

TO: Board of Education

FROM: Constance Hubbard, Superintendent

SUBJECT: RESOLUTION 09-2012-13 “PROPOSING A QUALIFIED SPECIAL TAX AND ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER MEASURE A”

I. **SUPPORT INFORMATION**

Attached is the draft of the Resolution that calls for an election on March 5, 2013 for the renewal/continuance of the current School Support Tax, Measure B, that expires on June 30, 2014. It is anticipated that the Registrar of Voters will assign it as Measure A.

The Board provided opportunities for public input at Regular Board meetings on October 10 and 24, 2012. Staff met with various groups including the Parcel Tax Advisory Committee, the Budget Advisory Committee, the Piedmont Educational Foundation, and parent groups to get input to provide to the Board. The public was also invited to provide input for consideration via email directly to the Superintendent and Board members. Staff also consulted with Tramutola Advisors, expert elections consultants. A Planning Team consisting of: Board Members, Rick Raushenbush, Ray Gadbois; Campaign Chairs, Doug Ireland and Katie Korotzer; community members: Bill Drum, Jon Elliot, Mary Ireland, Anne-Marie Lamarche, Conna McCarthy, June Monach, Sue Smegel, Amal Smith; and the Superintendent and two Assistant Superintendents was formed in May. The Planning Committee reviewed the input received from the community, the data provided by a professional poll ordered through Tramutola Advisors, and consultation by Larry Tramutola in the development of the recommendations that will be provided this evening.

Also included for reference are the Guiding Principles for Multi-year Budget Development approved by the Board in February 2011. These Principles are the basis for budget development used by staff.

The following addresses the District’s approach to local support for the District’s budget:

Work collaboratively with parents, support groups and the community to maintain the local support needed to offer a high quality educational program for all students, and to advance the District’s commitments and goals over time. Over the long term, stabilize the local taxpayers’ share (percentage) of funding the District’s budget by reducing the growth rate of local parcel taxes.

The attached resolution includes the key components as listed that the Board, at the October 24, 2012 Board meeting, directed staff to bring this evening for consideration.

Resolution 09-2012-13

- Proposes the continuation of Measure B at its authorized rate to begin on July 1, 2014.

- Include provisions for a hardship exemption for home owners who reside in their home and are eligible to receive Supplemental Security Income (SSI) as part of the Federal Social Security program benefits.
- Calls for a citizen's oversight group to make annual reports to the Board of Education at the first required Public Hearing prior to the annual levy of the School Support Tax for the subsequent year.
- It does not include provisions for an inflation escalator as part of the annual levy. There is opportunity for the Board to include a 2% annual inflation factor as discussed.
- Does not include a date for the tax to expire.

The purpose of the tax is to provide long-term stable funding for programs for students, such as counseling, library services, lower class sizes, music and art education, advanced placement classes, and to attract and retain qualified staff. The total revenue of \$9.5 M will allow the District resources to match the National average for spending per pupil. It is anticipated that the Measure will be assigned "A" as it appears on the ballot.

The Board directed staff to bring an additional measure for consideration that would generate the amount of revenue that equaled the "trigger cuts" set to be implemented in the event that State Proposition 30 was not approved by the voters on November 6, 2012. Because Proposition 30 passed, per statute the trigger cuts are not to be imposed so no additional measure is being brought for consideration at this time.

The Board is requested to review the recommendation presented by the School Support Tax Planning Committee and to provide direction to the Superintendent for the final resolution to be presented for approval at the Special Board Meeting on November 28, 2012.

The public will have an opportunity to comment prior to the Board providing direction.

II. **RECOMMENDATION: REVIEW AND ACTION**

Review and provide direction to the staff for the final Resolution to be brought back for Board approval on November 28, 2012 Special Board Meeting.

Attachment

**PIEDMONT UNIFIED SCHOOL DISTRICT
Piedmont, California 94611**

RESOLUTION 09-2012-13

DRAFT – November 14, 2012

**PROPOSING A QUALIFIED SPECIAL TAX AND
ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER**

WHEREAS, the Board of Education (the “Board”) believes that a qualified special tax (also referred to herein as the “School Support Tax”) is necessary to maintain quality education for the students of Piedmont Unified School District (the “District”); and

WHEREAS, Section 4 of Article XIII A and Section 2 of Article XIII C of the California Constitution and Sections 50075, 50076, 50077, 50079 and 53722 *et seq.* of the California Government Code authorize a school district, upon approval of two-thirds of the electorate voting on the measure, to levy a qualified special tax for specified purposes following notice and a public hearing; and

WHEREAS, the residents of the Piedmont Unified School District have supported District parcel taxes for twenty seven (27) years, with the knowledge that this support has proved crucial in maintaining the District’s excellent programs and staff, and as a crucial and long-term safeguard against the uncertainties of State funding; and

WHEREAS, the District wishes to guarantee a stable and long-term source of base revenue through an ongoing school support tax; and

WHEREAS, the proposed School Support Tax will continue the parcel tax currently authorized in Measure B, with no escalator clause to adjust the amount of the levy in the future; and

WHEREAS, the Board of Education will continue accountability and transparency in School Support Tax expenditures at an annual and noticed public hearing (“Annual Hearing”); and

WHEREAS, at this Annual Hearing, the Board of Education will also carefully review the programmatic needs of the District for the following fiscal year, and set the amount of the tax levy only after engaging in a process of community consultation, which will include two public hearings, and a review of the report and recommendations by a subcommittee of the long-standing District Budget Advisory Committee. The subcommittee is open to all community members and shall be comprised of tax-paying residents appointed annually by the Board of Education President and Vice-President; and

WHEREAS, previous State and Federal funding have been inadequate and uncertain to meet the ongoing objectives of maintaining high academic achievement for all students of the District and the Board has no assurance that future State and Federal funding will permit the District to meet these objectives; and

WHEREAS, in response to these reductions and uncertainties, the Board has in recent years endeavored to reduce District costs and expenses in a manner that serves to minimize the impact on important academic programs for students; and

WHEREAS, an adequately-funded and well-developed public education program provides numerous benefits and advantages to all of the residents of the community; and

WHEREAS, the Board of Education has conducted a noticed public hearing, as required by law, on the question of whether or not to request the District's voters to authorize the qualified special tax to continue the academic programs and further the purposes specified below;

NOW THEREFORE, THE BOARD OF EDUCATION OF THE PIEDMONT UNIFIED SCHOOL DISTRICT HEREBY RESOLVES, DETERMINES AND ORDERS AS FOLLOWS:

Section 1. The foregoing recitals are true and correct and are incorporated herein by this reference.

Section 2. The Board has determined in its best judgment that in order to maintain quality education for all students in the District, an election is advisable and, on that basis, hereby orders the Alameda County Registrar Voters to call an election and submit to the voters of the District the question of whether to continue the District's existing qualified special tax measures.

Section 3. The School Support Tax shall be ongoing and without term, and in the amounts set forth in the attached **Exhibit A** beginning as of July 1, 2014 and assessed against each parcel of taxable land located wholly or partially within the boundaries of the District. The School Support Tax will continue the existing qualified special tax approved by the voters of the District on June 2, 2009 as Measure "B".

As used herein, the term "parcel" shall mean any unit of land located wholly or partially within the boundaries of the District that now receives a separate tax bill from the County of Alameda. All property that would otherwise be exempt from property taxes will also be exempt from the imposition of said qualified special tax.

Section 4. The date of the election shall be March 5, 2013.

Section 5. The purpose of the election shall be for the voters in the District to vote on a ballot measure, a full copy of which is attached hereto as **Exhibit A** and incorporated herein by this reference ("Measure"). As required by California Elections Code section 13247, the abbreviated form of the Measure to appear on the ballot is attached hereto as **Exhibit B** and incorporated herein by this reference.

Section 6. The Board has the authority to order the election.

Section 7. The authority for the specifications of this election order is contained in Section 5322 of the California Education Code.

Section 8. This Resolution shall stand as the order to the Alameda County Registrar of Voters to call an election within the boundaries of the District on March 5, 2013.

Section 9. The Clerk of the Board is hereby requested and directed to immediately deliver certified copies of this Resolution to the Alameda County Registrar of Voters, the Alameda County Board of Supervisors, and the Alameda County Superintendent of Schools so that it will be received by no later than December 6, 2012.

Section 10. The Alameda County Superintendent of Schools is hereby requested to deliver this Resolution, which constitutes the order of election, and a formal notice of the election, as described in Section 11 below, to the Alameda County Registrar of Voters no later than December 6, 2012. The Alameda County Superintendent of Schools is hereby requested to perform the duties under Education Code Section 5302, including calling the election, preparing recommendations, statements, or arguments for the election as required, and receiving petitions, as necessary.

Section 11. The Alameda County Superintendent of Schools is hereby requested to prepare a Formal Notice of School Parcel Tax Election (the "Notice") containing the information specified in Section 5361 of the Education Code and in substantially the form attached hereto as **Exhibit C**, and to publish and/or post the Notice as required by law.

Section 12. Pursuant to Section 5303 of the Education Code, the Alameda County Registrar of Voters is hereby requested to take all steps incident to the preparation for and the holding of the election in accordance with law and these specifications. The Board requests that the Registrar of Voters deliver a copy of all published notices to the Clerk of this Board pursuant to Section 12113 of the Elections Code.

Section 13. The Board of Supervisors of Alameda County is authorized to canvass the returns of the election pursuant to Section 10411 of the Elections Code.

Section 14. In accordance with Education Code section 5342 and Elections Code section 10402.5, it is hereby requested that the Alameda County Registrar of Voters and the Alameda County Board of Supervisors consolidate the election ordered by the Resolution with any and all other elections to be held on March 5, 2013 and within the District.

Section 15. Subject to two-thirds approval of the voters, the School Support Tax shall become effective as of July 1, 2014 and be collected by the Alameda County Tax Collector, as applicable based on parcel location, at the same time, in the same manner, and subject to the same penalties as general *ad valorem* property taxes collected by said tax collector. The special tax and penalty shall bear interest at the same rate as the rate for unpaid *ad valorem* property taxes until paid.

Section 16. The members of the Board, the Superintendent of the District, and officers of the District are hereby authorized and directed, individually and collectively, to do any and all things and to execute, deliver, and perform any and all agreements and documents that they deem necessary or advisable in order to effectuate the purposes of this Resolution including, without limitation, preparing and submitting for inclusion in the voter information pamphlet an argument in favor of passage of the Measure. All actions taken by the officers and agents of the District that are in conformity with the purposes and intent of this Resolution are hereby ratified, confirmed, and approved in all respects by adoption of this Resolution.

Section 17. The members of the Board, the Superintendent of the District, and officers of the District are hereby requested and directed, individually and collectively, to provide accountability measures pursuant to Government Code Section 50075.1 including, but are not limited to, all of the following: (a) a statement indicating the specific purposes of the School Support Tax; (b) a requirement that the proceeds be applied only to the specific purposes identified pursuant to subsection (a); (c) the creation of an account into which the proceeds shall be deposited; and (d) an annual report, as described in Section 18 below.

Section 18. Pursuant to Section 50075.3 of the Government Code, the Board directs the Chief Business Officer of the District to file a report with the Board by January 1, 2015 and at least once a year thereafter. The annual report shall contain both of the following: (a) the amount of funds collected and expended, and (b) the status of any project required or authorized to be funded by the proceeds of the School Support Tax.

Section 19. The District's Superintendent and/or her designee are hereby authorized and directed to make any changes to the text of the Measure described in this Resolution, the abbreviated form of the Measure, or the text of this Resolution, as may be convenient or necessary to comply with the intent of this Resolution, the lawful requests of appropriate elections officials, and all applicable laws and regulations.

Section 20. The Board hereby declares, and the voters by approving this Measure concur, that every section and part of this Measure has independent value, and the Board and the voters would have adopted each provision herein regardless of every other provision herein. Upon approval of this Measure by the voters, should any part of the Measure or tax rates be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts of the measure or tax rates shall remain in full force and effect to the fullest extent allowed by law.

* * * * *

PASSED AND ADOPTED by the Piedmont Unified School District Board of Education this 28th day of November, 2012:

AYES:

NOES:

ABSTAIN:

ABSENT:

BOARD OF EDUCATION OF THE
PIEDMONT UNIFIED SCHOOL DISTRICT

By: _____
President

STATE OF CALIFORNIA
COUNTY OF ALAMEDA

I, Constance Hubbard, Secretary of the Piedmont Unified School District Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of Resolution 09-2012-13, adopted by the Board of Trustees at its special meeting, called and conducted on November 28, 2012.

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

EXHIBIT A

FULL TEXT OF SPECIAL TAX MEASURE For PIEDMONT UNIFIED SCHOOL DISTRICT

PIEDMONT SCHOOL SUPPORT TAX

This Measure may be known and referred to as the “School Support Tax”, or as Measure “A” (final designation to be assigned by the County Registrar of Voters).

To prevent local school funding from expiring and to maintain the quality of Piedmont's schools, to attract, train and retain qualified teachers, to protect programs in math, science and technology, to continue funding for music, visual and performing arts programs, and to keep textbooks and instructional technology up-to-date, shall the Piedmont Unified School District continue to levy a special tax as specified in the voter pamphlet, with all funds staying in Piedmont to benefit our schools?

PURPOSE

For over a generation, the residents of the District have approved parcel taxes to support District programs and employees. Parcel taxes have allowed the District to establish and maintain a full range of educational offerings for students, including visual arts, performing arts and music, as well as comprehensive programs in math, science and technology. The depth and range of these programs have supported student achievement and preparation for success after graduation. Student achievement scores rank among the best in the State and students are admitted to, and successful at, excellent colleges and universities. Parcel taxes have proven crucial to the District's financial health, currently providing over a third of total District revenues.

The purpose of this Measure is to continue and formalize this tradition of support in a single, continuing measure that will provide the District and its taxpayers both stability and predictability in base parcel tax support. The proposed parcel tax is called “The School Support Tax.” It will continue the existing parcel tax approved by the voters of the District on June 2, 2009 as Measure “B” that will otherwise expire as of July 1, 2014. This Measure will prevent existing school funding from expiring by continuing to provide local revenue that cannot be taken by the State and will maintain Piedmont's excellent quality of public education by attracting and retaining qualified teachers, maintaining small class sizes, and protecting instructional programs and services, including art and music, world language, advanced placement, school libraries, classroom technology and student counseling.

The Board of Education will fund all of the programs and purposes listed above unless it determines in any given year that changes in student population, fiscal constraints, or other changes in State or Federal funding make doing so infeasible or inadvisable. In any event, the Board of Education will not fund any program, purpose, or reduction, other than those listed above, from the proceeds of the special taxes.

The School Support Tax would be in effect, beginning July 1, 2014, at the rates shown below on each assessor's parcel located wholly or partially within the boundaries of the Piedmont Unified School District.

ACCOUNTABILITY PROCEDURES

(a) Annual Tax Hearing: The Board of Education will administer this continuing tax with the financial rectitude and community participation it has demonstrated in the past. Each year, as part of the annual budget adoption process, the Board will first determine the total amount of expenditures necessary to provide a superior educational program, including the specialized services and programs detailed above, and deduct therefrom the projected revenue to be gathered from sources other than this special tax.

(b) Determination of Levy: The difference, if any, between the cost of the programs and funding from other sources shall be the maximum amount of funds to be derived from the tax authorized by this Measure for such year. If the necessary funds are such that the maximum rates set forth below are not needed, then the Board of Education shall reduce these rates proportionately so that only the necessary amount of funds are raised.

(c) Notice of Tax Hearing: Prior to the levying of the special tax in any given year, the Board of Education will conduct a public hearing on the matter. Notice of the time, date, and place of hearing shall be published pursuant to Government Code section 6061 at least once in a newspaper of general circulation in the District and at least fifteen (15) days prior to the hearing. Following the public hearing each year, the Board of Education shall adopt a resolution establishing the amount of tax to be raised for that year and the rate per parcel, which shall not exceed the amounts enumerated below. Any tax levied shall become a lien upon the properties against which taxes are assessed and collectible as herein provided.

(d) Statutory Requirements: In accordance with the requirements of California Government Code sections 50075.1 and 50075.3, the following accountability measures, among others, shall apply to the special taxes levied in accordance with this Measure: (a) the specific purposes of the special tax shall be those purposes identified above; (b) the proceeds of the special tax shall be applied only to those specific purposes identified above; (c) a separate, special account shall be created into which the proceeds of the special taxes must be deposited; and (d) an annual written report shall be made to the Board of Education of the District showing (i) the amount of funds collected and expended from the proceeds of the special taxes and (ii) the status of any projects or programs required or authorized to be funded from the proceeds of the special taxes, as identified

above, and (iii) recommendation to the Board of Education as to the levy amount for the subsequent year's tax.

(e) **Parcel Tax Subcommittee:** An annual written report shall be prepared and submitted to the Board of Education by the School Support Tax Subcommittee ("Subcommittee") of the Budget Advisory Committee ("BAC"). All residents of the Piedmont Unified School District are eligible to apply for membership on the BAC on an annual basis. Members of the Subcommittee must be homeowners in the Piedmont Unified School District community and subject to the School Support Tax and not current employees of PUSD. Each year there shall be no fewer than three (3) and no more than five (5) volunteers identified by November of each year to serve on the Subcommittee. It is the responsibility of the District Superintendent or designee to verify eligibility of the volunteers. The President and Vice President of the Board of Education shall approve all nominees to the Subcommittee. The Subcommittee shall work directly with the Chief Business Officer of the District to review School Support Tax uses and report to the Board of Education at the first public hearing held each year to determine the subsequent year's levy. Members of the Subcommittee commit to regularly attend meetings of the BAC.

ADMINISTRATION OF TAX

(a) **Manner of Tax:** Subject to two-thirds approval of the voters, the qualified special tax shall become effective as of July 1, 2014 and be collected by the Alameda County Tax Collector at the same time, in the same manner, and subject to the same penalties as general *ad valorem* property taxes collected by said tax collector. The tax and penalty shall bear interest at the same rate as the rate for unpaid *ad valorem* property taxes until paid.

(b) **Tax Issues:** With respect to all general property tax matters within its jurisdiction, the Alameda County Tax Assessor or other appropriate County tax official shall make all final determinations of tax exemption or relief for any reason, and that decision shall be final and binding. With respect to matters specific to the levy of the special tax, the decisions of the District shall be final and binding. The procedures described herein, and any additional procedures established by the Board of Education, shall be the exclusive claims procedure for claimants seeking an exemption, refund, reduction, or re-computation of the special tax. The District, in coordination with the County, shall determine whether it will be the District or the County who shall determine the issue.

(c) **Supplemental Regulations:** The Board of Education may adopt such additional or supplemental procedures as it deems necessary or convenient for the administration of the special tax.

(d) **Parcel Tax Exemptions:** Parcels owned and occupied by individuals who receive Supplemental Security Income for a Disability, regardless of age, may be exempt from the tax. Individuals seeking such exemption must submit an application to the District on or before July 1 of each tax year. The District shall provide a list to the

Tax Collector on an annual basis, on or before a date established by the Tax Collector of each year, of the parcels which the District has approved for the Disability Exemption, as described herein.

RATES

The special tax shall be assessed at the following rates:

Parcel with Single Family Dwelling

0-4,999 sq. ft. lot	\$2,088/parcel
5,000-9,999 sq. ft. lot	\$2,373/parcel
10,000-14,999 sq. ft. lot	\$2,706/parcel
15,000-19,999 sq. ft. lot	\$3,107/parcel
more than 20,000 sq. ft. lot	\$3,547/parcel

Parcel with Multi-Family Dwellings

Multi-family dwellings/unit, all lot sizes) \$1,389/unit

Multiple Parcel Dwellings

\$2,281/dwelling

Commercial Property

0-10,000 sq. ft. lot	\$3,547/parcel
Commercial lots greater than 10,000 sq. ft.	\$5,305/parcel

Undeveloped Parcel

\$1,059/parcel

The uses and sizes of all parcels shall be determined according to the records of the Alameda County Tax Assessor. For parcels divided by Tax Code Area lines, the payment for the portion of the parcel within the Piedmont Unified School District shall be the same as the above square footage rates.

[Escalation Clause for Board consideration: The levies set forth above may be increased, by Board of Education action, on an annual basis by an amount not exceeding 2% of the levy. If approved, resolution to be edited to reflect changes]

PROTECTION OF FUNDING

Current law forbids any decrease in State or Federal funding to the District because of the District's adoption of a parcel tax. However, if any such funds are reduced because of the adoption of this parcel tax, then the amount of the special taxes will be reduced annually as necessary in order to restore such State or Federal funding.

EXHIBIT B

SPECIAL TAX MEASURE
For
PIEDMONT CITY UNIFIED SCHOOL DISTRICT
(Abbreviated Form) *

“To prevent local school funding from expiring and to maintain the quality of Piedmont’s schools, to attract, train and retain qualified teachers, to protect programs in math science and technology, to continue funding for music, visual and performing arts programs, and to keep textbooks and instructional technology up-to-date, shall the Piedmont Unified School District continue to levy a special tax as specified in the voter pamphlet, with all funds staying in Piedmont to benefit our schools?

Tax - Yes

Tax - No

* Limited to 75 words pursuant to California Elections Code section 13247.

EXHIBIT C

FORMAL NOTICE OF SCHOOL PARCEL TAX ELECTION

NOTICE IS HEREBY GIVEN to the qualified electors of the Piedmont Unified School District of Alameda County, California, that in accordance with the provisions of the Education Code of the State of California, an election will be held on March 5, 2013, at which election the following measure shall be submitted to the qualified electors of the District and voted upon:

"To prevent local school funding from expiring and to maintain the quality of Piedmont's schools, to attract, train and retain qualified teachers, to protect programs in math, science and technology, to continue funding for music, visual and performing arts programs, and to keep textbooks and instructional technology up-to-date, shall the Piedmont Unified School District continue to levy a special tax, as specified in the voter pamphlet, with all funds staying in Piedmont to benefit our schools? "

Tax - Yes

Tax – No

All of the purposes enumerated in the foregoing measure shall be united and voted upon as one single measure, with precincts, places of holding the elections and officers appointed to conduct the elections shall be the same as those provided in the local consolidated election, under the notice of election adopted November 28, 2012.

The County Superintendent of Schools of Alameda County, by this Notice of Election, has called the election pursuant to a Resolution of the Board of Education of the Piedmont Unified School District, adopted November 28, 2012, in accordance with the provisions of Education Code Sections 5325 and 5361.

IN WITNESS WHEREOF, I have hereunto set my hand this ____ day of November, 2012.

County Superintendent of Schools,
Alameda County, California

Beach Elementary School
Piedmont, California
Single Plan for
Student Achievement
2012-13

Beach Elementary School
Piedmont, California
Single Plan for Student Achievement
2012-2013

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Mission Statement

Beach Elementary School has adopted the Piedmont Unified School District Strategic Plan Mission Statement: *Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.* A qualified, creative, and student-oriented staff supports this mission.

We adhere to a common set of beliefs and commitments, which form the basis of the District's philosophy (BP 0100) and are implemented through annually-developed and district-adopted goals. The beliefs and commitments that form the basis of the District's philosophy are:

Beliefs

1. Every person has intrinsic worth.
2. We are responsible for our actions and our inaction.
3. Learning is a life-long journey.
4. While learning is the responsibility of the individual, education is the obligation of the community.
5. Appreciating diversity strengthens community.
6. When an individual's gifts are shared, community is strengthened.
7. The potential for individual success exists in every person.
8. Enjoyment enhances life.
9. Meaningful endeavors grow from passion, courage, commitment, and compassion.
10. Family and friends are fundamental to personal well-being.
11. Open-mindedness and responsiveness to change are essential to growth and renewal.

Commitments

- We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont Schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender,

language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.

- We are committed to fostering an educational program that prepares our students to live in a diverse world, acknowledge and appreciate cultural differences, understand the significance of socioeconomic inequalities, recognize the existence of biases and discrimination, identify conflicts and options for resolution, and take action for positive change.
- We are committed to advancing the beliefs, commitments, vision, and goals of our school system by working collaboratively and allocating and effectively managing limited resources.

School Profile

Beach School has an enrollment of 360 students in grades transitional Kindergarten through 5th grade, with 152 females and 208 males. The ethnic breakdown of our student population is: White: 60.7%, Asian 10.8%, Hispanic 8.8%, Black 1.4%, and students with two or more races 18.2%. Class sizes are 23 or lower in grades K-5. We have 16 classrooms this year, and in addition we have two Home Base classes for Intensive Language Support. We have 63 staff members, 33 certificated and 30 classified.

The school district, with supplemental funding from the parent club, provides the following program specialists: reading resource, math resource, counseling, technology, physical education, vocal and instrumental music, school psychologist, speech and language therapist, nurse, librarian, occupational therapist, resource specialist and English Language Development specialist. All classrooms have instructional para-educators for the equivalent of one hour a day.

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

EQUAL OPPORTUNITY AND ACCESS

A Student Study Team comprised of classroom teachers, resource teachers and the district school psychologist meets twice a month (more often if requested) to consider the needs of students and ensure all students the opportunity to participate in high-quality curricular and extracurricular activities. Teachers and parents can refer students to the Student Study Team at any time during the year. The special needs of students are discussed, information from parents is shared, and

recommendations may be made for students to receive assistance from resource personnel, or to be assessed for inclusion in the special education program. Resource specialist, speech and language and hearing impaired programs are available to students with exceptional needs. The reading resource teacher, the counselor, enrichment teachers, teacher-librarians and other staff members may offer support and enrichment activities for a student.

A broad range of special education programming is available to students who have been identified and found eligible for services by a multi-disciplinary assessment team. Students qualifying for special education services are typically served the majority of their day in the general education classroom.

Specialized services in the general education program include reading resource, math resource, and counseling. The population served by these programs is variable, and changes based on assessment throughout the year.

English Learner Program, E.L.

There are 8 students who are identified as English Learners and who receive services. An additional 12 students have been reclassified as English proficient, and are part of a two year monitoring program to follow progress. The English Language Development specialist works with students and serves as resource to classroom teachers to provide additional and appropriate instructional opportunities for students developing fluency in English. Economic Impact Aid funds this program. All classroom teachers have been trained in skills to assist English language learners and possess CLAD or equivalent credentials.

Gifted and Talented

Students in third grade are given the option of taking the OLSAT (Otis Lennon School Abilities Test), a group administered standardized measure. Students scoring in the 9th stanine on any 2 sections will be considered eligible for GATE identification. Students with GATE identification are eligible for cluster grouping and to receive a written plan specifying the differentiation strategies used to enhance their learning beginning in fourth grade.

The district's program serves GATE students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. At the elementary level, programming primarily consists of in-class differentiation and enrichment activities. In addition, elementary GATE identified students with advanced mathematics aptitude are eligible to receive supplemental instruction from the elementary math specialist. Prior to formal identification, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Gate Study Team. The team will review the needs

of the child and consider appropriate accommodations in the classroom.

Special Education

When students have been referred for special education services, their Individual Educational Programs (IEPs) are coordinated with regular instruction and are provided with minimum disruption to the students' participation in the regular classroom. Resource teachers, special education instructional aides, classroom teachers and School Improvement Program aides coordinate the instructional program to help the child with special needs succeed in the regular classroom.

Students who qualify for special education participate in the regular class program and receive individual or small group instruction from special education staff. Resource programs available at our school include: Intensive Language Program, Resource Specialist, English Language Development, Occupational Therapy, Hearing Impaired, Speech and Language Therapy, and Adaptive P.E. Reading Resource and Math Specialists are also available to assist classroom teachers and instruct small groups of students.

Social Skills Groups are available at lunch on that integrate general education and special education students

PARENT INVOLVEMENT

Funding from the Beach Parents Organization (BPO) makes it possible to extend the hours of our technology curriculum teacher and our school counselor, and to provide science, art and math resource teachers as well as funds for art and science supplies. BPO, in partnership with the Beach Dad's Club, contributes funding and labor for capital improvements at our school site. Parent volunteers make a significant positive impact on the school. They assist as classroom helpers, library volunteers, noon game monitors, field trip drivers and coordinate a host of special projects that benefit our students. A hot lunch program is provided daily by Children's Choice and served by parent-volunteers. Parents and faculty meet formally at Back to School Night in September, at fall and spring conferences, and at Open House, which will be held in February this year. Attendance at these events is very high. Fundraising and community building events occur throughout the year.

Both the Piedmont Language School and the Beach Parents Organization sponsor classes outside of the regular school day on our campus and the school also functions as a community facility for Adult Education classes, scout meetings and special events.

Parents are invited to participate in parent education activities and consistently receive relevant information concerning school program and its effects on children. Communication forms include an orientation meeting for newcomers, weekly newsletters, monthly Parents Club meetings, monthly Dads' Club meetings, parent teacher conferences, bulletin board displays in the front entrance, School Board summaries and district, school and some classroom websites.

Membership in community support groups is open to all parents. PRAISE (Parents, Resources and Advocacy in Special Education) is a parent organization with interest in special education. Meetings provide speakers and forums for parent interaction. CHIME (Citizens Highly Interested in Music Education) and PAINTS (Promote Arts in the Schools) are two parent organizations designed to provide support for the visual and performing arts. Piedmont's Appreciating Diversity Committee (PADC) provides a film series throughout the year that addresses topics relating to diversity. Piedmont Asian American Club (PAAC) sponsors events that highlight Asian cultures and provides forums for discussion. Piedmont Gifted and Talented Parent Support (GPS) sponsors GATE related activities and events and provides forums for discussion.

Parents are kept informed of emergency procedures. Disaster preparedness is ongoing. BPO replenishes emergency food and water supplies annually. Emergency Drills are held monthly. District Disaster Drills are scheduled annually in the fall to practice emergency procedures. A comprehensive School Safety Plan is reviewed annually.

SCHOOL CLIMATE

At Beach Elementary we seek to provide a nurturing environment where all are respected. Our playground and campus rules follow these guidelines: Be Safe. Show Care and Concern for Each Other, the Property of Others and the Property of our School. We have a positive student recognition program called "Be the One" to promote strong choices and good decision making.

Children are encouraged to Speak Up if they see anyone being hurt physically or emotionally. Additionally we ask that students walk for all transitions and behave in a manner conducive to learning when inside the building.

We foster a positive playground climate and intervene to prevent and stop bullying behavior through class meetings, assemblies, and discussions. In addition to this, we have a progression of consequences in place to address infractions of the school rules.

Our fifth grade service positions provide opportunities for students to have direct positive influence on our school climate. Classes participate in a buddy program that pair older and younger children in a mentoring relationship. Beach School participates in a Go Green Initiative to help make students aware of their role in the health of our environment locally and globally.

Our waste reduction program includes separating waste into green waste/ compost, paper and other recyclables and landfill.

TEACHING AND LEARNING

Beach School provides a rich environment for students to learn and grow academically. Curriculum, pedagogy, and assessment intertwine to support each student's academic growth.

Beach School requires all students to learn the essential standards of a broad academic curriculum. The curriculum includes language arts, mathematics, science, technology, history/ social studies, visual and performing arts, physical education, and health. All curricula are aligned with state standards that can be found at www.cde.ca.gov. We have begun the transition to Common Core Standards in Language Arts and Mathematics. All students have access to standards-based instructional materials. Each year teachers review students' progress on classroom and standardized tests and collaborate at grade levels to provide the strongest program for each student.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on students' social-emotional growth. Problem solving is emphasized through cooperative learning and the development of critical thinking skills. Cooperative learning is important in fostering teamwork, building community, encouraging peer-to-peer learning, and promoting self-esteem and respect among students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills. Additional academic support is provided by paraeducators in each classroom. This reduces the student/adult ratio and facilitates encouragement and assistance to students. Resource teachers are available to support students in the areas of technology, reading, math and science. Reading specialists and special education teachers work with the library staff to assure that the library collection supports program for the gifted as well as students with special needs.

Differentiation: The school recognizes the importance of differentiation in meeting its goals and has initiated programs to guide those efforts. Any student scoring below proficient on the English Language Arts or Math portions of STAR are referred to a Student Study Team to ensure that necessary interventions are in place. Tier 1 and 2 interventions occur in the classroom and sometimes include Reading and Math Resource support. We also offer Math Enrichment. Additional reading assessments are used to monitor students' reading progress. Students that produce strong work samples in class receive differentiated instruction that provide open-ended assignments, more breadth and depth, acceleration, or some combination of the above. A formal assessment process guides eligibility determinations for all Special Education programming and English Learner services. Strategies to tailor instruction to fit the unique needs of students eligible for any of these services are determined through the collaborative efforts of teacher

specialists, classroom teachers, and parents.

Classroom teachers and specialists collect information from formal test records, observations, and portfolios of student work to plan a program that builds upon students' current levels of knowledge. When necessary, the classroom teacher shortens or extends assignments, or provides open-ended assignments, to meet the needs of individual students.

The Parent Education Program (PEP) provides fourth and fifth grade students with information regarding peer pressure, self-esteem, and substance abuse. A Child Assault Prevention program helps educate students in third grade about safety measures they can employ should they sense danger from an adult or from a peer. General safety awareness is reviewed by teachers throughout the school year and parents are encouraged to review safety measures through articles in the weekly newsletters.

Language Arts

The goal of our language arts instruction is to foster in our students a lifelong love of reading and writing. To that end, the Readers and Writers Workshop approach to teaching literacy and instructional materials written by Lucy Calkins have been adopted K-5. Teachers use these materials to guide their students in becoming fluent readers and writers. Students are exposed to children's literature that promotes a love of reading and serves as mentor texts for their own writing. Leveled classroom libraries are the primary source for reading materials, which include a variety of single texts as well as multiple-copy sets of literature. Many of our literature selections, both fiction and nonfiction, extend concepts taught in social studies and science.

During Readers and Writers Workshop, students have opportunities to read, interact, and share their reading and writing experiences. Other overarching literacy goals include developing strong, independent, fluent readers and writers who think and question critically, employ a variety of reading strategies to comprehend what they read, and use a variety of writing strategies to create authentic pieces of writing for a specific audience. Examples of specific reading strategies include using meaning to decode, exploring language structure, building phonological awareness, employing metacognitive strategies, and developing text analysis skills. Examples of specific writing strategies include choosing a manageable topic, developing ideas, organizing writing, using the appropriate voice, including sentence variety, and understanding the conventions of written language.

Readers and Writers Workshops are structured around explicit mini lessons where teachers connect students learning to prior experience, introduce through direct modeling one teaching point, which could be a strategy, skill, or procedure, provide students to practice through active involvement, and link the new learning to students' own reading and writing practices. Student

choice is a critical component of both workshops. In Readers Workshop, student choose from a selection of “just right books” to build stamina, fluency, and comprehension during independent reading periods. Teachers meet with students during this time to confer one-on-one or in small groups, and the conferences connect to the mini lesson or particular needs of the reader. Assessment of reading levels and conference notes guide teachers in differentiating to meet students’ learning needs.

Similarly, in Writers Workshop, the lessons in the Units of Study support children in engaging in authentic and meaningful writing tasks. Students are taught the steps of the writing process: prewriting, drafting, revising, editing, and publishing. Instructional attention is given to both content and conventions, where attention is given to editing for grammar, punctuation, and spelling. These skills are taught explicitly in mini lessons and reviewed in writing conferences. Students’ published writing is hand written or word processed.

Word Study is taught using a developmental approach. Words Their Way Spelling Inventories are administered to assess students’ spelling levels, and small group instruction is provided for each level of spellers. Teachers also use student’s written work to guide their planning for differentiated word work that supports students’ acquisition of phonemic awareness, phonics, spelling, vocabulary, word structure analysis, and appreciation of language. *Phonics Lessons* by Fountas and Pinnell are used K-2 and *Words Their Way* by Donald Bear, Marcia R. Invernizzi, Shane Templeton, Francine R. Johnston are used K-5.

In all grades, students are actively involved in developing thoughtful listening and speaking skills. There are numerous speaking activities: reading books aloud, dramatic presentations and plays, poetry recitals, current events presentations, sharing time, oral discussions, cooperative learning groups, conflict resolution, and book talks. Approximately 90 instructional minutes are spent on language arts instruction daily. A staggered reading schedule in 1st grade and the first semester of 2nd grade allows for small group instruction of no more than 11-12 students.

Library Program

Literacy and information literacy skills are strengthened and extended by our library program. All students meet once a week for 30 minutes with our teacher-librarian. The library is supported by a half-time library assistant. An extensive collection that serves as a community and faculty resource is maintained. The library program consists of four components:

- *Reading* – Promote reading through story telling, exposure to different genre, guest authors and illustrators, and individual reader advisory. The library maintains a wide variety of print and media to meet the reading and information needs of students and teachers.

- *Technology* – Use technology to enhance learning through the use of subscription databases and the online catalog.
- *Collaboration with classroom teachers* – Support the curriculum with resources and work with teachers to create resource based research projects.
- *Information Literacy* – Help students learn by being able to find, analyze, and use information in meaningful ways.

Instructional Technology

We believe that technology is a critical component to student advancement because it supports inquiry, communication, and analysis. Our implementation of technology resources is grounded in research, tied to curriculum, and focused on positively impacting student learning. Informing our approach are best practices of 21st century skills, ISTE's NETS skills, and critical thinking derived from work around Bloom's Taxonomy to create engaged and literate learners. Educational Technology aims to improve student achievement through providing:

- 1- *equitable access to technology, through adequate student/computer ratios, security, maintenance and reliability*
- 2- *opportunities for students and staff to acquire 21st Century skills*
- 3- *support to state curricular standards by enhancing instruction planning, delivery, practice, assessment, and communication*

Computer lab periods are scheduled for all 1st – 5th grades and all classrooms have computer workstations. Library workstations are available for student use to connect to EBSCO database and World Book online.

As computer lab time is not a teacher preparation period, teachers are active participants in lab instruction and lesson planning, working collaboratively with the site technology coordinator to design lessons that support, enrich and assess state curricular standards and develop appropriate technology skill sets. Technology is also a tool in classroom instruction with teacher use of communication and planning technologies (email, webpages, our internal wiki, shared resource folders), and delivery technologies (LCD projectors, smartboards, document cameras, USB microscopes) in addition to aforementioned practice and assessment use of technology in the hands of the students.

Currently, efforts to attain our goals have been focused on technology in the classroom (smartboards, LCDs etc) to activate engaged learners, staff development on current communication technologies to help our staff manage increasing amounts of data and curriculum, and maintaining our equipment in times of budget shortfalls.

Mathematics

The mathematics program focuses on developing understanding of fundamental concepts with an emphasis on problem solving. Students work on building and articulating problem solving strategies, representing mathematical ideas, making connections, and recognizing and utilizing patterns. Concepts and skills from all strands are interwoven, reinforced and extended through lessons and assignments. Manipulatives are widely used to build conceptual understanding. Students work individually, in cooperative groups, and as a whole class with the help of teachers, instructional aides, math resource teacher and parent volunteers. The core curriculum is EveryDay Mathematics (EDM) adopted in June of 2008. Approximately 60 instructional minutes are devoted to mathematics daily. A part time math specialist, funded by our parent club, provides small group instruction to students needing support or challenge in grades 2-5. In addition, our math specialist provides staff development for differentiation strategies in mathematics instruction.

History/Social Studies

The History/Social Studies Program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students study and learn about themselves as members of a community, our free market system, connections to the past, California's unique history as a State, and the development of our Nation up to 1850. Field trips, guest lecturers, assemblies and classroom simulations, enhance our program. The Piedmont Appreciating Diversity Committee (PADC), in collaboration with the librarian and faculty, sponsor a Cultures Week in the spring.

Science/Health

Our science curriculum, FOSS (Full Option Science Systems) emphasizes lessons that integrate science with other subject matter. Lessons include experiments, field trips/guest presentations and outdoor education. Students are taught to compare, organize, infer, relate and apply scientific data in the areas of Life Science, Earth Science, and Physical Science. Students practice the scientific method by posing questions, making hypotheses, collecting data, recording results, drawing conclusions and applying new knowledge. A Science resource teacher assists classroom teachers in preparing experiments and presenting lessons. Additionally, hands on science lessons are taught in our school gardens reinforcing our commitment to environmental education. Teachers extend class activities by going to museums, nature areas and other outdoor field trips and an annual science fair provides opportunities for students to design, research and report on their own inquiries.

Fifth grade students spend a week in puberty education instruction taught by specialist Ivy Chen. Parent volunteers provide a Parent Educator Program to fourth and fifth grade students with educational information about drugs, alcohol and tobacco.

Physical Education

The PE program is designed to encourage all students to raise their personal fitness level, develop new motor skills and enjoy active participation in a wide variety of games and sports. Activities are also designed to foster inclusion and mutual respect among students. Students strive toward improved performance and work cooperatively toward common goals. The curriculum includes:

- Locomotor and gross motor development.
- Sensory motor development.
- Low organized elementary games aimed at skill acquisition and promoting the notion that movement is fun and healthy.
- Traditional sports including team handball, volleyball, basketball, track, whiffle-ball and softball.
- Rhythms and dance.

The California Fitness Test is administered to fifth graders and individual results of this assessment are shared with parents and broad results are reviewed annually by the PE teachers and the Site Council.

Visual and Performing Arts

In weekly music lessons, all students K through 3 receive vocal music instruction in which the following skills are built:

- Singing in tune, unison and in simple parts.
- Keeping rhythmic patterns in the body, starting with walking the steady beat and building to performing rhythms from notation.
- Creativity and improvisation, both musical and poetic.
- Performing as part of an ensemble.

Musical materials used include folk songs, art songs, singing games and folk dances from diverse cultural sources, with a particular focus on our American musical heritage.

In fourth grade students have two 30 minute music sessions per week in which they experience Orff and orchestral instruments. In fifth grade, instruction focuses on one specific instrument selected at the end of fourth grade. Skills built in the primary grades are further developed with more emphasis on reading musical notation. The whole school performs at a winter concert; fifth graders perform at a spring concert.

Art instruction is taught by art specialists funded by our Parents Club and supported by classroom teachers. PAINTS (Promote Art In The Schools) and the Parents Club provide funding for additional material to supplement our art supplies so that all students have the opportunity to work with a variety of materials. Hallways and classrooms display student art throughout the

year and art shows are displayed on campus and in the community.

Drama experiences include puppetry, plays, oral reading, creative dramatics, and other oral presentation. The Parents Club, the Piedmont Educational Foundation and Piedmont Appreciating Diversity sponsor assemblies, guest artists and other performers. All students are taught dance as part of their PE program.

PROFESSIONAL DEVELOPMENT

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of the principal, teachers, instructional aides, and other student support personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development. Weekly Common Planning time is provided for opportunities for collaborative planning among teachers at grade levels at the site and across the District. K-5 and 5-6 discussions also are held to ensure continuity between the grades. Emergency Preparedness training as well as training for the specific health needs of students is ongoing.

Staff Development this year includes:

- Paraprofessional Training on Social facilitation and inclusive playground games.
- Readers Workshop K-2 and 3-5 in August
- Grade level teams and Administrators K-12 Common Core Training at the Alameda County Office of Education in September.
- Word Study implementation in October
- Opportunities for teachers to participate in GATE training with James Webb, GATE certification classes, evening speaker series including Madeline Levine and Denise Pope Clark, Social Facilitation Training, Autism Certificate Training, and Crisis Prevention and Intervention Training
- Using the majority of District Led Common Planning Time to focus on our implementation of Readers Workshop and Word Study
- District wide teachers and administrators implementing a new evaluation system based on the California Standards for the Teaching Profession that encourages teacher observation and reflection on student and parent feedback

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

Students at Beach School participate in a broad-based curriculum with grade-level standards defined by the State of California. Emphasis is placed on cognitive thinking skills and communication. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures including group administered standardized tests, curriculum based measures, individual diagnostic testing, progress reports, and classroom observation. Beach participates in the STAR test program, which is mandated by the State of California. STAR testing evaluates student progress toward meeting State curriculum standards.

Any student scoring below proficient on the English-language arts or math portions of STAR is individually reviewed to insure that necessary interventions are in place. The principal and teachers review student achievement to identify areas for continued program improvement.

In an effort to achieve its Mission Statement, Beach Elementary and the Piedmont Unified School District support a culture of continuous improvement for all stakeholders including students, parents, teachers, and administrators. This culture employs a continuous cycle of collaborative efforts to improve school performance through the following steps:

1. acquisition of qualitative and quantitative performance data
2. assessment and analysis of such data
3. identification of areas for further improvement or further inquiry
4. development of recommendations for improvements including collaboration on best practices
5. implementation of recommendations

Data Director is used to assist in tracking individual student progress over time as well as the progress of groups of students.

Parent conferences are held twice a year and progress reports sent three times during the year. Students receive timely feedback on their work. Multifaceted assessment tools assist teachers in guiding group and individual instruction. The effectiveness of school program and goals is measured by student performance on standardized tests in grades 2-5, teacher-developed assessments portfolio samples, comments by parents on surveys, and student feedback. We are continuing to develop assessments that are administered at all 3 elementary schools at each grade level.

Second, third, fourth and fifth grade teachers review STAR test data and use the information to evaluate programs and plan instruction. All teachers collect samples of student work throughout the year and use this information in parent conferences and to evaluate student performance.

Evaluation of student achievement is done by examining results of the California Standards Tests at grades 2-5, to all students grades 2-5, examining student work against standards, and teacher evaluation of student work. Each year, students scoring below proficient level are identified and teachers develop instructional plans to address the needs of these students.

FUNDING AND GOVERNANCE

Piedmont Unified School District policies are followed at all times. Site Council meetings are held at least 6 times per year to review the school plan, vote on budget and analyze parent survey

and assessment data. All meetings are open to interested community members and notices of the meetings are advertised in the weekly bulletin and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The school site plan is presented to the Piedmont Board of Education in the fall of each school year.

UPDATE ON 2011-12 GOALS AND TOPICS FOR DISCUSSION

Goal 1: School Climate/*Welcoming Schools* Curriculum Pilot: This goal was initially a goal for 2010-11 and was continued for the 2011 – 2012 school year.

Teachers and staff piloted lessons from the *Welcoming Schools* curriculum and evaluate next steps for fostering an inclusive school environment for learning and growing.

Action Plan: Using a Tri-school CPT, each grade level taught 2 lessons from the *Welcoming Schools* Curriculum last year.

- Prior to December 2011, each Tri-school grade level will review the Welcoming Schools Curriculum and decide on two lessons to teach by the end of March 2012.
- In April 2012, by Tri-school grade level and as K-5 teachers together, an evaluation of the Welcoming Schools lessons will take place and a recommendation will be made to either move forward with adoption of this curriculum, or to pilot another curriculum the following year.
- A review and discussion of the curriculum will take place at Site Council meetings.
- A matrix of current activities will be developed and presented to the Tri-school Site Council.

Progress: Discussions at each Site Council meeting.

Measurement: Completion of two lessons at each grade level and an evaluation of their success. A review and recommendation for next steps by the end of the 2011-2012 school year.

Progress Report: Many teachers piloted lessons or lessons adapted from Welcoming Schools. Discussions concluded that there are many worthwhile components of this program that should continue to be included in our work each year. Full implementation of this program would be difficult because of the number of resources that are out of print or difficult to obtain. In addition to Welcoming Schools kindergarten and first grade teachers are now using the Second Step program designed to teach core social-emotional skills such as empathy, emotion management, and problem solving. Self-regulation, executive function skills, and skills for early learning are included. All fourth and fifth grade students receive instruction in positive decision-making around aggression and bullying, peer pressure, drugs and alcohol from our parent educator program (PEP). This year fifth grade students at all three elementary schools will participate in Cooperative Adventures focused on team building skills, communication and cooperation in preparation for continuing this program in 6th grade at Piedmont Middle School.

Goal 2: Continue to Develop a Comprehensive, Tri-school English/ Language Arts Program:

- Acquire new and innovative resources for reading and writing instruction.
- Evaluate progress and continue to increase consistency across the three elementary sites.
- Increase opportunities for depth and breadth in the K-5 Language Arts program.
- Explore a variety of models to differentiate instruction in reading and writing.
- Examine and discuss the efficacy of operating assessment tools and strategies.

Specific Actions for Achievement

All grade levels will be looking at Words Their Way for spelling, vocabulary and phonics instruction. While we anticipate full implementation of WTW by next year, we will continue to include our current spelling/grammar materials as we explore alternatives for addressing the grammar component. In Tri-school meetings we will focus our review of recent STAR results on student performance in written conventions and writing strategies.

While the professional texts listed below ultimately will be reference materials that support our instructional program, this year we will be structuring conversations based on the **Professional Learning Communities** model of a book study: the philosophies and content within each book will be discussed and elements will be selected for Tri-school implementation.

- Kindergarten will use Growing Readers to support planning for independent reading workshops and a balanced literacy program that includes mini-lessons and reading conferences.
- First and Second Grades will be using Comprehension from the Ground Up to develop reading workshop models.
- Third, Fourth and Fifth Grades will use Teaching For Comprehending and Fluency: Thinking, Talking and Writing about Reading K-8 which includes teaching and assessment frames, teaching strategies for reading instruction, guided reading, book discussion and shared and performance reading.

In addition, grades 3, 4, and 5 will use Lucy Calkins Readers' Workshop Units of Study for Teaching Reading Book Series to implement Readers' Workshop at grades 3-5.

This planning will be documented and a Board presentation will be planned for the spring to inform the public about our ongoing work with the Tri-school, ELA program.

We continue to use a writing workshop model (which consists of mini-lessons, modeled writing, independent writing, editing and revision, and publishing) as the foundation of our writing program. The readers' workshop model works similarly toward the goal of building competent readers. We are moving in the direction of a readers' workshop approach to reading instruction, and our goal is to develop this with consistency across the three schools.

Additional steps:

- Further develop leveled classroom libraries.
- Continue articulation K-5 and 5-6.

- Examine assessment tools and strategies to add more common assessments across the three elementary schools.
- Continue to monitor proficiency with core skills and broaden communication with parents about student progress.

Progress Update:

- *All teachers K-5 are now implementing Readers Workshop*
- *Staff Development in August focused on Readers Workshop*
- *Staff Development in October focused on Word Work*
- *CPT time is dedicated to implementation of Readers Workshop and Word Study*

Tri-School Topics for Discussion 2011-12:

- PUSD World Languages Review
- Review of K – 5 music program with emphasis on the new components for fourth and fifth grades.

Progress Update: School Site Council discussions were held informing the community of changes in the Music Program and the progress of the World Languages Review at the Elementary Level.

Tri-School Goals for 2012 -2013

Goals are defined as areas for focused improvement with measurable outcomes.

Goal 1: Implement a comprehensive, Tri-school English/Language Arts Program (in progress from 2011-12)

- Utilize the district-adopted English language arts curriculum materials at each grade level as the primary resource for teaching reading and word study
- Increase the consistency of teachers' use of the reading and word study curriculum across the three elementary sites
- Analyze by grade level students' progress in reading and word study across the three schools

Specific Actions for Implementation and Student Achievement

1. **READING WORKSHOP:** To teach reading in Grades K-5, teachers will use *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop* written by Lucy Calkins and colleagues from Teachers College Reading and Writing Project at Columbia University. Grade-level libraries will be developed over time as a vital component of the reading workshop curriculum. Professional development will be offered by principals during district-led common planning time and by Anne Diskin, literacy consultant, to support the implementation of reading workshop. Data on teacher implementation and student progress will be collected.

Teachers' consistency of use of the reading workshop curriculum will be measured as follows:

- Site principals will visit classrooms regularly.
- Teachers across sites will agree upon two reading units of study to teach at their grade level. This will provide the opportunity for grade-level discussions across sites.
- Teachers will submit feedback to site principals on what they learned from district-led common planning time discussions and from the coaching provided by Anne Diskin.

Students' reading progress will be measured as follows:

- Teachers will administer grade-level reading assessments
- Grade-level reading level data will be compiled 2 times per year and analyzed across sites
- 100% of students will progress one or more reading levels
- 80% of students at each grade level will reach the following end-of-the-year reading level benchmarks
 - Kindergarten - Level C
 - 1st grade - Level I

- 2nd grade - Level M
- 3rd grade - Level P
- 4th grade - Level S
- 5th grade - Level V

2. WORD STUDY: The primary resource for teaching word study in grades K-5 will be the district-adopted curriculum materials: *Fountas and Pinnell Phonics Lessons (K-2)* and *Words Their Way: Words Study for Phonics, Vocabulary, and Spelling Instruction (3-5)*. Professional Development will be offered by site principals during district-led common planning time.. Data on teacher implementation and student progress will be collected.

Teachers' consistency of use of the word study curriculum will be measured as follows:

- Site principals will visit classrooms regularly.
- Teachers will discuss during district-led common planning the lessons and classroom procedures they are utilizing for teaching word study.
- Teachers will submit feedback to site principals on what they learned from district-led common planning time discussions.

Students' word study progress will be measured as follows:

- All teachers K-5 will administer the *Words Their Way Spelling Inventory* appropriate to their grade level
 - Kindergarten - Primary Spelling Inventory - first 10 words
 - 1st & 2nd grades- Primary Spelling Inventory
 - 3rd grade- Elementary and/or Upper-Level Spelling Inventory
 - 4th & 5th grades- Upper-Level Spelling Inventory
- Grade-level word study data will be compiled 3 times per year and analyzed across sites
- 100% of students will progress one or more developmental spelling levels until they reach the highest spelling stage--derivational relations
- 80% of students at each grade level will reach the following end-of-the-year developmental spelling stage goals as defined in *Words Their Way*
 - Kindergarten - Middle Letter Name-Alphabetic
 - 1st grade - Early Within Word Pattern
 - 2nd grade - Late Within Word Pattern
 - 3rd grade - Early Syllables and Affixes
 - 4th grade - Middle Syllables and Affixes
 - 5th grade - Late Syllables and Affixes

Progress Update 11/6/12

- *All teachers K-5 are now implementing Reading Workshop*
- *Staff Development in August focused on Reading Workshop*
- *Staff Development in October focused on Word Study*
- *Coaching in Reading Workshop begins in late November*
- *Reading level and developmental spelling level data are being collected*
- *CPT time is dedicated to implementation of Reading Workshop and Word Study and analysis of tri-school assessment data collected by grade level*

Goal 2: Plan for parent education and communication to share relevant information about school goals, events, and issues, primarily related to the implementation of TriSchool Language Arts curricula.

- Recognition that improved communication supports teachers, students, and families
- Topics may include differentiation, assessment, standards, and progress toward the curricular goals included in the Single Plans, as well as broader education for the community about curriculum and philosophy of instruction.
- Specific communication about Reading Workshop, Writing Workshop, and Word Study practices will be emphasized this year.

Plans for sharing content will include venues such as the school and/or District website, Parent Club meetings, school and classroom newsletters, informational evenings, and other support group sponsored events as appropriate. The Site Council forum is the designated venue for conversations that are identified as ongoing topics below.

Specific Actions for Implementation and Student Achievement

1. Conduct at least one Parent Education Evening during the 2012-13 school year. Topic to be English/Language Arts at Elementary: Understanding Reading Workshop, Writing Workshop, and Word Study.
2. Establish an Elementary Web Presence on the PUSD website. Goal is to provide a resource for current elementary families as well as incoming families new to the district. Develop common and centralized Elementary subject area curriculum information as a resource under the Curriculum tab on the PUSD website. Links to current curriculum publishers and resources such as information on the Common Core Standards will be provided. Information will also be able to be accessed from the Beach, Havens, and Wildwood websites.
3. Identify and define critical information needed by the parent community about the schools.

Site Council Representative parents will poll a range of parents to understand the communications preferences and need: *What would information would you like about our school and how would you like to receive it?*

4. Clarify communications regarding Site Council. Include information about Site Council Agenda Topics in school newsletters. The goal is to have agendas and descriptions of topics distributed two weeks in advance to all parents.

Goal 3: Establish/Adopt Social and Emotional Curriculum for Grades K-5

- Launching from progress on last year's goal in School Climate
- Recognizing the need for common and consistent language and experiences to foster an inclusive school climate

Specific Actions for Implementation and Student Achievement

1. During Common Planning Time time this winter and spring, teachers will discuss and share the implementation of the *Second Step* program at Grades K-1 and determine if this program might be appropriate at grades 2-5 for Tri-School adoption.
2. During Common Planning Time in the spring, teachers will discuss Welcoming Schools curriculum/lessons and determine how this program will be used in classrooms.
3. Teachers will collaborate by grade level with the Teacher Librarians to identify mentor texts that promote respect for diversity and meaningfully integrate with the curriculum in support of reading workshop lessons.

Site Council conversations about this curriculum and process will be ongoing through the 2012-13 school year.

Tri-School Topics for Discussion 2012-2013

Topics for ongoing Site Council conversation may or may not have a current, measurable goal.

Homework Practices

- School Site Council members will read Challenge Success paper on homework practices and use this information to guide discussions at Site Council meetings.
- Principals will lead teachers in collecting information about current homework practices in English language arts. As necessary, recommendations will be made to provide Tri-School guidelines for English language arts homework.

Curriculum Update

- An update on the Every Day Math curriculum, including discussion about implementation, student progress, and transition to middle school by March 2013

Common Core Standards Implementation

- Discussions and planning for upcoming shift to Common Core Standards

Diversity Education

- In partnership with PUSD Diversity Education group, a subcommittee of teachers will continue to discuss Cultures Week and develop a future plan for integrating global and diversity education at all grade levels.

The Beach School Site Council approves the 2012-2013 Single Plan for Student Achievement and recommends that it be approved by the Piedmont Unified School Board.

Staff

Signature

Julie Valdez, Principal / Co-Chair



Kathy Moody, Paraeducator



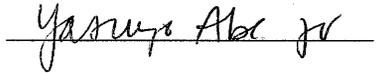
Nancy Parker, Teacher



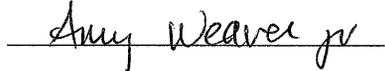
Claire Stephens, Teacher



Yasuyo Abe, Co-chair/Parent



Amy Weaver, Parent



As specified in SB 187, a Comprehensive School Safety Plan is in place and published on our school website for the public to review. The plan is updated annually and more often if necessary.

Assessment of Current Status of School Crime: To date, Beach has reported no crime this school year.

Child Abuse Reporting Procedures: Reporting procedures are reviewed at a staff meeting at the beginning of each school year.

Disaster Procedures, routine and emergency: Emergency Preparedness is addressed through well communicated plans and regularly scheduled drills: monthly fire drills, earthquake drills, review of intruder alerts at faculty meetings, district wide evacuation drills, and a Shelter in Place drill should there be a need to stay inside. The school has radios for communication on site and across the district. A megaphone is kept in the office that can be used to give directions to students on the playground. Our email system can be accessed for communication in the event of a Shelter in Place situation. Our District's student information system can be accessed on and off site to communicate during an emergency. Our Site Plan for Emergency Preparedness is attached.

Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion: Board Policies are reviewed annually. Beach Elementary rarely suspends students.

Notification to Teachers pursuant to EC 49079: This section outlines policies regarding notification to teachers about students who have engaged in dangerous behaviors. This is not a typical need at the elementary level in our District.

Sexual Harassment Policy: Our District's policy is distributed to all staff at the beginning of each school year, and reviewed at faculty meetings annually. Teachers review the large concepts associated with the policy for students in Grades 3, 4 and 5. Teachers and Yard Duty Personnel receive training in supporting a school culture that is based on respect.

School Wide Dress Code: Beach Elementary does not have a school dress code although students are asked to not wear items that can be distracting in the educational setting.

Safe Ingress and Egress of Pupils, Parents and School Employees to and From School: Maps illustrating exits for an evacuation to both the lower and upper playground are included in the binder, posted in each classroom and included in classroom handbooks which are shared

with substitute teachers. Regularly scheduled drills, help school personnel, students and parent volunteers become familiar with these predetermined evacuation routes. A District employee is a Crossing Guard at Linda Avenue and student run patrols assist younger students during drop off.

The school is handicap accessible. Handrails and safe surfaces are maintained for the safety of all.

Safe and Orderly School Environment: Communications about a safe and orderly school environment are shared with the school community through class meetings, weekly newsletters and the Beach website. Attached to this report are copies of Evacuation Plans, School Maps, and Behavior Guidelines that are specific to Beach. Each classroom and each space with a program run by a teacher specialist is equipped with an emergency backpack that contains emergency and first aid supplies. Copies of emergency cards for each class are kept in the backpack. Food and water are stored on site in case of an emergency.

All classrooms and offices have telephones. Radios/ cellphones are carried by a yard duty supervisor at each recess. All visitors including parents and guardians are required to sign in.

School Classrooms are attractive and clean. Exterior appearance is good. Vandalism and graffiti are minimal. Any graffiti that is discovered is removed immediately. A full time custodian and part time custodian maintain the campus and consult with the District's Maintenance Team if assistance is needed. Grounds are maintained by a District Gardener. Teachers maintain an environment conducive to learning and all classrooms are extensively decorated to reflect the curriculum. Classroom disruptions are minimized and instructional time is protected through the joint efforts of faculty and staff. A school counselor is available 2 days a week to help children with areas of concern related to their overall well-being.

Campus security is provided by school staff. A credentialed teacher and a teacher's assistant supervise each recess. Additional supervision is provided by 1:1 aides. The lunch patio is supervised by 2 adults and the playground is supervised by a minimum of 2 noon yard supervisors during each lunch recess. Additionally, parent volunteers provide opportunities for children to be involved in organized activities inside during some recesses.

Rules and Procedures pursuant to EC 35291 and EC 35291.5: In order to create an environment that is respectful of all and conducive to learning, all are asked to act in a safe manner and to follow guidelines for promoting respectful behavior. Each classroom teacher posts rules that are consistent with the Guidelines.

Behavioral expectations: We expect: Respect, Responsibility, Resourcefulness, which includes cooperation, helpfulness, friendly words, inclusion, fairness, patience, sportsmanship, calm transitions, acceptance of differences, and remembering and honoring the rules. Unacceptable behaviors include exclusion, physical aggression, unsafe behavior, swearing, put-downs and disrespect of others or to property.

Consequences for not following school and/ or classroom guidelines or rules may include the following: talking or counseling with an adult, writing a behavior plan and/ or note of apology, contact with parent, missed recess or recess in an alternative location and/ or community service. District guidelines for suspension/ expulsion are available should the need arise.

Our school has an open game policy. Recess games and activities are open for all children to join. Children are discouraged from bringing games, collections or toys from home. Guidelines and Expectations have been shared with each classroom for the lunch patio and play ground. Additional Playground Rules include: No tackle games. No fighting, real or pretend, and if an activity appears unsafe or can hurt anyone or damage school property, it is not allowed. Weapons and any replicas of weapons are not allowed on the school campus.

Yard Duty Personnel have participated in Staff Development designed to help adults recognize bullying type behaviors on our playground. The high visibility of adults on campus including parent volunteers, and a constant, consistent reinforcement of guidelines for acceptable behavior create a safe environment for students. We have a school counselor on site each day to work with individual and small groups of children and to provide unit lessons on making and keeping friends, and problem solving strategies. Additionally she provides some parent education and is available to meet with parents to help address family's needs as they relate to their child's education.

PEP (Parent Educator Program) Training in fourth and fifth grades helps children formally develop positive decision-making strategies. A health education program for our fifth graders that focuses on puberty also reinforces positive decision-making strategies.

Hold a Public Meeting: The School Site Council Meetings serve as the public meetings for review of the School Safety Plan. At its meeting on **November 6, 2012**, the School Site Council determined that:

The safety plan addresses the needs of the school and the students within the school by providing a comprehensive plan that addresses emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines and expectations for student behavior that are consistently monitored and reinforced.

In reviewing the plan, the School Site Council considered the following: the plan assures each student a safe physical environment by providing a well-maintained building, safe campus and safe ingress and egress to and from school.

Each student is assured a safe, respectful, accepting and emotionally nurturing environment. Evidence of this environment includes multiple postings of school expectations, observations of respectful student behavior, the work of the school counselor that is jointly funded by the district and the Beach Parents Organization, and the presence of many caring adults on campus including parent volunteers. As a school community we work together to underscore the

importance Beach School places on having our school be a safe, nurturing environment where children are encouraged to take on responsibility and leadership roles for the betterment of our community.

Students are provided resiliency skills through the explicit teaching of conflict resolution. Positive decision making strategies are taught through PEP and Health Education programs offered to fourth and fifth graders. Teachers and the school counselor lead discussions that help develop resiliency skills on an ongoing basis as they relate to daily events at school.

Staff	Signature	Date
Nancy Parker, Teacher	_____	_____
Claire Stephens, Teacher	_____	_____
Kathy Moody, Paraeducator	_____	_____
Julie Valdez, Principal	_____	_____
Yasuyo Abe, Parent	_____	_____
Amy Weaver, Parent	_____	_____

Havens Elementary School
Piedmont, California
**Single Plan for
Student Achievement
2012-2013**

Mission Statement

Havens Elementary School has adopted the Piedmont Unified School District Strategic Plan Mission Statement: *Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.* A qualified, creative, and student-oriented staff supports this mission.

We adhere to a common set of beliefs and commitments, which form the basis of the District's philosophy (BP 0100) and are implemented through annually-developed and district-adopted goals. The beliefs and commitments that form the basis of the District's philosophy are:

Beliefs

1. Every person has intrinsic worth.
2. We are responsible for our actions and our inaction.
3. Learning is a life-long journey.
4. While learning is the responsibility of the individual, education is the obligation of the community.
5. Appreciating diversity strengthens community.
6. When an individual's gifts are shared, community is strengthened.
7. The potential for individual success exists in every person.
8. Enjoyment enhances life.
9. Meaningful endeavors grow from passion, courage, commitment, and compassion.
10. Family and friends are fundamental to personal well-being.
11. Open-mindedness and responsiveness to change are essential to growth and renewal.

Commitments

- We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont Schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.

- We are committed to fostering an educational program that prepares our students to live in a diverse world, acknowledge and appreciate cultural differences, understand the significance of socioeconomic inequalities, recognize the existence of biases and discrimination, identify conflicts and options for resolution, and take action for positive change.
- We are committed to advancing the beliefs, commitments, vision, and goals of our school system by working collaboratively and allocating and effectively managing limited resources.

School Profile

Havens School has an enrollment of **505** students in grades kindergarten through fifth. Although we continue to receive Class Size Reduction funds, budget cuts have made it necessary to have many of our primary classes over the 20:1 ratio. This year, 11 of our 16 K-3 classrooms have more than 20 students. Our fourth and fifth grade classes remain under the new 28:1 staffing ratio. The total number of classrooms this year for grades kindergarten-five is **23**. The ethnic composition of our student body is:

American Indian/Alaskan Native:	0.6%
Asian:	17.0%
Pacific Islander:	0.0%
Filipino:	1.0%
Hispanic/Latino:	0.8%
African American:	1.6%
White:	79%

Our program includes the following program specialists: reading resource (1.4), math resource/enrichment (.7), science (.5) counseling (.7), technology (1.0), physical education (1.5), vocal and instrumental music (1.4), art (2.0), school psychologist (.4) , speech and language therapist (.8), nurse, librarian (.8), Special Education occupational therapist (.4), resource specialist (1.4) and English Language Development specialist (.4). All classrooms have 5 hours per week of instructional aide time.

Parent funded specialists include art, math enrichment/resource, science, counseling (.1) and technology (.3).

Havens School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Havens School will have a Single Plan for Student Achievement.

Teaching and Learning

Havens School provides a rich environment for students to learn and grow academically. Curriculum, pedagogy, and assessment intertwine to support each student's academic growth.

Havens School requires all students to learn the essential standards of a broad academic curriculum. The curriculum includes language arts, mathematics, science, technology, history/social studies, visual and performing arts, physical education, and health. All curricula are aligned with state standards that can be found at www.cde.ca.gov. We have begun the transition to Common Core Standards in Language Arts and Mathematics. All students have access to standards-based instructional materials. Each year teachers review students' progress on classroom and standardized tests and collaborate at grade levels to provide the strongest program for each student.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on student's social-emotional growth. Problem solving is emphasized through cooperative learning and the development of critical thinking skills. Cooperative learning is important in fostering teamwork, building community, encouraging peer to peer learning, and promoting self-esteem and respect among students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills. Additional academic support is provided by encouragement and assistance to students. Resource teachers are available to support students in the areas of technology, reading, math and science.

Differentiation The school recognizes the importance of differentiation in meeting its goals and has initiated programs to guide those efforts. Any student scoring below proficient on the English Language Arts or Math portions of STAR are referred to a Student Study Team to ensure that necessary interventions are in place. Tier 1 and 2 interventions occur in the classroom and sometimes include Reading and Math Resource support. Additional reading assessments are used to monitor students' reading progress. Students that produce strong work samples in class receive differentiated instruction that provide open-ended assignments, more breadth and depth, acceleration, or some combination of the above. A formal assessment process guides eligibility determinations for all Special Education programming and English Learner services. Strategies to tailor instruction to fit the unique needs of students eligible for any of these services are determined through the collaborative efforts of teacher specialists, classroom teachers, and parents.

Classroom teachers and specialists collect information from formal test records, observations, and portfolios of student work to plan a program that builds upon students' current levels of knowledge. When necessary, the classroom teacher shortens or extends assignments, or provides open-ended assignments, to meet the needs of individual

students.

The Parent Education Program (PEP) provides third, fourth, and fifth grade students with information regarding peer pressure, self-esteem, and substance abuse. A Child Assault Prevention program helps educate students in third grade about safety measures they can employ should they sense danger from an adult or from a peer. General safety awareness is reviewed by teachers throughout the school year and parents are encouraged to review safety measures through articles in the weekly newsletters.

EQUAL OPPORTUNITY AND ACCESS

A Student Study Team comprised of classroom teachers, resource teachers and the district school psychologist meets twice a month (more often if requested) to consider the needs of students and ensure all students the opportunity to participate in high-quality curricular and extracurricular activities. Teachers and parents can refer students to the Student Study Team at any time during the year. The special needs of students are discussed, information from parents is shared, and recommendations may be made for students to receive assistance from resource personnel, or to be assessed for inclusion in the special education program. Resource specialist, speech and language and hearing impaired programs are available to students with exceptional needs. The reading resource teacher, the counselor, enrichment teachers, teacher-librarians and other staff members may offer support and enrichment activities for a student.

A broad range of special education programming is available to students who have been identified and found eligible for services by a multi-disciplinary assessment team. Students qualifying for special education services are typically served the majority of their day in the general education classroom.

Specialized services in the general education program include reading resource, math resource, and counseling. The population served by these programs is variable, and changes based on assessment throughout the year.

English Learner Program, E.L.

There are 21 students who are identified as English Learners and who receive services. An additional 3 students have been reclassified as English proficient and are part of a two year monitoring program to follow progress. The English Language Development specialist works with students and serves as resource to classroom teachers to provide additional and appropriate instructional opportunities for students developing fluency in English. Economic Impact Aid funds this program. All classroom teachers have been trained in skills to assist English language learners and possess CLAD or equivalent credentials.

Gifted and Talented

Students in third grade are given the option of taking the OLSAT (Otis Lennon Schools Abilities Test), a group administered standardized measure. Students scoring in the 9th stanine on any 2 sections will be considered eligible for GATE identification. Students with GATE identification are eligible for cluster grouping and to receive a written plan specifying the differentiation strategies used to enhance their learning beginning in fourth grade.

The district's program serves GATE students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. At the elementary level, programming primarily consists of in-class differentiation and enrichment activities. In addition, elementary GATE identified students with advanced mathematics aptitude are eligible to receive supplemental instruction from the elementary math specialist. Prior to formal identification, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Gate Study Team. The team will review the needs of the child and consider appropriate accommodations in the classroom.

Special Education

When students have been referred for special education services, their Individual Educational Programs (IEPs) are coordinated with regular instruction and are provided with minimum disruption to the students' participation in the regular classroom. Resource teachers, special education instructional aides, classroom teachers and School Improvement Program aides coordinate the instructional program to help the child with special needs succeed in the regular classroom.

Students who qualify for special education participate in the regular class program and receive individual or small group instruction from special education staff. Resource programs available at our school include: Intensive Language Program, Resource Specialist, English Language Development, Occupational Therapy, Hearing Impaired, Speech and Language Therapy, and Adaptive P.E. Reading Resource and Math Specialists are also available to assist classroom teachers and instruct small groups of students.

Social Skills Groups are available at lunch on that integrate general education and special education students.

Parent Involvement

Funding from the Havens Parents Club (HPC) makes it possible to extend the hours of our technology curriculum teacher and our school counselor, and to provide science, art

and math resource teachers as well as funds for art and science supplies. The Havens Dads' Club contributes funding and labor for capital improvements at our school site. Parent volunteers make a significant positive impact on the school. They assist as classroom helpers, library volunteers, noon game monitors, field trip drivers and coordinate a host of special projects that benefit our students. A hot lunch program is provided daily by Children's Choice and served by parent-volunteers. Parents and faculty meet formally at Back to School Night in September, at fall and spring conferences, and at Open House, which will be held in February this year. Attendance at these events is very high. Fundraising and community building events occur throughout the year.

Both the Piedmont Language School and the Havens Parents Club sponsor classes outside of the regular school day on our campus and the school also functions as a community facility for Adult Education classes, scout meetings and special events.

Parents are invited to participate in parent education activities and consistently receive relevant information concerning school program and its effects on children. Communication forms include an orientation meeting for newcomers, weekly newsletters, monthly Parents Club meetings, Dads' Club meetings, parent teacher conferences, bulletin board displays in the front entrance, School Board summaries, and district, school and some classroom websites.

Membership in community support groups is open to all parents. PRAISE (Parents, Resources and Advocacy in Special Education) is a parent organization with interest in special education. Meetings provide speakers and forums for parent interaction. CHIME (Citizens Highly Interested in Music Education) and PAINTS (Promote Arts in the Schools) are two parent organizations designed to provide support for the visual and performing arts. Piedmont's Appreciating Diversity Committee (PADC) provides a film series throughout the year that addresses topics relating to diversity. Piedmont Asian American Club (PAAC) sponsors events that highlight Asian cultures and provides forums for discussion.

Parents are kept informed of emergency procedures. Disaster preparedness is ongoing. The Parents Club replenishes emergency food and water supplies annually. Emergency Drills are held monthly. District Disaster Drills are scheduled annually in the fall to practice emergency procedures. A comprehensive School Safety Plan is reviewed annually.

School Climate

We continually strive to ensure that Havens School is an emotionally nurturing environment that is a safe, kind, and respectful place for learning. Evidence of this environment includes our emphasis on the Lifelong Guidelines and Lifeskills and the Havens Rules for a Safe and Happy School. Examples of these behaviors being put into practice by our students and the adults within our school community are everywhere.

Each month a school-wide LifeSkills assembly is held to recognize students from every classroom that have consistently displayed the LifeSkills studied that month. Students know that the adults at Havens are here to help them if the need arises and they willingly seek out their teachers, the school counselor, and/or the office staff. Fifth grade students have positions of leadership and responsibility on the School Traffic Patrol and in Leadership groups. Cross grade-level activities take place weekly as part of our Buddies program.

Consequences for not following school and/or classroom rules may include the following: “talking it out” with an adult, writing a note of apology, contact with a parent, missing a recess, or spending some of the playtime on the bench, eating lunch in the office and/or talking with the principal. District guidelines for suspension or expulsion are available should the need arise.

Language Arts

The goal of our language arts instruction is to foster in our students a lifelong love of reading and writing. To that end, the Readers and Writers Workshop approach to teaching literacy and instructional materials written by Lucy Calkins have been adopted K-5. Teachers use these materials to guide their students in becoming fluent readers and writers. Students are exposed to children’s literature that promotes a love of reading and serves as mentor texts for their own writing. Leveled classroom libraries are the primary source for reading materials, which include a variety of single texts as well as multiple-copy sets of literature. Many of our literature selections, both fiction and nonfiction, extend concepts taught in social studies and science.

During Readers and Writers Workshop, students have opportunities to read, interact, and share their reading and writing experiences. Other overarching literacy goals include developing strong, independent, fluent readers and writers who think and question critically, employ a variety of reading strategies to comprehend what they read, and use a variety of writing strategies to create authentic pieces of writing for a specific audience. Examples of specific reading strategies include using meaning to decode, exploring language structure, building phonological awareness, employing metacognitive strategies, and developing text analysis skills. Examples of specific writing strategies include choosing a manageable topic, developing ideas, organizing writing, using the appropriate voice, including sentence variety, and understanding the conventions of written language.

Readers and Writers Workshops are structured around explicit mini lessons where teachers connect students learning to prior experience, introduce through direct modeling one teaching point, which could be a strategy, skill, or procedure, provide students to practice through active involvement, and link the new learning to students’ own reading and writing practices. Student choice is a critical component of both workshops. In Readers Workshop, student choose from a selection of “just right books” to build

stamina, fluency, and comprehension during independent reading periods. Teachers meet with students during this time to confer one-on-one or in small groups, and the conferences connect to the mini lesson or particular needs of the reader. Assessment of reading levels and conference notes guide teachers in differentiating to meet students' learning needs.

Similarly, in Writers Workshop, the lessons in the Units of Study support children in engaging in authentic and meaningful writing tasks. Students are taught the steps of the writing process: prewriting, drafting, revising, editing, and publishing. Instructional attention is given to both content and conventions, where attention is given to editing for grammar, punctuation, and spelling. These skills are taught explicitly in mini lessons and reviewed in writing conferences. Students' published writing is hand written or word processed.

Word Study is taught using a developmental approach. Words Their Way Spelling Inventories are administered to assess students' spelling levels, and small group instruction is provided for each level of spellers. Teachers also use student's written work to guide their planning for differentiated word work that supports students' acquisition of phonemic awareness, phonics, spelling, vocabulary, word structure analysis, and appreciation of language. *Phonics Lessons* by Fountas and Pinnell are used K-2 and *Words Their Way* by Donald Bear, Marcia R. Invernizzi, Shane Templeton, Francine R. Johnston are used K-5.

In all grades, students are actively involved in developing thoughtful listening and speaking skills. There are numerous speaking activities: reading books aloud, dramatic presentations and plays, poetry recitals, current events presentations, sharing time, oral discussions, cooperative learning groups, conflict resolution, and book talks. Approximately 90 instructional minutes are spent on language arts instruction daily. A staggered reading schedule in 1st grade and the first semester of 2nd grade allows for small group instruction of no more than 11-12 students.

Library Program

Literacy and information literacy skills are strengthened and extended by our library program. All students meet once a week for 30 minutes with our teacher-librarian. The library is supported by a half-time library assistant. An extensive collection that serves as a community and faculty resource is maintained. The library program consists of four components:

- *Reading* – Promote reading through story telling, exposure to different genre, guest authors and illustrators, and individual reader advisory. The library maintains a wide variety of print and media to meet the reading and information needs of students and teachers.
- *Technology* – Use technology to enhance learning through the use of subscription

- databases and the online catalog.
- *Collaboration with classroom teachers* – Support the curriculum with resources and work with teachers to create resource based research projects.
 - *Information Literacy* – Help students learn by being able to find, analyze, and use information in meaningful ways.

Instructional Technology

We believe that technology is a critical component to student advancement because it supports inquiry, communication, and analysis. Our implementation of technology resources is grounded in research, tied to curriculum, and focused on positively impacting student learning. Informing our approach are best practices of 21st century skills, ISTE's NETS skills, and critical thinking derived from work around Bloom's Taxonomy to create engaged and literate learners. Educational Technology aims to improve student achievement through providing:

- 1- *equitable access to technology, through adequate student/computer ratios, security, maintenance and reliability*
- 2- *opportunities for students and staff to acquire 21st Century skills*
- 3- *support to state curricular standards by enhancing instruction planning, delivery, practice, assessment, and communication*

Computer lab periods are scheduled for all 1st – 5th grades and all classrooms have computer workstations. Library workstations are available for student use to connect to EBSCO database and World Book online.

As computer lab time is not a teacher preparation period, teachers are active participants in lab instruction and lesson planning, working collaboratively with the site technology coordinator to design lessons that support, enrich and assess state curricular standards and develop appropriate technology skill sets. Technology is also a tool in classroom instruction with teacher use of communication and planning technologies (email, webpages, our internal wiki, shared resource folders), and delivery technologies (LCD projectors, smartboards, document cameras, USB microscopes) in addition to aforementioned practice and assessment use of technology in the hands of the students. Currently, efforts to attain our goals have been focused on technology in the classroom (smartboards, LCDs etc) to activate engaged learners, staff development on current communication technologies to help our staff manage increasing amounts of data and curriculum, and maintaining our equipment in times of budget shortfalls.

Mathematics

The mathematics program focuses on developing understanding of fundamental concepts with an emphasis on problem solving. Students work on building and articulating problem solving strategies, representing mathematical ideas, making connections, and recognizing and utilizing patterns. Concepts and skills from all strands are interwoven,

reinforced and extended through lessons and assignments. Manipulatives are widely used to build conceptual understanding. Students work individually, in cooperative groups, and as a whole class with the help of teachers, instructional aides, math resource teacher and parent volunteers. The core curriculum is EveryDayMath (EDM) adopted in June of 2008. Approximately 60 instructional minutes are devoted to mathematics daily. A part time math specialist, funded by our parent club, provides small group instruction to students needing support or challenge in grades 2-5. In addition, our math specialist provides staff development for differentiation strategies in mathematics instruction.

History/Social Studies

The History/Social Studies Program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students study and learn about themselves as members of a community, our free market system, connections to the past, California's unique history as a State, and the development of our Nation up to 1850. Field trips, guest lecturers, assemblies and classroom simulations, enhance our program. The Piedmont Appreciating Diversity Committee (PADC), in collaboration with the librarian and faculty, sponsor a Cultures Week in the spring.

Science/Health

Our science curriculum, FOSS (Full Option Science Systems) emphasizes lessons that integrate science with other subject matter. Lessons include experiments, field trips/guest presentations and outdoor education. Students are taught to compare, organize, infer, relate and apply scientific data in the areas of Life Science, Earth Science, and Physical Science. Students practice the scientific method by posing questions, making hypotheses, collecting data, recording results, drawing conclusions and applying new knowledge. A Science resource teacher assists classroom teachers in preparing experiments and presenting lessons. Additionally, hands on science lessons are taught in our school gardens reinforcing our commitment to environmental education. Teachers extend class activities by going to museums, nature areas and other outdoor field trips and an annual science fair provides opportunities for students to design, research and report on their own inquiries.

Fifth grade students spend a week in puberty education instruction taught by specialist Ivy Chen. Parent volunteers provide a Parent Educator Program to fourth and fifth grade students with educational information about drugs, alcohol and tobacco.

Physical Education

The PE program is designed to encourage all students to raise their personal fitness level, develop new motor skills and enjoy active participation in a wide variety of games and sports. Activities are also designed to foster inclusion and mutual respect among students.

Students strive toward improved performance and work cooperatively toward common goals. The curriculum includes:

- Locomotor and gross motor development.
- Sensory motor development.
- Low organized elementary games aimed at skill acquisition and promoting the notion that movement is fun and healthy.
- Traditional sports including team handball, volleyball, basketball, track, whiffle-ball and softball.
- Rhythms and dance.

The California Fitness Test is administered to fifth graders and individual results of this assessment are shared with parents and reviewed annually by the PE teachers and the Site Council.

Visual and Performing Arts

In weekly music lessons, all students K through 3 receive vocal music instruction in which the following skills are built:

- Singing in tune, unison and in simple parts.
- Keeping rhythmic patterns in the body, starting with walking the steady beat and building to performing rhythms from notation.
- Creativity and improvisation, both musical and poetic.
- Performing as part of an ensemble.

Musical materials used include folk songs, art songs, singing games and folk dances from diverse cultural sources, with a particular focus on our American musical heritage.

In fourth grade students have two 30 minute music sessions per week in which they experience Orff and orchestral instruments. In fifth grade, instruction focuses on one specific instrument selected at the end of fourth grade. Skills built in the primary grades are further developed with more emphasis on reading musical notation. The whole school performs at a winter concert; fifth graders perform at a spring concert.

Art instruction is taught by art specialists funded by our Parents Club and supported by classroom teachers. PAINTS (Promote Art In The Schools) and the Parents Club provide funding for additional material to supplement our art supplies so that all students have the opportunity to work with a variety of materials. Hallways and classrooms display student art throughout the year and art shows are displayed on campus and in the community.

Drama experiences include puppetry, plays, oral reading, creative dramatics, and other oral presentation. The Parents Club, the Piedmont Educational Foundation and Piedmont Appreciating Diversity sponsor assemblies, guest artists and other performers. All students are taught dance as part of their PE program.

Professional Development

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of the principal, teachers, instructional aides, and other student support personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development. Weekly Common Planning time is provided for opportunities for collaborative planning among teachers at grade levels at the site and across the District. K-5 and 5-6 discussions also are held to ensure continuity between the grades. Emergency Preparedness training as well as training for the specific health needs of students is ongoing.

Staff Development this year includes:

- Paraprofessional Training on Social facilitation and inclusive playground games.
- Readers Workshop K-2 and 3-5 in August
- Grade level teams and Administrators K-12 Common Core Training at the Alameda County Office of Education in September.
- Word Study implementation in October
- Opportunities for teachers to participate in GATE training with James Webb, GATE certification classes, evening speaker series including Madeline Levine and Denise Pope Clark, Social Facilitation Training, Autism Certificate Training, and Crisis Prevention and Intervention Training
- Using the majority of District Led Common Planning Time to focus on our implementation of Readers Workshop and Word Study
- District wide teachers and administrators implementing a new evaluation system based on the California Standards for the Teaching Profession that encourages teacher observation and reflection on student and parent feedback

Standards, Assessment, and Accountability

Students at Havens School participate in a broad-based curriculum with grade-level standards defined by the State of California. Emphasis is placed on cognitive thinking skills and communication. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures including group administered standardized tests, curriculum based measures, individual diagnostic testing, progress reports, and classroom observation. Havens participates in the STAR test program, which is mandated by the State of California. STAR testing evaluates student progress toward meeting State curriculum standards. Any student scoring below proficient on the English-language arts or math portions of STAR is individually reviewed to insure that necessary interventions are in place. The principal and teachers review student achievement to identify areas for continued program improvement.

In an effort to achieve its Mission Statement, Havens Elementary and the Piedmont Unified School District support a culture of continuous improvement for all stakeholders including students, parents, teachers, and administrators. This culture employs a continuous cycle of collaborative efforts to improve school performance through the following steps:

1. acquisition of qualitative and quantitative performance data
2. assessment and analysis of such data
3. identification of areas for further improvement or further inquiry
4. development of recommendations for improvements including collaboration on best practices
5. implementation of recommendations

Data Director is used to assist in tracking individual student progress over time as well as the progress of groups of students.

Parent conferences are held twice a year and progress reports sent three times during the year. Students receive timely feedback on their work. Multifaceted assessment tools assist teachers in guiding group and individual instruction. The effectiveness of school program and goals is measured by student performance on standardized tests in grades 2-5, teacher-developed assessments portfolio samples, comments by parents on surveys, and student feedback. We are continuing to develop assessments that are administered at all 3 elementary schools at each grade level.

Second, third, fourth and fifth grade teachers review STAR test data and use the information to evaluate programs and plan instruction. All teachers collect samples of student work throughout the year and use this information in parent conferences and to evaluate student performance.

Evaluation of student achievement is done by examining results of the California Standards Tests at grades 2-5, to all students grades 2-5, examining student work against standards, and teacher evaluation of student work. Each year, students scoring below proficient level are identified and teachers develop instructional plans to address the needs of these students.

Funding and Governance

Piedmont Unified School District policies are followed at all times. Site Council meetings are held at least 6 times per year to review the school plan, vote on budget and analyze parent survey and assessment data. All meetings are open to interested community members and notices of the meetings are advertised in the weekly bulletin and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The school site plan is presented to the Piedmont Board of Education in the fall of each school year.

2011 – 2012 Goals

District Elementary School Site Goals:

School Climate/*Welcoming Schools* Curriculum Pilot: This goal was not fully implemented in 2010-2011 and will be continued for the 2011 – 2012 school year.

Teachers and staff will pilot lessons from the *Welcoming Schools* curriculum and evaluate next steps for fostering an inclusive school environment for learning and growing.

Action Plan: Using a Tri-school CPT, each grade level will decide upon 2 lessons from the *Welcoming Schools* Curriculum to pilot between December 2011 and March 2012.

- Prior to December 2011, each Tri-school grade level will review the Welcoming Schools Curriculum and decide on two lessons to teach by the end of March 2012.
- In April 2012, by Tri-school grade level and as K-5 teachers together, an evaluation of the Welcoming Schools lessons will take place and a recommendation will be made to either move forward with adoption of this curriculum, or to pilot another curriculum the following year.
- A review and discussion of the curriculum will take place at Site Council meetings.
- A matrix of current activities will be developed and presented to the Tri-school Site Council.

Progress: Discussions at each Site Council meeting.

Measurement: Completion of two lessons at each grade level and an evaluation of their success. A review and recommendation for next steps by the end of the 2011-2012 school year.

Progress Update

Many teachers piloted lessons or lessons adapted from Welcoming Schools. Discussions concluded that there are many worthwhile components of this program that should continue to be included in our work each year. Full implementation of this program would be difficult because of the number of resources that are out of print or difficult to obtain. In addition to Welcoming Schools kindergarten and first grade teachers are now using the Second Step program designed to teach core social-emotional skills such as empathy, emotion management, and problem solving. Self-regulation, executive function skills, and skills for early learning are included. All (Cheryl, add third here) fourth and fifth grade students receive instruction in positive decision-making around aggression and bullying, peer pressure, drugs and alcohol from our parent educator program (PEP). This year fifth grade students at all three elementary schools will participate in Cooperative Adventures focused on team building skills, communication and cooperation in preparation for continuing this program in 6th grade at Piedmont Middle School.

Goal 2: Continue to Develop a Comprehensive, Tri-school English/ Language Arts Program:

- Acquire new and innovative resources for reading and writing instruction.

- Evaluate progress and continue to increase consistency across the three elementary sites.
- Increase opportunities for depth and breadth in the K-5 Language Arts program.
- Explore a variety of models to differentiate instruction in reading and writing.
- Examine and discuss the efficacy of operating assessment tools and strategies.

Specific Actions for Achievement

All grade levels will be looking at Words Their Way for spelling, vocabulary and phonics instruction. While we anticipate full implementation of WTW by next year, we will continue to include our current spelling/grammar materials as we explore alternatives for addressing the grammar component. In Tri-school meetings we will focus our review of recent STAR results on student performance in *written conventions and writing strategies*.

While the professional texts listed below ultimately will be reference materials that support our instructional program, this year we will be structuring conversations based on the ***Professional Learning Communities*** model of a book study: the philosophies and content within each book will be discussed and elements will be selected for Tri-school implementation.

- Kindergarten will use Growing Readers to support planning for independent reading workshops and a balanced literacy program that includes mini-lessons and reading conferences.
- First and Second Grades will be using Comprehension from the Ground Up to develop reading workshop models.
- Third, Fourth and Fifth Grades will use Teaching For Comprehending and Fluency: Thinking, Talking and Writing about Reading K-8 which includes teaching and assessment frames, teaching strategies for reading instruction, guided reading, book discussion and shared and performance reading.

In addition, grades 3, 4, and 5 will use Lucy Calkins Readers' Workshop Units of Study for Teaching Reading Book Series to implement Readers' Workshop at grades 3-5. This planning will be documented and a Board presentation will be planned for the spring to inform the public about our ongoing work with the Tri-school, ELA program. We continue to use a writing workshop model (which consists of mini-lessons, modeled writing, independent writing, editing and revision, and publishing) as the foundation of our writing program. The readers' workshop model works similarly toward the goal of building competent readers. We are moving in the direction of a readers' workshop approach to reading instruction, and our goal is to develop this with consistency across the three schools.

Additional steps:

- Further develop leveled classroom libraries.
- Continue articulation K-5 and 5-6.

- Examine assessment tools and strategies to add more common assessments across the three elementary schools.
- Continue to monitor proficiency with core skills and broaden communication with parents about student progress.

Progress Update:

- *All teacher K-5 are now implementing Readers Workshop*
- *Staff Development in August focused on Readers Workshop*
- *Staff Development in October focused on Word Work*
- *CPT time is dedicated to implementation of Readers Workshop and Word Study*

Tri-School Topics for Discussion:

- PUSD World Languages Review
- Review of K – 5 music program with emphasis on the new components for fourth and fifth grades.

Progress Update: *School Site Council discussions were held informing the community of changes in the Music Program and the progress of the World Languages Review at the Elementary Level.*

Havens School Site Goal:

Goal 1: To create a structure/timeline to improve school-to-home communication:

Based on the recognition that improved communication supports teachers, students and families, we will to put in place a structure and timeline to communicate more effectively within the school community. Specific areas for additional communication include (1) how the standards are being taught in the various curricular areas at the different grade levels, (2) the ways in which teachers are differentiating instruction in their classrooms, (3) methods of assessment beyond the STAR test, and (4) ways in which components of our program work together to provide the robust, comprehensive education that our students receive.

Measurement: A plan for improved communication will be developed.

Progress Update: *School-to-Home communication currently takes the following forms: Monday morning announcements to parents, Havens' Highlights, weekly Principal's message, and Havens Parents Club Principal's Report. Several teachers send home weekly or monthly classroom bulletins. Improved school-to-home communication will be addressed in this year's Tri-school goals.*

Tri-School Goals for 2012 -2013

Goals are defined as areas for focused improvement with measurable outcomes.

Goal 1: Implement a comprehensive, Tri-school English/Language Arts Program (in progress from 2011-12)

- Utilize the district-adopted English language arts curriculum materials at each grade level as the primary resource for teaching reading and word study
- Increase the consistency of teachers' use of the reading and word study curriculum across the three elementary sites
- Analyze by grade level students' progress in reading and word study across the three schools

Specific Actions for Implementation and Student Achievement

1. **READING WORKSHOP:** To teach reading in Grades K-5, teachers will use Units of Study for Teaching Reading: A Curriculum for the Reading Workshop written by Lucy Calkins and colleagues from Teachers College Reading and Writing Project at Columbia University. Grade-level libraries will be developed over time as a vital component of the reading workshop curriculum. Professional development will be offered by principals during district-led common planning time and by Anne Diskin, literacy consultant, to support the implementation of reading workshop. Data on teacher implementation and student progress will be collected.

Teachers' consistency of use of the reading workshop curriculum will be measured as follows:

- Site principals will visit classrooms regularly.
- Teachers across sites will agree upon two reading units of study to teach at their grade level. This will provide the opportunity for grade-level discussions across sites.
- Teachers will submit feedback to site principals on what they learned from district-led common planning time discussions and from the coaching provided by Anne Diskin.

Students' reading progress will be measured as follows:

- Teachers will administer grade-level reading assessments
- Grade-level reading level data will be compiled 2 times per year and analyzed across sites
- 100% of students will progress one or more reading levels
- 80% of students at each grade level will reach the following end-of-the-year reading level benchmarks
 - Kindergarten - Level C
 - 1st grade - Level I
 - 2nd grade - Level M

- 3rd grade - Level P
- 4th grade - Level S
- 5th grade - Level V

2. WORD STUDY: The primary resource for teaching word study in grades K-5 will be the district-adopted curriculum materials: Fountas and Pinnell Phonics Lessons (K-2) and Words Their Way: Words Study for Phonics, Vocabulary, and Spelling Instruction (3-5). Professional Development will be offered by site principals during district-led common planning time.. Data on teacher implementation and student progress will be collected.

Teachers' consistency of use of the word study curriculum will be measured as follows:

- Site principals will visit classrooms regularly.
- Teachers will discuss during district-led common planning the lessons and classroom procedures they are utilizing for teaching word study.
- Teachers will submit feedback to site principals on what they learned from district-led common planning time discussions.

Students' word study progress will be measured as follows:

- All teachers K-5 will administer the Words Their Way Spelling Inventory appropriate to their grade level
 - Kindergarten - Primary Spelling Inventory - first 10 words
 - 1st & 2nd grades- Primary Spelling Inventory
 - 3rd grade- Elementary and/or Upper-Level Spelling Inventory
 - 4th & 5th grades- Upper-Level Spelling Inventory
- Grade-level word study data will be compiled 3 times per year and analyzed across sites
- 100% of students will progress one or more developmental spelling levels until they reach the highest spelling stage--derivational relations
- 80% of students at each grade level will reach the following end-of-the-year developmental spelling stage goals as defined in Words Their Way
 - Kindergarten - Middle Letter Name-Alphabetic
 - 1st grade - Early Within Word Pattern
 - 2nd grade - Late Within Word Pattern
 - 3rd grade - Early Syllables and Affixes
 - 4th grade - Middle Syllables and Affixes
 - 5th grade - Late Syllables and Affixes

Progress Update 11/6/12

- All teachers K-5 are now implementing Reading Workshop
- Staff Development in August focused on Reading Workshop
- Staff Development in October focused on Word Study
- Coaching in Reading Workshop begins in late November
- Reading level and developmental spelling level data are being collected

- CPT time is dedicated to implementation of Reading Workshop and Word Study and analysis of tri-school assessment data collected by grade level

Goal 2: Plan for parent education and communication to share relevant information about school goals, events, and issues, primarily related to the implementation of TriSchool Language Arts curricula.

- Recognition that improved communication supports teachers, students, and families
- Topics may include differentiation, assessment, standards, and progress toward the curricular goals included in the Single Plans, as well as broader education for the community about curriculum and philosophy of instruction.
- Specific communication about Reading Workshop, Writing Workshop, and Word Study practices will be emphasized this year.

Plans for sharing content will include venues such as the school and/or District website, Parent Club meetings, school and classroom newsletters, informational evenings, and other support group sponsored events as appropriate. The Site Council forum is the designated venue for conversations that are identified as ongoing topics below.

Specific Actions for Implementation and Student Achievement

1. Conduct at least one Parent Education Evening during the 2012-13 school year. Topic to be English/Language Arts at Elementary: Understanding Reading Workshop, Writing Workshop, and Word Study.

2. Establish an Elementary Web Presence on the PUSD website. Goal is to provide a resource for current elementary families as well as incoming families new to the district. Develop common and centralized Elementary subject area curriculum information as a resource under the Curriculum tab on the PUSD website. Links to current curriculum publishers and resources such as information on the Common Core Standards will be provided. Information will also be able to be accessed from the Beach, Havens, and Wildwood websites.

3. Identify and define critical information needed by the parent community about the schools.

Site Council Representative parents will poll a range of parents to understand the communications preferences and need: What would information would you like about our school and how would you like to receive it?

4. Clarify communications regarding Site Council. Include information about Site Council Agenda Topics in school newsletters. The goal is to have agendas and descriptions of topics distributed two weeks in advance to all parents.

Goal 3: Establish/Adopt Social and Emotional Curriculum for Grades K-5

- Launching from progress on last year's goal in School Climate
- Recognizing the need for common and consistent language and experiences to foster an inclusive school climate

Specific Actions for Implementation and Student Achievement

1. During Common Planning Time time this winter and spring, teachers will discuss and share the implementation of the Second Step program at Grades K-1 and determine if this program might be appropriate at grades 2-5 for Tri-School adoption.
2. During Common Planning Time in the spring, teachers will discuss Welcoming Schools curriculum/lessons and determine how this program will be used in classrooms.
3. Teachers will collaborate by grade level with the Teacher Librarians to identify mentor texts that promote respect for diversity and meaningfully integrate with the curriculum in support of reading workshop lessons.

Site Council conversations about this curriculum and process will be ongoing through the 2012-13 school year.

Tri-School Topics for Discussion 2012-2013

Topics for ongoing Site Council conversation may or may not have a current, measurable goal.

Homework Practices

- School Site Council members will read Challenge Success paper on homework practices and use this information to guide discussions at Site Council meetings.
- Principals will lead teachers in collecting information about current homework practices in English language arts. As necessary, recommendations will be made to provide Tri-School guidelines for English language arts homework.

Curriculum Update

- An update on the Every Day Math curriculum, including discussion about implementation, student progress, and transition to middle school by March 2013.

Common Core Standards Implementation

- Discussions and planning for upcoming shift to Common Core Standards

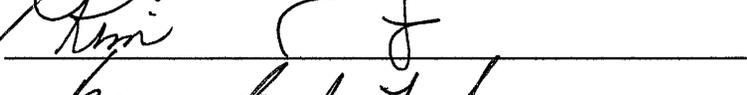
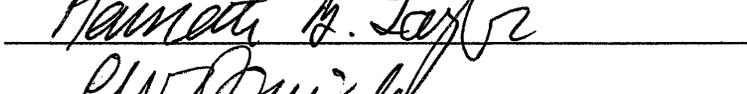
Diversity Education

- In partnership with PUSD Diversity Education group, a subcommittee of teachers will continue to discuss Cultures Week and develop a future plan for integrating global and diversity education at all grade levels.

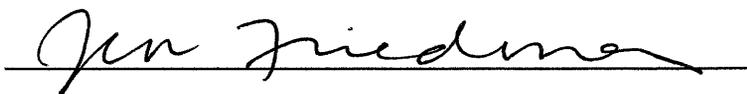
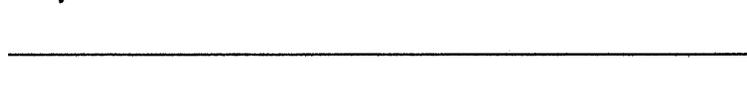
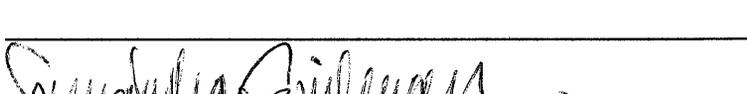
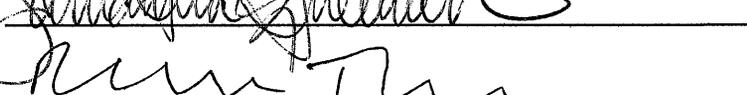
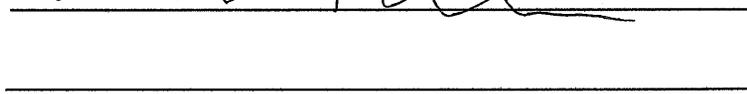
SCHOOL SITE COUNCIL

STAFF

SIGNATURE

Rachna Dube	
Kelly Ellis	
Kim Jordan	
Kenneth Taylor	
Cheryl Wozniak	

PARENTS

Jen Friedman	
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Jenny Lynn	
Samantha Spielman	
Rebecca Thornborrow	
Christina Vo	

The 2012-2013 Single Plan for Student Achievement was adopted by the Havens School Site Council and recommend that it be approved by the Piedmont Unified School Board.

**Havens Elementary School
Comprehensive School Safety Plan
2012-2013**

As specified in Senate Bill 187, a Comprehensive School Safety Plan and Emergency Preparedness Binder are maintained in the school office and are available for public review. The binder is updated annually or more often, if necessary.

Assessment of Current Status of School Crime: Piedmont Unified School District has a low incidence of crime on its school campuses. Havens Elementary School has not reported any crimes so far this school year and did not report any last year.

Child Abuse Reporting Procedures: Copies of reporting procedures are in the binder and are distributed to all faculty and reviewed at a staff meeting at the beginning of each school year.

Disaster Procedures, routine and emergency: Emergency Preparedness is addressed through well-communicated plans and regularly scheduled drills: monthly fire drills, earthquake drills, review of intruder alerts at faculty meetings, periodic district-wide evacuation drills, and a shelter-in-place drill should there be a need to stay inside. The school has 11 radios for use on site and across the district. A megaphone is kept with the emergency supplies and is used to give directions on the play field. Our PE teacher also has a megaphone in the multipurpose room. Our Parent Club actively assists the school with comprehensive procedures, equipment, and practice. Our new intercom system would be accessed for communication in the event of a shelter-in-place situation. A copy of the Havens Incident Command System can be found in the binder, as well as an old version of the Emergency Student Release Procedures. A new system is in the process of being developed as a result of what was learned from this October's district-wide disaster drill.

Policies related to suspension, expulsion, or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion: Board policies are reviewed annually. It is extremely rare that a student is suspended at the elementary school level. There were no suspensions at Havens School last year.

Notification to Teachers pursuant to EC 49079: This section outlines policies regarding notification to teachers about students who have engaged in dangerous behaviors. This is not a typical need at the elementary level in our District.

Sexual Harassment Policy: Our District's policy is distributed to all staff at the beginning of each school year and reviewed at a faculty meeting annually. Teachers consistently reinforce the broad concepts associated with the policy during Second Step

and Life Skills discussions. Teachers and Yard Supervisors receive training in supporting a school culture that is based on respect.

School-Wide Dress Code: Havens Elementary School does not have a school dress code although appropriate clothing for school is required.

Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School: Maps illustrating exits for an evacuation from all classrooms are included in the binder and posted in each classroom. Regularly-scheduled drills help school personnel, students, and parent volunteers become familiar with these predetermined routes.

Adult crossing guards help children use crosswalks at Highland and Oakland Avenues, Oakland and Bonita Avenues, and Highland and Craig Avenues. Fifth-grade students on the Safety Patrol assist in the safe arrival and departure of students. Children who walk to school generally walk with a buddy. Handicap parking and access is provided on Oakland Avenue. Our classrooms are handicap accessible. Handrails and safe surfaces are maintained for the safety of all.

Safe and Orderly School Environment: Existing resources are compiled and kept in the principal's office in a binder labeled Comprehensive Safety Plan and Emergency Preparedness. Additional communications about a safe and orderly school environment are shared with the school community through columns in the Havens Highlights' columns and Monday morning announcements. Each classroom and the office are equipped with an emergency backpack that contains emergency and first aid supplies. Copies of emergency cards for each class are kept in the backpack. Food, water, and additional supplies are stored in a shed on the field in case of emergency. Staff members who serve as team leaders for each of the disaster-preparedness stations have a key to this shed.

All classrooms and offices have telephones. Each classroom is accessible by the office through our PA system for both emergency and routine needs. All visitors are required to sign in at the office before entering the campus. Staff members report their absences if they leave campus so an office staff person is aware when they cannot be reached on site.

School classrooms are attractive, clean, and inviting. Havens School was built during the 2009-2010 school year. The exterior appearance is exceptional. Any graffiti that is discovered is removed immediately. Two full-time custodians maintain the campus and the District Maintenance Team takes care of larger projects and long-term maintenance. Teachers maintain an environment conducive to learning, and classrooms are decorated to reflect the curriculum. Classroom disruptions are minimal and instructional time is protected through the joint efforts of faculty and staff. A school counselor is available to help children with conflict resolution, social skills, and other areas of concern.

The principal, faculty, and staff provide campus security. Teachers supervise the playgrounds at each recess. Yard supervisors watch the students during lunch time. Each playground is staffed by at least two adults. Additional supervision is provided by 1:1 paraeducators. During the 2012-2013 school year, a split morning recess schedule and split lunch schedule were implemented to reduce the number of students on the blacktop and field.

Rules and Procedures pursuant to EC 35291 and EC 35291.5: We continually strive to ensure that Havens School is an emotionally nurturing environment that is a safe, kind, and respectful place for learning. Evidence of this environment includes our emphasis on the Lifelong Guidelines and Lifeskills and the Havens Rules for a Safe and Happy School. Examples of these behaviors being put into practice by our students and the adults within our school community are everywhere. Each month a school-wide LifeSkills assembly is held to recognize students from every classroom that have consistently displayed the LifeSkills studied that month. Students know that the adults at Havens are here to help them if the need arises and they willingly seek out their teachers, the school counselor, and/or the office staff. Fifth grade students have positions of leadership and responsibility on the School Traffic Patrol and in Leadership groups. Cross grade-level activities take place weekly as part of our Buddies program.

Consequences for not following school and/or classroom rules may include the following: “talking it out” with an adult, writing a note of apology, contact with a parent, missing a recess, or spending some of the playtime on the bench, eating lunch in the office and/or talking with the principal. District guidelines for suspension or expulsion are available should the need arise.

Although we have a large student body, our playgrounds run smoothly and safely. We have some activities designated by grade level, but most of the playground is open to all. Guidelines and procedures have been developed and shared with each classroom for the playgrounds.

All yard supervisors have been coached in helping children resolve conflicts using their words. Our Lifeskills program, high visibility of adults on campus, including parent volunteers, and a consistent reinforcement of the guidelines for acceptable behavior create a safe environment for all students. We have a school counselor that works with individuals and small groups of students to enhance social skills, facilitate problem solving, and foster an inclusive environment. Additionally, she meets with parents to help address a family’s needs as they relate to their child’s education. PEP (Parent Educator Program) training in third, fourth, and fifth grades help children develop positive decision making skills. A health education program for our fifth graders that focuses on puberty also reinforces making positive decisions.

Hold a Public Meeting: The School Site Council meetings serve as the public meetings for the review of the School Safety Plan. At its December meeting, the School Site

Committee will review the Safety Plan to determine whether it addresses the needs of the school and the students. The comprehensive plan outlines emergency preparedness through well-communicated plans, regularly scheduled drills, and guidelines for student behavior. The plan is consistently monitored and reinforced. In reviewing the plan, the School Site Council will consider whether the plan assures each student a safe physical environment by providing a well-maintained building, safe campus, and safe ingress and egress to and from school.

The School Site Council recommends the School Safety Plan to the PUSD Board of Education for approval.

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Wildwood Elementary School
Piedmont, California
**Single Plan for
Student Achievement
2012-2013**

Mission Statement

Wildwood Elementary School has adopted the Piedmont Unified School District Strategic Plan Mission Statement: *Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing, and challenging environment.* A qualified, creative, and student-oriented staff supports this mission.

We adhere to a common set of beliefs and commitments, which form the basis of the District's philosophy (BP 0100) and are implemented through annually-developed and district-adopted goals. The beliefs and commitments that form the basis of the District's philosophy are:

Beliefs

1. Every person has intrinsic worth.
2. We are responsible for our actions and our inaction.
3. Learning is a life-long journey.
4. While learning is the responsibility of the individual, education is the obligation of the community.
5. Appreciating diversity strengthens community.
6. When an individual's gifts are shared, community is strengthened.
7. The potential for individual success exists in every person.
8. Enjoyment enhances life.
9. Meaningful endeavors grow from passion, courage, commitment, and compassion.
10. Family and friends are fundamental to personal well-being.
11. Open-mindedness and responsiveness to change are essential to growth and renewal.

Commitments

- We are committed to cultivating a learning community where students are engaged in their learning, strive for excellence, and are supported to achieve to their fullest potential.
- We are committed to providing a safe, nurturing learning environment where every member of the Piedmont Schools feels respected. We strive to increase everyone's sense of inclusion in our community. Our practice of safety and inclusion begins with our policy of prohibiting discrimination on the basis of age, disability, ethnicity, gender, language, marital status, nationality, race, religion, sexual orientation, and socioeconomic status.

- We are committed to fostering an educational program that prepares our students to live in a diverse world, acknowledge and appreciate cultural differences, understand the significance of socioeconomic inequalities, recognize the existence of biases and discrimination, identify conflicts and options for resolution, and take action for positive change.
- We are committed to advancing the beliefs, commitments, vision, and goals of our school system by working collaboratively and allocating and effectively managing limited resources.

School Profile

Wildwood School has an enrollment of 293 students in grades kindergarten through fifth. Our school building was remodeled in 2010-2011 to address seismic safety and accessibility codes. Class Size Reduction funds and a local parcel tax have made it possible to provide primary class size of 23 or less and fourth and fifth grade classes of 28 or less. The total number of classrooms this year for grades K-5 is 13.

The ethnic composition of our student body is: 81% White not of Hispanic Origin, 9% Chinese, 4% Other Asian (Japanese, Korean, Vietnamese, Indian or Other Asian), 3% Hispanic and less than 1% of each of the following: Black not Hispanic, Guamanian and Filipino. The school district with supplemental funding from the parent club provides the following program specialists: reading resource, math resource, counseling, technology, physical education, vocal and instrumental music, school psychologist, speech and language therapist, nurse, librarian, occupational therapist, resource specialist and English Language Development specialist. All classrooms have instructional para-educators for the equivalent of one hour a day.

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

Teaching and Learning

Wildwood School provides a rich environment for students to learn and grow academically. Curriculum, pedagogy, and assessment intertwine to support each student's academic growth.

Wildwood School requires all students to learn the essential standards of a broad academic curriculum. The curriculum includes language arts, mathematics, science,

technology, history/social studies, visual and performing arts, physical education, and health. All curricula are aligned with state standards that can be found at www.cde.ca.gov. We have begun the transition to Common Core Standards in Language Arts and Mathematics. All students have access to standards-based instructional materials. Each year teachers review students' progress on classroom and standardized tests and collaborate at grade levels to provide the strongest program for each student.

In addition to the clear emphasis on a broad academic education, a strong focus is placed on student's social-emotional growth. Problem solving is emphasized through cooperative learning and the development of critical thinking skills. Cooperative learning is important in fostering teamwork, building community, encouraging peer to peer learning, and promoting self-esteem and respect among students. An emphasis on inferring, analyzing, and synthesizing content is an integral part of developing critical thinking skills. Additional academic support is provided by encouragement and assistance to students. Resource teachers are available to support students in the areas of technology, reading, math and science.

Differentiation The school recognizes the importance of differentiation in meeting its goals and has initiated programs to guide those efforts. Any student scoring below proficient on the English Language Arts or Math portions of STAR are referred to a Student Study Team to ensure that necessary interventions are in place. Tier 1 and 2 interventions occur in the classroom and sometimes include Reading and Math Resource support. Additional reading assessments are used to monitor students' reading progress. Students that produce strong work samples in class receive differentiated instruction that provide open-ended assignments, more breadth and depth, acceleration, or some combination of the above. A formal assessment process guides eligibility determinations for all Special Education programming and English Learner services. Strategies to tailor instruction to fit the unique needs of students eligible for any of these services are determined through the collaborative efforts of teacher specialists, classroom teachers, and parents.

Classroom teachers and specialists collect information from formal test records, observations, and portfolios of student work to plan a program that builds upon students' current levels of knowledge. When necessary, the classroom teacher shortens or extends assignments, or provides open-ended assignments, to meet the needs of individual students.

The Parent Education Program (PEP) provides fourth and fifth grade students with information regarding peer pressure, self-esteem, and substance abuse. A Child Assault Prevention program helps educate students in third grade about safety measures they can employ should they sense danger from an adult or from a peer. General safety awareness is reviewed by teachers throughout the school year and parents are encouraged to review safety measures through articles in the weekly newsletters.

EQUAL OPPORTUNITY AND ACCESS

A Student Study Team comprised of classroom teachers, resource teachers and the district school psychologist meets twice a month (more often if requested) to consider the needs of students and ensure all students the opportunity to participate in high-quality curricular and extracurricular activities. Teachers and parents can refer students to the Student Study Team at any time during the year. The special needs of students are discussed, information from parents is shared, and recommendations may be made for students to receive assistance from resource personnel, or to be assessed for inclusion in the special education program. Resource specialist, speech and language and hearing impaired programs are available to students with exceptional needs. The reading resource teacher, the counselor, enrichment teachers, teacher-librarians and other staff members may offer support and enrichment activities for a student.

A broad range of special education programming is available to students who have been identified and found eligible for services by a multi-disciplinary assessment team. Students qualifying for special education services are typically served the majority of their day in the general education classroom.

Specialized services in the general education program include reading resource, math resource, and counseling. The population served by these programs is variable, and changes based on assessment throughout the year.

English Learner Program, E.L.

There are 5 students who are identified as English Learners and who receive services. An additional 3 students have been reclassified as English proficient, and are part of a two year monitoring program to follow progress. The English Language Development specialist works with students and serves as resource to classroom teachers to provide additional and appropriate instructional opportunities for students developing fluency in English. Economic Impact Aid funds this program. All classroom teachers have been trained in skills to assist English language learners and possess CLAD or equivalent credentials.

Gifted and Talented

Students in third grade are given the option of taking the OLSAT (Otis Lennon Schools Abilities Test), a group administered standardized measure. Students scoring in the 9th stanine on any 2 sections will be considered eligible for GATE identification. Students with GATE identification are eligible for cluster grouping and to receive a written plan specifying the differentiation strategies used to enhance their learning beginning in fourth grade.

The district's program serves GATE students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. At the elementary level, programming primarily consists of in-class differentiation and enrichment activities. In addition, elementary GATE identified students with advanced mathematics aptitude are eligible to receive supplemental instruction from the elementary math specialist. Prior to formal identification, administrators, teachers, and parents may refer K-3 students who appear to require greater differentiation to a Gate Study Team. The team will review the needs of the child and consider appropriate accommodations in the classroom.

Special Education

When students have been referred for special education services, their Individual Educational Programs (IEPs) are coordinated with regular instruction and are provided with minimum disruption to the students' participation in the regular classroom. Resource teachers, special education instructional aides, classroom teachers and School Improvement Program aides coordinate the instructional program to help the child with special needs succeed in the regular classroom.

Students who qualify for special education participate in the regular class program and receive individual or small group instruction from special education staff. Resource programs available at our school include: Intensive Language Program, Resource Specialist, English Language Development, Occupational Therapy, Hearing Impaired, Speech and Language Therapy, and Adaptive P.E. Reading Resource and Math Specialists are also available to assist classroom teachers and instruct small groups of students.

Social Skills Groups are available at lunch on that integrate general education and special education students.

Parent Involvement

Funding from the Wildwood Parents Club (WPC) makes it possible to extend the hours of our technology curriculum teacher and our school counselor, and to provide science, art and math resource teachers as well as funds for art and science supplies. The Wildwood Dads' Club contributes funding and labor for capital improvements at our school site.

Parent volunteers make a significant positive impact on the school. They assist as classroom helpers, library volunteers, noon game monitors, field trip drivers and coordinate a host of special projects that benefit our students. A hot lunch program is provided daily by Children's Choice and served by parent-volunteers. Parents and faculty meet formally at Back to School Night in September, at fall and spring conferences, and at Open House, which will be held in February this year. Attendance at these events is very high. Fundraising and community building events occur throughout the year.

Both the Piedmont Language School and the WW Parents Club sponsor classes outside of the regular school day on our campus and the school also functions as a community facility for Adult Education classes, scout meetings and special events.

Parents are invited to participate in parent education activities and consistently receive relevant information concerning school program and its effects on children. Communication forms include an orientation meeting for newcomers, weekly newsletters, monthly Parents Club meetings, monthly Dads' Club meetings, parent teacher conferences, bulletin board displays in the front entrance, School Board summaries and district, school and some classroom websites.

Membership in community support groups is open to all parents. PRAISE (Parents, Resources and Advocacy in Special Education) is a parent organization with interest in special education. Meetings provide speakers and forums for parent interaction. CHIME (Citizens Highly Interested in Music Education) and PAINTS (Promote Arts in the Schools) are two parent organizations designed to provide support for the visual and performing arts. Piedmont's Appreciating Diversity Committee (PADC) provides a film series throughout the year that addresses topics relating to diversity. Piedmont Asian American Club (PAAC) sponsors events that highlight Asian cultures and provides forums for discussion.

Parents are kept informed of emergency procedures. Disaster preparedness is ongoing. The Parents Club replenishes emergency food and water supplies annually. Emergency Drills are held monthly. District Disaster Drills are scheduled annually in the fall to practice emergency procedures. A comprehensive School Safety Plan is reviewed annually.

School Climate

At Wildwood Elementary we seek to provide a nurturing environment where all are respected. Our playground and campus rules follow these guidelines: Be Safe. Show Care and Concern for Each Other, the Property of Others and the Property of our School.

Children are encouraged to Speak Up if they see anyone being hurt physically or emotionally. Additionally we ask that students walk for all transitions and behave in a manner conducive to learning when inside the building.

We foster a positive playground climate and intervene to prevent and stop bullying behavior through class meetings, assemblies, and discussions. In addition to this, we have a progression of consequences in place to address infractions of the school rules.

Our fifth grade service positions provide opportunities for students to have direct positive influence on our school climate. Classes participate in a buddy program that pair older and younger children in a mentoring relationship. Wildwood School participates in a Go Green Initiative to help make students aware of their role in the health of our environment locally and globally. Our waste reduction program includes separating waste into green waste/ compost, paper and other recyclables and landfill.

Language Arts

The goal of our language arts instruction is to foster in our students a lifelong love of reading and writing. To that end, the Readers and Writers Workshop approach to teaching literacy and instructional materials written by Lucy Calkins have been adopted K-5. Teachers use these materials to guide their students in becoming fluent readers and writers. Students are exposed to children's literature that promotes a love of reading and serves as mentor texts for their own writing. Leveled classroom libraries are the primary source for reading materials, which include a variety of single texts as well as multiple-copy sets of literature. Many of our literature selections, both fiction and nonfiction, extend concepts taught in social studies and science.

During Readers and Writers Workshop, students have opportunities to read, interact, and share their reading and writing experiences. Other overarching literacy goals include developing strong, independent, fluent readers and writers who think and question critically, employ a variety of reading strategies to comprehend what they read, and use a variety of writing strategies to create authentic pieces of writing for a specific audience.

Examples of specific reading strategies include using meaning to decode, exploring language structure, building phonological awareness, employing metacognitive strategies, and developing text analysis skills. Examples of specific writing strategies include choosing a manageable topic, developing ideas, organizing writing, using the appropriate voice, including sentence variety, and understanding the conventions of written language.

Readers and Writers Workshops are structured around explicit mini lessons where teachers connect students learning to prior experience, introduce through direct modeling one teaching point, which could be a strategy, skill, or procedure, provide students to practice through active involvement, and link the new learning to students' own reading and writing practices. Student choice is a critical component of both workshops. In Readers Workshop, student choose from a selection of "just right books" to build stamina, fluency, and comprehension during independent reading periods. Teachers meet with students during this time to confer one-on-one or in small groups, and the conferences connect to the mini lesson or particular needs of the reader. Assessment of reading levels and conference notes guide teachers in differentiating to meet students' learning needs.

Similarly, in Writers Workshop, the lessons in the Units of Study support children in engaging in authentic and meaningful writing tasks. Students are taught the steps of the

writing process: prewriting, drafting, revising, editing, and publishing. Instructional attention is given to both content and conventions, where attention is given to editing for grammar, punctuation, and spelling. These skills are taught explicitly in mini lessons and reviewed in writing conferences. Students' published writing is hand written or word processed.

Word Study is taught using a developmental approach. Words Their Way Spelling Inventories are administered to assess students' spelling levels, and small group instruction is provided for each level of spellers. Teachers also use student's written work to guide their planning for differentiated word work that supports students' acquisition of phonemic awareness, phonics, spelling, vocabulary, word structure analysis, and appreciation of language. *Phonics Lessons* by Fountas and Pinnell are used K-2 and *Words Their Way* by Donald Bear, Marcia R. Invernizzi, Shane Templeton, Francine R. Johnston are used K-5.

In all grades, students are actively involved in developing thoughtful listening and speaking skills. There are numerous speaking activities: reading books aloud, dramatic presentations and plays, poetry recitals, current events presentations, sharing time, oral discussions, cooperative learning groups, conflict resolution, and book talks.

Approximately 90 instructional minutes are spent on language arts instruction daily. A staggered reading schedule in 1st grade and the first semester of 2nd grade allows for small group instruction of no more than 11-12 students.

Library Program

Literacy and information literacy skills are strengthened and extended by our library program. All students meet once a week for 30 minutes with our teacher-librarian. The library is supported by a half-time library assistant. An extensive collection that serves as a community and faculty resource is maintained. The library program consists of four components:

- *Reading* – Promote reading through story telling, exposure to different genre, guest authors and illustrators, and individual reader advisory. The library maintains a wide variety of print and media to meet the reading and information needs of students and teachers.
- *Technology* – Use technology to enhance learning through the use of subscription databases and the online catalog.
- *Collaboration with classroom teachers* – Support the curriculum with resources and work with teachers to create resource based research projects.
- *Information Literacy* – Help students learn by being able to find, analyze, and use information in meaningful ways.

Instructional Technology

We believe that technology is a critical component to student advancement because it supports inquiry, communication, and analysis. Our implementation of technology resources is grounded in research, tied to curriculum, and focused on positively impacting student learning. Informing our approach are best practices of 21st century skills, ISTE's NETS skills, and critical thinking derived from work around Bloom's Taxonomy to create engaged and literate learners. Educational Technology aims to improve student achievement through providing:

- 1- equitable access to technology, through adequate student/computer ratios, security, maintenance and reliability*
- 2- opportunities for students and staff to acquire 21st Century skills*
- 3- support to state curricular standards by enhancing instruction planning, delivery, practice, assessment, and communication*

Computer lab periods are scheduled for all 1st – 5th grades and all classrooms have computer workstations. Library workstations are available for student use to connect to EBSCO database and World Book online.

As computer lab time is not a teacher preparation period, teachers are active participants in lab instruction and lesson planning, working collaboratively with the site technology coordinator to design lessons that support, enrich and assess state curricular standards and develop appropriate technology skill sets. Technology is also a tool in classroom instruction with teacher use of communication and planning technologies (email, webpages, our internal wiki, shared resource folders), and delivery technologies (LCD projectors, smartboards, document cameras, USB microscopes) in addition to aforementioned practice and assessment use of technology in the hands of the students. Currently, efforts to attain our goals have been focused on technology in the classroom (smartboards, LCDs etc) to activate engaged learners, staff development on current communication technologies to help our staff manage increasing amounts of data and curriculum, and maintaining our equipment in times of budget shortfalls.

Mathematics

The mathematics program focuses on developing understanding of fundamental concepts with an emphasis on problem solving. Students work on building and articulating problem solving strategies, representing mathematical ideas, making connections, and recognizing and utilizing patterns. Concepts and skills from all strands are interwoven, reinforced and extended through lessons and assignments. Manipulatives are widely used to build conceptual understanding. Students work individually, in cooperative groups, and as a whole class with the help of teachers, instructional aides, math resource teacher and parent volunteers. The core curriculum is EveryDayMath (EDM) adopted in June of 2008. Approximately 60 instructional minutes are devoted to mathematics daily. A part time math specialist, funded by our parent club, provides small group instruction to students needing support or challenge in grades 2-5. In addition, our math specialist provides staff development for differentiation strategies in mathematics instruction.

History/Social Studies

The History/Social Studies Program is integrated with other curriculum areas and emphasizes geographical and historical context and critical thinking skills. Students study and learn about themselves as members of a community, our free market system, connections to the past, California's unique history as a State, and the development of our Nation up to 1850. Field trips, guest lecturers, assemblies and classroom simulations, enhance our program. The Piedmont Appreciating Diversity Committee (PADC), in collaboration with the librarian and faculty, sponsor a Cultures Week in the spring.

Science/Health

Our science curriculum, FOSS (Full Option Science Systems) emphasizes lessons that integrate science with other subject matter. Lessons include experiments, field trips/guest presentations and outdoor education. Students are taught to compare, organize, infer, relate and apply scientific data in the areas of Life Science, Earth Science, and Physical Science. Students practice the scientific method by posing questions, making hypotheses, collecting data, recording results, drawing conclusions and applying new knowledge. A Science resource teacher assists classroom teachers in preparing experiments and presenting lessons. Additionally, hands on science lessons are taught in our school gardens reinforcing our commitment to environmental education. Teachers extend class activities by going to museums, nature areas and other outdoor field trips and an annual science fair provides opportunities for students to design, research and report on their own inquiries.

Fifth grade students spend a week in puberty education instruction taught by specialist Ivy Chen. Parent volunteers provide a Parent Educator Program to fourth and fifth grade students with educational information about drugs, alcohol and tobacco.

Physical Education

The PE program is designed to encourage all students to raise their personal fitness level, develop new motor skills and enjoy active participation in a wide variety of games and sports. Activities are also designed to foster inclusion and mutual respect among students. Students strive toward improved performance and work cooperatively toward common goals. The curriculum includes:

- Locomotor and gross motor development.
- Sensory motor development.
- Low organized elementary games aimed at skill acquisition and promoting the notion that movement is fun and healthy.
- Traditional sports including team handball, volleyball, basketball, track, whiffle-ball and softball.
- Rhythms and dance.

The California Fitness Test is administered to fifth graders and individual results of

this assessment are shared with parents and reviewed annually by the PE teachers and the Site Council.

Visual and Performing Arts

In weekly music lessons, all students K through 3 receive vocal music instruction in which the following skills are built:

- Singing in tune, unison and in simple parts.
- Keeping rhythmic patterns in the body, starting with walking the steady beat and building to performing rhythms from notation.
- Creativity and improvisation, both musical and poetic.
- Performing as part of an ensemble.

Musical materials used include folk songs, art songs, singing games and folk dances from diverse cultural sources, with a particular focus on our American musical heritage.

In fourth grade students have two 30 minute music sessions per week in which they experience Orff and orchestral instruments. In fifth grade, instruction focuses on one specific instrument selected at the end of fourth grade. Skills built in the primary grades are further developed with more emphasis on reading musical notation. The whole school performs at a winter concert; fifth graders perform at a spring concert.

Art instruction is taught by art specialists funded by our Parents Club and supported by classroom teachers. PAINTS (Promote Art In The Schools) and the Parents Club provide funding for additional material to supplement our art supplies so that all students have the opportunity to work with a variety of materials. Hallways and classrooms display student art throughout the year and art shows are displayed on campus and in the community.

Drama experiences include puppetry, plays, oral reading, creative dramatics, and other oral presentation. The Parents Club, the Piedmont Educational Foundation and Piedmont Appreciating Diversity sponsor assemblies, guest artists and other performers. All students are taught dance as part of their PE program.

Professional Development

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of the principal, teachers, instructional aides, and other student support personnel. Ongoing efforts are made to ensure equity through the continuous development of instructional strategies that demonstrate sensitivity to the diversity of pupil needs, learning styles, talents and levels of development. Weekly Common Planning time is provided for opportunities for collaborative planning among teachers at grade levels at the site and across the District.

K-5 and 5-6 discussions also are held to ensure continuity between the grades. Emergency Preparedness training as well as training for the specific health needs of students is ongoing.

Staff Development this year includes:

- Paraprofessional Training on Social facilitation and inclusive playground games.
- Readers Workshop K-2 and 3-5 in August
- Grade level teams and Administrators K-12 Common Core Training at the Alameda County Office of Education in September.
- Word Study implementation in October
- Opportunities for teachers to participate in GATE training with James Webb, GATE certification classes, evening speaker series including Madeline Levine and Denise Pope Clark, Social Facilitation Training, Autism Certificate Training, and Crisis Prevention and Intervention Training
- Using the majority of District Led Common Planning Time to focus on our implementation of Readers Workshop and Word Study
- District wide teachers and administrators implementing a new evaluation system based on the California Standards for the Teaching Profession that encourages teacher observation and reflection on student and parent feedback

Standards, Assessment, and Accountability

Students at Wildwood School participate in a broad-based curriculum with grade-level standards defined by the State of California. Emphasis is placed on cognitive thinking skills and communication. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures including group administered standardized tests, curriculum based measures, individual diagnostic testing, progress reports, and classroom observation. Wildwood participates in the STAR test program, which is mandated by the State of California. STAR testing evaluates student progress toward meeting State curriculum standards. Any student scoring below proficient on the English-language arts or math portions of STAR is individually reviewed to insure that necessary interventions are in place. The principal and teachers review student achievement to identify areas for continued program improvement.

In an effort to achieve its Mission Statement, Wildwood Elementary and the Piedmont Unified School District support a culture of continuous improvement for all stakeholders including students, parents, teachers, and administrators. This culture employs a continuous cycle of collaborative efforts to improve school performance through the following steps:

1. acquisition of qualitative and quantitative performance data
2. assessment and analysis of such data
3. identification of areas for further improvement or further inquiry
4. development of recommendations for improvements including collaboration on best practices
5. implementation of recommendations

Data Director is used to assist in tracking individual student progress over time as well as

the progress of groups of students.

Parent conferences are held twice a year and progress reports sent three times during the year. Students receive timely feedback on their work. Multifaceted assessment tools assist teachers in guiding group and individual instruction. The effectiveness of school program and goals is measured by student performance on standardized tests in grades 2-5, teacher-developed assessments portfolio samples, comments by parents on surveys, and student feedback. We are continuing to develop assessments that are administered at all 3 elementary schools at each grade level.

Second, third, fourth and fifth grade teachers review STAR test data and use the information to evaluate programs and plan instruction. All teachers collect samples of student work throughout the year and use this information in parent conferences and to evaluate student performance.

Evaluation of student achievement is done by examining results of the California Standards Tests at grades 2-5, to all students grades 2-5, examining student work against standards, and teacher evaluation of student work. Each year, students scoring below proficient level are identified and teachers develop instructional plans to address the needs of these students. **STAR 2012 test data is attached.

Funding and Governance

Piedmont Unified School District policies are followed at all times. Site Council meetings are held at least 6 times per year to review the school plan, vote on budget and analyze parent survey and assessment data. All meetings are open to interested community members and notices of the meetings are advertised in the weekly bulletin and posted a week before the meetings are held. Members are elected to represent parents/community and school staff. The school site plan is presented to the Piedmont Board of Education in the fall of each school year.

2011 – 2012 Goals

District Elementary School Site Goals:

School Climate/*Welcoming Schools* Curriculum Pilot: This goal was not fully implemented in 2010-2011 and will be continued for the 2011 – 2012 school year.

Teachers and staff will pilot lessons from the *Welcoming Schools* curriculum and evaluate next steps for fostering an inclusive school environment for learning and growing.

Action Plan: Using a Tri-school CPT, each grade level will decide upon 2 lessons from the *Welcoming Schools* Curriculum to pilot between December 2011 and March 2012.

- Prior to December 2011, each Tri-school grade level will review the Welcoming

- Schools Curriculum and decide on two lessons to teach by the end of March 2012.
- In April 2012, by Tri-school grade level and as K-5 teachers together, an evaluation of the Welcoming Schools lessons will take place and a recommendation will be made to either move forward with adoption of this curriculum, or to pilot another curriculum the following year.
 - A review and discussion of the curriculum will take place at Site Council meetings.
 - A matrix of current activities will be developed and presented to the Tri-school Site Council.

Progress: Discussions at each Site Council meeting.

Measurement: Completion of two lessons at each grade level and an evaluation of their success. A review and recommendation for next steps by the end of the 2011-2012 school year.

Progress Update

Many teachers piloted lessons or lessons adapted from Welcoming Schools. Discussions concluded that there are many worthwhile components of this program that should continue to be included in our work each year. Full implementation of this program would be difficult because of the number of resources that are out of print or difficult to obtain. In addition to Welcoming Schools kindergarten and first grade teachers are now using the Second Step program designed to teach core social-emotional skills such as empathy, emotion management, and problem solving. Self-regulation, executive function skills, and skills for early learning are included. All (Cheryl, add third here) fourth and fifth grade students receive instruction in positive decision-making around aggression and bullying, peer pressure, drugs and alcohol from our parent educator program (PEP). This year fifth grade students at all three elementary schools will participate in Cooperative Adventures focused on team building skills, communication and cooperation in preparation for continuing this program in 6th grade at Piedmont Middle School.

Goal 2: Continue to Develop a Comprehensive, Tri-school English/ Language Arts Program:

- Acquire new and innovative resources for reading and writing instruction.
- Evaluate progress and continue to increase consistency across the three elementary sites.
- Increase opportunities for depth and breadth in the K-5 Language Arts program.
- Explore a variety of models to differentiate instruction in reading and writing.
- Examine and discuss the efficacy of operating assessment tools and strategies.

Specific Actions for Achievement

All grade levels will be looking at Words Their Way for spelling, vocabulary and phonics instruction. While we anticipate full implementation of WTW by next year, we will continue to include our current spelling/grammar materials as we explore alternatives for addressing the grammar component. In Tri-school meetings we will focus our review of recent STAR results on student performance in *written conventions and writing strategies*.

While the professional texts listed below ultimately will be reference materials that support our instructional program, this year we will be structuring conversations based on the *Professional Learning Communities* model of a book study: the philosophies and content within each book will be discussed and elements will be selected for Tri-school implementation.

- Kindergarten will use Growing Readers to support planning for independent reading workshops and a balanced literacy program that includes mini-lessons and reading conferences.
- First and Second Grades will be using Comprehension from the Ground Up to develop reading workshop models.
- Third, Fourth and Fifth Grades will use Teaching For Comprehending and Fluency; Thinking, Talking and Writing about Reading K-8 which includes teaching and assessment frames, teaching strategies for reading instruction, guided reading, book discussion and shared and performance reading.

In addition, grades 3, 4, and 5 will use Lucy Calkins Readers' Workshop Units of Study for Teaching Reading Book Series to implement Readers' Workshop at grades 3-5. This planning will be documented and a Board presentation will be planned for the spring to inform the public about our ongoing work with the Tri-school, ELA program. We continue to use a writing workshop model (which consists of mini-lessons, modeled writing, independent writing, editing and revision, and publishing) as the foundation of our writing program. The readers' workshop model works similarly toward the goal of building competent readers. We are moving in the direction of a readers' workshop approach to reading instruction, and our goal is to develop this with consistency across the three schools.

Additional steps:

- Further develop leveled classroom libraries.
- Continue articulation K-5 and 5-6.
- Examine assessment tools and strategies to add more common assessments across the three elementary schools.
- Continue to monitor proficiency with core skills and broaden communication with parents about student progress.

Progress Update:

- *All teacher K-5 are now implementing Readers Workshop*
- *Staff Development in August focused on Readers Workshop*
- *Staff Development in October focused on Word Work*
- *CPT time is dedicated to implementation of Readers Workshop and Word Study*

Tri-School Topics for Discussion:

- PUSD World Languages Review
- Review of K – 5 music program with emphasis on the new components for fourth and fifth grades.

Progress Update: School Site Council discussions were held informing the community of changes in the Music Program and the progress of the World Languages Review at the Elementary Level.

Wildwood School Topics for Discussion:

Enrich our Science Program through Science Assemblies and Festivals which will be explored Tri-school and work with the Tri-school on adding a Spring Science Fair at Wildwood.

Progress Update: Wildwood held a Lawrence Hall of Science Carnival on Matter last school year and a Science Fair coordinated Trischool last spring.

Tri-School Goals for 2012 -2013

Goals are defined as areas for focused improvement with measurable outcomes.

Goal 1: Implement a comprehensive, Tri-school English/Language Arts Program (in progress from 2011-12)

- Utilize the district-adopted English language arts curriculum materials at each grade level as the primary resource for teaching reading and word study
- Increase the consistency of teachers' use of the reading and word study curriculum across the three elementary sites
- Analyze by grade level students' progress in reading and word study across the three schools

Specific Actions for Implementation and Student Achievement

1. **READING WORKSHOP:** To teach reading in Grades K-5, teachers will use *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop* written by Lucy Calkins and colleagues from Teachers College Reading and Writing Project at Columbia University. Grade-level libraries will be developed over time as a vital component of the reading workshop curriculum. Professional development will be offered by principals during district-led common planning time and by Anne Diskin, literacy consultant, to support the implementation of reading workshop. Data on teacher implementation and student progress will be collected.

Teachers' consistency of use of the reading workshop curriculum will be measured as follows:

- Site principals will visit classrooms regularly.
- Teachers across sites will agree upon two reading units of study to teach at their grade level. This will provide the opportunity for grade-level discussions across sites.
- Teachers will submit feedback to site principals on what they learned from district-led common planning time discussions and from the coaching provided by Anne Diskin.

Students' reading progress will be measured as follows:

- Teachers will administer grade-level reading assessments
- Grade-level reading level data will be compiled 2 times per year and analyzed across sites
- 100% of students will progress one or more reading levels
- 80% of students at each grade level will reach the following end-of-the-year reading level benchmarks
 - Kindergarten - Level C
 - 1st grade - Level I
 - 2nd grade - Level M
 - 3rd grade - Level P
 - 4th grade - Level S
 - 5th grade - Level V

2. WORD STUDY: The primary resource for teaching word study in grades K-5 will be the district-adopted curriculum materials: *Fountas and Pinnell Phonics Lessons* (K-2) and *Words Their Way: Words Study for Phonics, Vocabulary, and Spelling Instruction* (3-5). Professional Development will be offered by site principals during district-led common planning time.. Data on teacher implementation and student progress will be collected.

Teachers' consistency of use of the word study curriculum will be measured as follows:

- Site principals will visit classrooms regularly.
- Teachers will discuss during district-led common planning the lessons and classroom procedures they are utilizing for teaching word study.
- Teachers will submit feedback to site principals on what they learned from district-led common planning time discussions.

Students' word study progress will be measured as follows:

- All teachers K-5 will administer the *Words Their Way Spelling Inventory* appropriate to their grade level
 - Kindergarten - Primary Spelling Inventory - first 10 words
 - 1st & 2nd grades- Primary Spelling Inventory
 - 3rd grade- Elementary and/or Upper-Level Spelling Inventory
 - 4th & 5th grades- Upper-Level Spelling Inventory
- Grade-level word study data will be compiled 3 times per year and analyzed across sites
- 100% of students will progress one or more developmental spelling levels until they reach the highest spelling stage--derivational relations
- 80% of students at each grade level will reach the following end-of-the-year developmental spelling stage goals as defined in *Words Their Way*
 - Kindergarten - Middle Letter Name-Alphabetic
 - 1st grade - Early Within Word Pattern
 - 2nd grade - Late Within Word Pattern
 - 3rd grade - Early Syllables and Affixes
 - 4th grade - Middle Syllables and Affixes
 - 5th grade - Late Syllables and Affixes

Progress Update 11/6/12

- *All teachers K-5 are now implementing Reading Workshop*
- *Staff Development in August focused on Reading Workshop*
- *Staff Development in October focused on Word Study*
- *Coaching in Reading Workshop begins in late November*
- *Reading level and developmental spelling level data are being collected*
- *CPT time is dedicated to implementation of Reading Workshop and Word Study and analysis of tri-school assessment data collected by grade level*

Goal 2: Plan for parent education and communication to share relevant information about school goals, events, and issues, primarily related to the implementation of TriSchool Language Arts curricula.

- Recognition that improved communication supports teachers, students, and families
- Topics may include differentiation, assessment, standards, and progress toward the curricular goals included in the Single Plans, as well as broader education for the community about curriculum and philosophy of instruction.
- Specific communication about Reading Workshop, Writing Workshop, and Word Study practices will be emphasized this year.

Plans for sharing content will include venues such as the school and/or District website, Parent Club meetings, school and classroom newsletters, informational evenings, and other support group sponsored events as appropriate. The Site Council forum is the designated venue for conversations that are identified as ongoing topics below.

Specific Actions for Implementation and Student Achievement

1. Conduct at least one Parent Education Evening during the 2012-13 school year. Topic to be English/Language Arts at Elementary: Understanding Reading Workshop, Writing Workshop, and Word Study.
2. Establish an Elementary Web Presence on the PUSD website. Goal is to provide a resource for current elementary families as well as incoming families new to the district. Develop common and centralized Elementary subject area curriculum information as a resource under the Curriculum tab on the PUSD website. Links to current curriculum publishers and resources such as information on the Common Core Standards will be provided. Information will also be able to be accessed from the Beach, Havens, and Wildwood websites.
3. Identify and define critical information needed by the parent community about the schools. Site Council Representative parents will poll a range of parents to understand the communications preferences and need: *What would information would you like about our school and how would you like to receive it?*
4. Clarify communications regarding Site Council. Include information about Site Council Agenda Topics in school newsletters. The goal is to have agendas and descriptions of topics distributed two weeks in advance to all parents.

Goal 3: Establish/Adopt Social and Emotional Curriculum for Grades K-5

- Launching from progress on last year's goal in School Climate
- Recognizing the need for common and consistent language and experiences to foster an inclusive school climate

Specific Actions for Implementation and Student Achievement

1. During Common Planning Time time this winter and spring, teachers will discuss and share the implementation of the *Second Step* program at Grades K-1 and determine if this program might be appropriate at grades 2-5 for Tri-School adoption.
2. During Common Planning Time in the spring, teachers will discuss Welcoming Schools curriculum/lessons and determine how this program will be used in classrooms.
3. Teachers will collaborate by grade level with the Teacher Librarians to identify mentor texts that promote respect for diversity and meaningfully integrate with the curriculum in support of reading workshop lessons.

Site Council conversations about this curriculum and process will be ongoing through the 2012-13 school year.

Tri-School Topics for Discussion 2012-2013

Topics for ongoing Site Council conversation may or may not have a current, measurable goal.

Homework Practices

- School Site Council members will read Challenge Success paper on homework practices and use this information to guide discussions at Site Council meetings.
- Principals will lead teachers in collecting information about current homework practices in English language arts. As necessary, recommendations will be made to provide Tri-School guidelines for English language arts homework.

Curriculum Update

- An update on the Every Day Math curriculum, including discussion about implementation, student progress, and transition to middle school by March 2013.

Common Core Standards Implementation

- Discussions and planning for upcoming shift to Common Core Standards

Diversity Education

- In partnership with PUSD Diversity Education group, a subcommittee of teachers will continue to discuss Cultures Week and develop a future plan for integrating global and diversity education at all grade levels.

The Wildwood School Site Council approves the 2012-2013 Single Plan for Student Achievement and recommends that it be approved by the Piedmont Unified School Board.

Staff

Signature

Carol Cramer, Principal / Co-Chair

Carol Cramer

Megan Pillsbury

Megan Pillsbury

Jennifer Kessler, Teacher

Jennifer Kessler cc

Anjuna Lohnes, Teacher

Anjuna Lohn

Parents

Lilly Krenn, co-chair

Lilly Krenn

Mary Alice McNeil

Mary Alice McNeil

Ereca Miller

Diane Halden

Diane Halden cc

Wildwood Elementary School
Comprehensive School Safety Plan
2012-2013

As specified in SB 187, a Comprehensive School Safety Plan is in place and published on our school website for the public to review. The plan is updated annually and more often if necessary.

Assessment of Current Status of School Crime: To date, Wildwood has reported no crime this school year.

Child Abuse Reporting Procedures: Reporting procedures are reviewed at a staff meeting at the beginning of each school year.

Disaster Procedures, routine and emergency: Emergency Preparedness is addressed through well communicated plans and regularly scheduled drills: monthly fire drills, earthquake drills, review of intruder alerts at faculty meetings, district wide evacuation drills, and a Shelter in Place drill should there be a need to stay inside. The school has 11 radios for communication on site and across the district. A megaphone is kept in the office that can be used to give directions to students on the playground. Our email system can be accessed for communication in the event of a Shelter in Place situation. Our District's student information system can be accessed on and off site to communicate during an emergency. Our Site Plan for Emergency Preparedness is attached.

Policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion: Board Policies are reviewed annually. Wildwood Elementary rarely suspends students.

Notification to Teachers pursuant to EC 49079: This section outlines policies regarding notification to teachers about students who have engaged in dangerous behaviors. This is not a typical need at the elementary level in our District.

Sexual Harassment Policy: Our District's policy is distributed to all staff at the beginning of each school year, and reviewed at faculty meetings annually. Teachers review the large concepts associated with the policy for students in Grades 3, 4 and 5. Teachers and Yard Duty Personnel receive training in supporting a school culture that is based on respect.

School Wide Dress Code: Wildwood Elementary does not have a school dress code although students are asked to not wear items that can be distracting in the educational setting.

Safe Ingress and Egress of Pupils, Parents and School Employees to and From School: Maps illustrating exits for an evacuation to both the lower and upper playground are included in the binder, posted in each classroom and included in classroom handbooks which are shared with substitute teachers. Regularly scheduled drills, help school personnel, students and parent volunteers become familiar with these predetermined evacuation routes. A District employee is a Crossing Guard in front of the school and student run patrols assist younger students during pick up and drop off.

The school is handicap accessible. Handrails and safe surfaces are maintained for the safety of all.

Safe and Orderly School Environment: Communications about a safe and orderly school environment are shared with the school community through class meetings, weekly newsletters and the Wildwood website. Attached to this report are copies of Evacuation Plans, School Maps, and Behavior Guidelines that are specific to Wildwood. Each classroom and each space with a program run by a teacher specialist is equipped with an emergency backpack that contains emergency and first aid supplies. Copies of emergency cards for each class are kept in the backpack. Food and water are stored on site in case of an emergency.

All classrooms and offices have telephones. Radios/ cellphones are carried by a yard duty supervisor at each recess. All visitors including parents and guardians are required to sign in.

School Classrooms are attractive and clean. Exterior appearance is good. Vandalism and graffiti are minimal. Any graffiti that is discovered is removed immediately. A full time custodian and part time custodian maintain the campus and consult with the District's Maintenance Team if assistance is needed. Grounds are maintained by a District Gardener. Teachers maintain an environment conducive to learning and all classrooms are extensively decorated to reflect the curriculum. Classroom disruptions are minimized and instructional time is protected through the joint efforts of faculty and staff. A school counselor is available 2 days a week to help children with areas of concern related to their overall well-being.

Campus security is provided by school staff. A credentialed teacher and a teacher's assistant supervise each recess. Additional supervision is provided by 1:1 aides. The lunch patio is supervised by 2 adults and the playground is

supervised by a minimum of 2 noon yard supervisors during each lunch recess. Additionally, parent volunteers provide opportunities for children to be involved in organized activities inside during some recesses

Rules and Procedures pursuant to EC 35291 and EC 35291.5: In order to create an environment that is respectful of all and conducive to learning, all are asked to act in a safe manner and to follow guidelines for promoting respectful behavior. Each classroom teacher posts rules that are consistent with the Guidelines.

Behavioral expectations: We expect Respect, Responsibility, Resourcefulness, which include cooperation, helpfulness, friendly words, inclusion, fairness, patience, sportsmanship, calm transitions, acceptance of differences, and remembering and honoring the rules. Unacceptable behaviors include exclusion, physical aggression, unsafe behavior, swearing, put-downs and disrespect of others or to property.

Consequences for not following school and/ or classroom guidelines or rules may include the following: talking or counseling with an adult, writing a behavior plan and/ or note of apology, contact with parent, missed recess or recess in an alternative location and/ or community service. District guidelines for suspension/ expulsion are available should the need arise.

Our school has an open game policy. Recess games and activities are open for all children to join. Children are discouraged from bringing games, collections or toys from home which cannot be shared easily by all who wish to participate. Guidelines and Expectations have been shared with each classroom for the lunch patio and play ground.. Additional Playground Rules include: No tackle games. No fighting, real or pretend, and if an activity appears unsafe or can hurt anyone or damage school property, it is not allowed. Weapons and any replicas of weapons are not allowed on the school campus.

Yard Duty Personnel have participated in Staff Development designed to help adults recognize bullying type behaviors on our playground. The high visibility of adults on campus including parent volunteers, and a constant, consistent reinforcement of guidelines for acceptable behavior create a safe environment for students. We have a school counselor on site 2 days a week to work with individual and small groups of children and to provide unit lessons on making and keeping friends, and problem solving strategies. Additionally she provides some parent education and is available to meet with parents to help address a family's needs as they relate to their child's education.

PEP (Parent Educator Program) Training in fourth and fifth grades helps children formally develop positive decision making strategies. A health education

program for our fifth graders that focuses on puberty also reinforces positive decision making strategies.

Hold a Public Meeting: The School Site Council Meetings serve as the public meetings for review of the School Safety Plan. At its meeting on **November 6, 2012**, the School Site Council determined that:

The safety plan addresses the needs of the school and the students within the school by providing a comprehensive plan that addresses emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines and expectations for student behavior that are consistently monitored and reinforced.

In reviewing the plan, the School Site Council considered the following: the plan assures each student a safe physical environment by providing a well maintained building, safe campus and safe ingress and egress to and from school.

Each student is assured a safe, respectful, accepting and emotionally nurturing environment. Evidence of this environment includes multiple postings of school expectations, observations of respectful student behavior, the work of the school counselor that is jointly funded by the district and the Wildwood Parents Club, and the presence of many caring adults on campus including parent volunteers. As a school community we work together to underscore the importance Wildwood School places on having our school be a safe, nurturing environment where children are encouraged to take on responsibility and leadership roles for the betterment of our community.

Students are provided resiliency skills through the explicit teaching of conflict resolution. Positive decision making strategies are taught through PEP and Health Education programs offered to fourth and fifth graders. Teachers and the school counselor lead discussions that help develop resiliency skills on an ongoing basis as they relate to daily events at school.

Staff**Signature****Date**

Anjuna Lohnes, Teacher

Anjuna Lohnes11/9/12Jennifer Kessler,
TeacherJennifer Kessler11/9/12
CC

Megan Pillsbury, Teacher

Megan Pillsbury11/9/12

Carol Cramer, Principal

Carol Cramer11/9/12**Parents**

Lilly Krenn

Lilly Krenn11/9/12

Ereca Shrewsberry

Diane Halden

Diane Halden11/9/12

Mary Alice McNeil

Mary Alice McNeil11/9/12

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Michael Brady, Assistant Superintendent
Randall Booker, Assistant Superintendent
Administrative Team

SUBJECT: **APPROVE 2012-13 ACTION PLAN ALIGNED WITH DISTRICT GOALS;
AND PROVIDE DIRECTION, IF NEEDED**

I. **SUPPORT INFORMATION**

Attached is the 2012-13 Action Plan developed to support the Board-approved goals and commitments. The format continues in the format as reflected in the Board and Superintendent's professional development last year given by Mark Van Clay and Perry Soldwedel, who are co-authors with Thomas Many of the book, *Aligning School Districts as PLCs* (professional learning communities). Richard and Rebecca DuFour have led the way in the spread of professional learning communities as a vehicle for schools and districts to apply a model that "educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it." (*Learning by Doing*, by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas Many).

It is presented this evening as "from" all Administrators in the District as part of a governance team that works together to continually improve learning and teaching for all students from transitional kindergarten through high school graduation. We continue in the emphasis on professional development and reflection on practice in order to support student progress academically and growth emotionally.

The professional development focused on the importance of aligning the system in addressing the following essential questions:

1. What do we want students to learn and know how to do?
2. How will we know if they have learned it?
3. What will we do if they have not?
4. What will we do if they already know it?

Within a district "system", there are three roles that must be aligned for maximum success as measured by student achievement through the system.

1. **The Strategic Role** – The Board of Education sets up the broad perspective and long-term vision for the District. The goals and

commitments and themes that emerged from *Shaping Our Future* clearly articulate the vision and mission for Piedmont Unified School District.

2. **The Tactical Role** – Administrators, Employee Associations, and Teacher-leaders work together with parent and community leaders to develop and implement plans to meet the strategic goals set by the Governing Board.
3. **The Operational Role** – Activities that are designed and delivered by the “operationalists” – teachers, counselors, librarians and all support personnel, including those inside and outside of the classrooms, for effective implementation of the vision for the District.

The Action Plan for 2012-13 is presented in a format that reflects the responsibilities associated with each of the roles to improve alignment of all “forces” for the single purpose of improving learning for **all** students in Piedmont Unified School District.

Van Clay and Soldwedel emphasized the notion of alignment as a coordinated effort that connects theory and practice to support that which works with real students in our classrooms every day. The emphasis of professional development embedded in the new Certificated Evaluation process implemented this year, align with the District’s Goals and Commitments and keep the focus on learning through intentional collaboration of all – including students.

The Action Plan Progress Report presented near the end of the school year will include data that will reflect the outcomes from the various “activities” (operational role) that those responsible for the tactics designed, implemented, and monitored as they relate to the goals and commitments (strategic) approved by the Board of Education. The Action Plan tactics as outlined will include appraisal instruments to measure and report progress. Continual review of practice and progress by the professional learning communities is the core of a culture that is committed to continual refinement of the practice of student learning and teaching practices.

II. **RECOMMENDATION: ACTION**

Following review, approve 2012-13 Action Plan

PIEDMONT UNIFIED SCHOOL DISTRICT

ACTION PLAN FOR 2012-13 DISTRICT GOALS

OUR COMMITMENTS *as a public school system:*

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

OUR VISION

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

1. Supporting Academic Excellence

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

2. Maximizing Individual Potential

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

3. Developing Resilience

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

4. Promoting Program Adaptability

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

5. Cultivating A Global Citizenry

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

6. Building K-12 Community

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

GOALS – TACTICS – ACTIVITIES

Following are the Board approved goals that reflect the vision and commitments for the Piedmont District for 2012-13 and into the future. The tactics reflect the key areas of focus for the 2011-12 school year to support the goals. The activities describe how the tactics are put into practice at the implementation level (site and/or District) to support the goals.

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

Tactics:

1. Expand the use of student assessment data as one of the measures of student learning.
 - o Activities:
 - Analyze standardized test data including STAR, SAT, ACT and Advanced Placement (AP) to inform teachers of trends relative to student outcomes for the purpose of improving instruction.
 - Expand the use of teacher-developed common assessment tools to inform instructional practice. Include tools that are both formative and summative to improve instruction for enhanced student outcomes. *Publish the list of content areas/grade levels in which common assessments are applied in 2012-13 and those planned for 2013-14.*

- Provide professional development for staff in the use of Data Director and Infinite Campus student data systems to support the development and analysis of data.
- 2. Review of World Language program as the curriculum area of focus for the District for the next two years.
 - Activities:
 - School Site Councils to review current scope and sequence of offerings in the District.
 - Alternatives to the current scope and sequence that starts in grade seven to be reviewed and recommendations for changes to be implemented in 2013-14 presented.
 - Staff to review materials for adoption with the understanding that materials used for each level be the same at PHS, MHS and PMS.
 - PHS/MHS to explore offering two pathways for Spanish 3 to complete the UC/CSU requirements. One to emphasize conversational Spanish and one in preparation for completion of AP Spanish.
 - Explore opportunities to support World Language opportunities available outside of the District. Tri-school to coordinate language programming with Piedmont Language school.
 - Provide opportunities for parent and community engagement in the discussion of World Language as a part of the student offerings in the District that support the *Shaping Our Future* themes.
- 3. Review the progress of the changes in the K-12 Language Arts program that were implemented as part of the curriculum review process in 2009-10 and 2010-11.
 - Activities:
 - Emphasis at tri-school of “Readers Workshop” and “Word Work Curriculum Development” for common planning time (CPT) K-5.
 - Review and augment as needed services for students who are designated as English Learners.
- 4. Support efforts to expand opportunities for students to engage in service learning as part of the regular school day and after school/summer.
 - Activities:
 - Support teachers in the continuation, and development and implementation of hands on-learning experiences including the annual trip to Marin Headlands, the Glean-A-Thon, the site garden programs, ASCIE summer program, E-soccer, and solar projects.
 - Pursue grants and partnerships to expand student opportunities.
 - Provide professional development to staff as to how to improve student outcomes in the core curriculum areas through service learning and inter-disciplinary projects. Consider implementation of Senior Project as a requirement for all seniors in high school.
- 5. Identify and collect base-line data to develop longitudinal system for measuring student outcomes and satisfaction with Piedmont Unified School District as a K-12 public school system serving the Piedmont community.
 - Activities:

- Conduct community and parent surveys in current year to compare information collected from the comprehensive survey conducted in 2009.
- Continue collecting information from graduates as to preparedness for “life after high school graduation” (college, work, technical training, military)
- Review survey results from School Support Tax poll to measure parent satisfaction with services for their students throughout the K-12 system.

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

Tactics:

1. Continue to support the implementation of the evaluation tools developed by the joint APT/District Evaluation Committee. Adapt the tools and protocols developed for the evaluation of teachers for the evaluation of administrators.
 - Activities:
 - Pursue grants to support professional development for all certificated staff
 - Implement parallel protocols for administrative evaluation.
 - Evaluation Committee to meet to address concerns/practices in first year of implementation of new evaluation system.

2. Continue to provide common planning time for teachers/staff to collaborate and form/strengthen Professional Learning Communities as part of the culture.
 - Activities:
 - Provide opportunities for teachers to observe and share successful practices in the delivery of instruction between and within school sites/grade levels.
 - Staff to participate in after school PUSD GATE Certification Training.
 - Continue support of teachers pursuing National Board Certification
 - Paraeducators will participate in professional development activities sponsored by the Special Education Local Planning Area (SELPA) of which Piedmont is one of five participating districts (Alameda, Berkeley, Albany, Emery are the other four)

3. Support site and District review mandates:
 - Activities:
 - MHS to complete WASC review process with the goal of receiving a six year accreditation.
 - Special Education program to complete State review/audit for compliance
 - Complete credentials-audit by Alameda County to assure compliance.

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

Tactics

1. Board Policies and Administrative Regulations reflect the expectations that all students and staff are in a safe and healthful learning environment.
 - Activities:
 - Review Board Policies on Philosophy, Strategic Plan/Mission Statement and Harassment (Discrimination/Hate-Motivated Incidents and Hate Crimes/Hazing/Harassment (Including Sexual Harassment), Intimidation, Bullying and Cyberbullying)
 - Insure all Administrative Regulations support Policies and reflect practice.
 - Increase awareness by students and staff of the annual notifications on rights and responsibilities.

2. Continue the Diversity Education Advisory Committee (formerly Diversity Task Force) to facilitate/strengthen culture of respect, inclusion and diversity education.
 - Activities:
 - Implementation of pilot of “Welcoming Schools” lessons at each grade level K-5.
 - PHS to implement programs from the Positive Coaching Alliance for improved education on sportsmanship for student-athletes, coaches and parents.
 - Facilitate meetings with staff and Piedmont Police Department to develop expectations for roles and responsibilities relative to student behaviors at school and at after school activities.
 - Expand student opportunities like Diversity Day at PMS to include PHS/MHS and a review of curriculum materials that reflect contributions of diverse populations to society.

3. Maintain services K-12 to students to support personal responsibility, resiliency and respect.
 - Activities:
 - Wellness Center to provide counseling services to students in need, grades 6-12, and coordinate student leadership programs such as Ambassadors, Peer Listeners, and Youth Educators.
 - Provide opportunities for High School students (PHS/MHS) to understand and reduce at-risk behaviors by assemblies, field trips and classroom lessons (e.g., Every 15 Minutes program, date rape prevention assemblies).
 - Follow protocols for dealing immediately with graffiti, bullying, harassment including sexual harassment, and hate motivated incidents.
 - Review expectations with all students as to respectful behavior, including an understanding of what constitutes sexual harassment.
 - Monitor and reinforce academic integrity expectations.

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

Tactics

1. Continue to implement the ideals of the Interest-Based Bargaining approach to all collective bargaining activities for all employees.
 - Activities:

- The Association of Piedmont Teachers (APT) and California School Employees Association (CSEA) and the Association of Piedmont School Administrators (APSA) have been active collaborators as part of the negotiations process to ensure the delivery of a comprehensive rigorous program for students while maintaining fiscal solvency. As part of the negotiations process for 2012-13 the District remains committed to the priority of maintaining the most highly qualified staff.
- Communicate with parents and community the issues to be addressed as part of the collective bargaining program with adequate time to provide meaningful input.

2. Communication, Communication, Communication

○ Activities:

- Continue opportunities for staff, community, parent and student involvement in District operations, including: Site Councils, Budget Advisory Committee, Citizens Oversight Committee, Parcel Tax Advisory Committee, GATE Advisory Council, Curriculum Forum, Parent Education presentations, Parent Clubs and Board Meetings.
- Provide background information as requested to the School Support Tax campaign.
- Coordinate with Piedmont Educational Foundation inclusion of District information as part of their publications that are sent to the entire community.
- Develop communication summary for the Seismic Safety Bond Program as part of the closing of the program.
- Develop a District newsletter for distribution to entire community.
- Schedule “Spotlight on Learning” as a regular agenda topic at every Board Meeting to share with the community highlights of the extraordinary learning that is happening every day in our schools.
- Support the efforts of the community in the implementation of *The Piedmont Portal* as a resource for information about the schools.
- Review and update District website to make sure materials are current, accessible and relevant.
- Communicate to all stakeholders the District budget and provide opportunities for as many community members to know and understand the district budget.
- District administrators to participate in community support organizations including Parent Clubs, Piedmont Educational Foundation and City of Piedmont groups.

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

Tactics

1. Develop multi-year budgets as part of the budget development process that allow for consideration of the variables while maintaining the ability to offer a stable student program that reflect depth and breadth of programs offered by the most highly qualified staff.
 - Activities:

- Provide multi-year budget scenario updates per prescribed intervals (Interim Reports) and as needed for planning purposes. Goal is to have budget be as stable over the years in terms of student programs and staff compensation while fiscally sustainable. Scenarios to include demonstration of the effect on the District budget based on external factors such as the State budget and School Support Tax. Scenarios also to address internal factors such as employee compensation factors and program enhancements/reductions.
 - Attend School Services of California (SSC), California Association of School Business Officials and Alameda County Office workshops/information sessions to remain up to date on variables.
 - Provide opportunities for all stakeholders to know and understand the budget.
- 2. Continue partnerships with employee associations and fundraising groups in collaboration with the District to support the K-12 program.
 - Activities:
 - Continue to communicate budget issues with all stakeholders at the Budget Advisory Committee
 - Apply the Interest Based Bargaining approach to negotiations with employee groups
 - Coordinate with the Giving Campaign and Piedmont Educational Foundation and all support groups to maximize funds donated to the District to support the K-12 program.
- 3. Participate in State-wide activities/associations to support California's funding of public schools including facilities.
 - Activities:
 - Meet with local Representatives, Loni Hancock and Sandre Swanson, on issues/legislation that relates to school funding.
 - Staff and consultants work with the Office of Public School Construction (OPSC) and the Division of the State Architect (DSA) and the State Allocation Board (SAB) on facilities funding opportunities.
- 4. The District is dependent on the core Parcel Tax (Measure B) for one third of the operating budget. Loss of that support would result in the reduction of 100 employees who provide vital programs to students.
 - Activities:
 - Consult with Tramutola and Associates in preparation of the campaign.
 - Work with campaign chairs for the renewal of the School Support Tax as allowed. Provide information to the Board and public as to the programs supported by the School Support tax.
- 5. Facilitate the development of a plan to deal with Modernization Funds available after the close of the School Facilities Bond Program.
 - Activities:
 - Consult with KNN as to bond requirements for the conversion of District CABS into long-term bonds.
 - Develop a priority list with projected budget for the projects postponed or not completed as part of the Seismic Safety Program.

- Complete a five-year plan for use of funds, including possible paydown of current bond obligations for the future.

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

Tactics

1. Close out of Seismic Safety Bond Program that was developed to address structural and non-structural seismic issues in all school facilities. The last site to be address for structural seismic safety was Beach and was completed in September 2012.
 - Activities:
 - Staff and consultants to close out projects with DSA and process all remaining applications for funding from the State.
 - Board to formally accept the closeout of all projects completed to date including: Maintenance Building; Havens Elementary School; Wildwood Elementary School; Ellen Driscoll Playhouse; and Piedmont High School Library/Quad and Student Center buildings.
 - Continue to monitor and mitigate non-structural seismic issues at all sites.
 - Upgrade all health and safety systems (e.g., fire alarms and elevators) and address accessibility whenever possible.
2. Establish protocols with representatives from the City of Piedmont for the collection and processing of the Facilities Preservation Funds collection that was approved by the City Council.
 - Activities:
 - Staff to coordinate with the City staff for the collection of the facilities use funds.
 - City and District representatives to meet with support organizations (e.g., PHS Boosters; Piedmont Soccer Club; Piedmont Baseball Foundation) to develop a plan that provides a consistent contribution to support the Facilities Preservation Fund.
3. Update Deferred Maintenance plan for all District Facilities.
 - Activities:
 - Submit Five Year Deferred Maintenance Plan to the State to maximize funding.
 - Provide training for maintenance staff for the new systems/equipment installed and acquired as part of the Seismic Safety Bond Program at each site (e.g., technology infrastructure, cooking and refrigeration systems at the PHS Student Center and staff kitchens at each site).

PIEDMONT UNIFIED SCHOOL DISTRICT
Council Chambers, City Hall
120 Vista Avenue
Piedmont, California 94611

MINUTES OF
Regular Meeting of the Governing Board

October 24, 2012

CALL TO ORDER	Board President Richard Raushenbush called the meeting of the Board of Education to order at 6:30 p.m.
ESTABLISHMENT OF QUORUM	President Richard Raushenbush; Vice President Andrea Swenson and Board Members Ray Gadbois, Sara Pearson and Roy Tolles were present.
Adjourn to Closed Session	The Board adjourned to Closed Session at 6:31 p.m. to discuss: Conference with District Labor Negotiator Constance Hubbard Regarding Negotiations with California State Employees Association (CSEA), Chapter 60 (Government Code Section 54956.6)
Others Present in Closed Session	Superintendent Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Reconvene to Regular Session	President Raushenbush called the Regular Session of the Board of Education to order at 7:08 p.m. and led the Board and audience in the Pledge of Allegiance.
Others Present at Regular Session	Superintendent Constance Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Report of Action Taken in Closed Session	President Raushenbush reported that no action was taken in closed session.
Agenda Adjustments	None
COMMUNICATIONS/ANNOUNCEMENTS	
Association of Piedmont Teachers (APT)	APT President Harlan Mohagen reported that despite the publicity, teachers are teaching and students learning. Teachers are working with administration to proactively address the situation with students to promote learning and foster a sense of community.
CSEA	None
Parent Clubs	None
Student Representative to Board	Elise Lasky reported that there was a Women's Tennis Match today and Cross Country and Volleyball tomorrow. ASB is conducting their annual food drive, which donates up to 9,000 pounds of food to the Alameda County Food Bank. The Breakers Club Show at Alan Harvey Theatre on Friday will be a fundraiser for the PHS Performing Arts Department and an opportunity to showcase the talent and variety of PHS arts clubs. In a schedule change, the annual Bird Calling Contest will be held May 10 th , the Spring Dance Concert May 2-4, the Senior Prom

May 11th and the Spring Drama Festival will be May 16-19.

Persons Wishing to Speak to Any Item Not Listed on the Agenda

None

Board President Announcements

President Raushenbush announced there would be a change in order of items on the agenda.

Superintendent Announcements

Superintendent Hubbard said that on a personal note she finds the media swirl regarding recent events to be very disturbing, but it will not deter the District from keeping communications open. Despite what has been reported, we do not condone what was going on and this is why we brought it to the attention of parents. It is the partnership between parents and the schools that sets the district apart. To set the record straight: we had no information that there was any criminal conduct – this information was distorted by the media. We have a close relationship with the Piedmont Police Department and call them anytime we fear there has been criminal behavior. What is getting lost is that good kids can make mistakes and that our job is to help them improve. We are actively participating in strengthening our community and will continue to work on academic and social development. The superintendents have received many emails on this subject and will answer all of them. They are working with the presidents of all parent groups to set up meetings to discuss concerns and how the community can move forward. Notices of these meetings will be placed in school bulletins.

President Raushenbush said the information was distressing and he appreciated that the administration is helping students make the right choices and protecting them, that the district communicated with parents and did not keep it a secret. He appreciates administration keeping the focus on student well-being.

REVIEW AND ACTION ITEMS

A. School Support Tax Election, March 5, 2013 - Review by Staff and Campaign Chairs

Superintendent Hubbard explained that the goal is to have the school support tax election on March 5, 2013. The campaign chairs and Larry Tramutola Advisors commissioned a poll. Ninety-five percent of respondents rated their experience with the schools as excellent/good. The poll included 200 respondents and was broken down by demographics to ensure it was representative of the entire community.

Decisions need to be made on timing of the election, amount of the levy, length of the tax, duration of the tax, inflation index, and possible exemptions, and tonight is the time to get direction from the Board. By November 14th we will have information on the results of Prop 30 and Prop 38.

Doug Ireland, co-chair of the School Support Tax campaign, asked why we care about the schools and what the tax is supporting. Piedmont Unified School District has outstanding schools that are nationally prominent. The district produces outstanding students who can compete nationally and internationally; on the average PUSD students are outperforming incoming UC students. In the state we are third in API scores and the highest in Northern California. Our students are well-rounded in more than academics. Ninety-five percent of our students attend four-year colleges and 98% score a 3 or higher on the API (5 is a perfect score). More than 50% of our high school students participate in athletics, and we have a full curriculum that includes journalism, mock trials,

NOT APPROVED

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October 24, 2012
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performing arts, music and athletes with high academic scores.

Assistant Superintendent Brady explained that 45% of our funds come from State Average Daily Attendance (ADA) money and almost one-third from parcel taxes. We receive \$5,255 per student while in 2007-8 we got \$5,837. We are supposed to receive \$6,737 per student from the State. Our school budget assumes that one of the propositions will pass; either way we can sustain the budget this year using reserves. Assistant Superintendent Booker said that under the Board's guidance, expenditures have been kept flat. This has been accomplished by severe concessions from employees, strong fiscal management and local contributions. In some cases there has been an increase in class size and a reduction in program. What we are facing is clearly a revenue problem, with revenue from the State reduced every year since 2007-8.

The Superintendent explained that because the current parcel tax resolution will expire in 2014, the Board asked administration back in May to set direction for a parcel tax measure. We are fortunate that Tramutola Advisors have provided their services for free; superintendents in nearby districts have spent between \$120,000 and \$200,000 for advisors for their parcel tax measures. In August Katie Korotzer and Doug Ireland agreed to become campaign chairs and established a committee. The Board set a timeline and in October a poll was run. Other opportunities have been available for the community to provide input. Administration has received several emails with detailed research. At meetings of the Piedmont Educational Foundation, the Budget Advisory Committee and the Citizens' Advisory Committee to the Parcel Tax, individuals have given their input. There have been strong differences of opinion but what was not controversial is what the tax supports. I have appreciated the respectful and honest communication; part of what makes Piedmont so great is that people are involved and willing to give their opinions.

Doug Ireland summarized the feedback from the survey. There is no doubt about the success of our schools. In 1985 the parcel tax was \$100 and its purpose was to preserve "nice to haves." Twenty-seven years later it is to preserve 100 teachers (a third of the staff). We cannot get enough money by taking it out of administrative costs or light bulbs; the parcel tax supports essential programs. The cost of an election is about \$80,000 to file, and having an election every four years is an expense and a drain on administration; in addition the number of volunteers and amount of time spent is staggering. It is difficult to run programs and risk the loss of the election and \$ 9M every few years. Piedmont is an attractive community for many reasons and the quality of the schools is a big part of it and contributes to stable property values and generational interconnectivity. In 2009 Measure B passed for four years; emergency Measure E expired in June 2012. Mr. Ireland said he would be happy to sit down with anyone and discuss the tax measure. President Raushenbush opened the floor for public comment.

Mr. George Childs expressed four areas of concern: providing a voluntary exemption for those on fixed income such as a senior exemption, an exemption based on limited household income, a combination of both or a reduction in tax for seniors; specifying a committee of citizens to monitor the funds; holding escalation at or

below the current level, then perhaps increasing by 2%; and not extending duration for more than 4 years because it would become the new base.

Ms. Harlan Mohagen, speaking as a resident, said the duration should be more than 4 years, at least 6-8 years to increase fiscal stability for the schools.

Mr. Aaron Salloway asked how many districts have senior exemptions and how their numbers compare. He believes that holding elections is the cost of the democratic process.

Mr. Rick Schiller says the parcel tax is higher in Piedmont. He believes a senior exemption can work and is a good idea. He would like to see seniors required to apply annually and does not believe well-to-do seniors would apply. He would also like to see partial exemptions, and is against a permanent tax because it removes oversight and becomes a baseline. He would like to see a tax escalator of around 2%.

Mr. Bill Drum said that he is a senior and, like many seniors, has a low property tax rate. Piedmont is unique in that it has no sales tax and little other tax revenue. He does not think there should be a senior exemption, but it would be good if we could do a hardship exemption. He thinks a perpetual parcel tax would be great but people may not support this.

Ms. Hope Salzer, a resident and parent, sees no other viable alternative for supporting the schools. She would support an evergreen tax at a minimum level to fund core services. She supports an appropriate elevator and does not believe an increase at the CPI or 2% will support the schools, though she thinks there should be a ceiling and a hardship exemption.

After this comment, there was no additional public comment.

Superintendent Hubbard explained that under the law it is not easy to create exemptions and she does not know if a partial exemption is possible. SSI is a possible criterion for exemption – it is federally certified, easily administered and not based on age.

President Raushenbush said the parcel tax is fundamental to the school budget. June Monach, a former board member, reminded him of the guiding principle of budget development *“to work collaboratively with parents, support groups and the community to maintain the local support needed to offer a high quality educational program for all students, and to advance the District’s commitments and goals over time. Over the long term, stabilize the local taxpayers’ share (percentage) of funding the District’s budget by reducing the growth rate of local parcel taxes.”* He asked other board members what level of local support is needed and what we can do to stabilize costs to residents and reduce the increase in parcel taxes. Do members want a contingency plan based on results of the November election?

Vice President Swenson would like a rate at the current authorization plus 5% and a longer duration of 8 years to forever. With an evergreen tax, she would prefer no escalator and if it were within 8 years, a 2% escalator. She would like to see a hardship exemption such as SSI recipients but not a senior exemption because it adds uncertainly into the budget. She would consider a small emergency measure if Prop 30 fails.

Board Member Pearson would like to continue the existing rate and imagines it should be evergreen with an inflation hedge of 2% or cost of living. She prefers the SSI exemption as it is easy to administer and a contingency plan if the state propositions fail.

Board Member Gadbois believes the tax will always be needed to provide stability for the budget. The District has taken serious cost-control measures by controlling pension costs and post-employment benefits, a wage freeze, cap on medical benefits and furlough days. He would like an extended or permanent tax at the current rate, with maybe a 5% levy this spring, and either no escalator or a 2% cap. He does not agree with a senior exemption and would prefer a hardship exemption such as the SSI, if feasible. He would like a committee that could provide strong community input and a moderate, limited-term contingency similar to Measure E if Prop 30 fails.

Board Member Tolles would like to keep funding at 50% of the national average, and would like a permanent tax with a 2% escalator and a supplemental measure with a 1-2% escalator to be voted on every 8 years. He believes it is important to have a committee of taxpayers and residents to give input. He would support an SSI exemption but believes that Prop 13 provides an exemption to seniors. He would agree with a senior exemption for the supplemental tax but would want a way to make up the lost revenue.

Board President Raushenbush would support one more 5% increase and cannot see reducing the revenue from the tax. He would support a permanent tax with a flat base and a hardship exemption, but not a senior exemption. He agrees there should be a contingency plan and a committee responsible for oversight. Noting that it can be very time-consuming, especially with member turnover, he suggests a subcommittee of the Budget Advisory Committee. In summary, the direction to administration seems to be an ongoing tax at the Measure B authorization rate that would be flat or with a 2% escalator and a hardship exemption.

Superintendent Hubbard explained that Larry Tramutola was unable to attend the meeting due to other election work. We need to have not many variables in our parcel tax resolution. For the taxpayer, it makes sense to have a permanent tax as the core funding and a supplemental tax for growth. We have tried to hold discussions at Board meetings because they are publicized well in advance. On November 14th the Board can bring forth two measures and on the 28th decide not to bring back a supplemental tax, depending on election results.

President Raushenbush asked when the cuts triggered if Prop 30 loses would end, and Mr. Brady said they would never end. Superintendent Hubbard said there would be no increase in State funding until 2015 at best, and the deficit factor will continue. Mr. Raushenbush noted that if Prop 30 passes, we don't get more money; we just have no additional cuts this academic year. Even if it passes, we have a \$1.25M deficit next year. If we get \$441 per student from the State for 2,500 students and bring in \$250 per student, there is still a loss.

Mr. Raushenbush suggested letting the superintendent figure out a body to oversee the tax, maybe a subset of the Budget Advisory Committee (BAC). Ms. Hubbard suggested the members could be

identified at the beginning of the year and hold a meeting separate from the BAC, either before or after the BAC meeting.

President Raushenbush summarized the directions to the Superintendent: bring back a draft measure that has an ongoing tax starting in 2014 at the Measure B authorization amount with the ability to increase up to 2% per year at the Board's discretion, including an SSI exemption applied for annually, whatever the standard language is on that, and would include some level of oversight through a BAC subcommittee or however you are going to set it up. And then bring back a contingency as a separate measure for a tax that would start in 2013 for a four-year term that raises an amount that is expected to match the [Prop 30] trigger cuts and would include an SSI exemption. It would be a flat amount like Measure E. The oversight committee, made up of taxpayers, would meet at least four times a year and bring back recommendations as to the amount of the levy.

B. Approve Single Plans for Student Achievement

Assistant Superintendent Booker presented the Single Plans for Student Achievement for Piedmont High School, Millennium High School and Piedmont Middle School. California *Education Code*, Sections 41507, 41572, and 64001, and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and ESEA Program Improvement into the Single Plan for Student Achievement. These plans are developed by School Site Councils, which include parents, teachers, and at the secondary level, students. The elementary plans will be brought forward at the next meeting.

Principal Rich Kitchens presented the plan for the high school. This year they will concentrate on four goals:

1. Complete World Language review, choosing new course material, expanding the use of the Student Surveys and common assessment into all languages and levels
2. Expand the experiential/service/community learning courses in the Summer AISCE program
3. Implement a systematic procedure for academic and personal integrity
4. Expand common assessments in each department

Principal Ting Hsu Engelman, presenting the plan for Millennium High School, explained that at Millennium achievement is determined by credits and attendance is very important. This year's goals are:

1. Ensure that students develop skills in organization, writing and logical thinking
2. Increase understanding of grammar use and writing in a comprehensive and sequential format
3. Bring mental health support/awareness into education to increase student learning

In gathering data for WASC, they learned that mental and emotional health was strongly correlated with achievement.

Principal Jeanne Donovan and Marianne Mitosinka presented the

plan for Piedmont Middle School:

1. Develop digital literacy and measure it through online assessment
2. Develop direction for World Languages at PMS
3. Utilize common assessments to gauge student's understanding and measure their progress
4. Support the whole child by developing programs that enhance student empowerment and improve the school climate

It was moved by Board Member Tolles, seconded by Board Member Pearson and unanimously approved to accept the Single Plans for Student Achievement for Piedmont High School, Millennium High School and Piedmont Middle School as presented.

- C. Conduct Public Hearing and Approve Amendments to the Collective Bargaining Agreement Between Piedmont Unified School District and the California School Employees Association, Chapter 60 (2011-12)

By mutual agreement, the District and the California School Employees Association (CSEA) Chapter 60 have reached a tentative agreement, and the Board is requested to approve the agreement. Assistant Superintendent Brady explained that negotiations were sunshined back in April; items to be negotiated included cleaning up benefit language and language on health insurance for those not receiving it through the district. The evaluation process was clarified to indicate that evaluations *shall* be performed for probationary employees within 90 days and that employees with more than 5 years would be evaluated every other year. CSEA agreed to extend furloughs for two more years, in line with the Association of Piedmont Teachers' contract. Both parties have agreed to meet following the November elections.

There was no public comment.

Board Member Gadbois moved, Vice President Andrea Swenson seconded, and the Board unanimously approved the amendments to the CSEA contract.

- D. Approve Increase in the Guaranteed Maximum Price (GMP) to Cahill Construction, Inc. for the Beach Elementary School Seismic Renovation Project by \$821,166 for a Total Final Increase in GMP from \$8,163,700 to \$8,984,866

Assistant Superintendent Brady said the District filed a Notice of Completion for Beach on October 15, 2012 and is coming back now with the final increase of \$821k. We have a 10% retention and will release half now and half later. We anticipated the increase would be in the \$300k range and the total project cost would be \$8.174M. Included in this increase are \$600k in program contingencies, bringing the total GMP to \$8.9M. This amount is \$300k more than the project contingency; however, because we have \$600k in program contingencies we are alright. The bulk of the increase was value-added scope.

We expect some small amounts will still need to be paid out: some changes required by DSA and some incidental fees for program management. Mr. Brady would not advocate moving funds yet from Fund 35 for seismic upgrade. We will have a better idea after we have received the revenue due from the State: \$2.2M in modernization funds, \$700k in new construction money and the \$1.5M we should get for Havens. After completion of the seismic bond work, we believe there will be more than \$6M available for District use.

He thanked Pete Palmer and Rich Vila of Vila Construction for their work and Blair Allison from Cahill for working out the differences and negotiating the final amount. Board Member Tolles congratulated Mr. Brady and Pete Palmer for the seismic projects

coming in on time and on budget. The four-year project included improving the maintenance sheds the first year, Havens and the High School the second year, Wildwood the third year and Beach in the final year.

President Raushenbush commented that this project was done with minimal staff, basically Mr. Brady; the Bond Steering Committee, which reviewed all expenditures. He said the project is essentially complete except for DSA sign-off.

It was moved by Board Member Tolles, seconded by Board Member Pearson and unanimously passed to approve the increase in the Guaranteed Maximum Price (GMP) to Cahill Construction, Inc. for the Beach Elementary School Seismic Renovation Project by \$821,166 for a Total Final Increase in GMP from \$8,163,700 to \$8,984,866.

INFORMATION/ANNOUNCEMENTS

Ms. Pearson announced that Madeline Levine will be speaking tomorrow night at 7:00 p.m. in the Alan Harvey Theatre.

Ms. Swenson announced that on November 8 the Empty Nesters will meet at the Piedmont Community Center. Doug Ireland will speak about the School Support Tax and the High School Jazz Quartet will perform. If you are interested in attending, contact the Fundraising Office.

CORRESPONDENCE

Ms. Swenson said she has received several emails and calls about the school support tax and the fantasy league.

BOARD REPORTS

Vice President Swenson attended meetings of the Community Advisory Council to the Parcel Tax, the Millennium WASC group and Parent Club, the Piedmont Educational Foundation, and a reception to welcome the new Special Education teacher. She watched the last presidential debate with Loni Hancock, attended a meeting of the Budget Advisory Committee and accepted a resolution from the Peralta Community College District honoring the District.

Board Member Pearson chaperoned the 6th grade science field trip and the PHS Cross-Country team trip to LA. She also attended the PHS Homecoming game, the Shag-a-licious fundraiser for the Spring Fling, a tennis tournament to raise money for the Boosters Club, an art show featuring work of a Wildwood teacher, and meetings of the PUSD Green Initiative, the Special Education Advisory Committee and the Budget Advisory Committee.

Board Member Gadbois attended meetings of the Budget Advisory Committee and the GATE Advisory Committee, where elementary principals demonstrated differentiated instruction in the language arts.

Board Member Tolles attended meeting of the PHS Site Council and the Bond Steering Committee. For a field trip he took his son, a member of the PHS baseball team, to the Giants game on the 21st.

President Raushenbush attended meetings of the Community Advisory Committee to the Seismic Bond, the Bond Steering Committee and the Piedmont Educational Foundation.

CONSENT CALENDAR

Board Member Gadbois moved to accept the items on the consent calendar, Board Member Pearson seconded the motion and it was

unanimously approved.

- A. Adopt Regular Board Meeting Minutes of October 10, 2012 Board Meeting
- B. Adopt Resolution 07-2012-13 – Signature Card – Board Members
- C. Adopt Resolution 08-2012-13 – Designated Signatures
- D. Approve Personnel Action Report
- E. Accept Donations
- F. Approve Student Teaching Agreement Between the District and Saint Mary’s College of California, effective August 15, 2012 through August 14, 2013
- G. Approve Student Teaching Agreement Between the District and California State University, East Bay, effective July 1, 2012 through June 30, 2017
- H. Approve Memorandum of Understanding Between the District and the Contra Costa County Office of Education for the Beginning Teacher Support and Assessment (BTSA) Induction Program effective July 1, 2012 through June 30, 2013
- I. Approve one Master Contract and one Individual Service Agreement with Pacific Child and Family Associates, LLP, to provide nonpublic services for one student, effective August 2, 2012, through June 30, 2013, at a total cost not to exceed \$5,850.00. Funding: Special Education

FUTURE BOARD AGENDA ITEMS

- 2012-13 Action Plan (Nov.)
- School Support Tax – Discussion of Draft Resolution (Nov. 14)
- School Support Tax – Approve Final Resolution (Nov. 28)
- Accept Closeout of Seismic Safety Program Projects: Havens School, PHS Quad/Library and Student Center Buildings, Wildwood and Beach Schools, Ellen Driscoll Playhouse (TBD)
- Facilities Use (TBD)
- Special Education Program (TBD)
- Bond Program/State Modernization Funding Priorities (Jan.)

Adjournment

There being no further business, and with no objection by the Board, President Raushenbush adjourned the meeting at 10:55 p.m.

RICHARD RAUSHENBUSH, 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 10/01/2012 TO 10/31/2012
UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED			%	ENCUMBERED	UNENCUMBERED	
		CURRENT	YEAR TO DATE				BALANCE	%
80xx Revenue	12,988,880.00	21,095.51	794,419.61	6.1	0.00	12,194,460.39	93.8	
81xx FEDERAL REVENUE	624,074.00	44,340.56	44,340.56	7.1	0.00	579,733.44	92.8	
82xx OTHER FEDERAL REVENUE	81,621.00	0.00	0.00	.0	0.00	81,621.00	100.0	
83xx OTHER STATE REVENUE	164,927.00	12,578.00	12,578.00	7.6	0.00	152,349.00	92.3	
84xx OTHER STATE REVENUE	674,512.00	182,381.00	189,991.00	28.1	0.00	484,521.00	71.8	
85xx OTHER STATE REVENUE	1,427,826.00	219,178.28	281,578.28	19.7	0.00	1,146,247.72	80.2	
86xx OTHER LOCAL REVENUE	11,585,983.00	1,076,433.54	1,417,083.15	12.2	0.00	10,168,899.85	87.7	
87xx OTHER TRANSFER IN	1,056,098.00	196,731.00	196,731.00	18.6	0.00	859,367.00	81.3	
89xx INTERFUND TRANSFER IN	244,343.00	0.00	0.00	.0	0.00	244,343.00	100.0	
TOTAL: 8xxx	28,848,264.00	1,752,737.89	2,936,721.60	10.1	0.00	25,911,542.40	89.8	
11xx Certificated Salaries	12,470,911.00	1,126,789.08	3,424,223.18	27.4	0.00	9,046,687.82	72.5	
12xx Counselors/Psych/Nurse/Librari	1,213,155.00	101,340.27	303,647.26	25.0	0.00	909,507.74	74.9	
13xx Cert Salaries-Admin/Supervisor	1,600,902.00	132,269.07	529,916.61	33.1	0.00	1,070,985.39	66.8	
19xx Other Certificated Salaries	286,669.00	35,339.82	109,091.46	38.0	0.00	177,577.54	61.9	
TOTAL: 1xxx	15,571,637.00	1,395,738.24	4,366,878.51	28.0	0.00	11,204,758.49	71.9	
21xx Class Sal/Instructional Aide	2,120,766.00	178,134.98	451,795.52	21.3	0.00	1,668,970.48	78.6	
22xx Classified Support Salaries	1,162,498.00	97,009.50	395,381.92	34.0	0.00	767,116.08	65.9	
23xx Class Sal/Administrator/Superv	96,425.00	11,938.23	37,709.62	39.1	0.00	58,715.38	60.8	
24xx Class Sal/Clerical&Othr Office	1,208,650.00	111,541.22	383,013.13	31.6	0.00	825,636.87	68.3	
29xx Other Classified Salaries	149,426.00	5,172.71	10,091.29	6.7	0.00	139,334.71	93.2	
TOTAL: 2xxx	4,737,765.00	403,796.64	1,277,991.48	26.9	0.00	3,459,773.52	73.0	
31xx STRS	1,275,787.00	111,077.15	96,936.67	.0	0.00	1,372,723.67	100.0	
32xx PERS	512,813.00	42,353.37	56,588.09	11.0	0.00	456,224.91	88.9	
33xx SOCIAL SECURITY	578,337.00	49,284.20	214,235.75	37.0	0.00	364,101.25	62.9	
34xx HEALTH & WELFARE	3,210,889.00	299,298.67	1,102,584.30	34.3	0.00	2,108,304.70	65.6	
35xx STATE UNEMPLOYMENT INSURANCE	222,423.00	19,792.97	18,343.80	8.2	0.00	204,079.20	91.7	
36xx WORKERS COMPENSATION INSURANCE	390,251.00	17,993.43	199,522.00	51.1	0.00	190,729.00	48.8	
37xx OPEB	470,818.00	20,648.29	148,350.85	31.5	0.00	322,467.15	68.4	
38xx PERS REDUCTION	41,577.32	8,130.94	25,075.72	60.3	0.00	16,501.60	39.6	
TOTAL: 3xxx	6,702,895.32	568,579.02	1,667,763.84	24.8	0.00	5,035,131.48	75.1	
41xx Approved Textbooks	214,039.00	32,148.52	67,201.25	31.3	6,671.49	140,166.26	65.4	
42xx Books and Othr Ref Materials	19,725.00	2,857.02	13,021.99	66.0	741.07	5,961.94	30.2	
43xx Materials and Supplies	860,983.75	115,787.90	313,580.63	36.4	85,832.25	461,570.87	53.6	
44xx Non-Capitalized Equipment	26,026.00	6,510.07	7,220.84	27.7	3,970.77	14,834.39	56.9	
TOTAL: 4xxx	1,120,773.75	157,303.51	401,024.71	35.7	97,215.58	622,533.46	55.5	

ROUTE TO THE GOVERNING BOARD

FROM 10/01/2012 TO 10/31/2012
UNAPPROVED TRANSACTIONS INCLUDED

Fund :01 General Fund

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED			%	ENCUMBERED	UNENCUMBERED	
		CURRENT	YEAR TO DATE				BALANCE	%
52xx Travel and Conference	26,715.00	15,178.34	22,048.63	82.5	12,145.00	7,478.63-	.0	
53xx Dues and Memberships	16,200.00	250.00	10,056.40	62.0	4,552.44	1,591.16	9.8	
54xx INSURANCE	146,018.00	68,312.97	68,312.97	46.7	68,661.00	9,044.03	6.1	
55xx Operation and Housekeeping Svc	418,090.00	37,686.44	123,995.51	29.6	3,521.93	290,572.56	69.5	
56xx Rntls,Leases,Repair,Noncapital	283,671.00	32,002.06	87,257.24	30.7	163,052.45	33,361.31	11.7	
58xx Prof/Consulting Svcs/Operating	1,828,899.00	732,667.78	468,260.91	25.6	1,243,930.87	116,707.22	6.3	
59xx Communications	77,100.00	10,095.50	42,528.67	55.1	55,437.54	20,866.21-	.0	
TOTAL: 5xxx	2,796,693.00	896,193.09	822,460.33	29.4	1,551,301.23	422,931.44	15.1	
TOTAL: 1xxx - 5xxx	30,929,764.07	3,421,610.50	8,536,118.87	27.5	1,648,516.81	20,745,128.39	67.0	
73xx DIRECT SUPPORT/INDIRECT COST	120,000.00-	120,000.00-	120,000.00-	.0	0.00	0.00	100.0	
76xx INTERFUND TRANSFER/OTHER USES	30,000.00	0.00	0.00	.0	0.00	30,000.00	100.0	
TOTAL: 7xxx	90,000.00-	120,000.00-	120,000.00-	.0	0.00	30,000.00	100.0	
TOTAL: 1xxx - 7xxx	30,839,764.07	3,301,610.50	8,416,118.87	27.2	1,648,516.81	20,775,128.39	67.3	

ROUTE TO THE GOVERNING BOARD

FROM 10/01/2012 TO 10/31/2012

Fund :01 General Fund

UNAPPROVED TRANSACTIONS INCLUDED
Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED		%	ENCUMBERED	UNENCUMBERED	
			CURRENT	YEAR TO DATE			BALANCE	%
TOTAL INCOME	(8000 - 8999)	28,848,264.00	1,752,737.89	2,936,721.60	10.1	0.00	25,911,542.40	89.8
	TOTAL: 1xxx - 5xxx	30,929,764.07	3,421,610.50	8,536,118.87	27.5	1,648,516.81	20,745,128.39	67.0
	TOTAL: 1xxx - 6xxx	30,929,764.07	3,421,610.50	8,536,118.87	27.5	1,648,516.81	20,745,128.39	67.0
	TOTAL: 1xxx - 7xxx	30,839,764.07	3,301,610.50	8,416,118.87	27.2	1,648,516.81	20,775,128.39	67.3
TOTAL EXPENSES	(1000 - 7999)	30,839,764.07	3,301,610.50	8,416,118.87	27.2	1,648,516.81	20,775,128.39	67.3



Field Trip Request

(Overnight and/or Out-of-State/Foreign Field Trips must be approved by the Board)

Instructor/Advisor/Coach: Mark Cowherd # of Students: 16

School: Piedmont High School Grade/Class: All

Destination: Santa Clara Marriott Depart Date: Nov 17 Return Date: Nov 18

Describe the objectives of the proposed activity and how they relate to the course/grade/program

Junior State - Fall State - See attached

Transportation: Private Vehicle(s) Rental Vehicle(s) Bus(es) Walking Flight

Cost:

Substitute Coverage Needed (Teachers ... please use AESOP to record absence after approval)

Estimated Student Cost: \$ 150 Funding Source: Private
Transportation/Lodging/Meals

Additional Information Needed Once Approved:

- PUSD Field Trip: Permission/Waiver/Accident Form (for each student)
- PUSD Field Trip: Itinerary Form
- PUSD Field Trip: Personal Vehicle Use Form (if using private vehicle(s) - for each driver)
- PUSD Field Trip: Staff Notification and Student Roster Form
- PUSD Field Trip: Out-of-state/Foreign Travel Agreement (only if traveling out-of-state)
- PUSD Field Trip: Medical Information Form (for each student needing medication)
- PUSD Volunteer Clearance Form (for each adult volunteer)

Approval:

Rink
Principal

10/31/12
Date

Governing Board (Overnight/Out-of State only)

Date

Revised 10/15/12



Field Trip Request

(Overnight and/or Out-of-State/Foreign Field Trips must be approved by the Board)

Instructor/Advisor/Coach: Jan D'Annunzio # of Students: 56+

School: Piedmont High School Grade/Class: Band, Jazz Band, Orchestra

Destination: Vancouver, BC, Canada Depart Date: 5/23/2013 Return Date: 5/27/2013

Describe the objectives of the proposed activity and how they relate to the course/grade/program
The Symphonic Band, Jazz Band, and String Orchestra will be participating in the Vancouver Heritage Music Festival - performing and competing with other Bands and Orchestras in North America.

Transportation: Private Vehicle(s) Rental Vehicle(s) Bus(es) Walking Flight

Cost:

Substitute Coverage Needed (Teachers ... please use AESOP to record absence after approval)

Estimated Student Cost: \$ \$1050.00 Funding Source: parents, some fundraising
Transportation/Lodging/Meals

Additional Information Needed Once Approved:

- PUSD Field Trip: Permission/Waiver/Accident Form (for each student)
- PUSD Field Trip: Itinerary Form
- PUSD Field Trip: Personal Vehicle Use Form (if using private vehicle(s) - for each driver)
- PUSD Field Trip: Staff Notification and Student Roster Form
- PUSD Field Trip: Out-of-state/Foreign Travel Agreement (only if traveling out-of-state)
- PUSD Field Trip: Medical Information Form (for each student needing medication)
- PUSD Volunteer Clearance Form (for each adult volunteer)

Approval:

Principal

Date

Rm K

10/29/12

Governing Board (Overnight/Out-of State only)

Date