13 | Acting Teacher .2 FTE Temporary to .2 FTE Tenured (1.0 FTE Total Tenured) | PHS |

**Board of Education Meeting
Personnel Action List
November 13, 2013
Page 3 of 3**

| | | |
|---------------------------------------|---|----------|
| Camilla Thayer Effective 8/19/13 | Science Teacher .4 FTE Temporary to .4 FTE Tenured (1.0 FTE Total Tenured) | PMS |
| Erika Weisenberg Effective 8/15/13 | Resource Specialist 1.0 FTE Temporary to 1.0 FTE First Year Probationary | PMS |
| Sarah Wheeler Effective 8/12/13 | Psychologist .6 FTE Temporary to .6 FTE First Year Probationary | District |
| Auban Willats Effective 8/19/13 | Math Teacher .2 FTE Temporary to .2 FTE First Year Probationary | MHS |

Board Meeting of
November 13, 2013

TO: Board of Education
FROM: Constance Hubbard, Superintendent
SUBJECT: **ACCEPT DONATIONS**

I. SUPPORT INFORMATION

It is recommended that the Board of Education accept the following donations recently received by the District:

- Donation of \$500 from Selmanoff Realty for Special Education
- Donation from Steven and Katherine Spurlock for signage for the Ambassador Christopher Stevens Memorial Library
- Donation from Helen Fitzgerald for signage for the Ambassador Christopher Stevens Memorial Library

II. RECOMMENDATION: ACTION

Accept donation, with appropriate letters of thanks to the donor

CH/ss

ALAMEDA COUNTY OFFICE OF EDUCATION

313 West Winton Avenue, Hayward, CA 94544-1198

MEMORANDUM OF UNDERSTANDING

Between

Alameda County Office of Education

And

Piedmont Unified School District

This Memorandum of Understanding (MOU) is entered by and between the Alameda County Office of Education (ACOE) and the Piedmont Unified School District, hereinafter referred to as PUSD.

The Alameda County Office of Education Core Learning Division provides comprehensive, highly interactive technology rich Next Generation Professional Development designed to provide learning experiences that lead to teacher excitement and a willingness to engage with the opportunity the Common Core represents. Based on PUSD's explicit 2-year goal, our guiding Theory of Change is that in order for teachers to meaningfully engage in transition activities for 2014-2015, PUSD teachers have both a deep understanding of the Common Core *and* a desire to transition to CCSS by the end of 2013-2014. ACOE Core Learning will provide highly interactive, technology rich adult learning experiences that are front-loaded during the 2013-2014 year through teacher professional development. In addition, to create will and understanding across the PUSD community, we will provide parents with similar rich adult learning experiences during parent meetings.

PERIOD OF AGREEMENT

The term of this agreement shall be the period of August 1, 2013 through June 30, 2014.

PROJECT SUPERVISION

Jamie Marantz, Executive Director of Core Learning, is the designated project director.

COMPENSATION

Under the terms of this agreement, PUSD shall pay an amount equal to sixty six thousand one hundred fifty dollars (\$66,150.00) for services provided under this agreement. PUSD agrees to cover the costs related to teacher release time. Upon receipt of a signed agreement, ACOE may invoice PUSD quarterly for the portions of the completed work up to the date of the invoice.

SCOPE OF WORK

ACOE shall provide the following services for PUSD during the 2013-14 school year.

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| <p>August 8th 9:00am-Noon</p> <p>\$2,500 (Includes prep time)</p> | <p>Admin Team Meeting ACOE Administrators: Going Deeper with the Common Core State Standards</p> <ul style="list-style-type: none"> • Math Standards • ELA Standards • Technology Integration |
| <p>August 19th Staff Dev. Day 10:00am – 3:00pm \$2,500</p> | <p>Staff Development Day ACOE: <u>Elementary Teachers:</u> Introducing the Common Core State Standards</p> <ul style="list-style-type: none"> • Literacy & Math Anchor Practice Standards • Depth of Knowledge • Smarter Balanced Assessments |
| <p>August 20th Staff Dev. Day 10:00am – 3:00pm \$3,000</p> | <p>Staff Development Day ACOE: <u>Secondary Teachers:</u> Introducing the Common Core State Standards</p> <ul style="list-style-type: none"> • Literacy & Math Anchor Practice Standards • Depth of Knowledge • Smarter Balanced Assessments • College Readiness |
| <p>September</p> <p>\$3,300: 3 days including planning meetings and prep</p> | <p>ACOE: Prepare for Shifts in Literacy Across the Curriculum 9/9/13 – 3:30pm-4:30pm: Specialist Planning Meeting #1 9/10/13 – 9:00am-10:30am: Admin Team Meeting #1 9/26/13 – 3:30pm-5:00pm: PUSD Curriculum Forum Meeting #1 9/30/13 – 7:00pm-8:30pm: Parent Education Night #1 (Introducing the CCSS and DOK)</p> |
| <p>October</p> <p>\$2,200: 2 days including planning meetings and prep</p> | <p>ACOE: Prepare for Name that Standard 10/7/13 – 3:30pm-4:30pm: Differentiation Specialist Planning Meeting #2 10/8/13 – 9:00am-10:30am: Admin Team Meeting #2 10/24/13 – 3:30pm-5:00pm: PUSD Curriculum Forum Meeting #2 10/28/13 - 7:00pm-8:30pm: Parent Education Night #2 (Introducing the Smarter Balanced with DOK)</p> |

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| <p>October 14th Staff Dev. Day 8:30am – 3:00pm</p> <p>\$7,500: 7 concurrent sessions, Elementary: Literacy & Math Secondary: Assessment, ELA; Math; Science; SS; Arts</p> | <p>Staff Development Day ACOE Going Deeper with the Common Core State Standards</p> <ul style="list-style-type: none"> • Math Standards • ELA Standards • Science Standards • Smarter Balanced Assessment • Arts Integration • Elementary Literacy • Elementary Math |
| <p>November</p> <p>\$1,650 (1.5 days)</p> | <p>ACOE: Prepare for Showcase 11/5/13 – 3:30pm-4:30pm: Differentiation Specialist Planning Meeting #3 11/5/13 – 9:00am-10:30am: Admin Team Meeting #3: 11/21/13 – 3:30pm-5:00pm: PUSD Curriculum Forum Meeting #3</p> |
| <p>November 1st Staff Dev. Day 8:30am – 3:00pm</p> <p>\$8,000</p> | <p>Staff Development Day ACOE: “Experience the Future” Showcase Set the stage</p> <ul style="list-style-type: none"> • Using a showcase format, teachers will preview demonstration lessons/units provided by ACOE staff, PUSD teachers, & teachers from other districts <p>On-line Mid-Year Survey – all teachers complete How well do teachers understand CCSS? What are their attitudes towards CCSS?</p> |
| <p>December</p> <p>\$1,100 (1 day) (Planning Meetings)</p> | <p>Mid-Year Review: Where is teacher knowledge and attitudes towards CCSS? What are course adjustments for Spring 2014? How will we know if we’re successful? Teachers will want to experiment w/ practice!</p> |
| <p>January 6th Staff Dev. Day 8:30am – 3:00pm</p> <p>\$8,000</p> | <p>Staff Development Day Topic: TBD</p> |
| <p>January</p> <p>\$2,200 (2 days)</p> | <p>ACOE: Teaching Strategy for the Month 1/7/14 – 3:30pm-4:30pm: Differentiation Specialist Planning Meeting #4 TBD: Release Day for each Differentiation Specialist for Peer Observation/Collaboration 1/14/14 – 9:00am-10:30am: Admin Team Meeting #4: 1/27/14 – 7:00pm-8:30pm: Parent Education Night #3: “Exploring the Future”: Literacy Across Content Areas</p> |
| <p>February</p> | <p>ACOE: Teaching Strategy for the Month 2/4/14 – 3:30pm-4:30pm: Differentiation Specialist Planning Meeting #5</p> |

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| \$3,850 (3.5 days) | 2/11/14 – 9:00am-10:30am: Admin Team Meeting #5 2/13/14 – 3:30pm-5:00p: PUSD Curriculum Forum Meeting #4 Dates: TBD: Technology Integration training for coaches, administrators and ‘early adopters’ |
| March \$4,400 (4 days) | ACOE: Teaching Strategy for the Month 3/3/14 – 3:30pm-4:30pm: Differentiation Specialist Planning Meeting #6 TBD: Release Day(s) for each Differentiation Specialist for Peer Observation/Collaboration 3/11/14 – 9:00am-10:30am: Admin Team Meeting #6 3/20/14 – 3:30pm-5:00pm: PUSD Curriculum Forum Meeting #5 3/31/14 – 7:00pm-8:30pm: “Parent Education Night #4: “Exploring the Future”: Math Standards and Practices |
| April \$1,650 (1.5 days) | ACOE: Teaching Strategy for the Month 3/31/14 – 3:30pm-4:30pm: Differentiation Specialist Planning Meeting #7 4/8/14 – 9:00am-10:30am: Admin Team Meeting #7 4/24/14 – 3:30pm-5:00pm: PUSD Curriculum Forum Meeting #6 |
| May \$1,650 (1.5 days) | 5/8/14 – 3:30pm-4:30pm: Differentiation Specialist Planning Meeting #8 5/13/14 – 9:00am-10:30am: Admin Team Meeting #8 5/29/14 – 3:30pm-5:00pm: PUSD Curriculum Forum Meeting #7 |
| June \$3,850 (3 days) | End of Year Review: Teacher knowledge and attitudes towards CCSS? Planning for and next steps for beginning 2014-15 school year with Administration and coaches/early adopters |
| Subtotal | \$57,350.00 |
| + 8 days prep | \$ 8,800.00 |
| Total | \$66,150.00 |

District responsibilities are:

- Costs related to teacher release time

INDEMNIFICATION

Mutual Indemnification:

PUSD and ACOE agree to mutually indemnify one another. PUSD shall indemnify, defend save harmless the ACOE, it’s trustees, officers, employees and agents against any and all loss, damage, or liability whatsoever, if any there be, because of accident or injury to persons or property of others occurring in connection with the operations of this contract as a result of the acts or omissions of ACOE. ACOE shall indemnify, defend save harmless the PUSD, it’s trustees, officers, employees and agents against any and all loss, damage, or liability whatsoever, if any there be, because of accident or injury to persons or property of others

occurring in connection with the operations of this contract as a result of the acts or omissions of PUSD.

AFFIRMATIVE ACTION/NONDISCRIMINATION

ACOE shall provide services and activities under this contract that do not restrict the participation nor otherwise discriminate among participants and staff with regard to their race, color, religion, age, sex, ancestry, or national origin.

AMENDMENT/TERMINATION OF CONTRACT

This agreement may be amended or altered on terms and conditions mutually agreed upon by the parties hereto. If either party terminates this agreement before the ending date, PUSD agrees to pay the actual costs to date.



Jamie Marantz
Alameda County Office of Education

Executive Director Core Learning Division

Title

10-21-2013

Date

Signature
Piedmont Unified School District

Title

Date