TO: Board of Education

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

SUBJECT: Recognize Teachers for National Board Certification
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I.   **SUPPORT INFORMATION**
      The National Board for Professional Teaching Standards (NBPTS) is a nonprofit,
      nonpartisan, and nongovernmental agency. Its mission aims to advance the quality of
      teaching and learning.

      The National Board seeks to elevate the status, voice, and role of accomplished
      teachers in shaping a true profession. This includes: 1) raising public awareness with
      respect to the cognitive complexity, collaborative, and expertise-driven nature of
      teachers' work; 2) setting higher standards for entry, advancement, and leadership in the
      profession; and 3) recognizing accomplished teaching through a rigorous professional
      certification process comparable to those found in other professions such as medicine,
      engineering, and law.

      In 2011-12, Ms. Rosie Reid (PHS English teacher and Nationally Board Certified since
      2006), requested a grant from the PHS Parent's Club to develop and lead a small
      learning community of teachers to begin the process of National Board Certification. Ms.
      Reid has been supporting National Board candidates at Stanford University since 2009
      and was excited to bring this professional development to Piedmont.

      After spending two years as part of the *Take One!* National Board Certification Program,
      five PHS/MHS teachers completed the exhaustive requirements to become Nationally
      Board Certified:

      • Gillian Bailey, PHS – Art
      • Marna Chamberlain, PHS – Science
      • Courtney Goen, PHS – Social Studies
      • Elise Marks, PHS/MHS – English
      • Susan Stutzman, PHS – Teacher Librarian

      This process is wonderful example of true teacher leadership and collaboration between
      our parent clubs and engaged educators.

      National Board Certification
      Following the development of certificate standards, the National Board created the
      process by which a teacher could be fairly and reliably assessed as meeting those
      standards.

      This certification was the first of its kind in education. Built and overseen by the
      profession, the process of becoming National Board Certified was performance-based,
      multiple-measure, peer-reviewed, anonymously submitted and built on the highest
      standards of measurement.

National Board Certification is a 10-part performance assessment that includes video portfolios, analysis of student work, evidence of leadership and collaboration in the school at large, and intensive reflection on one's own teaching practice.

Rather than complete the entire certification in one year, many teachers opt to complete one of the main components, a video entry, the first year and then go on to finish the certification the following year when they are more familiar with the process and expectations.

For Students:
Research, including a 2008 Congressionally-mandated report, documents that students taught by National Board Certified Teachers (NBCTs) make higher gains on achievement tests than students taught by non-NBCTs. Students also report higher engagement in classes of Nationally Board Certified teachers.

For Teachers:
According to The National Research Council, NBCTs stay in the classroom longer, support new and struggling teachers, and assume other school-based leadership roles. Certification provides routes for NBCTs to advance as master teachers, school leaders and mentors without leaving the classroom. NBCTs have met the highest standards for the teaching profession and most claim that the certification process itself greatly helped to improve their teaching.

For Schools:
NBCTs need to demonstrate excellence within their own classrooms, but also to demonstrate a sustained commitment to improving student achievement on a school wide level.

The NBPTS *Take One!* process is used as a lever for teachers to focus on how their teaching decisions impact student learning. Teachers have the opportunity to individually complete one pre-selected NBPTS portfolio videotape entry in their certificate. Teachers plan and submit a videotaped lesson and respond to questions through a written commentary.

NBPTS offers documents (portfolio instructions, rubrics, and teaching standards) that enable participants to discuss and write responses to questions. The questions were designed for them to show how they think, plan and instruct students to meet learning goals and reflect on the effectiveness of their teaching decisions. Teachers show evidence of their thinking and performance through the aspects of teaching outlined the NBPTS framework, the Architecture of Accomplished Teaching.

Teachers think deeply and show how they:
- Understand Knowledge of Students (Who are they? What is their level of progress and development? How do they learn?)
- Set high, worthwhile goals appropriate to these students, at this time, in this setting.
- Implement instruction designed for these students to attain those goals.
- Evaluate students' learning in light of the goals and the instruction to determine what students know and do not know and what students can and cannot do.
- Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues to determine what to do next and what should have been done differently.

TO: Board of Education

FROM: Richard Raushenbush, President Board of Education
             Constance Hubbard, Superintendent

SUBJECT: **PROVIDE CITY OF PIEDMONT FEEDBACK ON CHANGE OF CITY CHARTER FOR MUNICIPAL ELECTION FROM FEBRUARY TO NOVEMBER AND CHANGE OF REORGANIZATION FOR SCHOOL BOARD OFFICERS**

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I.   <u>SUPPORT INFORMATION</u>

The Board previously has noted the rising cost of School Board elections, and requested the District to work with the City Administrator on potential solutions. On May 19, 2014, the City Council considered the various options for reducing election costs presented in the attached Council Agenda Report. The City Council found that consolidating the City Charter election date for Council members and Board members with the State's November general election date would provide the greatest cost savings and the most voter participation. Moving the election date to November would require existing Council and Board members to extend their terms to the new November election date rather than the current February election date. Because this proposal would change the City Charter, it requires voter approval.

Board President Raushenbush requested that, if the City Council proposed a change to the City Charter, that the proposal also include a change to Section 7.05, which requires the Board of Education to elect a president and vice-president between July 1 and July 15.

Board President Raushenbush offered, and the City Council requested, that the Board express its views regarding: (a) the proposal to change the election date from February to November; (b) Board members' willingness to serve until November of the year their terms otherwise would expire if the voters agree to change the City Charter; and (c) a proposal to move the Board re-organization date. Following Board action at this meeting, the City Council will again consider the proposal at its next meeting.

District staff has confirmed the sharp increase in the costs of elections and supports the change of the election date for Board of Education members, which is in keeping with most school districts in California. Education Code 35143 requires that during election years school boards reorganize within 15 days of the day the member(s) elected take/s office. There is an alternative provision for districts governed by a city charter for terms of office commencing in December, which shall reorganize between December 15 and January 14 as provided in rules and regulations which shall be adopted by such Board. If the Board supports the change

of the election date, the Superintendent will work with the City Clerk to submit wording that will delineate reorganization requirements in keeping with Education Code requirements. It will also add flexibility if the Board does not need to have a meeting in July.

The alternative to extending the terms of current officials is that a Board Member could resign their position and the Board would go through the process outlined in Board Bylaws 9110 (4) which state, "A vacancy on the Board shall be filled by appointment by a majority vote of said Board, with the appointee holding office for the remainder of the unexpired term or until the general municipal election. If a vacancy in the Board continues for thirty days, the vacancy shall be filled by an appointment made by the President of the Board."

If the appointed person serves more than eighteen months of an unexpired term, such person shall be considered to have served a full term.

II. **RECOMMENDATION: REVIEW AND ACTION**

Provide direction to the Superintendent to communicate to the City Clerk as to the preference to:

   (a) Change of date of election for School Board Members to November General Election
   (b) Extension of term of current members from March to November
   (c) Request change in City Charter to change reorganization requirements for School Board reorganization to align with the election date and Education Code requirements

City of Piedmont
COUNCIL AGENDA REPORT

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DATE: May 19, 2014

TO: Mayor and Council

FROM: Paul Benoit, City Administrator

SUBJECT: Consideration of Options Regarding Reducing the Cost of the City's General
                 Municipal Election and Direction to Staff on Next Steps

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RECOMMENDATION

Consider options regarding reducing the cost of the City of Piedmont's General Municipal Election and
possible direction to staff on next steps.

BACKGROUND

After the City of Piedmont's General Municipal Election in February 2014, a discussion ensued among
Piedmonters regarding the escalating cost of conducting this election every two years. Councilmember
Wieler brought this issue to the forefront for Council discussion. Below is a history of Piedmont's
election date, information on why costs have been rising, and options that the Council can consider to
reduce the cost of the City's General Municipal Elections.

The date of the City's General Municipal Election has changed three times since the City of Piedmont
enacted its charter in 1923:

- Last Tuesday in April of Even Numbered Years   1923 – 1950
- Last Tuesday in February of Even Numbered Years   1950 – 2000
- First Tuesday in March of Even Numbered Years   2002 – 2008
- First Tuesday in February of Even Numbered Years   2010 – Present

When the City enacted its first Charter in 1923, the date of the General Municipal Election was set as
"…the first Tuesday in April of each even numbered year…" In 1950, the voters of Piedmont passed a
Charter amendment moving the date of General Municipal Elections to "…the last Tuesday of February
in each even numbered year…"

In 1998, the State of California changed the date of the statewide primary election from the first
Tuesday in June to the first Tuesday in March of even numbered years in an effort to make California
more influential in Presidential primary elections. As a result of this change in the date of the statewide
primary, the Alameda County Registrar of Voters informed the City that, given the new statewide
primary date, they would no longer be able to conduct the City's General Municipal Election on the last
Tuesday in February. The Council considered three options for dealing with this issue:

1. Retain the last Tuesday in February election date and hire an outside firm to conduct the election.
2. Consolidate the date of the General Municipal Election with the date of the statewide primary in March and continue to have the County conduct the election.
3. Select any date other than one near the statewide primary date and have the County conduct the election as a standalone.

The League of Women Voters and the Board of Education of the Piedmont Unified School District (PUSD) both supported consolidating with the March primary election. The Council selected this option and put a measure before the voters of Piedmont in March 1999 to consolidate Piedmont's General Municipal Election with the statewide primary election in March beginning in 2000. The voters overwhelmingly supported this change, with a vote of 1,527 for and 38 against the change. Piedmont held its first General Municipal Election consolidated with the March statewide primary election in 2000. There would be two further consolidated elections, in March of 2002 and 2004. The Legislature subsequently moved the 2006 statewide primary election to June.

In March 2007, the Governor signed a law moving the 2008 Presidential primary to February. The primary for all other offices remained in June. Due to the Charter amendment passed in 1999, Piedmont's General Municipal Election was to be held in March 2008. Over the course of several discussions in Council meetings in 2007, the Council initially supported a consolidation with the November statewide general election.

Feedback from the Community was mixed regarding this idea. The League of Women Voters supported the idea with the following resolution, "The League of Women Voters of Piedmont supports a City Charter amendment consolidating the March municipal election with the general election or June primary election in order to promote increased voter turnout and more efficient government."

Members of the PUSD Board of Education spoke against a change to November, citing concerns that it might adversely impact the PUSD's ability to prepare for its special parcel tax measure by making volunteers on the measure work over the summer. In addition, concerns were stated that by placing the City's parcel tax measure too close to the PUSD's could adversely impact the passage of these measures. Public testimony was also heard that consolidating with November might also increase the chance that important local issues might be lost/ignored if consolidated with a statewide election.

After hearing these concerns, the Council considered the following four options:

1. Allow Council discretion to consolidate the municipal election with either the state primary or general November election;
2. Hold the municipal election on the same date as the state primary (consolidated);
3. Designate the first Tuesday after the first Monday of February in even numbered years (standalone election);
4. Consolidate the municipal election with the general election – the first Tuesday after the first Monday of November of even numbered years.

After a great deal of Council deliberation, the decision was made to select option three and put before the voters a Charter amendment to move the date of the General Municipal Election to the first Tuesday

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after the first Monday in February. The voters approved this change by a vote of 3,193 in favor to 290 opposed at the March 2008 General Municipal Election.

The City's 2010, 2012, and 2014 General Municipal Elections have been held in February.

Election Cost & Increases

When the City holds a standalone election, it is responsible for the entire cost of the election, except if PUSD has a contested race for the Board of Education or places a measure on the ballot, in which case the City pays half the cost and the PUSD pays the other half. In the past eight years, the costs to run a standalone election in Piedmont have increased dramatically, as shown in the table below. The amounts listed are the total cost for the entire standalone election, without the PUSD portion removed. In 2008 and 2012, the cost billed to the City was less than the actual cost of the election because the Registrar's office only billed to the price they had quoted the City prior to the election.

Election Date	Actual Cost	Billed Cost	Approximate Actual Cost Per Registered Voter	Contested School Board Election
03/07/2006	$ 37,989.08	$ 37,989.08	$ 4.72	Yes
03/04/2008	$ 37,575.00	$ 24,375.00	$ 4.62	Yes
02/02/2010	$ 46,866.36	$ 46,866.36	$ 5.75	No
02/07/2012	$ 81,817.75	$ 65,424.00	$ 10.00	Yes
02/04/2014	$ 81,757.50	$ 81,757.50	$ 9.89	Yes

The most dramatic increase was between the 2010 and 2012 General Municipal Elections with the actual cost for 2012 being almost 75% higher than the 2010 election. The Registrar of Voters current estimate of the cost of a standalone election is $12 to $15 per registered voter, though as shown above the actual cost for the General Municipal Election in 2014 was just under $10 per registered voter.

The Registrar of Voters office attributes these increased costs to a requirement that became effective after the 2010 U.S. Census results that Alameda County produce ballot materials and staff polling places in five different languages, which are English, Spanish, Chinese, Tagalog, and Vietnamese. Prior to this, the requirement was for three languages: English, Spanish, and Chinese. The Registrar of Voters office provided the following data for voter language preference in Piedmont and county-wide for the 2014 General Municipal Election:

City of Piedmont	
Language Preference	# of Registered Voters
English	8,110
Chinese	109
Spanish	4

Alameda County	
Language Preference	# of Registered Voters
English	775,702
Chinese	16,268
Spanish	7,212
Tagalog	718
Vietnamese	1,471

I am informed that though the language preferences of Piedmont voters differ from the County as a whole, ballot materials are still required to be produced in all five languages for City of Piedmont

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elections due to the requirements of Federal law.

ANALYSIS

The Council is under no obligation to change the election date or the manner by which the City's General Municipal Election is conducted. Should a change be desired, the following three options are available and have the potential to reduce costs:

Vote By Mail Only Election

As a Charter City, Piedmont has the authority under the State Constitution to determine the manner in which it conducts municipal elections. This authority is generally thought to include conducting elections solely by mail. Making this change would require the City Council to pass an ordinance allowing for Vote by Mail only elections, pursuant to Section 8.03 of the City Charter. The Registrar of Voters office estimates that a standalone Vote by Mail only election would cost $7-9 per registered voter as opposed to their estimate of $12-15 per registered voter for an election with polling places.

Currently, a small number of charter cities, mostly in southern California, conduct their municipal elections exclusively in a Vote by Mail manner. These cities include Arcadia, Burbank, Modesto, and Santa Barbara. Should the Council wish to proceed with this option, we would work with the City Attorney to prepare the ordinance necessary to allow elections to be conducted by mail.

The percentage of voters using the Vote by Mail option in Piedmont elections has fluctuated between 60% & 75% since 2006. Our February 2014 election saw nearly 76% of those voting doing so by mail. The percentage of permanent Vote by Mail voters in each precinct in Piedmont is as follows:

Precinct	Total Registration	Permanent VBM Registration	% Permanent VBM	2014 Total Turnout	2014 Polling Place Turnout	% of Polling Place Voters	2014 VBM Turnout	% of VBM Voters
280100	1551	893	57.58%	549	164	29.87%	385	70.13%
280500	1468	950	64.71%	584	133	22.77%	451	77.23%
280700	1584	1037	65.47%	599	142	23.71%	457	76.29%
281000	1365	937	68.64%	532	97	18.23%	435	81.77%
281300	1159	711	61.35%	423	88	20.80%	335	79.20%
281600	1141	631	55.30%	343	105	30.61%	238	69.39%

As you can see from the above chart, the majority of voters in each Piedmont precinct have registered to receive their ballot by mail permanently. In February, the percentage of ballots cast by mail ranged from a low of just over 69% in precinct 281600 to a high of almost 82% in precinct 281000.

Piedmont does have a group of residents who prefer to vote at polling places, and options would be made available for residents to drop off their ballot, rather than mailing it in, should the Council wish to go in this direction. In addition, the change to an all Vote by Mail election would certainly have an effect on campaigning. The conventional wisdom is that the majority of campaigning would need to be done before the ballots are mailed 30 days before the election date.

Conduct the Election using a Private Firm

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In 1998 and 2007, the Council was presented with the option of having a private firm conduct the election for the City on the same election date. Though this method is not selected very often by cities in Northern California, it is used by many cities in Southern California. The City Clerk has been in contact with a well respected elections firm based in Anaheim, who conducts elections for over 65 cities in Los Angeles County. In discussing the City's issues with this firm, they have provided a rough estimate of $40,000 to conduct the City's General Municipal Election with polling places. Should the City wish to have the private firm conduct a Vote by Mail only election, the cost would be approximately 15% less.

Though this price is favorable, it doesn't include some of the services provided to us by the Registrar of Voters when they conduct our elections. These include locating and staffing polling places, verification of signatures on Vote by Mail ballots, and providing a canvassing board to open and inspect Vote by Mail ballots and inspect ballots voted in precincts. The City Clerk's office does not currently have the capacity to handle these tasks, so additional staff would have to be brought in to complete them. The Registrar of Voters office indicated that it took nearly 330 staff hours to process the Vote by Mail ballots for Piedmont's 2014 election, at a cost of approximately $9,100. Therefore, once this cost is included, the net savings to the City are likely to be small.

Consolidate the Election Date with a Statewide General or Primary Election

The Council was presented with the option of consolidating the City's General Municipal Election with either the statewide primary election in June or the statewide general election in November in both 1998 and 2007. As stated above, in 1998, the decision was made to consolidate with the primary, but the state didn't consistently hold its primary on the same date. In 2007, the Council was leaning toward consolidation with the November statewide general election, but decided to go to a standalone date after hearing concerns from the community. Consolidating with either the June or November statewide elections would require a Charter amendment, which would have to be approved by the voters of Piedmont.

June Primary Election

Consolidating with the statewide primary election in June is an option, but presents significant obstacles to the City. First, the number of agencies that consolidate with June elections is small, so the cost to the City could potentially approach that of a standalone election. Second, the election would take place during the City's annual budget cycle and the winning candidates would potentially have to vote to approve a budget on the meeting at which they are sworn in to office or take office just after a budget was passed by a different Council. Third, if the City chose to put a parcel tax measure on a June ballot, it would either have to do so a full year before the tax was to expire to avoid uncertainty or prepare the budget knowing that passage of the measure is uncertain.

November General Election

Consolidating with the statewide general election in November of even numbered years seems to be the most economical option. Twelve of the thirteen other cities in Alameda County have consolidated their general election with the statewide general election. This makes the November election the most economical choice. The Registrar of Voters office provides an estimate of $4 to $6 per registered voter for this type of election. However, when the most recent City parcel tax measure was placed on the

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November 2012 ballot, the cost to the City was a total of $8,936.55, or just over $1.10 per registered voter. The actual cost to the City in a given election year would vary, depending on the number of agencies that have measures on a particular election. Putting the City's election in November might also increase overall voter turnout interest in the election due to the high profile races (President, Governor, and other statewide offices, among others) on the ballot.

There are several possible disadvantages to consolidating with a November election. Given the number of races and measures on a statewide general election ballot, it is likely that Piedmont's races for City Council and Board of Education will be on the back of a first ballot card and any measures placed on the ballot by the City or PUSD would be on the back of the second ballot card, as the most recent City parcel tax measure was in November of 2012. There is a risk that fewer people might vote in Piedmont races and elections because of their placement on the ballot. Another possible disadvantage would be voter fatigue. If the City or PUSD were to place a tax measure on a November ballot, voters might be less likely to approve it if they've already voted for or against larger statewide and countywide tax measures higher up on the ballot. In addition, as was the case in 2012, it is highly likely that residents will not be able to receive precinct by precinct results for the election as quickly as the County provides them to us in a standalone election.

Finally, should the Council wish to move the date of the City's General Municipal Elections, decisions would have to be made regarding the orderly transition of members of the Board of Education and City Council. The Council will have to make a decision as to whether the terms of the existing members of the Board of Education and City Council will be extended or another method chosen to preserve the continuity of the Council.

Timeline for Amending the Charter

As mentioned above, the date of the City's General Municipal Election is set in Section 8.01 of the City Charter. Therefore, should the Council decide to consolidate Piedmont's General Municipal Election with either the June or November statewide elections, an amendment to the City Charter would be required. A new state law, effective January 1, 2014, requires that this type of Charter amendment be placed before the voters at a statewide general election or a City General Municipal Election. As such, should the Council want the 2016 General Municipal Election to be affected, they would have to put this measure before the voters at the November 2014 statewide general election.

To amend the Charter, the Council would be required to pass a resolution laying out the exact changes proposed to the Charter and place a measure before the voters. A majority vote of the electorate is required for the proposal to pass.

By: John O. Tulloch, City Clerk

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TO: Board of Education

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

SUBJECT: Adopt Computer Science Teacher Association Standards

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I.   **SUPPORT INFORMATION**
      The Computer Science Teacher Association (CSTA) Standards are designed to strengthen K-12 computer science fluency and competency throughout primary and secondary schools. They are written in response to the pressing need to provide academic coherence between coursework and the rapid growth of computing and technology in the modern world.

      A K–12 computer science curricula has the following kinds of elements: programming, hardware design, networks, graphics, databases and information retrieval, computer security, software design, programming languages, logic, programming paradigms, translation between levels of abstraction, artificial intelligence, the limits of computation (what computers can't do), applications in information technology and information systems, and social issues (Internet security, privacy, intellectual property, etc.).

      The CSTAs provide a core set of learning standards designed to provide the foundation for a complete computer science curriculum and its implementation at the K–12 level. To this end, these standards:

1. Introduce the fundamental concepts of computer science to all students, beginning at the elementary school level.
2. Present computer science at the secondary school level in a way that can fulfill a computer science, math, or science graduation credit.
3. Encourage schools to offer additional secondary-level computer science courses that will allow interested students to study facets of computer science in more depth and prepare them for entry into the workforce or college.
4. Increase the availability of rigorous computer science for all students, especially those who are members of underrepresented groups.

      To download the CSTA Standards, visit the following URL:
      https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf

      Though the efforts of our Computer Science Teachers, Technology Coordinators, the Director of Instructional Technology, and the District Technology Advisory Committee (DTAC), PUSD has begun work to update courses, curriculum, and instructional strategies K-12 to make computer science education more accessible and attractive at both an earlier age and amongst boys and girls.

<u>CSTA Model</u>
The CSTA Standards for K–12 computer science are based on a model where each of the three levels represents a specific set of grades and courses. Level 1 provides the learning standards for students in Grades K–6, Level 2 provides the learning standards for students in Grades 6–9, and Level 3 provides the learning standards for students in each of three discrete courses in grades 9–12.

The following descriptions originate from the CSTA Standards Handbook:

Level 1 (recommended for grades K–6) ***Computer Science and Me:***
Elementary school students are introduced to foundational concepts in computer science by integrating basic skills in technology with simple ideas about computational thinking. The learning experiences created from these standards should be inspiring and engaging, helping students see computing as an important part of their world. They should be designed with a focus on active learning, creativity, and exploration and will often be embedded within other curricular areas such as social science, language arts, mathematics, and science.

Level 2 (recommended for grades 6–9) ***Computer Science and Community:***
Middle school/junior high school students begin using computational thinking as a problem-solving tool. They begin to appreciate the ubiquity of computing and the ways in which computer science facilitates communication and collaboration. Students begin to experience computational thinking as a means of addressing issues relevant, not just to them, but to the world around them. The learning experiences created from these standards should be relevant to the students and should promote their perceptions of themselves as proactive and empowered problem solvers. They should be designed with a focus on active learning and exploration and can be taught within explicit computer science courses or embedded in other curricular areas such as social science, language arts, mathematics, and science.

Level 3 (recommended for grades 9–12) ***Applying concepts and creating real-world solutions:*** Level 3 is divided into three discrete courses, each of which focuses on different facets of computer science as a discipline. Throughout these courses, students can master more advanced computer science concepts and apply those concepts to develop virtual and real-world artifacts. The learning experiences created from these standards should focus on the exploration of real-world problems and the application of computational thinking to the development of solutions. They should be designed with a focus on collaborative learning, project management, and effective communication. Level 3 includes the following courses:

Level 3A: (recommended for grades 9 or 10) *Computer Science in the Modern World:* This course is recommended for all students. Its goal is to solidify students' understanding of computer science principles and practices so that they can make informed choices and use appropriate computational tools and techniques in whatever career they decide to pursue. They should also appreciate the breadth of computing and its influence in almost every aspect of

modern life. Finally, they should understand the social and ethical impact of their various choices when using computing technology in their work and personal lives and the choices that have already been made for them by those who develop the technologies they use.

Level 3B: (recommended for grades 10 or 11) *Computer Science Concepts and Practices:* This course is a more in-depth study of computer science and its relation to other disciplines, and contains a significant amount of algorithmic problem solving and related activities. One way to realize this course is by following the Computer Science Principles course (www. apcsprinciples.org). Students should complete this course with a clear understanding of the application of computational thinking to real-world problems. They should also have learned how to work collaboratively to solve a problem and use modern collaboration tools during that work.

Level 3C: (recommended for grades 11 or 12) *Topics in Computer Science:* This is an elective course that provides depth of study in one particular area of computing. This may be, for example, an AP Computer Science A (AP, 2010) course, which offers depth of study in Java programming. Alternatively, this offering may be a projects-based course focusing on a single facet of computing or a course that leads to professional computing certification.

Alignment to Common National Standards
When designing state and district standards and school courses and curricula, it is often helpful to know how the *CSTA K–12 Computer Science Standards* correspond with other common national standards. To help with these efforts, below are a series of links that provide access to documents that demonstrate how CSTA standards align themselves to the following standards documents:

The Common Core State Standards
https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_Standards_Mapped_to_CommonCoreStandardsNew.pdf

Common Core Mathematical Standards
https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_Standards_Mapped_to_CC_Math_Practice_StandardsNew.pdf

STEM Cluster Topics
https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_Standards_Mapped_to_STEM_Cluster_Topics-2.pdf

21st Century Skills: Essential Skills for Success
https://csta.acm.org/Curriculum/sub/CurrFiles/CSTA_Sample_Standards_for_P21_Essential_Skills.pdf

II.   **RECOMMENDATION: ADOPT**

Adopt the Computer Science Teachers Association Standards.

TO: Board of Education

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

SUBJECT: Adopt Common Core Mathematics Pathways for Piedmont Middle School
            for 2014-15

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I.   __SUPPORT INFORMATION__

The Piedmont Unified School District currently offers a rigorous mathematics program that provides a strong foundation in mathematical skills and concepts. Students meet and exceed the University of California/CSU A-G College Admissions requirements and score at high levels on standardized exams, including SAT, ACT, and AP tests.

The California Department of Education adopted the Common Core State Standards (CCSS) on August 2, 2010, with full implementation planned for the 2014-15 school year. The Common Core State Standards for Mathematics replace the California State Standards for Mathematics (1997).

The CCSS require a specific sequencing of mathematics concepts and demonstrated proficiency in applying those concepts to solve problems, to build a foundation for the mastery of algebra. This approach is based on what is considered both cognitively and developmentally appropriate to promote better comprehension and retention of math concepts.

This approach is also based on the content and practice standards used to teach math in other developed countries where students typically outperform their U.S. counterparts.

Adopting the new standards, the State Board of Education determined that the CCSS are more rigorous than the 1997 standards, and provide a stronger foundation for more advanced math and for application of math concepts in the sciences.

In implementing the Common Core State Standards for Mathematics, the District is (a) structuring a transition from the existing course progression based on the 1997 Standards to the new Common Core classes; and (b) developing Common Core pathways to address various learners, whose appreciation and understanding of math may develop at different times. The following recommendations reflect changes to the math courses and pathways at Piedmont Middle School for the 2014-15 school year only. These recommendations were developed in collaboration by the PMS, PHS, MHS Math Departments and Administration.

The Board will also be presented with additional pathways for consideration at Piedmont Middle School and Piedmont and Millennium High Schools during the 2014-15 school year for implementation in the fall of 2015.

All recommendations include:
1. A transition from the 1997 California State Mathematics Standards to the Common Core State Standards for Mathematics.
2. Pathways for students to enroll in AP Calculus AB and BC.
3. Future compression opportunities at both Piedmont Middle School and Piedmont and Millennium High Schools.

Recommendations for 2014-15

1. Piedmont Middle School will offer three new courses: CC-6 Math, CC-7 Math, and CC-8 Math beginning in 2014-15 (see figure 1).

2. Students currently in Algebra 1 through AP Calculus AB will continue in the current 1997 California Mathematics Standards classes, with teachers embedding Common Core standards as appropriate (see figure 2).

3. PUSD will continue to offer pathways to Calculus AB and BC.

4. The Common Core math progression pathways will include at least one opportunity to compress at PMS and one opportunity to compress at PHS/MHS, with the nature of such compression opportunities to be determined in 2014-15 for implementation in 2015-16.

5. 6th and 7th grade students currently in Pre-Algebra will proceed to CC-8 Math.

6. 6th grade students currently in Math 6 will proceed to CC-7 Math (see figure 1).

7. Students entering 6th grade in 2014-15 will proceed to CC-6 Math (see figure 1). Students who have had math enrichment in 5th grade will be clustered in groups of 12-15 throughout CC-6 Math classes at PMS.

We are aware of parental interest in allowing their 6th and/or 7th grade student currently enrolled in Pre-Algebra to continue in the 1997 Math Standards progression to Algebra 1, rather than the recommended CC-8 Math course. The PMS, PHS, and MHS math departments do not recommend this path as it is not Common Core aligned.

If the Board of Education adopts this alternative pathway for 6th and/or 7th grade students currently enrolled in Pre-Algebra, parents will be required to submit this request in writing, indicating their consent and acknowledgement with the understanding that:

  i. The PMS, PHS, and MHS math departments do not recommend this path as it is not Common Core aligned.
  ii. Students on this path will receive limited exposure to the Common Core State Standards in Mathematics.

iii. SAT and AP tests are expected to change based on Common Core Standards.

iv. Depending upon the number of students taking this option, instruction in Algebra 1 (1997) may occur at PHS, resulting in the student missing an elective course at PMS due to differing bell schedules.

During this transition to the Common Core Standards, PUSD recognizes the need to provide additional professional development for teachers, as well as additional support for students. We have recently joined the Silicon Valley Math Initiative as an opportunity to collaborate with comparable school districts and receive support and professional development in the areas of differentiation, curriculum development, and assessment.

As we begin Common Core Math instruction, we will need to assess student performance and respond with both enrichment and support, as necessary. Working closely with the PMS Math Department, we will initially provide a Math Enrichment & Assessment Specialist to support students and teachers with curriculum development, differentiation, and assessment practices for the CC-6 Math courses. Additional enrichment and/or support services may expand to both CC-7 Math and/or CC-8 Math as determined by benchmark assessments, student work, and grade and attendance data, among other information.

II. **RECOMMENDATION: ADOPT**

Adopt the Piedmont Unified School District Math Pathways (6-12) for 2014-15.

Figure 1

Piedmont Middle School will offer three new courses: CC-6 Math, CC-7 Math, and CC-8 Math beginning in 2014-15.

2013-14		2014-15
5th Grade	➜	CC-6 Math
6th Grade – Math 6	➜	CC-7 Math
6th Grade – Pre-Algebra	➜	CC-8 Math
7th Grade – Pre-Algebra	➜	CC-8 Math

Figure 2

Students currently in Intro to Algebra, Algebra 1 and Geometry (Grades 7 – 11) will continue in the current 1997 California Mathematics Standards classes, with teachers embedding Common Core standards as appropriate.

2013-14		2014-15
7th Grade – Algebra 1	➜	Geometry (1997)
8th Grade – Intro to Algebra	➜	Algebra 1 (1997)
8th Grade – Algebra 1	➜	Geometry (1997)
8th Grade – Geometry	➜	Algebra 2 (1997)
9th Grade – Algebra 1	➜	Geometry (1997)
9th Grade – Geometry	➜	Algebra 2 (1997)
9th Grade – Algebra 2	➜	Math Analysis
10th Grade – Geometry	➜	Algebra 2 (1997)
10th Grade – Algebra 2	➜	Math Analysis
10th Grade – Math Analysis	➜	AP Calculus AB or Statistics
11th Grade – Algebra 2	➜	Math Analysis
11th Grade – Math Analysis	➜	AP Calculus AB or Statistics
11th Grade – AP Calculus AB	➜	AP Calculus BC or Statistics

TO: Board of Education

FROM: Constance Hubbard, Superintendent

SUBJECT: **DISCUSSION OF BOARD REORGANIZATION AND
BOARD ASSIGNMENTS FOR 2014-15**

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I. SUPPORT INFORMATION

The School Board election of officers (Board reorganization) as required by the City Charter is scheduled between July 1 and 15 of each year. Two Board Members have indicated that they will not be in attendance on July 1, 2014 so the discussion about reorganization is scheduled for this evening in anticipation of action at the July Board meeting. The Board will elect a President, Vice President (Board Members) and a Secretary to the Board (Superintendent) at the meeting in July to serve until July 2015. The terms of the President and Vice-President are not set beyond the year to which they are elected. The length of time Board Members have served as officers during their tenure has varied from none to four years. It is usual that the President-elect has served at least one year as a Vice-President.

Attached is a copy of the 2013-14 Board assignments for individual Board Members to serve as liaison to various organizations in the District. Each year Board Members have the opportunity to change assignments. The process is for individual Board Members to submit their requests to the Board President, who makes the assignments. The primary role of the liaison is to represent the group (e.g., APSCP, PEF, CHIME, PAINTS) back to other Board Members. The individual Board Member can provide information to the group but has no authority to act on behalf of the Board. Good practice is for Board liaisons not to express individual opinions in their official capacity as representatives of the Board of Education. The only binding action is that taken by the Board vote at a formal Board Meeting. Individual Board Members have no authority to act on behalf of the Board of Education. Each member of the Board has one vote and all votes are counted equally. The 2014-15 assignments will be brought back for Board approval in August.

II. RECOMMENDATION: INFORMATION AND DISCUSSION

The Board will discuss anticipated nominations to serve as President and Vice-President of the Board July 2014-June 2015 in anticipation of action on July 1, 2014.

CH/ss

PIEDMONT UNIFIED SCHOOL DISTRICT
Board Committee & Liaison Assignments
2013-14

Committees (Expected regular attendance)

APCP & Support Group Presidents	Rick Raushenbush / Andrea Swenson
Modernization Program Steering Committee	Andrea Swenson / Rick Raushenbush
Bond Program Citizens Oversight Committee	Andrea Swenson / Rick Raushenbush
*City - School District Liaison Meetings	Rick Raushenbush / Andrea Swenson
Curriculum Forum	Rick Raushenbush
Diversity Education Advisory Committee	Sarah Pearson
School Support Tax Advisory Subcommittee	Rick Raushenbush / Andrea Swenson
*Piedmont Educational Foundation	Rick Raushenbush / Andrea Swenson
Special Education Advisory Committee (DAC)	Rick Raushenbush

School Site Councils:		
	Tri-School Elementaries	Doug Ireland / Andrea Swenson
	PMS	Sara Pearson
	PHS	Sarah Pearson
	Millennium	Andrea Swenson

Board Liaison Assignments

*ACSBA (Alameda County School Boards Association)	Rick Raushenbush / Andrea Swenson
Adult School Advisory Board	Rick Raushenbush
APT (Association of Piedmont Teachers) Liaison	Rick Raushenbush
APT Standards & Criteria Committee	Doug Ireland
Budget Advisory Committee (BAC)	Andrea Swenson
CHIME	Doug Ireland
City – Public Safety Committee	Andrea Swenson
Correspondence / Email	Andrea Swenson
District English Learner Advisory Committee (DELAC)	Amal Smith
District Technology Committee	Andrea Swenson
GATE Advisory Committee	Sarah Pearson
Advanced Learners Program Support	Sarah Pearson
Legislation	Rick Raushenbush/Sarah Pearson
PAINTS & Noda Grant Committee	Amal Smith
PHS Athletic Boosters	Amal Smith
PMS Athletic Boosters	Amal Smith
Piedmont Appreciating Diversity Committee	Rick Raushenbush
Portal Advisory Committee	Andrea Swenson
PRAISE	Doug Ireland
Green/Garden	Sarah Pearson

School Parent Clubs:		
	Beach	Andrea Swenson
	Havens	Doug Ireland
	Wildwood	Sarah Pearson
	PMS	Rick Raushenbush
	PHS	Amal Smith
	Millennium	Andrea Swenson

Board Member Email Addresses:

Board President Rick Raushenbush	rraushenbush@piedmont.k12.ca.us
Board Vice President Andrea Swenson	aswenson@piedmont.k12.ca.us
Board Member Sarah Pearson	spearson@piedmont.k12.ca.us
Board Member Amal Smith	amalsmith@piedmont.k12.ca.us
Board Member Doug Ireland	direland@piedmont.k12.ca.us

* Must be President and Vice President

PIEDMONT UNIFIED SCHOOL DISTRICT
Piedmont, California
May 28, 2014

TO: Members of the Board of Education

FROM: Constance Hubbard, Superintendent

SUBJECT: REVISED Personnel Action
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SUBJECT TO BOARD APPROVAL

Employment: Certificated

Ginna Myers	Asst. Principal	PHS
Effective 7/1/14	1.0 FTE	

Resignation: Certificated

Cynthia Soulier	Science Teacher	PMS
Effective 6/13/14	1.0 FTE	

Reassignment: Certificated

Anne Dolid	Principal	Havens
Effective 7/1/14	1.0 FTE	
Julie Valdez	Director of Special Education	District
Effective 7/1/14	.6 FTE	
Cheryl Wozniak	Director of Curriculum and Instruction	District
Effective 7/1/14	1.0 FTE	

Request for Leave of Absence: Certificated

Cecilia Lasky	Director of Special Education	District
Effective 8/16/14-6/30/15	1.0 FTE	

Retirement: Certificated

Megan Pillsbury	2nd Grade Teacher	Wildwood
Effective 6/13/14		

PIEDMONT UNIFIED SCHOOL DISTRICT

Piedmont, CA 94611

May 23, 2014

TO: Members of the Governing Board

FROM: Constance Hubbard

SUBJECT: Warrant List

Approval is recommended for the following invoice warrants:

DATE	PAGES	GENERAL FUND	ADULT EDUCATION FUND	CAFETERIA FUND	DEFERRED MAINTENANCE FUND	BUILDING FUND	CAPITAL FAC SPEC RESERV FUND	STATE SCHOOL FACILITIES FUND
01/08/14	359-364	$ 68,700.90	$ 14.86	$ -	$ -	$ -	$ -	$ -
01/13/14	365-377	$ 169,076.48	$ 6,007.85	$ 190.49	$ 720.00	$ -	$ -	$ 61,225.68
01/15/14	378-386	$ 380,808.24	$ 481.69	$ -	$ -	$ -	$ -	$ -
01/21/14	387-401	$ 116,550.81	$ 928.00	$ 50.00	$ -	$ -	$ -	$ 24,995.00
01/23/14	402-409	$ 1,426,436.73	$ 50.00	$ 1,436.60	$ -	$ 1,337.11	$ -	$ -
01/27/14	410-421	$ 56,402.77	$ 8,762.20	$ 52.79	$ -	$ -	$ -	$ 4,470.50
02/05/14	422-435	$ 385,539.20	$ 915.90	$ 2,391.07	$ -	$ 5,000.00	$ -	$ 359.62
02/12/14	436-446	$ 90,395.48	$ 1,672.65	$ -	$ -	$ -	$ -	$ 5,327.00
02/14/14	447-459	$ 99,896.51	$ 160.00	$ -	$ -	$ 855.00	$ 2,500.00	$ 27,863.29
02/24/14	460-463	$ 1,461,820.91	$ -	$ -	$ -	$ -	$ -	$ -
03/03/14	464-476	$ 374,578.29	$ 6,388.80	$ -	$ -	$ -	$ 2,078.00	$ 17,879.50
03/05/14	477-485	$ 356,058.79	$ 305.45	$ -	$ -	$ -	$ -	$ 5,163.50
03/10/14	486-497	$ 44,465.76	$ 432.19	$ -	$ 792.50	$ 3,930.00	$ -	$ 3,245.66
03/13/14	498-507	$ 43,405.02	$ 336.85	$ -	$ -	$ -	$ -	$ 181,755.36
03/19/14	508-517	$ 72,396.21	$ 655.11	$ -	$ 2,680.88	$ -	$ -	$ 48,940.00
03/21/14	518-523	$ 1,487,739.24	$ 2,030.00	$ -	$ -	$ -	$ -	$ -
03/25/14	524-532	$ 301,043.77	$ -	$ -	$ -	$ -	$ -	$ 4,122.01

CH:tq