

PIEDMONT UNIFIED SCHOOL DISTRICT

Council Chambers, City Hall

120 Vista Avenue

Piedmont, California 94611

MINUTES OF

Regular Meeting of the Governing Board

May 28, 2014

CALL TO ORDER	Board President Richard Raushenbush called the meeting of the Board of Education to order at 6:30 p.m.
ESTABLISHMENT OF QUORUM	President Richard Raushenbush, Vice President Andrea Swenson, and Board Members Sarah Pearson, Amal Smith and Doug Ireland were present.
Adjourn to Closed Session	The Board adjourned to Closed Session at 6:31 p.m. to discuss: Conference with District Labor Negotiator Constance Hubbard Regarding Negotiations with California State Employees Association (Chapter 60).
Others Present in Closed Session	Superintendent Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Reconvene to Regular Session	President Raushenbush called the Regular Session of the Board of Education to order at 7:10 p.m. and led the Board and audience in the Pledge of Allegiance.
Others Present at Regular Session	Superintendent Constance Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Report of Action Taken in Closed Session	The Board met in closed session to discuss labor negotiations and no action was taken.
Agenda Adjustments	Superintendent Hubbard asked to pull Item XII.B. and place it on the agenda as the first action item. The Personnel Action Report has been corrected to include a teacher who is retiring.
COMMUNICATIONS/ANNOUNCEMENTS	
Association of Piedmont Teachers (APT)	None
CSEA	None
Parent Clubs	Katie Korotzer, Vice President of the PHS Parents Club, spoke for herself and President Dane Copeland, who was unable to attend. She thanked all who made Friday's Service Learning Day a success. All secondary students participated and it brought out their best. This was an outcome of the first <i>Shaping Our Future</i> in 2009 and could not have happened without the efforts of Anne Dolid and Susan Stutzman, and the financial support of the parents club, the PEF, a Rawlings Grant and a grant from the Piedmont Appreciating Diversity Committee. She recognized Dane Copeland for her two years of service and contributions as Parent Club President.
Student Representative to Board	Millennium High School representative Peri Zangwill was unable to attend. PHS representative, Allen Hosler, congratulated the Men's Tennis Team for winning the NCIS Championship. This is the first year that both the Men's and Women's teams have won. The spring drama presentation directed by students, <i>Skits and Giggles</i> , was fantastic. After the service learning day, Day on the Green was held

and enjoyed by all students. All band students performed at Yoshi's on May 26. Tonight is Senior Awards Night and later this week the ASB elections will be held. The Acappella Review is this weekend. Next week is Senior Week, which is coordinated by ASB, and the week after that is Finals Week.

In appreciation of his service on the Board, Superintendent Hubbard presented Allen Hosler with his name plate and a copy of *Elements of Style* by Strunk and White.

Persons Requesting to Speak on Items Not on the Agenda None

Superintendent Announcements Superintendent Hubbard explained that because Senior Awards Night is tonight, Anne Dolid will need to leave to attend that event. In the future the District will make sure there is no scheduling conflict between two important events.

President Announcements President Raushenbush mentioned that the election for Measure H is June 3 and encouraged everyone to get out and vote.

EDUCATIONAL SERVICES REPORT: SPOTLIGHT ON STUDENT LEARNING

Recognize Teachers for National Board Certification Five Piedmont and Millennium High School Teachers are being recognized for completing the *Take One!* National Board for Professional Teaching Standards Certification Program. 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.

Ms. Rosie Reed, PHS English teacher, received her National Board Certification in 2006. She found the experience to be so rewarding that she became a mentor for other teachers. In 2010 she worked with Mr. Booker and the PHS Parents Club to get a grant for teachers who wanted to pursue Board certification. Five teachers were interested and met weekly for a year to collaborate. In the process teachers spend at least 200 hours of work, tearing apart and analyzing every aspect of their work. As a result of this rigorous process, the District is pleased to recognize Gillian Bailey, PHS Art teacher; Elise Marks, PHS English teacher; Courtney Goen, PHS Social Studies teacher; Susan Stutzman, Library Media Services; and Marna Chamberlain, PHS Science teacher, for achieving this high level of achievement.

REVIEW AND ACTION ITEMS

Approve Personnel Action Report The Personnel Action Report reflects significant changes in administration staffing assignments, which are not finished yet. Our work in the rest of May and June will focus on posting, interviewing and hiring. We would like to get staff in place by the end of June.

Superintendent Hubbard was pleased to announce that Dr. Cheryl Wozniak, Principal of Havens for the past two years, will take the position of Director of Curriculum & Instruction. She comes to this position with 25 years' experience as a teacher and literacy coach, staff developer and presenter, and has a doctorate in Curriculum & Instruction from USF. This position was cut during the years of State budget cuts.

This move leaves an open position for the Principal of Havens. This year Havens has had a 40% time Assistant Principal, something we have when the school population hits 500. To fill that position we moved Anne Dolid, who also was part-time Assistant Principal at

PHS. Ms. Dolid has been with the District three years. We are fortunate that she has training in the Lucy Calkins Reading & Writing Workshop used by the District. This summer she, Carol Cramer, Cheryl Wozniak and six teachers are scheduled to attend the Columbia Teachers College Summer Institute, an opportunity we have not been able to take advantage of in the past.

Moving Ms. Dolid created an opportunity for a new Assistant Principal in the high school. We are committed to no longer sharing that position as the high school student population increased by 25-30 students last year and we expect another increase of 25-30 students this fall. We are pleased to welcome Ginna Geong Myers to the District. She comes to us with a National Board Certification in Science, years of teaching experience in science and additional expertise in professional development. Some of her duties will be to support the second review of math progressions and Next Gen science standards. Ms. Myers is from the Twin Rivers School District in the Sacramento area; she has a Master's degree from National University and is currently working on a Doctorate in Psychology.

Our Special Education Director, CeCe Lasky, has requested a leave to be with family in Chicago. At the same time Julie Valdez, Beach principal, requested a position with reduced time in order to work on her Doctorate in Education at UC Berkeley. Because of her expertise and experience with Special Education, we are hiring her as Special Education Director part-time and will backfill in other areas of Special Education program support.

This leaves an opening for a principal at Beach and Assistant Principal of Havens. We are currently advertising for those positions.

Public Comment

Jenny Lynn and Helen Young, President and Vice President of the Havens Parents Club, welcomed Anne Dolid to her new position. Parents, teachers and staff are supportive and excited about her appointment and everyone appreciates knowing who will be principal next year.

Michael Berg, Havens parent, expressed concerns about how the hiring process took place.

Board Member Ireland said that the charge to District administrators is to know the players and utilize the talent we have. Board Member Pearson appreciated the speakers from the Havens Parents Club and is excited about the outcome.

Mr. Tolles, former school board member, said it is difficult to have too many interviews at the same time. During his tenure, they hired two principals at the middle school, one at the high school, one at Havens and one at Beach, and the hiring process was open.

Ginna Geong Myers, new PHS Assistant Principal, thanked everyone. When she is asked why she wants to come to Piedmont, she explains that we are rated the number four school in Northern California, with astronomical AP scores, a respectful superintendent, and a genuinely welcoming School Board. She is looking forward to serving the community, students and parents.

It was moved by Amal Smith and seconded by Andrea Swenson to approve the Personnel Action Report. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Provide City of Piedmont Feedback on Change of City Charter for Municipal Elections from February to November and Change of Reorganization for School Board Officers

On May 19, 2014, the Piedmont City Council considered various options to reduce the rising cost of elections. The City Council found that consolidating the City Charter election date for Council members and School Board members with the State's November general election date would provide the greatest cost savings and 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 date. Because this proposal would change the City Charter, it requires voter approval.

Under this proposal the next School Board election would take place November of 2016. Board members agreed they would either extend their terms to November or resign at the end of their term. If a Board member resigns, the Board would appoint a new member. Part of the proposal would include changing the date of Board reorganization from July to the December following an election.

Ms. Swenson moved and Ms. Smith seconded directing the Superintendent to communicate to the City Clerk the preference to change the date of election for School Board members to the November General Election, to extend the term of current members from March to November, and to request a change in the City Charter for School Board reorganization dates to align with the election date and Ed Code requirements. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Adopt Computer Science Teacher Association Standards

The Computer Science Teacher Association 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 course work and the rapid growth of computing and technology in the modern world.

Assistant Superintendent Booker said the recommendation to adopt the Computer Science Teachers Association standards (CSTA) is the culmination of three years of work investing in technology infrastructure throughout the District, numerous community engagement meetings including Tech Summits and meetings with teachers and parents, and the development of the three-year PUSD Technology Plan.

Stephanie Griffin, District Technology Coordinator, said that in reviewing current practices and good models for tech instruction as spelled out in the District Technology Plan, the CSTA Standards stood out for their level of rigor and depth. PUSD would be the first school district in the country to adopt the CTSA standards, which 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.

Public Comment

Brian Cantrill, Beach parent and computer science and software engineer, and David Ragonas, Beach parent and co-founder of Piedmont Makers, stated their strong support for the CSTA standards. They believe that understanding, extending and creating technology is an important job skill for today's students. The standards came about because the Association for Computing Machinery Professionals chartered CSTA to lead K-12 education in technology. They worked with educators to develop the standards and implementation for grades K-12. They announced that the first Piedmont Mini-Maker Fair will take place from 11:00 a.m. to 3:00 p.m. on May 31.

A motion was made by Ms. Pearson and seconded by Ms. Smith to

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

Adopt Computer Science Teacher Association Standards. It was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

The Piedmont Unified School District currently offers a rigorous mathematics program that provides a strong foundation in mathematical skills and concepts. In implementing the Common Core State Standards (CCSS) for Mathematics, the District is structuring a transition from the existing course progression based on the 1997 Standards to the new Common Core classes and developing Common Core pathways to address various learners, whose appreciation and understanding of math may develop at different times.

The State Board of Education has determined that the CCSS are more rigorous and provide a stronger foundation for more advanced math and application of math concepts in the sciences. Assessments are changing in the near future with Smarter Balanced assessment next year, the SATs changing in 2016 and AP testing soon thereafter.

We have a tremendous teaching staff and our teachers are being required to change the way they teach math; they are excited and ready to embrace this change. This is not a simple process and will be part of a continuous improvement process.

The recommendations under consideration reflect changes to the math courses and pathways at Piedmont Middle School for the 2014-15 school year only, and were developed in collaboration by the PMS, PHS, MHS Math Departments and Administration after discussion with the community over the past five months.

The District recognizes that implementing Common Core will require a multiyear plan. The District will be using data from 2014-15 to assess the implications of Common Core Math 6-8 in order to determine how to optimize opportunities for compression and expansion in middle school and to explore further math integration options for compression in high school. In 2014-15, the District will come back to the Board with recommendations about the integrated versus traditional path, compression options in middle school, and how and when to compressed in high school; District recommendations will always include pathways to Calculus AB and BC.

President Raushenbush said the Board appreciates the many individuals who are interested in and have taken time to provide input about the implementation of Common Core Math. The Board recognizes that everyone has the same interest – to provide the best education we can to our children. This includes providing achievable challenges to each student, based on their ability and readiness for math. We know that students develop their abilities and interests at different times and in different ways, so we need to provide multiple opportunities to the extent we can in our small school district – to go faster or slower – whichever best supports a student's education.

What the Board must address tonight is how best to implement Common Core in two respects: (a) our transition to Common Core; and (b) the pathways we provide in Common Core to compress and decompress.

For tonight's meeting the Administration has provided the Board with the educational recommendation of the District's teachers on how to implement Common Core. Tonight the Board will decide whether to adopt, reject or modify those recommendations so the District can proceed with Common Core implementation. The Board will go through each of the seven recommendations individually, so that we can provide clear direction and focus more attention on the recom-

mendations where we need discussion.

He began with public comment and asked speakers to limit their comments to 3 minutes. He said that Board members have spent many hours reading all the emails they have received on this topic so there is no need to repeat what you have already said.

Public Comment

Carol Menz, parent of two children, a sophomore in Math Analysis and a seventh grader in Pre-Algebra, spoke to advocate for the seventh graders (as well as some sixth graders) currently in Pre-Algebra. Their accelerated 7th grade classmates, who are currently one year ahead of them in math, are being grandfathered into the current math sequence, while kids in Pre-Algebra are being asked to insert another math class (CC-8) before Algebra, although some of them are ready for Algebra now. They will be two years behind their 7th grade peers and unable to take Calculus in high school without several years of compressed classes. College admissions officers expect a student interested in pursuing a STEM career to have at least a year of Calculus. My daughter's accelerated classmates will likely have two. If my daughter takes Algebra next year, she will get to take one year of Calculus by following the district's current rigorous sequence. If she takes CC-8, what will her pathway look like in high school?

Ms. Menz would be more comfortable if decisions regarding the traditional Common Core versus the integrated pathway in high school had been made, a fully developed curriculum with supportive materials identified, and a peer-reviewed curriculum with strategies practiced/tested before full implementation.

She is concerned with how to explain to her child that to only be behind her classmates by one year, she will probably have to take a year and a half of math for every one they take? If she takes CC-8 in eighth grade and doesn't compress in high school, how will her transcript look to colleges? How do I explain that this all has to do with the results of that math test she took at the end of fifth grade, one that everyone said is a poor measure of a student's ability to do math.

Ms. Menz asked that 7th graders in Pre-Algebra be offered the option of Algebra next year.

Roy Tolles, former School Board member and Piedmont parent, said this is complicated for everyone and asked the District to slow down and let students take acceleration sooner rather than later – to offer the option of Algebra 1 for current 6th and 7th graders.

Sameer Srivastava, Piedmont parent, asked the Board to disregard the District's recommendations regarding early compression and clustering.

Jon Elliott, Piedmont parent, said that students who want STEM careers must compress early and that comparable districts are compressing in middle school – many as early as sixth grade. He urged the Board to reject the staff proposal, provide meaningful clustering and make sure there is a collaborative process going forward next year.

Gabriel Kra, Piedmont parent, does not approve of the District's proposal and believes it is against District goals and parent wishes. He thinks asking parents [who want their middle school children to continue in the 1997 Math Standards progression] to write a letter acknowledging that choice is punitive. He asked for another plan.

Carolyn Kraetzer, a seventh grader in Pre-Algebra, believes the District recommendations will take students off the advanced track and move them back to the regular track with no way to get back on the advanced track in high school. She wonders how delaying Algebra 2 will impact her path in science since Chemistry requires math concepts taught in Algebra 2. Students in Math Analysis have said they cannot imagine condensing Math Analysis or Calculus AB or BC because the concepts are too difficult. She thinks these proposed changes will make it difficult to complete math and science requirements for the most competitive colleges. She would like to be on the advanced track and says there are 40 students in her grade who will have that opportunity and the rest won't.

Bob Eisenbach, Piedmont parent, said it is a first for Piedmont to offer no acceleration or meaningful clustering for sixth graders in advanced classes. He recommends putting all the advanced students in one or two classes, and thinks that the recommended math pathways are not enough.

Lisa Joyce, Piedmont parent, recommends offering as many choices and pathways as possible, and would like the Board to reject this plan, which believes it is not supported by research, aligned with district goals or informed by public comment and opinion.

Lillis Stern, Piedmont parent, cannot imagine students accelerating in high school and recommends multiple chances to accelerate in middle school.

Teresa Stricker, Piedmont parent, agrees with Ms. Metz and Miss Kraetzer. Her concern is the recommendation that middle school students on the advanced track now to be grandfathered in the traditional track with Algebra 1, which is not common-core aligned. She would like to see a Common Core track for advanced students.

Board Discussion

The first recommendation is that PMS offer three new courses: CC-6 Math, CC-7 Math and CC-8 Math beginning in 2014-15. President Raushenbush said the District has agreed to adopt Common Core and now needs to adopt some courses to align with these more rigorous math standards.

Mr. Ireland said that the District has done extraordinarily well for a long time and has made difficult choices fairly regularly; for the most part the decisions have been good and in the best interests of students. Teachers believe that the jamming of formulaic learning is not in students' best interests and that offering Common Core, which emphasizes thinking, will further their interests.

Ms. Pearson said even though we adopted Common Core standards we do not have to offer Common Core classes. Palo Alto believes they have a successful pathway so they are inserting Common Core standards into their current curriculum. Going forward, she would like to see a committee with parents and teachers to discuss and research these issues. She is uncomfortable with the limited options for next year.

Ms. Swenson said the superintendents and teachers have talked about Common Core at great length and the offering is a much richer curriculum that includes an extra year of math.

Ms. Pearson moved and Ms. Swenson seconded the motion that Piedmont Middle School offer three new courses: CC-6 Math, CC-7 Math and CC-8 Math beginning in 2014-15. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

The second recommendation is that students currently taking Intro to Algebra through Calculus AB will continue in the current 1997 California Math Standards classes, with teachers embedding Common Core standards as appropriate. Assistant Superintendent Booker said teachers believe they can embed the Common Core standards in their classes so that students will get enough Common Core math; however this is not the same as Common Core classes.

John Hayden, PHS Math teacher has taught math for over 20 years, and he has been doing embedding CC standards in his classes. Teachers are concerned that students are fighting the introduction of Common Core because it is so different from what they are used to. It is a challenge but if students suffer through this now, it will help them in the future. He believes it's a problem to jump into Common Core K-12 because students are trained in the '97 standards. As we go down the road there will be less resistance to Common Core.

Mr. Hayden said that Common Core itself is a blend – it is about working with accuracy and precision and knowing how you got to the answer. He is excited about Common Core and thinks we will do it right because we have incredible staff and incredible support. He would like to have more conversations with parents.

Mr. Ireland wondered how feasible it is to embed Common Core standards into the '97 curriculum since, for example, Common Core blends algebra and geometry. Mr. Booker said Common Core includes standards from various disciplines – we have seen this as do-able because PMS and PHS piloted it this year.

Stephanie Roth, who has taught math for 18 years, works at the middle school and before that spent seven years at the high school. She teaches Algebra 2 and has rewritten the Algebra 2 curriculum. She found it difficult to integrate Common Core into the '97 standards. Because Common Core offers differentiation that provides openings for upper-level questions, the accessibility is amazing for both high and low math learners. Right now students don't understand the questions. Students need to be steeped in Common Core as these are new habits of mind. Differentiation with the '97 curriculum is difficult because the curriculum is very procedural. With Common Core when you are explaining a concept, you can explain it many different ways and students can bring in their understanding. Even their mistakes are enlightening and help them understand the concepts better. The Common Core curriculum allows misconceptions to bubble up and even a procedural learner hears concepts a different way. With Common Core in sixth grade you can bring in all the upper-level materials because the curriculum lends itself much better to differentiation.

Mr. Raushenbush expressed some concern that the younger students in these classes will not be fully ready for Common Core-based SAT and AP tests but understands that without having had earlier Common Core instructions, these students could probably not be plunged into the Common Core versions of higher level math classes. He knows the line must be set somewhere and believes that teachers embedding Common Core practices into their classes is the best compromise.

Ms. Swenson moved and Ms. Pearson seconded the motion that students currently taking Intro to Algebra through Calculus AB will continue in the current 1997 California Math Standards classes, with teachers embedding Common Core standards as appropriate. The motion was approved by Mr. Raushenbush, Ms.

Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

The District is proposing to continue to offer pathways to Calculus AB and BC.

Ms. Pearson suggested that the District continue to offer a pathway with Calculus AB in 11th grade and Calculus BC in 12th grade. She knows there is a proposal for choosing Calculus AB or BC.

Mr. Booker said there are arguments on both sides. One possibility is an integrated pathway with Math Analysis and a linear progression to Calculus AB and then BC. This would limit the opportunity to offer Math Analysis with Calculus AB embedded. This would also mean that any new progression would have to include Calculus AB and BC. Some students would like to go from Math Analysis to Calculus BC and we would have to bolster Math Analysis in order to make this possible. Ms. Smith said this would address the petition regarding students progressing to Calculus AB in the junior year.

Ms. Smith moved and Ms. Pearson seconded a motion that PUSD will continue to offer pathways to Calculus AB and BC. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

The next recommendation is that the Common Core math progression pathways include at least one opportunity to compress at PMS and at least 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.

Mr. Booker said the rationale for waiting to start compression is to give staff a year to develop Common Core 6-8 lessons and then develop the compression course for 2015-16. He said we would have compression options available so students would have the possibility of completing Common Core Algebra 1 in middle school. The District will make pathways available to those students able and willing to compress, though we cannot have all compression in middle school.

Mr. Raushenbush said adopting the proposal would result in students having one year without compression but still able to get to exactly the same place. He agreed the District should provide at least one opportunity to compress at PMS and at least one opportunity at PHS/MHS, so kids with the ability and desire can get to Calculus BC; this proposal is intended to ensure that opportunity.

He would prefer to make decisions based on study and experience, and would like the math faculty to teach CC6-CC8 one year before deciding when it is best for students to compress. Rather than make pronouncements now, based on no experience in the classroom, and correct next year when we have some information, he would rather decide on compression points next year.

Not having compression next year at PMS means that compression will need to be available for next year's 6th graders when they enter 7th grade so that they do not miss a compression opportunity. He prefers to compress over multiple years rather than over a single year, to reduce the amount a child must learn each week. He thinks it is appropriate to give the faculty time and some experience with CC before asking them to determine when and how to compress.

There are some who contend that any compression at PHS/MHS would be too stressful for students because of the heavy course load at the high school level. Because Common Core compression does not skip any material, for students to do all their compression at PMS

and none in high school, kids would have to learn 5 years of Common Core material in 3 years at PMS (1.66 times the material in a week). While we may learn that is acceptable after teaching CC for some time, intuitively it makes more sense to compression over longer periods (hence his preference for 3 Common Core years into 2 school years over 2 years into one year). He does not want students who would otherwise enjoy advanced math to fail because we try to teach too much in too short a time, when we can stretch out the time a bit and achieve the same endpoint. Any truly gifted student, not just an "advanced" student, is treated individually and can take courses at PHS early if appropriate.

Ms. Swenson moved and Mr. Ireland seconded that the Common Core math progression pathways will include at least one opportunity to compress at PMS and at least 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. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

There was further discussion about when the recommendations for 2014-15 would be brought to the Board. Mr. Booker likes the idea of having a roundtable about pathways with parents, teachers and students. President Raushenbush hopes that the District would get back to the Board with recommendations in January/February 2015.

The District recommends that 6th and 7th grade students currently enrolled in Pre-Algebra will proceed to Common Core Math 8.

Mr. Booker said if students don't do this, they would move into '97 Algebra 1 or '97 Geometry. The Berkeley model includes two parallel paths.

Ms. Smith understands the recommendations of the teachers and recommends offering both paths. She doesn't see the signed permission as a punitive measure; she understands it as informed consent.

Ms. Swenson said the long-term implications are that Common Core is a richer course of study and will be included in the SAT in 2016 and AP exams soon thereafter. Students on the '97 path will be at a disadvantage on tests. If parents' real concern is to get students into the best colleges, she believes the Common Core path gets them there.

Asked if there was a precedent for requiring parent consent, Mr. Booker said that when the District began offering physical science in ninth grade rather than biology, teachers provided a professional opinion form for parents to sign. Superintendent Hubbard said when we do these types of transitions, we ask parents to tell us in writing. One reason for this is that it forces parents to think about the decisions they are making on behalf of their child, and it helps staff make sure of the explanation. As a high school counselor, she used to hear from the parents of juniors, "if only you had told me this would be the result when my child was younger..." The parents forgot our discussions and what they had been told. The intent of this request is to make it clear that the student is progressing on a course that is not as Common Core aligned as pure Common Core classes.

Mr. Ireland said students in Common Core classes will be learning math in a different fashion and if the program is good, parents will come on board. He is willing to offer the choice now.

Mr. Raushenbush understands why teachers are recommending that

students move into Common Core math classes as soon as possible because it is expected to provide deeper knowledge and because future testing will be based upon it. He also understands where parents are coming from when they want their kids to get into Calculus AB without compression. Parents will have to weigh benefits of having taken Calculus AB without compression against the costs of missing the full CC curriculum

He thinks one of the issues with rising 6th graders is how they got picked for math enrichment in 5th grade on the basis of something in 4th grade. Some parents did not push their kids at that time. He thinks it is fair that those students should have the opportunity to get to the same point as the other students. He does not think the language is punitive and believes this is a good practice to use when parents choose to override staff recommendations – if it does not work out, we want the acknowledgement there was a decision to be made. The District is simply asking parents to take responsibility for their decisions.

Ms. Smith suggested having an information night for the affected families that would focus on the options available for this specific cohort.

Mr. Raushenbush said the Board would like to amend this recommendation to provide for an option for Algebra 1 for these students and with some acknowledgement that parents are making a choice.

Mr. Booker asked if the Board was talking about 6th and 7th grade students in Pre-Algebra having the option to enroll in Algebra 1, and the Board clarified this was their intent.

Mr. Ireland and moved Ms. Smith seconded that 6th and 7th grade students currently in Pre-Algebra will proceed to Common Core Math 8 or have the option to enroll in Algebra 1 with parental acknowledgement. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

The sixth recommendation of the District is that 6th grade students currently in Math 6 will progress to Common Core Math 7.

Mr. Raushenbush explained that these students must have a pathway for Calculus AB and BC and we may have to offer some small hybrid classes for a few years.

Ms. Pearson noted that CC-8 Math and Algebra 1 may provide opportunities for teachers to try different compression options.

Ms. Pearson moved and Ms. Swenson seconded the motion that 6th grade students currently in Math 6 will progress to Common Core Math 7. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

The final recommendation from the District is that students entering 6th grade in 2014-15 will proceed to CC-6 Math, and students who have had Math Enrichment in 5th grade will be clustered in groups of 12 to 15 throughout CC-6 Math classes at PMS.

Ms. Swenson is in favor of this proposal because she has a problem thinking that a recommendation in fourth-grade to participate in 5th grade enrichment should result in students being tracked in sixth grade and beyond. She sees such tracking as limiting opportunities for all students.

Ms. Roth said Common Core lends itself to natural differentiation and can offer better opportunities to all our students and permit them to

advance based on their current abilities. She believes that a .2 FTE support for sixth grade differentiation is not enough and there should be more time for differentiation in seventh and eighth grades.

Ms. Pearson is excited about the opportunities for early and late bloomers. Her concern is that students be well stimulated in class and that 5th grade enrichment students be clustered by class, and that any student be able to take 7th grade acceleration. Kids and parents are losing out on 6th grade acceleration next year and clustering would allow an opportunity for enrichment for them.

Mr. Booker said the District is proposing 12 to 15 students per CC-6 Math class. The GATE program plan calls for 5 to 7 per class and we want to go deeper than that. We are looking at expanding it beyond three sections for those students who are capable of participating in math enrichment but whose parents did not choose enrichment.

Mr. Ireland would like to see resource teachers for those enrichment students. He thinks there are benefits to heterogeneous classes and favors significant clustering with added resources for those classes.

Ms. Swenson is in favor of giving enrichment opportunities but not basing them on assessments done in fourth grade.

Mr. Raushenbush does not favor whole class clustering based on decisions made in 4th grade. He thinks the District should try clustering within classes next year, see how students do in CC-6, and assess how it is working. He said that no matter what the decision is on how to cluster, all students will still have the opportunity to get to the same end point. The question is about clustering in CC-6. The concern is that students will be bored and not move fast enough for one year, and the debate is between whole-class clustering versus partial-class clustering.

Ms. Pearson agreed with giving enrichment to those who struggle more. She would like to go back to the proposal of clustering and have several classes composed of the more advanced students.

Superintendent Hubbard clarified that what we are proposing is true clustering. If students are grouped in the same class by ability level, this is tracking. One reason we recommend clustering is that Common Core will be taught differently and may not be based on ability in math facts in fifth grade. Clustering makes sense because when students look at math concepts and begin to go deeper, one student may know math facts but another student may be a better math thinker, and the students can help each other. The 75 students will be mixed up in several classes. If you track them, it ends up inadvertently grouping them in other subjects as well.

Mr. Booker said proponents of whole-class clustering are advocating for the whole class to go to a deeper level rather than basing it on student readiness. There are always tiers of students in math and this is the case in math enrichment classes as well. The staff proposed this because there is literature saying heterogeneity is good: it allows teachers to split the class and teach differently if necessary, and to do flexible groupings. Our recommendation is more than random selection, which would be five or six students per class; we are looking at directing students into groups of 12 to 15 in a class.

Mr. Raushenbush wondered if a .2 FTE enrichment specialist would be enough. He suggested starting with that and seeing if there is some money available from parent clubs and Common Core money to address CC Math 7 and 8 and provide support in elementary schools.

Mr. Booker said math coaches have been used in other schools and if we had a full-time coach, they could also work with 5th and 9th graders to make sure the transitions are smooth. At a school the size of PMS, we would look at a .8 to 1.0 FTE employee, which would be a significant investment of time and resources.

Ms. Pearson proposed that those students who have had math enrichment and are entering CC-6 Math be clustered in whole classes as a trial for next year. The proposal did not move forward due to lack of a second.

Ms. Smith said her concern is limiting this to students who were in math enrichment. For other kids who did not take enrichment for whatever reason to not be allowed in these sections is a problem. She wondered if it would be possible to meet with fourth- and fifth-grade and math enrichment teachers to create more homogenous classes with a wider range of students. She feels like the Board is getting into the business of pedagogy, and sees the Board's role more as that of setting standards.

Mr. Ireland supports clustering of 12 to 15 [math enrichment] students in however many classes, with the support of a math enrichment specialist across the CC-6 Math program.

Ms. Pearson would support five classes of middle high math learners, two to three of kids with additional support, and three of middle to low sections of CC-6 Math.

Mr. Ireland moved and Ms. Swenson seconded the recommendation from the District that students entering 6th grade in 2014-15 will proceed to CC-6 Math, and students who have had math enrichment in 5th grade will be clustered in groups of 12 to 15 throughout CC-6 Math classes at PMS. Mr. Raushenbush, Ms. Swenson, Ms. Smith and Mr. Ireland voted in favor of the motion, and Ms. Pearson voted against. The motion passed 4-1.

REVIEW AND DISCUSSION

Discussion of Board Reorganization and Board Assignments for 2014-15

There will be more discussion at the next Board meeting in anticipation of reorganization at the July 1 Meeting. Board members should notify President Raushenbush if they would like to run for office and which committee meetings they would prefer to attend.

Appreciation Day for Piedmont Teachers and Staff

Per Ed Code, the second Wednesday in May is designated "Day of the Teacher" and the third week in May is "Classified Employees Week." It has been a longstanding tradition in Piedmont to honor all of our staff on the same day. We designated May 12, 2014 as Appreciation Day and had morning treats delivered to each site. We encourage parents and community to acknowledge the dedicated professionals in Piedmont who work together to support all students.

DISCUSSION AND ANNOUNCEMENTS

Governor's May Budget Revise Update

In the Governor's May revise he lays out his plans for the budget. The surprise was the increase in employer contribution he proposed for next year for STRS for teacher pensions. We already knew PERS (classified staff pensions) would go up next year from 11.4% to 11.7%. For STRS the Governor is proposing an increase from 8.25% to 9.5% for next year. The rule of thumb is that the employer contribution for both plans will be 20% by 2020. The STRS contribution from employees is 8% and cost-of-living adjustments could raise that to 10.25% by 2020. Districts will be expected to pay this increase from existing revenue. The problem is that STRS needs an extra \$75 billion to fully fund the program and 50% of that \$50 billion is falling

on the employer, which will have a tremendous impact on school budgets.

President Raushenbush said if you read the Stanford report, you can see that the STRS retirement fund is \$72 billion underfunded now. What is annoying is that it would be 85% funded except that in 2000 the State Legislature increased benefits without increasing fund contributions. The State picks both the contribution amount and the benefit amount. There is an enormous unfunded liability and the State's share will go up only a little bit. The additional monies we get will be taken back by this expense unless there is a tremendous new influx of funding for schools.

Superintendent Hubbard said the point of making this a surprise is that the Governor got everyone's attention and made it part of our budget projections. Perhaps there will be a "give" to begin the increase in 2015-16. This creates another kind of deficit factor: at 9.5% next year, the STRS increase comes to \$187,000.

Mr. Brady said gap funding continues to outpace what was projected. In developing the budget we will use the feedback calculator recommended by FICMAT and the Department of Finance. With the STRS contribution we may either build it in or set it aside. He suggested that in the near term extra money that comes in doesn't get spent and is set aside for the employer pension contribution.

CORRESPONDENCE

Ms. Swenson received about 25 emails on Common Core Math, some on the Havens and Beach principals, and a few on Measure H.

BOARD REPORTS

Mr. Ireland passed.

Ms. Smith attended the *Skits & Giggles* performance and the Beach Parent Organization meeting about the new principal; it was clear Ms. Valdez will be missed.

Ms. Pearson attended the Havens Parent Club meeting with the Superintendent and two PMS Math classes. She thought it was a good idea for Board members to visit math classes.

Ms. Swenson attended an APCP meeting and the City-School Liaison Meeting.

Mr. Raushenbush attended the BPO Meeting and the City-School Liaison Meeting.

CONSENT CALENDAR

Ms. Swenson moved, Ms. Pearson seconded, and Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith, and Mr. Ireland voted to adopt the Consent Calendar minus Item B.

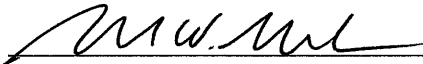
- A. Adopt Regular Board Meeting Minutes of May 12, 2014 Board Meeting
- B. Approve Personnel Action Report
- C. Approve Warrant List for First Quarter of 2014
- D. Approve one Independent Contractor Agreement with Jasman Behavioral Consultation, to provide non public services, effective May 1, 2014 through June 30, 2014, at a total cost not to exceed \$1,250.00. Funding: Special Education
- E. Approve one Independent Service Agreement with C.A.R.D for non-public services for one student effective May 21, 2014 through June 30, 2014, at a total cost not to exceed \$4,780.00. Funding: Special Education

- F. Approve one Independent Service Agreement and one Master Contract with Victor Treatment Centers, Inc. for non-public services for one student effective May 23, 2014 through June 30, 2014, at a total cost not to exceed \$19,102.70. Funding: Special Education
- G. Approve one reimbursement to parents of one student, for non-public services, effective May 22, 2014, through June 30, 2014, at a total cost not to exceed \$898.00. Funding: Special Education

FUTURE BOARD AGENDA ITEMS
ADJOURNMENT

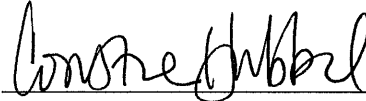
No discussion.

The meeting was adjourned at 11:59 p.m.



RICHARD RAUSHENBUSH

Board President, Piedmont Unified School District
Board of Education



CONSTANCE HUBBARD

Secretary, Piedmont Unified School District
Board of Education