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TO: Board of Education

FROM: Constance Hubbard, Superintendent
Randall Booker, Assistant Superintendent

SUBJECT: **APPROVE THE NAMING OF THE PIEDMONT HIGH SCHOOL
LEARNSCAPE IN HONOR OF EILEEN ROHMER**

I. **SUPPORT INFORMATION**

PHS Learnscape is one of the service learning projects that the students and teachers at Piedmont High School have created this school year. It is designed to serve as an outdoor classroom and landscaping project and is located behind the science building. Teachers Courtney Goen, Marna Chamberlain and Jeff Peters have worked with District gardener, Kevin Foley, PHS students and City of Piedmont staff to create, design and implement the landscape park in the area behind the science building where the Piedmont Park and District property intersect.

It is requested that the Board approve the naming of the Learnscape in honor of beloved science teacher Eileen Rohmer, who died from cancer in 2012. During her tenure at PHS, Ms. Rohmer inspired her students through her passion for the sciences, chemistry in particular. She instilled in her students a lifetime love of learning. Her generosity, humor and enthusiasm for life came through in everything she did. Ms. Rohmer is remembered as a teacher who encouraged budding scientists and transformed reluctant ones into biology and chemistry enthusiasts. The science department has worked hard to find avenues to honor Ms. Rohmer's contributions to PHS. Fellow chemistry teacher Tom Huffaker has spearheaded an effort to create the Rohmer Science award, which is awarded to the senior who best exhibits a curiosity and love of the sciences. A small monetary scholarship is attached to the award to encourage the recipient to pursue a career in the sciences

The initial seed money for the Learnscape project came from a generous grant from the Piedmont Beautification Foundation, and from a PEF grant to integrate service learning into the curriculum. Students have been involved in each stage of development of the park and once the park is completed, students and staff will have a beautiful place to learn and relax and remember an exemplary educator.

While grant monies supported the initial garden work, staff is also looking for donations for benches so that students can stay on campus to congregate during lunch and enjoy the garden they helped create. Those wishing to donate may do so by sending a check to: Garden Bench Fund, c/o The Piedmont Educational Foundation, P.O.Box 11192, Piedmont, CA 94611.

II. **RECOMMENDATION:**

The Board is requested to approve the naming of the Learnscape garden at PHS in honor of Eileen Rohmer. All signage is to be approved by the Superintendent and at to be provided at no cost to the District.

TO: Board of Education

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

SUBJECT: **Report on Common Core Aligned Elementary Math Curriculum
Recommendation: *Bridges in Mathematics* and *Number Corner***

I. **SUPPORT INFORMATION**

In 2014, the Piedmont School Board adopted the Common Core State Standards for Mathematics (CCSS-M). Full implementation of the CCSS-M requires the adoption of instructional materials that align to the new math content standards and the mathematical practice standards. Designed to provide multiple opportunities for input from all stakeholders, PUSD employed a thorough process of reviewing, piloting, and selecting instructional materials for recommendation.

Elementary teachers and administrators are recommending *Bridges in Mathematics* and *Number Corner* as the Math Curriculum for all elementary grades in 2015-16.

[Bridges in Mathematics and Number Corner \(2nd edition\)](#) is a comprehensive Common-Core aligned math curriculum. Teachers who piloted Bridges and Number Corner describe the curriculum as rigorous, highly engaging, and accessible for all levels of math learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

The following appendix is a summary of the elementary math adoption process beginning July, 2014 through the present, an overview of the state guidelines for an instructional materials adoption process, pilot process, and communication timeline.

II. **RECOMMENDATION: REVIEW**

Review Report on Common Core Aligned Elementary Math Curriculum
Recommendation: *Bridges in Mathematics* and *Number Corner*

APPENDIX

California State Board Adoption Process Overview

The California State Board of Education provided updated guidelines for piloting textbooks and instructional materials in January, 2015. All guidelines were followed as part of PUSD's elementary math adoption process. For more details, visit the CDE website <http://www.cde.ca.gov/ci/cr/cf/imagen.asp> and click on the document titled: Guidelines for Piloting Textbooks and Instructional Materials. A basic overview of the process is outlined below.

Overview of the process:

1. Determine which materials to pilot
 - a. Establish a representative committee.
 - b. Define and prioritize evaluation criteria.
 - c. Develop an evaluation instrument.
 - d. Ensure that instructional materials comply with [state laws and regulations for social content](#).
2. Pilot instructional materials using a representative sample of classrooms for a specified period of time. Effective pilots help teachers determine whether the materials actually provide the needed resources to teach the standards at their grade level. The evaluation of the teachers piloting the materials should carry considerable influence in the decision making process.
3. Other piloting considerations.
 - a. Keep the committee informed about the process.
 - b. Verify correlations of standards provided by publishers to actual standards.
 - c. Survey educators outside the district on their experiences with pilot materials under considerations.
4. Develop a curriculum map to identify the materials to be utilized to ensure complete coverage of the standards taught at each grade level. Seek out supplemental materials if needed.

K-5 Math Adoption Committee

Twelve elementary classroom teachers, two math specialists, and one administrator are on the K-5 Math Adoption Committee. Elementary principals and teachers who work with special populations of students (advanced learners, math resource, reading resource, students in special education, English language learners) were consulted throughout the process to ensure the instructional materials meet the specialized needs of these populations of students. Below is a list of the committee members:

- Lydia Adams (Kindergarten, Havens)
- Rachna Dube (1st grade, Havens)
- Joanie Sears (1st grade, Wildwood)
- Renate Flannely (2nd grade, Beach)
- Anjuna Lohnes (2nd grade, Wildwood)
- Shauna Revelli (2nd grade, Havens)
- Tracy Broback (3rd grade, Beach)
- Jennifer Kessler (3rd grade, Wildwood)

- Elaine Holt (4th grade, Wildwood)
- Lesley Wighton (4th grade, Beach)
- Katy Levin (5th grade, Havens)
- Kelly Wallis (5th grade, Havens)
- Sarah Kingston (Math Specialist, Beach and Wildwood)
- Jessica Roine (Math Specialist, Havens)
- Cheryl Wozniak (Director of Curriculum and Instruction)

Adoption Committee Timeline and Scope of Work

The math adoption process began in the fall with all K-5 teachers piloting Common Core math materials. K-2 teachers had been teaching the new Everyday Math curriculum, and 3-5 teachers had been teaching Engage NY--A Story of Units. Many hours of professional development were provided for teachers during the school year to support their transition to teaching the new CCSM and the Standards for Mathematical Practice. Teachers were given time to settle in to teaching the new math standards using these new materials before a committee was formed and the next steps of the math adoption process began.

In early December, all elementary teachers received training on the Instructional Materials Evaluation Tool (IMET), so they would become familiar with how the math materials would be evaluated. Teachers completed a survey providing feedback on the materials being piloted this year and teachers were solicited to be part of the formal adoption committee.

The Math Adoption Committee was formed in December and began meeting in January. The committee met 3 full days and after school to review the instructional materials available. The members of the K-5 Math Adoption Committee conducted an analysis of each of the curricula available for consideration using a comprehensive instructional materials evaluation tool. Programs that met the criteria were considered for the pilot process. Teachers who work with special populations of students (advanced learners, math resource, reading resource, students in special education, English language learners) were consulted during the math adoption process.

To select the criteria for instructional materials, Piedmont Unified used the [Instructional Materials Evaluation Tool \(IMET\) for Mathematics K-8](#), is a tool for evaluating a comprehensive textbook or textbook series for alignment to the shifts and major features of the CCSS. The tool is considered the “gold standard” for evaluating instructional materials as it aligns directly with the [K-8 Publishers’ Criteria for the Common Core State Standards in Mathematics](#).

All math programs available for students in grade K-5 were reviewed, but only a limited number were piloted. In January, 2014, the California State Board of Education adopted six math programs that were available for students in grades K-5: Go Math!, Math Expressions, Math in Focus (all Houghton Mifflin), My Math (McGraw Hill), enVision Math (Pearson), and Creative Core Curriculum for Mathematics with STEM, Literacy, and Art. Four other elementary programs that have not yet been approved by the California State Board of Education also were reviewed by the Math Adoption Committee: Everyday Mathematics (EDM 4),

Engage NY, Investigations, and Bridges in Mathematics. To date, these ten programs are the only math programs found to be available.

One program on the state-adopted list, Reasoning Mind, was not considered for PUSD because at this time it is available for grades 2-6 only. The Math Adoption Committee members and administrators agreed to adopt one core math program for all elementary grade levels kindergarten through fifth-grade students, for several reasons. First, the committee believes it is important that students learn mathematical vocabulary, strategies, and tools for problem-solving that are laid out in a clear progression through their elementary years. Second, the committee believes this can be achieved with greater ease when the core instructional materials for each grade level are from the same math series. Third, professional learning for teachers is stronger and more cohesive when it is presented K-5. Finally, teachers who change grade levels already will be familiar with the math instructional materials and can focus solely on learning the standards for the new grade level.

There is a new law that allows districts to select instructional materials that are not on the state-adopted list, as long as a review committee consists primarily of teachers who are working directly with students at the time of the adoption process. For more information, refer to the [Instructional Materials FAQ](#) posted on the CDE website. After attending math professional development sessions where large publishing companies and smaller, independent publishers have been present, teachers expressed interest in reviewing all available instructional materials. Open source educational materials for elementary are not being considered at this time.

All math programs available for consideration in the process were reviewed by committee members at each grade level. A brief summary of the findings for each curricula are provided below.

- Bridges in Mathematics and Numbers - Meets the non-negotiable criteria of focus and coherence at all grade levels; meets all the alignment criteria: rigor and balance, mathematical practice standards, and universal access; meets all of the indicators of quality.
- Creative Core - Does not meet the non-negotiable criteria of focus and coherence at some grade levels.
- enVision - Does not meet the criteria of rigor and balance at most grade levels.
- Eureka Math - Meets the non-negotiable criteria of focus and coherence at all grade levels; meets all the alignment criteria: rigor and balance, mathematical practice standards, and universal access; meets some of the indicators of quality.
- Everyday Math - Does not meet the criteria of rigor and balance in some grade levels. Full set of materials for grades 3-5 were not available for piloting or purchase this school year.
- Go Math - Does not meet the non-negotiable criteria of focus and coherence at all grade levels.

- Investigations - Does not meet the non-negotiable criteria: focus and coherence.
- Math Expressions - Meets the non-negotiable criteria of focus and coherence. Just meets the criteria for rigor and balance and standards for mathematic practice. Appears stronger in application of math concepts at some grade levels. Some questions about depth of materials, level of rigor, differentiation, and mostly whole class instruction. More to review at a deeper level is needed before deciding to pilot these materials.
- Math in Focus - Does not meet the non-negotiable criteria of focus and coherence at several grade levels.
- My Math - Does not meet the non-negotiable criteria of focus and coherence at some grade levels.

Pilot Process

Given the results of the curricula review, all teachers on the committee recommended that [Bridges in Mathematics](#) and [Number Corner](#) be piloted in their classrooms. Teachers on the committee received specific training on the new materials from a math specialist who works for Math Learning Center. The trainer was available to respond to teachers' future questions. Many resources were available online for pilot teachers. Members of the committee visited classrooms at two Bay area schools who adopted Bridges: Black Pine Circle in Berkeley and The Hamlin School in San Francisco.

Pilot teachers began teaching Bridges and Number Corner in early March. The district collected feedback on the progress of the pilot. Administrators and teachers observed the pilot classrooms, asked questions, and gave input.

Members of the Math Adoption Committee reported the progress of the committee's work at staff meetings. Elementary principals and district office staff updated parent communities at Parent Club and Tri-School Site Council meetings, in school bulletins, and through the District Spotlight on Student Learning e-newsletter. Teachers and parents were given multiple opportunities to ask questions and provide input throughout the process.

The result of the pilot was overwhelmingly positive response. In early April, the 12 classroom teachers unanimously supported a recommendation be made to the School Board this May to adopt these math instructional materials. A communication plan was created and a timeline (see below) was set to inform all stakeholders of the progress of the math pilot teachers' work.

Of particulate note is that classroom teachers who were not on the committee and elementary parents had an opportunity to give feedback on any instructional materials prior to the Math Adoption Committee making a recommendation to the School Board. Teachers visited their colleagues' classrooms to observe Bridges and Number Corner. Teachers on the committee communicated regularly with their teams about how the pilot was going, what they were learning about the curriculum, strengths and challenges, etc. Teachers on the committee presented

at a faculty meeting and common planning times and teachers not on the committee had an opportunity to look over the materials, ask questions, etc.

Before a final recommendation was sent to the School Board, all of the elementary teaching staff had an opportunity to review the materials through the standard review process, which was to have materials on display and to invite classroom teachers to peruse the materials on their own. Teachers were then asked to vote through an online survey giving their input on the recommendation to adopt Bridges and Number Corner. 100% of the teachers who voted support the recommendation to the School Board that Bridges in Mathematics and Number Corner be adopted for implementation beginning fall of 2015. Four elementary classroom teachers did not vote. (See Appendix A for all teacher comments provided in the voting process.)

Parents were engaged in the process in a few ways. Parent Clubs and Tri-school site council members heard presentations at their March meeting on the math adoption process and were updated at subsequent meetings. A parent education night was held at Wildwood Elementary on April 30. Also part of the state process and as a best practice, instructional materials are on public display for all parents to review for a full 30 days before the School Board considers the Math Adoption Committee's recommendation. Note: As of the date of this writing, no public comment has been recorded on forms provided in the public display of materials.

Finally, communication between grade levels is important. Most students from the three Piedmont elementary sites transition to Piedmont Middle School. For this reason, communication between elementary and middle school teachers is essential, especially during a math adoption process. District administration and elementary math adoption committee members have communicated with the PMS, PHS, and MHS math teachers at several math leadership meetings.

Most recently, the math department chairs and administrators at the middle and high school were provided information on Bridges and Number Corner and were invited to review materials and visit classrooms. Here is the response of one middle school teacher who has reviewed the materials: *"The reason I am supporting the adoption of Bridges and Number Corner is because it gets kids excited about math. They really experience the topics they are learning, and the program fosters the deep understanding that they will need when they get to middle school."*

Communication Timeline

September/October Parent Club Meetings

District and site administrators presented on the math curriculum being piloted in K-2 (Everyday Math 4) and 3-5 (Engage NY: A Story of Units--also referred to as Eureka).

November/December

Communication in principal's weekly bulletins about several math-related events: Family Math Nights, parent education night on math modeling, and math adoption process.

March 19

Director of Curriculum sent a [communication to all elementary teachers](#) providing 5 opportunities to be involved in the final phase of the adoption process.

March 24 & March 25

Members of the Math Adoption Committee gave presentations to their teaching staffs on the scope of the math adoption process, discussed the components of Bridges and Number Corner, and invited teachers to visit their classrooms to observe lessons.

March 23 - April 17

Teachers observed lessons in the pilot classrooms and taught lessons with new materials in their own classrooms.

March 30

Members of the math adoption committee visited The Hamlin School in San Francisco and observed Bridges and Number Corner lessons in K-5 classrooms to learn how a school site has implemented Bridges and Number Corner.

April 13 - April 17

All elementary teachers were encouraged to vote online to give their input into the decision on whether to recommend to the School Board that Bridges and Number Corner be adopted.

April 13

Carol Cramer and Wildwood teachers on the math adoption committee presented on the content of Bridges and Number Corner to the Wildwood Parent Club.

April 20

A letter was sent through Infinite Campus to all elementary parents announcing that math instructional materials would be available for them to review in the District Office from April 27-May 27.

April 20

Cheryl Wozniak, Michael Corritone, and Beach teachers on the math adoption committee presented on the content of Bridges and Number Corner to the Beach Parent Organization.

April 21

Cheryl Wozniak, Anne Dolid, and Havens teachers on the math adoption committee presented on the content of Bridges and Number Corner to the Havens Parent Club.

April 21

Cheryl Wozniak and members of the math adoption committee present on the content of Bridges and Number Corner to the Tri-School Site Council.

April 27-May 27

Sample units of Number Corner and Bridges in Mathematics are on display at the District Office.

April 30

Elementary parents were invited to experience Number Corner and Bridges lessons taught by members of the math adoption committee. Over 30 parents attended this Parent Education Night.

May 13 and May 27

First and second reading recommending to the School Board the adoption of Bridges in Mathematics and Number Corner.

TO: Board of Education

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

SUBJECT: **Report on Piedmont and Millennium High School Proposed Course:
*Integrated Math 1***

I. **SUPPORT INFORMATION**

Integrated Math 1 is the first of a three-course series to be followed by Integrated Math 2 and Integrated Math 3. It covers the material in the Model Mathematics I course of the Integrated Pathway in the Common Core State Standards for Mathematics for California Public Schools. Key concepts include linear and exponential functions, geometric transformations and congruence, and statistics. The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments.

Piedmont and Millennium High Schools will begin to replace the “traditional” three-year high school math sequence (Algebra I – Geometry – Algebra II) with an “integrated” three-year sequence (Integrated Math 1 – Integrated Math 2 – Integrated Math 3).

Integrated Math 1 is designed to formalize and extend the mathematics that students have learned in earlier grades through rich classroom experiences, spiraled practice, and cumulative assessment. Many of these classroom experiences will be in the context of real world experiences and/or hands-on activities. Students will develop an understanding of the following major units of study:

- linear relations, systems and applications
- exponential relations and applications
- transformations and congruence
- geometric constructions
- geometry (slope and distance)
- data representation and interpretation
- applications of linear and exponential models

Students will apply and learn the Standards for Mathematical Practice on a regular basis throughout the course.

Students enrolled in Integrated Math 1 will be engaged in small and large group discussions, activities and explorations. They will also practice procedures and be asked to apply them in various contexts. Outside of class, students can expect to spend 3 - 3.5 hours per week on homework tasks and problem sets.

Additional Background on Integrated Math 1

Integrated Math 1 is a standard-paced integrated math course. It is the first course in the standard four-year high school math progression (Integrated Math 1 – Integrated Math 2 – Integrated Math 3 – Math Analysis). As an integrated math course, the content of Integrated Math 1 features topics in algebra, geometry and statistics.

Pre-requisite:

Successful completion of Math 8 with a grade of C- or higher

Course Content:

The content in Integrated Math 1 is organized into eight major units of study:

Unit 1 – Arithmetic to Algebra

Students will review the properties of numbers and operations that they mastered in the middle grades, extending these properties to the Real Number System. Thinking numerically, contextually and visually, students will identify and describe the patterns that exist within and between operations.

In addition to performing various operations on real numbers, students will also explain why these operations produce the results that they do. They will also be asked to critique the arithmetic methods and reasoning presented by others.

Unit 2 – Expressions and Equations

Students will model contextual situations using variable expressions and equations. They will simplify and evaluate variable expressions, drawing connections to many of the patterns they investigated in the previous unit.

Students will also review basic principles for solving equations and inequalities. They will solve both single-variable and multi-variable equations, providing clear justification for each step in the solution process. Specific emphasis will be placed on solving linear and absolute value relationships. Students will apply these methods to solve problems in context.

Unit 3 – Graphing Relationships

In this unit, students will review basic graphing principles (i.e., plotting points on the Cartesian plane). They will also investigate relationships that exist between the parameters of an equation and the characteristics of its graph (e.g., rates of change, intercepts and curvature). Students will also be introduced to algebraic transformations and their effects on graphs.

Students will examine graphs of various functions - linear functions, simple quadratic and cubic functions, simple exponential functions, radical functions and absolute value functions. Students will also examine graphs of direct and inverse variations. They will make graphs that represent contextual relationships and will relate graphing to the solution of an equation.

Unit 4 – Linear Relationships and Systems

Students will continue to develop their understanding of linear equations that started in the middle grades. Students will examine the various forms of the

linear equation (standard, slope-intercept and point-slope) and investigate the relationships that exist between the parameters of each form and its resulting graph. Students will also apply what they know about linear equations to solve problems in context.

Students will review methods of solving 2×2 linear systems (graphing, substitution and elimination). They will identify the relative advantages and disadvantages of each method and determine which method is best for a given situation. Students will apply their knowledge of linear systems to solve problems in context.

Finally students will extend their work on linear equations and systems of equations to include inequalities (one variable and two variable). In addition to solving inequalities algebraically, students will create both one-dimensional and two-dimensional graphs of those inequalities, explaining how they relate to the given inequalities.

Unit 5 – Functions

Using tables, graphs, equations and context, students will develop an understanding of the concept of a function. They will determine whether a relation meets the conditions to also be considered a function. Students will also identify the domain and range for both discrete functions and continuous functions.

Students will review the exponent concept (i.e., repeated multiplication), extending this concept to include the zero exponent and negative integer exponents. They will also review the properties of exponents and determine whether the properties apply to all integer exponents.

Finally, students will compare simple exponential functions with linear functions. They will investigate and compare the numerical patterns of each function. Students will use these patterns to solve problems involving arithmetic and geometric sequences. They will also investigate simple situations involving the compounding of interest.

Unit 6 – Statistics that Summarize Data

Using statistical summaries of univariate (one variable) data introduced in the middle grades (e.g., mean, median, boxplots, histograms, etc.), students will summarize data sets and make comparisons between two or more data sets. Students will also learn methods for summarizing bivariate (two variable) data sets – specifically scatterplots and two-way frequency tables.

Using technology (spreadsheets and graphing software), students will apply what they've learned about linear and exponential functions to find lines and curves of best fit. They will examine the concepts of prediction and error as applied to models of best fit.

Unit 7 – Introduction to Geometry

In this unit, students will visualize and draw objects in both two and three dimensions. They will also learn to use proper vocabulary and provide accurate descriptions of the drawings and the processes used to create them. Students will use tools such as protractor, ruler and string to create drawings and conjecture about the properties of specific shapes.

Students will then move from informal drawings to formal geometric constructions, using only compass and straightedge. Students will also use geometric drawing software (e.g., Geogebra) to make dynamic constructions and investigate properties of shapes as they are transformed. In addition to making constructions, students will explain the processes used.

Unit 8 – Geometric Transformations & Congruence

In this unit, students will develop an understanding of what it means for two shapes to be considered congruent. Particular emphasis will be placed on triangles and the conditions that must be in place for congruence of triangles to occur. Students will also examine transformations (translation, reflection and rotation) and determine the effects of transformation on the congruence of shapes.

Students will use their knowledge of congruence and transformation to discover and informally prove some important relationships that exist in coordinate geometry – the distance formula, the midpoint formula and the relationship between slope and parallel/perpendicular lines. In so doing, students will learn ways to connect geometry and algebra.

The conjectures and reasoning students employ in this unit serves as an introduction to more formal mathematical proofs that will be studied in Math 2.

Instructional Methods

Teachers will employ various strategies to assist student learning:

- small group and large group discussion and activities
- direct instruction
- individual and small group investigations and discovery lessons

Student work will occur in a few forms:

- short term problem sets
- long term problems and tasks (e.g., problem of the week)
- independent reading and investigations
- individual and small group presentations

Assessment Tools

In addition to assessing the student work outlined above, teachers will also use:

- mid-unit quizzes
- unit tests
- semester final exam
- performance tasks and other projects

Course Materials

- Student Textbook: TBD
- Online eText, problem sets, activities and multimedia:
www.successnetplus.com
- Teacher-created handouts and activities

Additional Background on Common Core and Integrated Math

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 replaced 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.

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. Last year, the PUSD Board of Education adopted a structured transition from the existing Piedmont Middle School math course progression (based on the 1997 Standards) to the new Common Core math classes.

Math Task Force

In order to develop Common Core pathways that address PUSD's various learners, the district formed the PUSD Math Task Force and charged it with researching, reviewing, and recommending PUSD Math Pathways to the Superintendent and the Board of Education for consideration and implementation in 2015-16. Furthermore, the Board of Education provided a framework for developing math pathways that includes compression opportunities at PMS and PHS/MHS and a pathway to AP Calculus AB and AP Calculus BC.

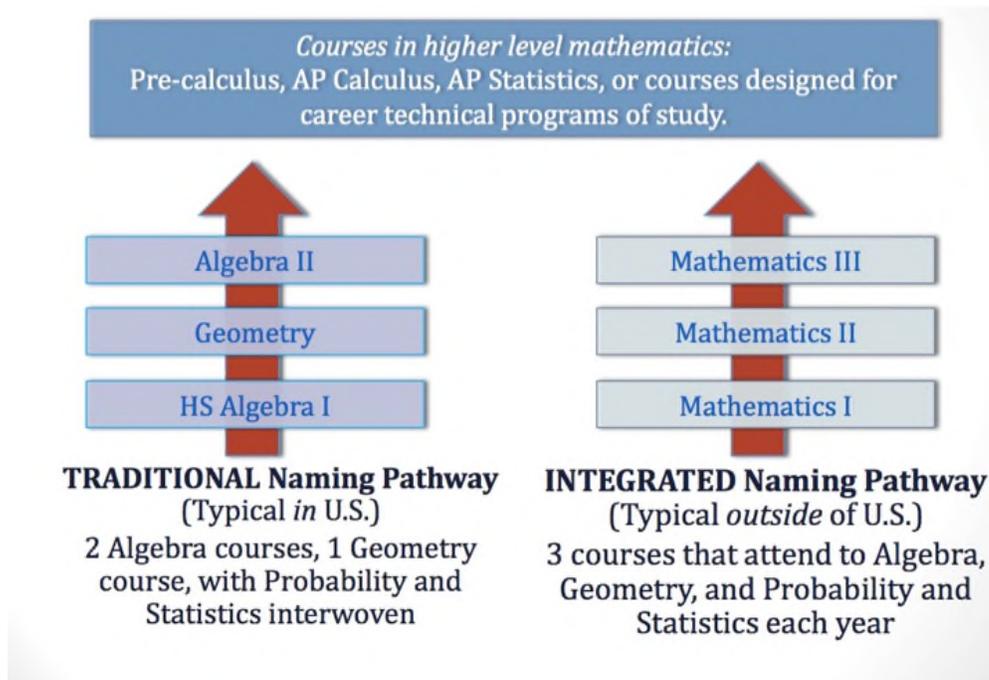
The Math Task Force investigated and discussed practical experience and insight gained by the PUSD math faculty during the first semester of this school year; input from math experts at Alameda County Office of Education; and input from members of the Silicon Valley Math Initiative (SVMI).

Integrated Math

The Math Task Force investigated whether to recommend either "traditional" or "integrated" courses for the courses that follow CC-8 Math at Piedmont Middle School. Under the traditional approach, students would take sequential courses in Algebra, Geometry, Algebra II, and Math Analysis.

Under the integrated (or "international") approach, the content of these courses would be mixed over a period of years. The District currently offers traditional courses, although the courses will change significantly under Common Core regardless of the choice between the traditional and integrated approach. CC-8

Math is an integrated course, with elements of Algebra and Functions, Geometry, and Statistics.



The Math Task Force developed criteria for evaluating and recommending either the Common Core traditional or integrated course approach to the Board. For example, the MTF considered whether one approach or the other better supports: the three shifts in math instruction (focus, coherence, rigor); the cognitive development of students; mastery of both the content and practice standards; opportunities for differentiation; and practical considerations about how to achieve coherent compression (speeding up) and expansion (slowing down) of the curriculum for students who do not follow the grade-level progression.

The MTF also discussed possible pathways for compression and identified preliminary considerations including the following:

- there may need to be transitional pathways in addition to “final” pathways;
- the pathways should provide flexibility to compress and expand at various points, including the opportunity to take summer classes; and
- questions must be addressed about how to assess a student’s readiness for compression.

The Math Task Force came to consensus and recommends the Common Core Integrated approach for secondary math courses in PUSD. The following rationale supports this recommendation:

- Students are exposed to the Integrated approach K-8 and then again in advanced mathematics courses.
- The majority of other countries, including the countries with the highest-performing math students, follow the integrated model.

- Research suggests that an integrated math curriculum has the potential to facilitate students' mathematical thinking more effectively than a traditional math curriculum especially in certain areas, such as conceptual understanding.
 - There are few research studies investigating the relative effectiveness of these approaches. The District commissioned Cheryl Holzmeyer, Ph.D. to prepare an analysis of the research and available data comparing the traditional and international models. Please visit the following link for the complete report, which was issued in December 2014:
 - http://www.piedmont.k12.ca.us/wp-content/uploads/2013/09/Math-Curricula-Options_Piedmont-School-District-Report_C.Holzmeyer-v2.pdf
- The integrated approach allows for introducing the increasingly complex concepts in Algebra and Geometry over a period of several years, as students are more developmentally ready.
- The integrated approach lends itself to better course compression options (acceleration for advanced learners) more so than some traditional courses.

For more detailed information on Integrated and Traditional Math, please visit the following link for the PUSD Integrated and Traditional Math FAQ:

http://www.piedmont.k12.ca.us/wp-content/uploads/2013/09/1.7.15.FAQ_.Traditional.International.pdf

II. **RECOMMENDATION: REVIEW**

Review Piedmont and Millennium High School Proposed Course: *Integrated Math I*

TO: Board of Education

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

SUBJECT: **Report on Piedmont and Millennium High School Proposed Course:
*Integrated Math 1/2A***

I. **SUPPORT INFORMATION**

Integrated Math 1/2A is the first of a two-course series to be followed by Integrated Math 2B/3. It covers the material in the Model Mathematics I course as well as portions of the Model Mathematics II course of the Integrated Pathway in the Common Core State Standards for Mathematics for California Public Schools. Key concepts include linear and exponential functions, geometric transformations and congruence, and statistics. The Standards for Mathematical Practice will also be woven throughout lessons, student practice assignments, and assessments.

Piedmont and Millennium High Schools will begin to replace its “traditional” three year high school math sequence (Algebra I – Geometry – Algebra II) with an “integrated” three year sequence (Integrated Math 1 – Integrated Math 2 – Integrated Math 3).

Integrated Math 1/2A is designed to formalize and extend the mathematics at an accelerated rate (compressed course) that students have learned in earlier grades through rich classroom experiences, spiraled practice, and cumulative assessment. Many of these classroom experiences will be in the context of real world experiences and/or hands-on activities. Students will develop an understanding of the following major units of study:

- linear relations, systems and applications
- exponential relations and applications
- transformations and congruence
- geometric constructions
- geometry (slope and distance)
- data representation and interpretation
- applications of linear and exponential models

Students will apply and learn the Standards for Mathematical Practice on a regular basis throughout the course.

Students enrolled in Integrated Math 1/2A will cover all of the content in Integrated Math 1 and approximately 50% of the content covered in Integrated Math 2. The additional units of study will be:

- arithmetic of polynomials (multiplying, factoring, etc.)
- quadratic functions and equations
- informal and formal geometric proofs
- analysis and application of volume models

Compressed courses such as Math 1/2A are intended for students who have a genuine interest in studying mathematics at both the secondary (high school) and post-secondary (college) level.

The pace of a compressed course is designed for students who are capable of quickly developing a complete and thorough understanding of secondary math concepts, procedures and applications. Such students will most likely pursue a college degree in mathematics, engineering or the physical sciences.

Students will be engaged in small and large group discussions, activities and explorations. A minimal amount of class time will be spent on practice of procedures so that application of procedures and unifying concepts can be emphasized. Outside of class, students can expect to spend between 4.5 - 6 hours per week on problem sets, independent research and investigations.

Additional Background on Integrated Math 1/2A

Math 1/2A is a fast-paced integrated math course. It is the first course in the accelerated three-year high school math progression (Integrated Math 1/2A – Integrated Math 2B/3 – Math Analysis). As an integrated math course, the content of Integrated Math 1/2A features topics in algebra, geometry and statistics.

Pre-requisite:

Successful completion of Math 8 with a grade of C- or higher

Course Content:

The content in Math 1/2A is organized into eleven major units of study:

Unit 1 – Arithmetic to Algebra

Students will review the properties of numbers and operations that they mastered in the middle grades, extending these properties to the Real Number System. Thinking numerically, contextually and visually, students will identify and describe the patterns that exist within and between operations.

In addition to performing various operations on real numbers, students will also explain why these operations produce the results that they do. They will also be asked to critique the arithmetic methods and reasoning presented by others.

Unit 2 – Expressions and Equations

Students will model contextual situations using variable expressions and equations. They will simplify and evaluate variable expressions, drawing connections to many of the patterns they investigated in the previous unit.

Students will also review basic principles for solving equations and inequalities. They will solve both single-variable and multi-variable equations, providing clear justification for each step in the solution process. Specific emphasis will be placed on solving linear and absolute value relationships. Students will apply these methods to solve problems in context.

Unit 3 – Graphing Relationships

In this unit, students will review basic graphing principles (i.e. plotting points on the Cartesian plane). They will also investigate relationships that exist between the parameters of an equation and the characteristics of its graph (e.g. rates of change, intercepts and curvature). Students will also be introduced to algebraic transformations and their effects on graphs.

Students will examine graphs of various functions - linear functions, simple quadratic and cubic functions, simple exponential functions, radical functions and absolute value functions. Students will also examine graphs of direct and inverse variations. They will make graphs that represent contextual relationships and they will relate graphing to the solution of an equation.

Unit 4 – Linear Relationships and Systems

Students will continue to develop their understanding of linear equations that started in the middle grades. Students will examine the various forms of the linear equation (standard, slope-intercept and point-slope) and investigate the relationships that exist between the parameters of each form and its resulting graph. Students will also apply what they know about linear equations to solve problems in context.

Students will review methods of solving 2×2 linear systems (graphing, substitution and elimination). They will identify the relative advantages and disadvantages of each method and determine which method is best for a given situation. Students will apply their knowledge of linear systems to solve problems in context.

Finally students will extend their work on linear equations and systems of equations to include inequalities (one variable and two variable). In addition to solving inequalities algebraically, students will create both one-dimensional and two-dimensional graphs of those inequalities, explaining how they relate to the given inequalities.

Unit 5 – Functions

Using tables, graphs, equations and context, students will develop an understanding of the concept of a function. They will determine whether a relation meets the conditions to also be considered a function. Students will also

identify the domain and range for both discrete functions and continuous functions.

Students will review the exponent concept (i.e., repeated multiplication), extending this concept to include the zero exponent and negative integer exponents. They will also review the properties of exponents and determine whether the properties apply to all integer exponents.

Finally, students will compare simple exponential functions with linear functions. They will investigate and compare the numerical patterns of each function. Students will use these patterns to solve problems involving arithmetic and geometric sequences. They will also investigate simple situations involving the compounding of interest.

Unit 6 – Statistics that Summarize Data

Using statistical summaries of univariate (one variable) data introduced in the middle grades (e.g., mean, median, boxplots, histograms, etc.), students will summarize data sets and make comparisons between two or more data sets. Students will also learn methods for summarizing bivariate (two variable) data sets – specifically scatterplots and two-way frequency tables.

Using technology (spreadsheets and graphing software), students will apply what they've learned about linear and exponential functions to find lines and curves of best fit. They will examine the concepts of prediction and error as applied to models of best fit.

Unit 7 – Introduction to Geometry

In this unit, students will visualize and draw objects in both two and three dimensions. They will also learn to use proper vocabulary and provide accurate descriptions of the drawings and the processes used to create them. Students will use tools such as protractor, ruler and string to create drawings and conjecture about the properties of specific shapes.

Students will then move from informal drawings to formal geometric constructions, using only compass and straightedge. Students will also use geometric drawing software (e.g., *Geogebra*) to make dynamic constructions and investigate properties of shapes as they are transformed. In addition to making constructions, students will explain the processes used.

Unit 8 – Geometric Transformations & Congruence

In this unit, students will develop an understanding of what it means for two shapes to be considered congruent. Particular emphasis will be placed on triangles and the conditions that must be in place for congruence of triangles to occur. Students will also examine transformations (translation, reflection and rotation) and determine the effects of transformation on the congruence of shapes.

Students will use their knowledge of congruence and transformation to discover and informally prove some important relationships that exist in coordinate

geometry – the distance formula, the midpoint formula and the relationship between slope and parallel/perpendicular lines. In so doing, students will learn ways to connect geometry and algebra

Unit 9 – Geometric Congruence and Proof

Building upon the conjectures, constructions and informal reasoning used in the previous unit, students will formalize the process of proving geometric relationships. Students will use a variety of ways to write proofs (e.g., two-column, flow chart, narrative). They will also critique the reasoning used in proofs written by others.

Students will make conjectures and prove various theorems about the relationships between lines and angles. They will also prove theorems about triangle congruence. Students will apply principles of congruent triangles to prove properties about quadrilaterals and regular polygons.

Unit 10 – Arithmetic of Polynomials

In this unit, students will examine the structure of polynomials and use correct terminology to classify and describe various polynomials. Starting with the basic arithmetic of polynomials (addition, subtraction and multiplication), students will progress to mastering the more complex processes of factoring a polynomial.

Using tables and graphing software, students will examine the graphs of various polynomial functions. Students will be introduced to the concepts of zeros, relative maxima/minima and end behavior.

Unit 11 – Quadratic Equations (Real Domain)

Students will apply the various methods of solving quadratic equations with respect to the real number domain – graphing, factoring, completing the square and use of the quadratic formula. They will examine the relative advantages and disadvantages of each method, noting when it would be appropriate to use multiple methods.

Students will create quadratic equations to represent contextual situations that require optimization (e.g., maximize area, minimize cost, etc.). For situations involving projectile motion, students will create and solve quadratic equations to determine when projectiles reach maximum height and when they return to the ground.

Students will examine systems where one equation is linear while the other is quadratic. They will apply algebraic and graphing methods to solve such systems.

Instructional Methods

Teachers will employ various strategies to assist student learning:

- small group and large group discussion and activities
- direct instruction

- individual and small group investigations and discovery lessons

Student work will occur in a few forms:

- short term problem sets
- long term problems and tasks (ex: problem of the week)
- independent reading and investigations
- individual and small group presentations

Assessment Tools

In addition to assessing the student work outlined above, teachers will also use:

- mid-unit quizzes
- unit tests
- semester final exam
- performance tasks and other projects

Course Materials

- Student Textbook: TBD
- Online eText, problem sets, activities and multimedia:
www.successnetplus.com
- Teacher-created handouts and activities

Additional Background on Common Core and Integrated Math

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 replaced 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.

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. Last year, the PUSD Board of Education adopted a structured transition from the existing Piedmont Middle School math course progression (based on the 1997 Standards) to the new Common Core math classes.

Math Task Force

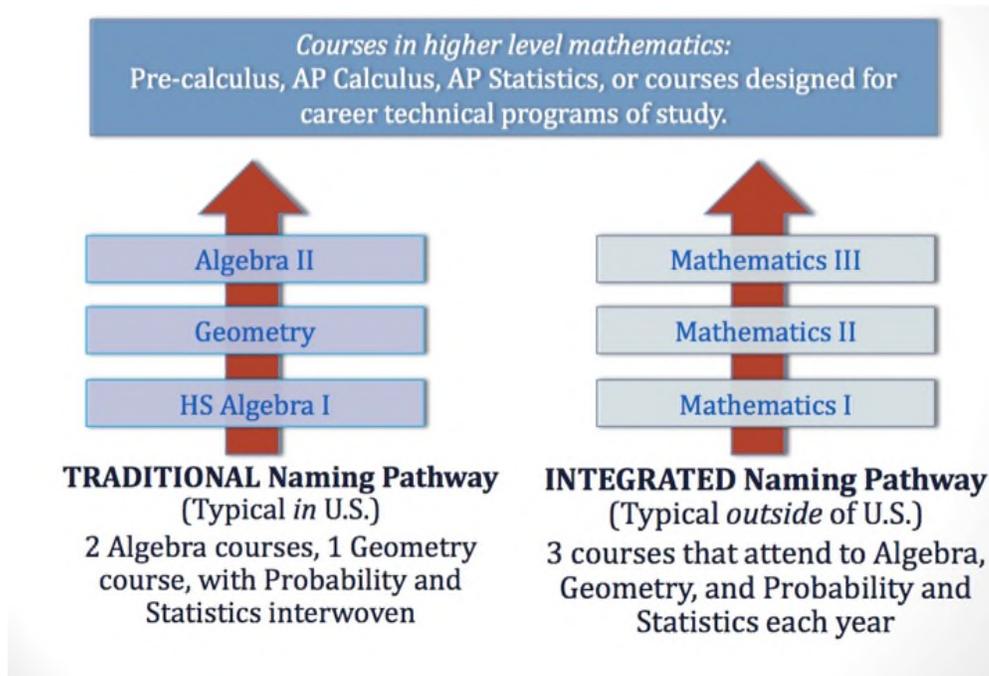
In order to develop Common Core pathways that address PUSD's various learners, the district formed the PUSD Math Task Force and charged it with researching, reviewing, and recommending PUSD Math Pathways to the Superintendent and the Board of Education for consideration and implementation in 2015-16. Furthermore, the Board of Education provided a framework for developing math pathways that included compression opportunities at PMS and PHS/MHS and a pathway to AP Calculus AB and AP Calculus BC.

The Math Task Force investigated and discussed practical experience and insight gained by the PUSD math faculty during the first semester of this school year; input from math experts at Alameda County Office of Education; and input from members of the Silicon Valley Math Initiative (SVMI).

Integrated Math

The Math Task Force investigated whether to recommend either “traditional” or “integrated” courses for the courses that follow CC-8 Math at Piedmont Middle School. Under the traditional approach, students would take sequential courses in Algebra, Geometry, Algebra II, and Math Analysis.

Under the integrated (or “international”) approach, the content of these courses would be mixed over a period of years. The District currently offers traditional courses, although the courses will change significantly under Common Core regardless of the choice between the traditional and integrated approach. CC-8 Math is an integrated course, with elements of Algebra and Functions, Geometry, and Statistics.



The Math Task Force developed criteria for evaluating and recommending either the Common Core traditional or integrated course approach to the Board. For example, the MTF considered whether one approach or the other better supports: the three shifts in math instruction (focus, coherence, rigor); the cognitive development of students; mastery of both the content and practice standards; opportunities for differentiation; and practical considerations about how to achieve coherent compression (speeding up) and expansion (slowing down) of the curriculum for students who do not follow the grade-level progression.

The MTF also discussed possible pathways for compression and identified preliminary considerations including the following:

- there may need to be transitional pathways in addition to “final” pathways;
- the pathways should provide flexibility to compress and expand at various points, including the opportunity to take summer classes; and
- questions must be addressed about how to assess a student’s readiness for compression.

The Math Task Force came to consensus and recommends the Common Core Integrated approach for secondary math courses in PUSD. The following rationale supports this recommendation:

- Students are exposed to the Integrated approach K-8 and then again in advanced mathematics courses.
- The majority of other countries, including the countries with the highest-performing math students, follow the integrated model.
- Research suggests that an integrated math curriculum has the potential to facilitate students’ mathematical thinking more effectively than a traditional math curriculum especially in certain areas, such as conceptual understanding.
 - There are few research studies investigating the relative effectiveness of these approaches. The District commissioned Cheryl Holzmeyer, Ph.D. to prepare an analysis of the research and available data comparing the traditional and international models. Please visit the following link for the complete report, which was issued in December 2014:
 - http://www.piedmont.k12.ca.us/wp-content/uploads/2013/09/Math-Curricula-Options_Piedmont-School-District-Report_C.Holzmeyer-v2.pdf
- The integrated approach allows for introducing the increasingly complex concepts in Algebra and Geometry over a period of several years, as students are more developmentally ready.
- The integrated approach lends itself to better course compression options (acceleration for advanced learners) more so than some traditional courses.

For more detailed information on Integrated and Traditional Math, please visit the following link for the PUSD Integrated and Traditional Math FAQ:

http://www.piedmont.k12.ca.us/wp-content/uploads/2013/09/1.7.15.FAQ_Traditional.International.pdf

II. **RECOMMENDATION: REVIEW**

Review Piedmont and Millennium High School Proposed Course: *Integrated Math 1/2A*.

TO: Board of Education

FROM: Constance Hubbard, Superintendent

SUBJECT: **APPROVE THE CO-CURRICULAR SCHEDULE AS PART OF THE ASSOCIATION OF PIEDMONT TEACHERS (APT) 2014-17 COLLECTIVE BARGAINING AGREEMENT WITH THE DISTRICT**

I. **SUPPORT INFORMATION**

As part of the approved 2014-15 collective bargaining agreement between the Association of Piedmont Teachers (APT) and the District, it was agreed that the negotiation team would convene to establish the Co-Curricular schedule to replace the schedule that was in place during the previous agreement. The PUSD/APT negotiation teams have reached a proposed agreement regarding the Co-Curricular Schedule. Following is a summary of the agreement:

The proposed agreement states the following:

1. Co-curricular positions are defined as those that require extensive time outside the classroom, exist beyond the scope of daily responsibilities and often involve student contact and are attached to a course curriculum.
2. Co-Curricular positions must be filled by employees included in Article II.
3. The Co-Curricular Schedule has two pay rate columns. The Column A rate is \$2000, and the Column B rate is \$3000 per annum. Attached is the list of the positions included on the Co-Curricular schedule.
4. Extra-Curricular positions have been removed from the Co-Curricular Schedule.
5. Extra-Curricular positions can be held by outside contractors, but positions will be advertised in-house first.
6. The Co-Curricular Schedule is under Article XVI (the Salary section) of the Contract, and so will be opened and can be negotiated annually. This means that positions can be added, removed, or shifted from one column to the other each year, ensuring that we do not permanently overlook any eligible positions.
7. The stipends for the 2014-15 will be paid retroactively to July 1, 2014 for those teachers who are currently receiving stipends.

The membership of APT has voted and overwhelmingly approved the provisions as stated and confirmed the attached list of Co-Curricular positions to be added to the 2014-17 collective bargaining agreement. The Board is requested to approve the Co-Curricular schedule as provided. The fiscal impact of \$16,500 has been incorporated into the current budget and multi-year projections.

II. **RECOMMENDATION: ACTION**

The Board is recommended to approve as presented

PROPOSED DRAFT – CO-CURRICULAR SCHEDULE

May 8, 2015

Co-Curricular Stipend A: \$2000	Co-Curricular Stipend B: \$3000
Department Chairs (PHS/PMS)	Dept. Chairs (in district curricular review years)
Elementary Grade Leaders: TK-1, 2-3, 4-5	
National Board Coordinator	
ASB Advisor	
PHS Band Director `	
PMS Band Director	
PHS Vocal Director	
PMS Vocal Director	
PHS Drama Director	
PHS Dance Director	
PHS Orchestra Director	
PMS Orchestra Director	
Highlander Advisor	
PHS Clan-o-log Advisor	
PHS Pep Band Director	
PHS Athletic Director (per season)	
TEAM Coach	
Data Coach	
	PHS ASB Accountant
	PMS ASB Accountant
MHS ASB Accountant	
Elementary SST Coordinator	
PMS Diversity Day Coordinator	
Peer Advisor Coordinator	
Youth Educator Coordinator	
Safe School Ambassador Coordinator	
BTSA - Mentoring	

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Michael Brady, Assistant Superintendent
Terra Salazar, President, California School Employees Association, Chapter 60

SUBJECT: **CONDUCT PUBLIC HEARING FOR 2015-16 CONTRACT OPENERS
BETWEEN THE DISTRICT AND THE CALIFORNIA SCHOOL
EMPLOYEES ASSOCIATION (CSEA), CHAPTER 60**

I. **SUPPORT INFORMATION**

The 2014-17 Collective Bargaining agreement between the District and the California School Employees Association (CSEA) Chapter 60 provides for negotiations for the 2015-16 school year to automatically reopen:

- Article 12 – Salaries
 - Appendix B Professional Growth
 - Appendix D Salary Schedule
- Article 19 – Health and Welfare Benefits

In addition the process allows for one article of choice by CSEA and one article of choice by the District to be opened, as follows:

- Article 7 – Safety Conditions (CSEA)
- Article 21 – Retirement (District)

By agreement, the District and CSEA have agreed to open articles of mutual interest as follows:

- Article 11 – Leaves (Mutual)
- Article 15 – Work Day/Week/Year (Mutual)

The contract is on the District website and the community is invited to provide feedback to the District as part of the public hearing process.

The process requires that the articles to be reopened are “sunshined” for the purpose of providing the public with an opportunity to provide comment prior to the Board approval of the articles to be considered. Once an article is identified as “open” by either party and is “sunshined,” the negotiations process begins. The specifics of the negotiation discussions are confidential until such time as they are brought to the Association and Board of Education for approval.

We have a history of using the Interest-Based Bargaining (IBB) process in Piedmont for at least the past thirteen years. The process focus is on interests, not people or positions. It is collaborative and seeks solutions that meet mutual interests when possible.

The second and final Public Hearing of the reopeners is heard at the Regular Board Meeting on May 27, 2015. Approval by the Board of Education of the identified articles to be reopened signals the start of the negotiations process, which is confidential. The negotiations team includes: Terra Salazar, Ras Medura, Ruth Sowell, Mike Wong, Michael Brady, Song Chin-Bendib, Karyn Shipp and Kim Randlett.

Any person wishing to provide information concerning the articles to be reopened may communicate with members of the Board of Education and the Superintendent via email, phone or in writing.

Andrea Swenson Board President	aswenson@piedmont.k12.ca.us
Sarah Pearson Board Vice President	spearson@piedmont.k12.ca.us
Amal Smith Board Member	amalsmith@piedmont.k12.ca.us
Doug Ireland Board Member	direland@piedmont.k12.ca.us
Rick Raushenbush Board Member	rraushenbush@piedmont.k12.ca.us
Michael Brady Asst. Superintendent	mbrady@piedmont.k12.ca.us
Constance Hubbard Superintendent	chubbard@piedmont.k12.ca.us

II. **RECOMMENDATION: REVIEW AND DISCUSSION**

First of two Public Hearings on the proposed articles to be opened for the 2015-16 negotiations between CSEA and the District:

- Article 12 – Salaries (Automatic)
 - Appendix B Professional Growth
 - Appendix D Salary Schedule
- Article 19 – Health and Welfare Benefits (Automatic)
- Article 7 – Safety Conditions (CSEA)
- Article 21 – Retirement (District)
- Article 11 – Leaves (Mutual)
- Article 15 – Work Day/Week/Year (Mutual)

The California School Employees Association contract can be viewed on the District website at

http://www.piedmont.k12.ca.us/forms/jobs/classified_contract.pdf

PIEDMONT UNIFIED SCHOOL DISTRICT

Council Chambers, City Hall

120 Vista Avenue

Piedmont, California 94611

MINUTES OF

Regular Meeting of the Governing Board

April 22, 2015

CALL TO ORDER	President Andrea Swenson called the meeting of the Board of Education to order at 6:30 p.m.
ESTABLISHMENT OF QUORUM	President Andrea Swenson, Vice President Sarah Pearson and Board Members Amal Smith, Doug Ireland and Rick Raushenbush were present.
Adjourn to Closed Session	The Board adjourned to Closed Session at 6:31 p.m. to discuss: Conference with District Labor Negotiator Constance Hubbard Regarding Negotiations with Association of Piedmont Teachers (APT) (Government Code Section 54956.6)
Others Present in Closed Session	Constance Hubbard, Superintendent
Reconvene to Regular Session	President Swenson called the Regular Session of the Board of Education to order at 7:05 p.m. and led the Board and audience in the Pledge of Allegiance.
Others Present at Regular Session	Constance Hubbard, Superintendent Randall Booker, Assistant Superintendent, Business Services Michael Brady, Assistant Superintendent, Business Services
Report of Action Taken in Closed Session	The Board met in closed session and no action was taken
Agenda Adjustments	No action was taken in closed session.
COMMUNICATIONS/ANNOUNCEMENTS	
Association of Piedmont Teachers (APT)	None
CSEA	None
Parent Clubs	None
Student Representative to Board	Claire O'Connor, PHS senior, reported that students enjoyed their spring break with many of them going on the trip to Mexico or touring colleges. The Bird Calling Contest was a huge success. The AP Art Show opened last week and tomorrow night there will be an art show in the PHS Library of the work of all art students. The Senior Ball and Prom will be held May 9, and Day on the Green at Witter Field will be May 22. The spring sports teams are doing well.
Persons Requesting to Speak on Items Not on the Agenda	Arthur Weil, Piedmont resident, spoke about being part of the Kinder Transport program that saved the lives of 1200 children during World War II. He was a history teacher and has spoken to many classes at many schools. He would like to speak at PHS and would appreciate better communication with the high school. Luke Smith, PHS senior, would like the high school to consider having a master assignment schedule in google docs so that teachers can coordinate the larger assignments. He feels this would reduce student stress and improve the quality of student work. Sophia Mills, PHS senior, brought up the issue of water usage. She suggested the District reallocate our water usage and not sell bottled

water, much of which comes from California aquifers. Mr. Brady said that after the Governor's announcement of a water emergency, he met with maintenance and ground crews to discuss this issue. Irrigation water to beds has been turned off and only the learnsapes will be irrigated. Bare spots are being mulched and this project will be completed by autumn. Baseball fields are being manually watered and The District is looking into bottle-filling stations

Apryl Hsu, PHS Senior, says that street parking has gotten worse over the years. She knows of some school districts that issue permits and would like to see if PUSD could issue permits and control parking around the schools.

Abby Hansen, PHS senior, would like there to be more trash cans. She believes that it would be easier to recycle and the campus would be cleaner if there were more cans. Mr. Booker said he can meet with the school to determine some good locations for additional recycling stations.

Superintendent Announcements

An information night for parents of incoming Kindergarteners will be held on Tuesday, April 28 from 7:00-8:00 p.m. in the Beach Auditorium.

President Announcements

The Piedmont Fire Department is holding an open house on Saturday from 10:00 a.m. to 2:00 p.m. to demonstrate their new fire engine and provide information on fire prevention. East Bay MUD will be there with information about water conservation.

REVIEW AND ACTION ITEMS

Announcement of Available Funds for the Piedmont Educational Foundation Endowment Fund for 2015-16. Hold Public Hearing as to Use of Funds

Superintendent Hubbard explained that the annual Piedmont Educational Foundation Endowment contribution provides a stable source of funds for the District. The process is that the foundation announces the amount and the Board hold a public hearing to discuss the amount to accept and the use of the funds. The superintendent then drafts a letter to the PEF describing the amount the Board is accepting and the use of the funds.

Update of Proposal to Combine the Fundraising Functions of Piedmont Educational Foundation (PEF) and the Association of Piedmont Parent Clubs (APCP)

Mary Ireland, President of the PED, announced that the endowment amount for this year is \$275K, which represents 5% of the total of the endowment fund, which is at almost \$6M. Last year the endowment amount was \$250k. Every year's endowment contribution becomes the floor for the subsequent year's endowment amount. Ms. Hubbard recommended that the money be used to support the K-12 Counseling and Library programs and electives at the secondary level. The additional \$25k will be used to support computer science education. The Board directed the superintendent to submit a letter requesting the funds and explaining their use.

Ms. Ireland described work on the merger between the PEF and the APCP, which has been in process for almost a year. The committee has synthesized a formal agreement, which was approved by the PEF at their meeting last week. APCP is expected to approve the agreement at their next meeting.

First Reading of New Piedmont High School Course: *Weight Training and Fitness*

Piedmont High School proposed a course in *Weight Training and Fitness*. PHS Principal Brent Daniels said this course will provide an opportunity for students who are not inclined toward competitive sports, and will allow the school to offer a second semester of upper division PE. The course will be brought back at the next meeting for adoption on the consent calendar.

Robbie Diaz, PHS senior, supports the course and likes the idea of offering this class in the junior or senior year when students are

Conduct Public Hearing on the Proposed Levy of the Current School Support Tax, Measure A, To Be Levied in 2015-16

becoming more sedentary as they spend more time studying.

As required by Measure A, which was passed by Piedmont voters on March 5, 2013, the Board held a public hearing to consider the amount of the tax levy for 2015-16. Measure A provided for a subcommittee of voters to review District expenditures and recommend to the Board a tax levy amount for the subsequent year.

Tamra Hege presented the recommendation of the School Support Tax Subcommittee. The recommendation was to raise the levy by 2% and place the money in a parcel tax reserve fund. The committee members were Tamra Hege, Gautam Wadhvani, Susan Miller-Davis, Vicky O'Bresly and Andy Hempeck. Gautam Wadhvani spoke in support of the recommendation.

The Board received one email from a community member requesting no increase in the amount.

Bill Blackwell spoke about the structure of Measure A. He believes the Board has a moral imperative to replace the current tax structure with a more equitable tax. It is his opinion that the law and the courts will allow for different tax rates based on size of the buildings.

Board President Swenson responded to Mr. Blackwell's suggestion, explaining that the Board has retained a legal opinion on this matter. Mr. Raushenbush said the court decision clearly states that all parcels must pay the same exact tax. To adopt a new measure that would expose the District to a lawsuit is not consistent with the fiduciary responsibility of the board.

Board members discussed the levy of the tax and were in agreement to increase the levy to the statutory level of \$2,503 per parcel from the current rate of \$2,4554 per parcel and to put the additional 2% into a reserve fund. They agreed to include discussion on the structure of the tax during the annual public hearing in subsequent years.

Amal Smith moved and Doug Ireland seconded a motion to increase the parcel tax levy by the allowable 2% and to place the 2% increase in a parcel tax reserve fund. The Board voted to approve the motion by a vote of 5-0.

Approve Publication of Request for Proposals (RFP) Regarding Facilities Master Planning Services

Mr. Brady explained that the Board has directed staff to set aside modernization funds to be used in the development of a Facilities Master Plan to assess facilities needs and prioritize needed improvements. The District would like to publish a Request for Proposals (RFP) Regarding Facilities Master Planning Services. The RFP would seek architectural firms to partner with the district to provide complete master planning services. The scope of services includes: an evaluation of District facilities; developing future facilities needs and alternatives; focusing on educational goals and maintenance standards; preparation of a digital Facilities Master Plan; facilitation and presentation of the Facilities Master Plan to the community and Governing Board.

Mr. Raushenbush moved and Ms. Pearson seconded a motion to Approve Publication of Request for Proposals Regarding Facilities Master Planning Services. The motion passed by a vote of 5-0.

Declaration of Need for Fully Qualified Educators

Every year, the District is required to adopt a Declaration of Need for Fully Qualified Educators, which would allow the District to hire a teacher who is in an internship program or scheduled to complete the initial preparation requirements toward a credential. The District has not needed to do this and has 100% fully qualified teachers.

Ms. Pearson moved and Mr. Raushenbush seconded a motion to Approve the Declaration of Need for Fully Qualified Educators. The motion passed on a vote of 5-0.

INFORMATIONDISCUSSION

Report on Bond Refunding

As reported by KNN Public Finance, the Bond sale went well. The proceeds will be used to repay the District's outstanding 2006 Measure E Series A and Series B Bonds. As a result of the refunding, taxpayers will save \$3.4M over the next 17 years. The District's Standard and Poor's rating increased from AA to AA+, our highest rating.

ANNOUNCEMENTS

Superintendent Hubbard announced that Jenn Fox was unanimously chosen as the Art Hecht Volunteer of the Year. She is known by all for her wonderful photography but many do not know that she actively participates in all types of school committees and events. At the May 13th Board meeting, Ms. Fox will be honored and will receive a work of art of her choice from the PHS AP Art Show. The student artist will be honored and given an honorarium. The son of Art Hecht, Seven Hecht, and his family will attend this meeting and the District is inviting previous winners.

CORRESPONDENCE

Ms. Smith received a couple of emails about an article by a Palo Alto student on student stress and an NPR story on South Korean education and levels of stress. She received several comments on David Brook's op-ed piece in the *New York Times* on the moral bucket list. A PHS student asked about how decisions are made about internet restrictions on District-owned chromebooks. One email asked for information on how the parcel tax is assessed and another email provided information on the ALPS spring event. She also received a series of emails about the bird calling contest.

BOARD REPORTS

Mr. Raushenbush attended a Beach Parents Organization meeting on elementary math and technology. He and President Swenson met with Tony Thurmond, our legislative representative, to discuss our concerns about the reserve cap and the pension obligations.

Mr. Ireland attended a well attended college chat for parents at the high school. He recently participated in Adult Ed and was pleased to discover a vibrant community of adult learners. He participated in the Mexico trip.

Ms. Smith also participated in the Mexico trip, attended a presentation by the Wellness Center on "Helping Kids Navigate Social Pressures" and a tour of the Wellness Center. She went with the PHS Baseball Team to a Cal baseball game. She attended the Wildwood Parents Club and the Tri-School Site Council, and heard a speaker on "Access, Equity and Standards for Math Practice" at the UC Office of the President.

Ms. Pearson attended a Green Committee meeting, the ALPS Board meeting and heard a holocaust speaker at PHS. She attended an evening for PHS parents that included an update on the schedule and a teacher panel on social-emotional learning opportunities at PHS; she learned more about Camp Everytown, and other opportunities such as Open Session discussions in PE classes, Ground Crew, service learning and mindfulness training, which is being implemented in more classes. She heard an excellent presentation for teachers done by Corey Booker on the topic "Facing History and Ourselves." She urged people to attend the PADC fundraiser at Yoshi's on April 30.

Ms. Swenson attended a Public Safety Committee meeting, the PMS

Site council, the PHS Parent Club, a PEF meeting and a meeting of Board members and CSBA reps at the Alameda County Office of Education. She also participated in the meeting with Assemblymember Thurmond.

CONSENT CALENDAR

Ms. Swenson thanked a number of contributors for their donation of \$500 to support the PHS Baseball program..

Ms. Smith moved and Ms. Pearson seconded the motion to approve the Consent Calendar. The motion passed by a vote of 5-0.

- A. Approve Minutes of Board of Education Meeting for March 11, 2015
- B. Approve Minutes of Board of Education Meeting for March 25, 2015
- C. Approve Financial Report for March 2015
- D. Approve Personnel Action Report
- E. Approve Williams Report for the First Quarter of 2015
- F. Accept contributions of \$500 from each of the following contributors to support the Piedmont High School Baseball program: Roy Tolles; Natalie Williamson; Billie Joe & Adrienne Armstrong; Virginia & Douglas Paton; Tibor Laczay & Julia Zhen; Clarence Mamuyac; Dave Larson; and Debbie DeMaggio for uniform and equipment purchases for the three PHS baseball teams and a new scoreboard for Humphries Field, and shall be deposited in the Capital Facilities Fund (Fund 40).
- G. Approve Field Trip for 9 PHS/MHS Students Representing the three Top Teams in the Bird Calling Contest to Appear on the Late Show in New York City from April 20-22, 2015.
- H. Approve Field Trip for 10 PHS Students to Participate in the Junior State of America Spring State Program in Santa Clara from April 24-26, 2015.
- I. Approve School Accountability Report Card (SARC), 2012-13, for all Piedmont Schools: Beach Elementary, Havens Elementary, Wildwood Elementary, Piedmont Middle School, Piedmont High School, Millennium High School.
SARCs will be posted to the District website and the California Department of Education website once approved by the Board.
- J. Approve Updated Medical Clearance & Emergency Contact Form for PHS Department of Athletics.
- K. Approve contract for "ACOENet" for the connection to the statewide K-20 network (K12 high speed network) and related maintenance and support. Amount: \$28,500.00. Funding Source: General Fund.
- L. Approve Proposal between Piedmont USD and Total Compensation Systems, Inc. in the amount of \$4,900 for the purpose of an actuarial evaluation to satisfy Governmental Accounting Standards Board (GASB) 45 requirements. Funding Source: General Fund
- M. Approve Contract between Piedmont USD and Arbitrage Compliance Specialists, Inc. in the amount of \$2,900, to review arbitrage compliance on General Obligation Bonds, Election of 2006, Series C, and 2009 General Obligation Refunding Bonds. Funding Source: Bond Fund

- N. Ratify Contract between Piedmont USD and Axiom Analytix in the amount of \$2,000 for the non-block grant mandate reimbursement services. General Fund
- O. Approve 2015-16 Independent Contractor Agreement Between Piedmont USD and Jessica Lahey for services to be provided on November 17, 2015 for the Education Speaker Series in the 2015-16 school year. Amount: \$4,000. Funding Source: Piedmont Adult School. These funds were raised by the Education Speaker Series and deposited with the Adult School.
- P. Approve 2015-16 Independent Contractor Agreement Between Piedmont USD and Shauna Shapiro for services to be provided on September 15, 2015 for the Education Speaker Series in the 2015-16 school year. Amount: \$3,500. Funding source: Adult School. These funds were raised by the Education Speaker Series and deposited with the Adult School.
- Q. Ratify Contract between Piedmont USD and Homestead Design Collective in the amount of \$6,500 for the purpose of landscape design for Havens School. Funding Source: Modernization
- R. Ratify 2014-15 Independent Contractor Agreement between Piedmont USD and Megan Hernandez to serve in the capacity as Piedmont High School Assistant Athletic Director and Water Polo coach. Amount: \$18,304. Funding Source: PHS Athletics
- S. Ratify Independent Contractor Agreement between Piedmont USD and Avi Black to serve as a Contractor for Service Learning Projects at Piedmont High School. Amount: \$4,000. Funding Source: PHS Parents Club
- T. Ratify Independent Contractor Agreement between Piedmont USD and Rich Fongheiser, a Musician, for the Piedmont High School student musical performance, *Footloose*. Amount: \$500. Funding Source: High School Drama Program
- U. Ratify Independent Contractor Agreement between Piedmont USD and Adam Thompson, a Musician for the Piedmont High School student musical performance, *Footloose*. Amount: \$500. Funding Source: High School Drama Program
- V. Ratify Independent Contractor Agreement between Piedmont USD and East Bay Music/Cue Productions to provide Audio Support services for the Piedmont High School student musical performance, *Footloose*. Amount: \$3,510.40. Funding Source: High School Drama Program
- W. Ratify Independent Contractor Agreement Between Piedmont USD and Abby Medcalf for Speaker services provided on March 24, 2015 for the Education Speaker Series. Amount: \$500. Funding source: Adult School.
- X. Ratify Independent Contractor Agreement between Piedmont USD and Virginia Rush Sabiston Frank to serve as an Open Session Trainer at Piedmont High School. Amount: \$750. Funding Source: PHS Parents Club
- Y. Ratify Independent Contractor Agreement between Piedmont USD and Premiere Protective Services to serve as Security for the ASB Student Dance at Piedmont High School on March 27, 2015. Amount: \$650. Funding Source: PHS / ASB
- Z. Ratify Independent Contractor Agreement between Piedmont USD and Traveling Joe Espresso Catering to serve as a Caterer

at Piedmont Middle School on May 4, 2015. Amount: \$511.
Funding Source: PMS / PRA

- AA. Ratify Independent Contractor Agreement between Piedmont USD and Jaclynn Davis to serve as a Guest Speaker at Millennium High School on April 1, 2015. Amount: \$100. Funding Source: PUSD Wellness Center
- BB. Ratify Contract between Piedmont USD and Sign Co USA in the amount of \$274.38 for the purpose of producing and installing ADA compliant signage at Piedmont High School. Funding Source: Modernization
- CC. Ratify Contract between Piedmont USD and H.A. Bowen Electric in the amount of \$8,890.00 for the purpose of installation services for ceiling fan project at Wildwood Elementary School. Funding Source: Modernization
- DD. Ratify Contract between Piedmont USD and Pacific Power & Systems, Inc. in the amount of \$22,773 for the purpose of installation services for ceiling fan project at Beach Elementary School. Funding Source: Modernization
- EE. Ratify Contract between Piedmont USD and City Electric Service Inc. in the amount of \$11,675 for the purpose of installation services for ceiling fan project at Havens Elementary School. Funding Source: Modernization
- FF. Approve 18 Independent Contractor Agreements for Piedmont Middle School Diversity Day to cover speakers' fees. Total amount of all Agreements: \$7,150. Funding Source: PMS / ASB
- GG. Approve one amendment to an Independent Service Agreement with Spectrum Center, to provide nonpublic services to one student, effective January 1, 2015 through June 30, 2015, at a total cost not to exceed \$3,250.50. Funding: Special Education
- HH. Approve one reimbursement to parent of one student, for nonpublic services to one student, effective January 1, 2015 through June 30, 2015, at a total cost not to exceed \$904.59. Funding: Special Education
- II. Approve one reimbursement to parent of one student, for nonpublic services to one student, effective January 1, 2015 through June 30, 2015, at a total cost not to exceed \$5,958.15. Funding: Special Education

XI. FUTURE BOARD AGENDA ITEMS

Mr. Raushenbush would like to get an update on the evaluation process and would like to see an item about a master assignment schedule.

President Swenson announced that there will be no Board of Education meeting in July.

—————> SUBJECT TO CHANGE <—————

- PMS/PHS/MHS Math Courses – First Reading (May 13)
- Elementary Math Curriculum Adoption – First Reading (May 13)
- Elementary Math Curriculum Adoption – Second Reading (May 27)
- LCAP Update (May 27)
- First Reading of 2015-16 Budget (June 10)
- LCAP – First Reading (June 10)

- Adopt 2015-16 Budget (June 24)
- LCAP – Second Reading (June 24)

ADJOURNMENT

The meeting was adjourned at 8:54 p.m.

ANDREA SWENSON
Board President, Piedmont Unified School District
Board of Education

CONSTANCE HUBBARD
Secretary, Piedmont Unified School District
Board of Education

ROUTE TO THE GOVERNING BOARD

FROM 04/01/2015 TO 04/30/2015

UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED			%	ENCUMBERED	UNENCUMBERED	
		CURRENT	YEAR TO DATE				BALANCE	%
80xx Revenue	17,517,763.00	1,416.24	11,992,129.97	68.4	0.00	5,525,633.03	31.5	
81xx FEDERAL REVENUE	560,263.00	0.00	185,942.00	33.1	0.00	374,321.00	66.8	
82xx OTHER FEDERAL REVENUE	104,702.00	0.00	42,464.00	40.5	0.00	62,238.00	59.4	
83xx OTHER STATE REVENUE	87,607.00	0.00	46,205.50	52.7	0.00	41,401.50	47.2	
85xx OTHER STATE REVENUE	924,579.00	115,403.30	633,638.74	68.5	0.00	290,940.26	31.4	
86xx OTHER LOCAL REVENUE	13,806,751.00	110,834.44	8,591,860.23	62.2	0.00	5,214,890.77	37.7	
87xx OTHER TRANSFER IN	1,111,878.00	0.00	829,842.00	74.6	0.00	282,036.00	25.3	
TOTAL: 8xxx	34,113,543.00	227,653.98	22,322,082.44	65.4	0.00	11,791,460.56	34.5	
11xx Certificated Salaries	13,312,969.00	1,210,816.64	10,888,727.70	81.7	2,344,406.97	79,834.33	.5	
12xx Counselors/Psych/Nurse/Librari	1,377,537.00	132,423.19	1,161,011.07	84.2	261,446.40	44,920.47	.0	
13xx Cert Salaries-Admin/Supervisor	1,940,429.00	155,581.57	1,589,963.28	81.9	310,554.68	39,911.04	2.0	
19xx Other Certificated Salaries	401,328.00	33,100.01	315,217.07	78.5	65,036.38	21,074.55	5.2	
TOTAL: 1xxx	17,032,263.00	1,531,921.41	13,954,919.12	81.9	2,981,444.43	95,899.45	.5	
21xx Class Sal/ParaEducator	2,439,699.00	232,528.05	2,007,994.17	82.3	411,379.00	20,325.83	.8	
22xx Classified Support Salaries	1,199,039.00	96,324.57	993,946.08	82.8	190,632.86	14,460.06	1.2	
23xx Class Sal/Administrator/Superv	232,395.00	23,243.18	188,976.42	81.3	44,329.02	910.44	.0	
24xx Class Sal/Clerical&Othr Office	1,384,537.00	114,035.82	1,123,450.81	81.1	231,196.36	29,889.83	2.1	
29xx Other Classified Salaries	161,923.00	42,760.97	138,099.49	85.2	18,241.94	5,581.57	3.4	
TOTAL: 2xxx	5,417,593.00	508,892.59	4,452,466.97	82.1	895,779.18	69,346.85	1.2	
31xx STRS	1,528,820.00	132,341.48	1,089,498.96	71.2	259,959.22	179,361.82	11.7	
32xx PERS	551,984.00	50,781.73	541,888.87	98.1	101,471.28	91,376.15	.0	
33xx SOCIAL SECURITY	615,525.00	59,915.14	636,282.57	100.0	109,462.15	130,219.72	.0	
34xx HEALTH & WELFARE	3,658,400.00	348,417.28	3,147,496.61	86.0	695,289.56	184,386.17	.0	
35xx STATE UNEMPLOYMENT INSURANCE	10,881.00	1,022.69	6,158.37	56.5	1,930.11	2,792.52	25.6	
36xx WORKERS COMPENSATION INSURANCE	379,933.00	39,265.53	396,522.41	100.0	74,119.73	90,709.14	.0	
37xx OPEB	475,000.00	25,612.96	300,625.03	63.2	0.00	174,374.97	36.7	
38xx PERS REDUCTION	0.00	1,416.24	4,345.84	100.0	2,836.14	7,181.98	.0	
TOTAL: 3xxx	7,220,543.00	658,773.05	6,122,818.66	84.7	1,245,068.19	147,343.85	.0	
41xx Approved Textbooks	183,223.00	46,714.77	112,885.01	61.6	7,109.20	63,228.79	34.5	
42xx Books and Othr Ref Materials	39,106.00	742.65	9,153.34	23.4	19,024.73	10,927.93	27.9	
43xx Materials and Supplies	1,440,883.00	76,987.53	930,716.74	64.5	101,107.43	409,058.83	28.3	
44xx Non-Capitalized Equipment	809,929.00	82,993.72	581,477.89	71.7	9,860.88	218,590.23	26.9	
TOTAL: 4xxx	2,473,141.00	207,438.67	1,634,232.98	66.0	137,102.24	701,805.78	28.3	
52xx Travel and Conference	380,751.00	19,310.07	349,493.61	91.7	16,167.41	15,089.98	3.9	
53xx Dues and Memberships	63,460.00	10,741.09	62,010.29	97.7	2,550.00	1,100.29	.0	

ROUTE TO THE GOVERNING BOARD

FROM 04/01/2015 TO 04/30/2015
UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED			%	ENCUMBERED	UNENCUMBERED	
		CURRENT	YEAR TO DATE				BALANCE	%
54xx INSURANCE	174,825.00	83,098.00	174,824.99	99.9	0.00	0.01	.0	
55xx Operation and Housekeeping Svc	497,300.00	34,446.90	372,444.34	74.8	316.71	124,538.95	25.0	
56xx Rntls,Leases,Repair,Noncapital	349,062.00	17,937.19	253,832.03	72.7	84,440.83	10,789.14	3.0	
58xx Prof/Consulting Svcs/Operating	2,658,071.00	127,259.75	1,483,905.70	55.8	1,133,675.19	40,490.11	1.5	
59xx Communications	64,076.00	2,749.59	29,576.17	46.1	28,661.80	5,838.03	9.1	
TOTAL: 5xxx	4,187,545.00	295,542.59	2,726,087.13	65.0	1,265,811.94	195,645.93	4.6	
TOTAL: 1xxx - 5xxx	36,331,085.00	3,202,568.31	28,890,524.86	79.5	6,525,205.98	915,354.16	2.5	
62xx Building & Builing Improvement	10,475.00	0.00	10,475.00	100.0	0.00	0.00	.0	
64xx Equipment	128,393.00	0.00	128,392.75	99.9	0.00	0.25	.0	
TOTAL: 6xxx	138,868.00	0.00	138,867.75	99.9	0.00	0.25	.0	
TOTAL: 1xxx - 6xxx	36,469,953.00	3,202,568.31	29,029,392.61	79.5	6,525,205.98	915,354.41	2.5	
76xx INTERFUND TRANSFER/OTHER USES	345,463.00	0.00	0.00	.0	0.00	345,463.00	100.0	
TOTAL: 7xxx	345,463.00	0.00	0.00	.0	0.00	345,463.00	100.0	
TOTAL: 1xxx - 7xxx	36,815,416.00	3,202,568.31	29,029,392.61	78.8	6,525,205.98	1,260,817.41	3.4	

ROUTE TO THE GOVERNING BOARD

FROM 04/01/2015 TO 04/30/2015

UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

Summary

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED		%	ENCUMBERED	UNENCUMBERED	
		CURRENT	YEAR TO DATE			BALANCE	%
TOTAL INCOME (8000 - 8999)	34,113,543.00	227,653.98	22,322,082.44	65.4	0.00	11,791,460.56	34.5
TOTAL: 1xxx - 5xxx	36,331,085.00	3,202,568.31	28,890,524.86	79.5	6,525,205.98	915,354.16	2.5
TOTAL: 1xxx - 6xxx	36,469,953.00	3,202,568.31	29,029,392.61	79.5	6,525,205.98	915,354.41	2.5
TOTAL: 1xxx - 7xxx	36,815,416.00	3,202,568.31	29,029,392.61	78.8	6,525,205.98	1,260,817.41	3.4
TOTAL EXPENSES (1000 - 7999)	36,815,416.00	3,202,568.31	29,029,392.61	78.8	6,525,205.98	1,260,817.41	3.4

PIEDMONT UNIFIED SCHOOL DISTRICT

Piedmont, CA 94611

May 4, 2015

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	STATE SCHOOL FACILITIES FUND	CAPITAL FAC SPEC RESERV FUND
01/05/15	427-434	\$ 19,775.92	\$ 694.00	\$ 10,281.13	\$ -	\$ -	\$ 22,454.15	\$ -
01/07/15	435-442	\$ 15,795.59	\$ 9,051.74	\$ 16.20	\$ -	\$ -	\$ 926.50	\$ -
01/08/15	443-449	\$ 35,221.27	\$ 4,486.65	\$ -	\$ -	\$ -	\$ 1,642.68	\$ -
01/12/15	450-458	\$ 334,527.51	\$ 553.83	\$ -	\$ -	\$ -	\$ -	\$ -
01/14/15	459-467	\$ 60,806.39	\$ 205.01	\$ -	\$ -	\$ -	\$ 1,333.44	\$ -
01/15/15	468-476	\$ 83,581.74	\$ 4,650.00	\$ 180.00	\$ -	\$ -	\$ 3,950.00	\$ -
01/16/15	477-480	\$ 17,275.66	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01/20/15	481-489	\$ 30,356.74	\$ 63.06	\$ 176.00	\$ -	\$ -	\$ 10,485.00	\$ 12,500.00
01/23/15	490-495	\$ 1,712,053.34	\$ -	\$ 1,526.19	\$ -	\$ -	\$ -	\$ -
01/26/15	496-504	\$ 11,487.62	\$ -	\$ 2,848.24	\$ 2,800.00	\$ -	\$ 962.13	\$ 222.97
01/27/15	505-509	\$ 150,047.42	\$ -	\$ 2,012.46	\$ -	\$ -	\$ -	\$ -
02/02/15	510-520	\$ 329,457.55	\$ 360.37	\$ 1,342.63	\$ -	\$ -	\$ -	\$ -
02/05/15	521-529	\$ 36,036.99	\$ 5,876.19	\$ -	\$ -	\$ -	\$ -	\$ -
02/09/15	530-542	\$ 375,273.64	\$ 29.27	\$ 17,084.18	\$ -	\$ -	\$ 350.00	\$ -
02/12/15	543-553	\$ 53,425.19	\$ 472.85	\$ 12,033.97	\$ -	\$ -	\$ 163.50	\$ -
02/18/15	554-563	\$ 73,515.31	\$ 544.08	\$ 14.86	\$ 1,239.88	\$ -	\$ 1,613.20	\$ -
02/23/15	564-575	\$ 1,672,363.25	\$ 6,411.40	\$ 9,720.29	\$ 70,179.88	\$ 10,475.00	\$ 1,189.25	\$ -
02/25/15	576-581	\$ 10,057.14	\$ -	\$ -	\$ -	\$ -	\$ 11,076.63	\$ 68,817.15
03/02/15	582-593	\$ 64,457.42	\$ 364.61	\$ 287.92	\$ -	\$ -	\$ 16,177.86	\$ -
03/05/15	594-603	\$ 380,446.40	\$ -	\$ 14,817.19	\$ 3,100.90	\$ -	\$ 30,476.99	\$ -
03/09/15	604-613	\$ 40,535.64	\$ 52.00	\$ -	\$ 6,993.00	\$ -	\$ -	\$ -
03/10/15	614-619	\$ 8,827.83	\$ 385.00	\$ -	\$ -	\$ -	\$ -	\$ -
03/12/15	620-628	\$ 54,435.96	\$ 1,493.58	\$ -	\$ 20,889.00	\$ -	\$ 1,189.00	\$ -
03/16/15	629-635	\$ 13,321.05	\$ -	\$ 8,239.16	\$ -	\$ -	\$ -	\$ -
03/18/15	636-641	\$ 28,154.59	\$ 16.71	\$ 10,860.96	\$ -	\$ -	\$ -	\$ -
03/23/15	642-653	\$ 62,516.34	\$ 277.84	\$ 172.75	\$ 10,000.00	\$ -	\$ -	\$ -
03/24/15	654-661	\$ 1,659,197.39	\$ 155.66	\$ -	\$ 35.43	\$ -	\$ 15,603.81	\$ -
03/25/15	662-666	\$ 9,343.33	\$ -	\$ 77.69	\$ -	\$ -	\$ -	\$ -
03/26/15	667-670	\$ 69,962.16	\$ -	\$ -	\$ -	\$ -	\$ 4,237.92	\$ -

Board Meeting of
May 13, 2015

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

I. SUPPORT INFORMATION

It is recommended that the Board of Education accept the following donations:

Donation from Cathy & Mark Glazier in the amount of \$1,615 for two benches for the Eileen Rohmer Memorial Garden.

Donation from Paul & Andrea Swenson in the amount of \$1,620 for two benches for the Eileen Rohmer Memorial Garden.

II. RECOMMENDATION: ACTION

Accept donations

CH/ss

FROM: Constance Hubbard, Superintendent

SUBJECT: **ACCEPT DONATION**

I. SUPPORT INFORMATION

It is recommended that the Board of Education accept the donation from Brendan and Robin Smith of a William Knabe & Company grand piano (serial number 186862) in excellent condition and valued by its owners at \$5,000.

II. RECOMMENDATION: ACTION

Accept donation

CH/ss

PIEDMONT UNIFIED SCHOOL DISTRICT

Resolution No. 12-2014-15

DECLARATION OF SURPLUS PROPERTY

WHEREAS, the Board of Education of the Piedmont Unified School District of Alameda County, State of California, a public corporation, is the governing body of said District; and,

WHEREAS, the District has property which is surplus to its needs and of insufficient value; and

WHEREAS, Education Code Section 17545 allows a district with items surplus to the district to be sold by public sale or disposed of; and

WHEREAS, said items do not exceed \$2,500 in present value,

NOW, THEREFORE, BE IT RESOLVED that in accordance with California Education Code Section 17545, this Board, by unanimous vote, empowers the Superintendent or designee of the Piedmont Unified School District, to sell at a private sale or dispose of the items listed on Exhibit A attached.

BE IT FURTHER RESOLVED that, in accordance with California Education Code Section 17547, monies received from said sale shall be placed in the General Fund.

PASSED AND ADOPTED by the following vote of the Piedmont Unified School District Board of Education this 13th day of May, 2015:

AYES:

NOES:

ABSTAIN:

ABSENT:

I certify that the above Resolution was adopted and passed by the Board of Education on the date indicated above.

Constance Hubbard
Secretary to the Board of Education
Piedmont Unified School District
Alameda County, State of California

**ATTACHMENT A
To Resolution 12-2014-15**

Item Description	Age	Condition	Estimated Value
Weber 7' New York Grand Piano, Serial #22414	Circa 1880	Extremely Poor	Negligible
Weber 6' Baldwin Grand Piano, Serial #K43462	Circa 1930	Extremely Poor	Negligible
Kimball 3'6" Spinet Piano, Serial #986036		Extremely Poor	None

PIEDMONT UNIFIED SCHOOL DISTRICT

Resolution No. 13-2014-15

THE EDUCATION PROTECTION ACCOUNT

- WHEREAS,** the voters of California approved Proposition 30 on November 6, 2012; and
- WHEREAS,** Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and
- WHEREAS,** the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and
- WHEREAS,** before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and
- WHEREAS,** if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within 10 days preceding the end of the fiscal year; and
- WHEREAS,** all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and
- WHEREAS,** monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and
- WHEREAS,** a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and
- WHEREAS,** the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and
- WHEREAS,** the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and
- WHEREAS,** each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Piedmont Unified School District; and
2. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Piedmont Unified School District has determined to spend the monies received from the Education Protection Act in the form of salaries for personnel who provide direct instruction to students in order to maintain the District's current course offerings.

PASSED AND ADOPTED by the Governing Board of the Piedmont Unified School District on this 13th day of May, 2015, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

I certify that the above Resolution was adopted and passed by the Board of Education on the date indicated above.

Constance Hubbard, Secretary to the
Board of Education of the
Piedmont Unified School District
Alameda County, California

Piedmont City Unified School District
Education Protection Account Expenditure Summary
Fiscal Year 2014-15
General Fund, Resource 1400

Description	Function	Amount
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	3,044,020.00
Instruction-Related Services		
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
County Office of Education Only		
County Services to Districts (without regard to Function) (Goal 8600)	various	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		3,044,020.00
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance (Objects 9791-9795)		0.00
Revenue Limit Sources (Object 8012)		3,044,020.00
TOTAL AVAILABLE		3,044,020.00
BALANCE (Total Available minus Expenditures & Other Financing Uses)		0.00