

# SPOTLIGHT

PIEDMONT UNIFIED SCHOOL DISTRICT | ANNUAL REVIEW | 2013



Our Schools &  
Our Community  
Together Today,  
Together  
Tomorrow

SPONSORED BY THE PIEDMONT EDUCATIONAL FOUNDATION



# LETTER FROM THE BOARD PRESIDENT & SUPERINTENDENT

Dear Piedmont Community,

The Spotlight provides an opportunity for the Board of Education and District to share with you how the Piedmont schools are doing in the areas of student achievement, instructional practices, the learning environment, school facilities, and finances. At a time when school districts throughout the state have experienced steep declines in funding, and per pupil spending in California has dropped to 47th in the nation, Piedmont has been able to preserve high quality educational programs by balancing fiscal stewardship with a focus on student learning.

The Board is committed to offering a full range of educational opportunities and support services in a safe learning environment where respect, inclusion, resilience, responsible citizenship, and personal responsibility are thoughtfully practiced. Educational success, as measured by college admission results, standardized test performance, and enrollment in elective and advanced offerings all remain strong. Student participation in youth leadership, Wellness Center programs, and community service are at record high levels.

As a district, we have sought to develop a sustainable model of excellence that advances effective teaching and learning. The greatest challenge continues to be managing the ongoing uncertainties around revenues from the state. California's K-12 funding formula for apportioning funds to schools (Revenue Limits) accounts for only 60%, or \$12.9 million, of Piedmont's 2012-13 budget – virtually the same amount we received almost ten years ago. Economic volatility in the last five years has left the state unable to meet its obligations to schools, which has resulted in a loss of more than \$8 million to Piedmont's Revenue Limit funding since 2007-08.

In response, the Board has pursued a carefully planned program to restrain spending, with support and sacrifice from staff, taxpayers, parents, and students. This ongoing effort has produced multi-year spending plans that have been essentially flat over the past five years. The tools for accomplishing this include: negotiating costs savings in the form of employee health care caps, furlough days, and reductions in post-retirement benefits; and freezing employee pay rates.

Introducing SPOTLIGHT,  
the first issue of the  
Piedmont Schools Annual  
Review; produced on behalf  
of Piedmont Unified  
School District and the  
Board of Education by  
the Piedmont  
Educational Foundation



Increases to class sizes, and reductions to programs like classroom aides and library services, have also been part of cost containment, however, generous community support in the form of donations and tax revenues has enabled us to preserve these programs, often cut in less fortunate districts.

With regard to school facilities, we are pleased to report that the seismic safety bond program has been completed on time and within the \$49.1 million budget. Havers Elementary School and the District's Maintenance Facility were rebuilt; fire/life safety improvements were made at PMS; and PHS, Wildwood and Beach elementary schools were retrofitted and modernized. These new and updated school buildings are beautiful additions to the town, and we express our gratitude to the community for preserving and investing in these assets.

As Piedmont goes forward, balancing fiscal stewardship and educational quality will continue to require collaboration and vigilance. We hope that continued partnerships with the employee groups, parent clubs, Piedmont Educational Foundation, and the broader community will enable us to provide an excellent K-12 education to all students that is financially sustainable.

At the end of the day, we want students to continue to achieve at high levels, to develop their talents and interests, and to become engaged and responsible citizens in the larger global community. Thanks to everyone's support, the Piedmont schools continue to be a wonderful place to learn and grow.

Sincerely,

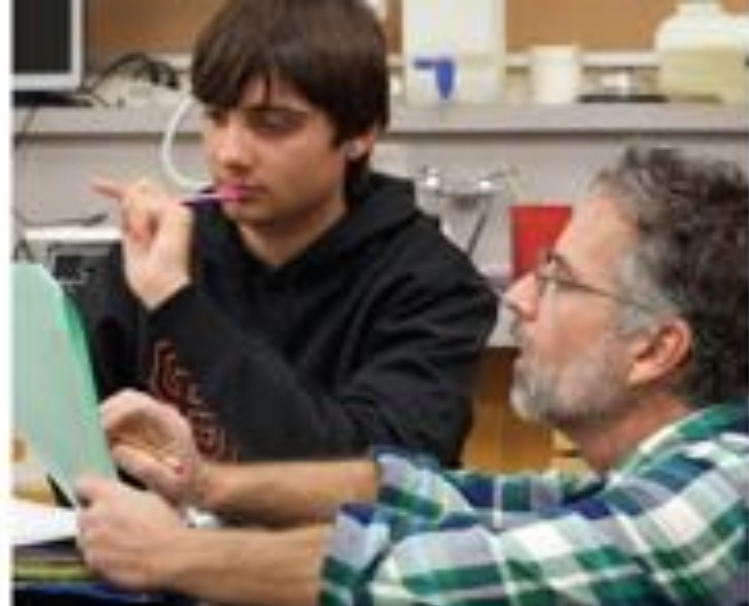
**Rick Raushenbush**, President, Board of Education

**Constance Hubbard**, Superintendent of Schools,  
Piedmont Unified School District

## PROACTIVE FISCAL MANAGEMENT

The passage of Prop 30 in November does not change the Board's conservative outlook on the budget. They continue to address inadequate state funding and projected shortfalls, mindful that the following fiscal challenges remain:

- Students will receive 1.5 days less of instruction this year.
- Teachers are furloughed 5 days, losing professional development days and instructional time.
- The temporary school support tax (Measure E) expired last year, reducing revenues to the school district by nearly one million dollars per year.



# EDUCATIONAL SUCCESS & STUDENT OUTCOMES

In an age of accountability where policy makers and researchers define educational success as high test scores, Piedmont demonstrates that our schools remain among the best in the nation. Against a rich backdrop of learning that includes sculpture, ink drawings, poetry, scientific models, statistical and multi-media presentations, and performances that feature singing, dancing, acting and athletics, standardized tests provide us with measurable evidence of the quality of a Piedmont education.

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.

PUSD 2012-2013  
Goals and Commitments



## PIEDMONT RANKS #1 IN NORTHERN CALIFORNIA AND #3 IN THE STATE

California's Academic Performance Indicator (API) scores demonstrate comparative educational success within the state and measure growth and change over time. This year's API scores rank Piedmont as the 3rd highest K-12 district in the state and the highest in Northern California, surpassing all districts in Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Sonoma counties. Piedmont's strong API scores have held steady over time.

## PIEDMONT IS STRONG ON NATIONAL MEASURES

In contrast with state assessments which are limited to regional comparisons, Advanced Placement and PSAT assessments provide a national yardstick that demonstrates the rigor of Piedmont's high school program and our students' college-readiness.



## A STRONG, STABLE PATTERN OF COLLEGE ADMISSIONS

PHS seniors continue to matriculate to highly selective colleges and universities throughout the country and beyond. This is a consistent and outstanding record of accomplishment for PHS graduates.

COLLEGE MATRICULATION PARTIAL LIST FOR 2013 - 12

American University  
 An Institute of Chicago  
 Bard College  
 Berkeley City College  
 Berkeley College of Music  
 Boston College  
 Boston University  
 Brandeis University  
 Brown University  
 Bucknell University  
 Carnegie Mellon  
 Cal Poly Pomona  
 Cal Poly San Luis Obispo  
 Colby College  
 Chapman University  
 Claremont McKenna College  
 Colby College  
 Colgate University  
 College of William and Mary  
 Columbia University  
 Cornell University  
 Dartmouth College  
 DePaul University  
 Diablo Valley College

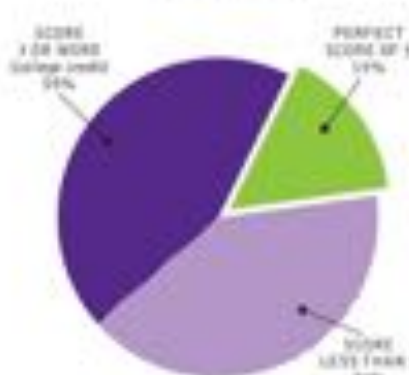
Dominican University  
 Duke University  
 Emory University  
 Eugene Lang College  
 Emerson State College  
 George Washington University  
 Harvard University  
 Macalester College  
 Maryland Institute College of Art  
 Miami University, Ohio  
 Johns Hopkins University  
 Hawaii Pacific University  
 Kenyon College  
 Lehigh University  
 Lewis and Clark College  
 Linfield College  
 Loyola Marymount  
 Loyola University New Orleans  
 MIT  
 NYU  
 NYU Abu Dhabi  
 Northeastern University  
 Northwestern University  
 Oberlin College

Occidental College  
 Parsons New School for Design  
 Pepperdine University  
 Pfeiffer College  
 Pomona College  
 Portland State University  
 Pratt Institute  
 Princeton University  
 Reed College  
 Santa Barbara City College  
 Santa Clara University  
 Scripps College  
 Skidmore College  
 Smith College  
 Stanford University  
 St. Mary's College  
 SUNY  
 Tufts University  
 University of San Francisco  
 University of Southern California  
 University of Washington  
 University of Wisconsin  
 Vanderbilt University  
 Vassar College

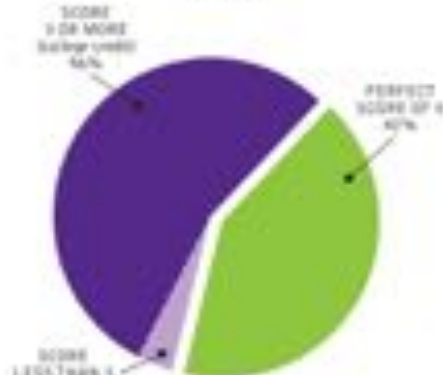
Texas University  
 University of Arizona  
 University of Chicago  
 University of Colorado  
 University of Delaware  
 University of Denver  
 University of Michigan  
 University of Montana  
 University of Oregon  
 University of New Mexico  
 University of the Pacific  
 University of Pennsylvania  
 University of Puget Sound  
 University of Redlands  
 Villanova University  
 Washington University  
 St. Louis  
 Wellesley College  
 Wesleyan University  
 Whitman College  
 Williams College  
 Williams College  
 Yale University

**University of California**  
 UC Berkeley  
 UC Davis  
 UC Los Angeles  
 UC Merced  
 UC Riverside  
 UC San Diego  
 UC Santa Barbara  
 UC Santa Cruz  
**California State Universities**  
 CSU Chico  
 CSU East Bay  
 CSU Fresno  
 CSU San Diego  
 CSU San Francisco  
 CSU Stanislaus  
**International Universities**  
 American University of Paris, France  
 McGill University, Canada  
 Queen's University, Canada  
 University of British Columbia, Canada  
 University of St. Andrews, Scotland

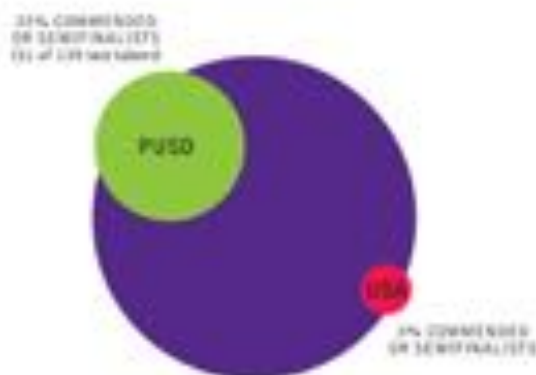
### ADVANCED PLACEMENT (NATIONAL)



### ADVANCED PLACEMENT (PUSD)



### NATIONAL MERIT RECOGNITION - PSAT



The PHS curriculum includes the following AP courses: English, Biology, Environmental Science, US History, European History, Music and Calculus AB and BC. Participation in these courses continues to be strong and test scores equally so. • Compared to a national average of 60%, 90% percent of PHS students earned a score of 3 or more (qualifying them for college credit). Nearly half of all PHS AP test takers received a perfect score of 5.

Compared to a national average of 3%, over 22% of test takers in the PHS Class of 2013 are either National Merit Semifinalist or have received a Letter of Commendation.



# SERVING STUDENTS

Over 360 highly experienced and dedicated teachers, support staff, and administrators work with students at six school sites. With a comprehensive curriculum including Math, English Language Arts, Social Studies, Science, Music, Art and P.E., Piedmont prepares students for college and beyond. On top of strong academics, the Board continues to be committed to health and wellness programs that promote respect, resilience, and responsible citizenship.

## A STRONG K-12 PROGRAM

**THE ELEMENTARY SCHOOLS** set the stage by offering a strong foundation in reading, writing, and speaking, along with learning the fundamentals of math, science, and social studies. Student growth is evident in the expanding capacity for reasoning and critical thinking. Our classrooms place a prime value on experiential learning, using school gardens, tide pools, science fairs, and sustainable farms. While most California K-5 schools are unable to fund enrichment, Piedmont's curriculum emphasizes integrated exposure to music, technology, and the arts.

**THE MIDDLE SCHOOL YEARS** provide a comprehensive student-centered program that encourages students to deepen their knowledge in core subjects, and apply critical thinking skills to solve academic and social problems. A range of electives are offered, including instrumental music and world language, and in 6th grade, electives include art, drama, wood shop, computers, and a cappella. The District Wellness Center supports early adolescent development by integrating health, safety, and citizenship into the culture and curriculum. Innovative programs like Peer Mediators and Ambassadors foster personal responsibility and encourage students to actively discourage bullying, harassment, and to stand up for inclusiveness and respect for all students.

**AT THE HIGH SCHOOL LEVEL** the small alternative high school (Millennium High School) serves students with diverse learning styles in smaller classes, with an emphasis on experiential learning, self-directed projects, and more flexible schedules—and the traditional high school (Piedmont High School) serves students in a seven-period schedule with comprehensive college preparatory offerings, including 14 AP and honors level courses. Students satisfy the same graduation requirements, and there is close collaboration between the two schools such that students take electives and participate in sports and after-school activities together.

Over 75% of seniors are enrolled in Honors and/or AP classes. Leadership courses like the Associated Student Body (for class officers), and pre-professional electives like Biotechnology, Journalism, Web Design and Sports Medicine are popular. 75% of all students participate in athletics and in at least one of the performing arts. OKLAHOMA! showcased the talents of 100+ students in dance, drama, a cappella, orchestra, and stage crew. Involvement in community service, campus clubs and programs that organize student activities and promote responsible citizenship is very high.



# EFFECTIVE INSTRUCTION

Even while our scores and college admissions hold steady and are competitive, the Board strives for continuous improvement of our educational program, recognizing that experienced and motivated teachers are critical to student achievement.

## INNOVATIVE TEACHER EVALUATION PROCESS

Since 2010, at the direction of the Board and with support from the Piedmont Educational Foundation, a core group of teachers and administrators have been collaborating to create, pilot, and institute an innovative teacher evaluation process. In the development of this process, teachers have focused on reflection, engagement, and feedback loops that include other teachers, administrators, students, and parents.

## DATA AND PROFESSIONAL COLLABORATION

The new system emphasizes using data and information to assess student learning, and to identify and share effective teaching practices. Key strategies include:

- Peer classroom visits
- Collaborative review of student data
- Classroom walkthroughs
- Shared lesson study
- Portfolio development
- Performance tasks and assessments
- Parent and student surveys

These efforts will enhance Piedmont's ability to meet evolving practices in student assessment, teacher evaluation, and district accountability, and will support the professional growth of new and developing teachers. We are particularly proud that, at a time when the national debate over teacher evaluation seems to have stymied the potential for improvements in learning and instruction, Piedmont's professionals enthusiastically embraced a new process that is focused on improving student learning through effective instruction.

"The quality of an education system cannot exceed the quality of its teachers... The only way to improve outcomes is to improve instruction."

McKinsey and Co.,  
HOW THE WORLD'S BEST-PERFORMING  
SCHOOL SYSTEMS COME OUT ON TOP,  
September 2007



# A POSITIVE LEARNING ENVIRONMENT

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.

Did you know that in the 2011-12 school year, high school students volunteered a whopping 29,390 community service hours to help those in need?

## REFLECTIONS from STUDENTS

"AISCE gave me the space to think about and experience things that are so close to, yet so different from, what I see on a day-to-day basis."

"I have learned to work with kids who may be struggling, to be patient and accepting and to see situations through someone else's perspective."

## SUPPORTING STUDENT GROWTH

While our profile boasts high levels of achievement on conventional measures, Piedmont also takes pride in the personal qualities that are nurtured by a solid K-12 course of study, our learning environment, and strong community connections. To help students work to their maximum potential, and to support social and emotional growth, the District provides a variety of services and special programs: counseling and library services, elementary Reading and Math Resource programs, Student Study Team and Special Education services, English language development support, PUSD Wellness Center and health education curriculum, including peer mentoring and leadership programs.

## LEARNING THROUGH SERVICE & EXPERIENCE

The Board's long-term planning goals affirm their commitment to "cultivate students to become engaged and responsible citizens in the larger global community." PHS and MHS are undertaking to expand opportunities for students to engage with volunteering and service projects that are increasingly integrated into the classroom, and PHS hopes to pilot a Senior Project in some 12th Grade English classes. Teachers throughout the District are working to support hands-on learning experiences—including the annual PMS Cleaning and Tri-school school garden programs. At the high school, the Academy of Integrated Studies and Community Engagement (AISCE) summer program (a collaboration between the Parent Clubs and the high schools) integrates small seminars with volunteering and community service with a variety of underserved populations around the East Bay.

## SAFETY ON CAMPUSES

The Board continues to be mindful of student safety, and recent events in Connecticut have prompted renewed discussion and review of plans. Ongoing collaboration with staff, parents and the City ensures that Piedmont schools are safe environments for students to learn and thrive.





# FACILITIES

How can school facilities and investments in infrastructure best support the current and future learning needs of our students?

## SEISMIC SAFETY BOND PROGRAM: Completed—On Time and On Budget

Piedmont has now completed its comprehensive program for seismically strengthening or replacing school buildings to meet current standards for life safety and accessibility in California schools. This \$69.1 million construction program began in 2006 when the community approved a \$56 million seismic safety bond authorization to address the seismic life safety risks and associated accessibility needs at the schools. Beginning in 2008, the District managed a team of architects, construction managers, contractors and consultants to retrofit or rebuild the Maintenance Building, Havens School, portions of Piedmont High School, Wildwood School, and Beach School.

## DISTRICT & COMMUNITY WORKING TOGETHER

The success of the SSBP depended on strong leadership and a deliberative process that included District administration, program and construction management professionals, school staff, parents, and community members. Thanks to the vision and generosity of local citizens, designer Mark Becker and builder Andy Ball, the jewel that is now Havens school is a significant addition to our civic space in central Piedmont. All stakeholders working together ensured that the SSBP was completed on time and within the \$69.1 million budget—with extraordinary results.

## FURTHER INFRASTRUCTURE INVESTMENTS

Because the District received more state modernization funding than expected, the Board has been able to fund necessary infrastructure work such as replacement of HVAC equipment and roofs. They are now reviewing and developing a list of possible life/safety, modernization, and accessibility improvements that could be addressed with the remaining modernization funds, in excess of \$3.6 million at this point. A recent comprehensive technology and communications infrastructure report suggests the Board consider upgrades in order to support 21st century instruction and learning (and state-mandated on-line testing). Other projects under review include Alan Harvey Theater, shade structures at elementary school sites, and school safety and communications improvements.

## REFLECTIONS

on the SEISMIC SAFETY  
BOND PROGRAM

"Some of the major obstacles overcome were weathering the state budget and funding crisis which erupted in the middle of the program, developing community consensus on major decisions such as replacement of Havens and busing to Emeryville, and managing over \$40 million in design and construction contracts covering 7 separate projects, all the while maintaining the core educational programs....

Getting the whole project completed within budget and without any major schedule hiccups was an accomplishment."

ROB WENDROCKSON

(Citizens Oversight Committee member)

"I admire the honesty, fortitude and determination of the Piedmont School Board....

The... community is to be congratulated for their willingness to contribute to making their schools safe with the passage of the local bond.... Congratulations to Piedmont for doing what few districts have done—and to have done it so well."

SENATOR LONI HANCOCK



# FISCAL RESPONSIBILITY

What comprises a fiscally responsible, sustainable model of educational excellence for the Piedmont Schools?

## PIEDMONT'S PHILOSOPHY & PRACTICE PROMOTES SUSTAINING EXCELLENCE OVER THE LONG-TERM

The District takes a proactive and flexible approach to managing government mandates and planning for three years of balanced budgets despite volatile state funding. Preserving as much program as reasonably possible each year, while remaining adaptable to the latest funding circumstances, Piedmont has been able to hire, retain, and develop an experienced staff in order to preserve the high quality of every student's daily experiences in the classroom.

## MANAGING UNCERTAINTIES IN STATE FUNDING

With state revenues for public education in steady decline over the past three decades, Piedmont continues to manage its budgets very conservatively. The economic crisis in 2008 heightened financial volatility and further crippled the state's ability to reliably support school districts throughout California. Over time, state monies committed to public education have been deferred or simply cut. California now ranks 47th in the nation in annual per student spending, compared to the national average of \$11,410 per student.

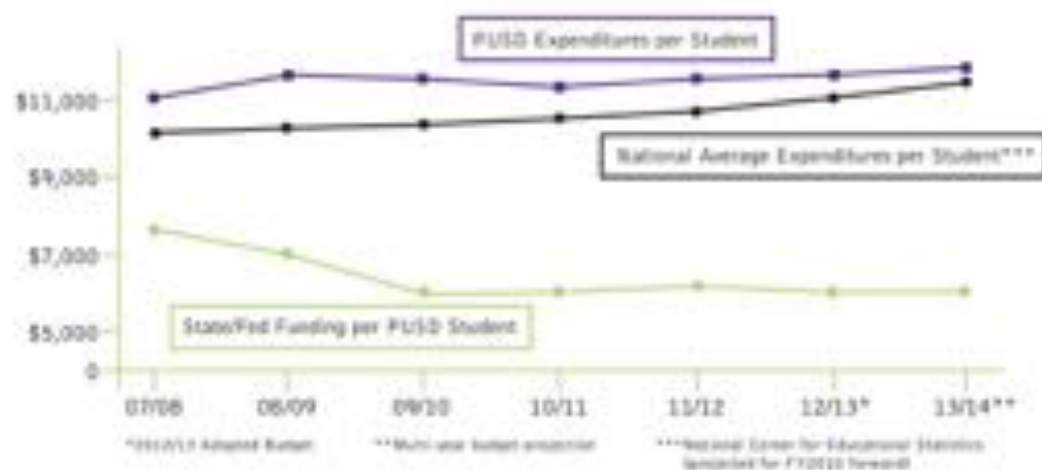


FIGURE 1 { While State funding drops, Piedmont keeps expenditures flat. }

## PIEDMONT'S GENEROUS & VISIONARY COMMITMENT TO EDUCATION

Since 1985, Piedmont schools have benefited from a stable source of funding provided by our school support tax. This tax is locally controlled and accounts for 30% of the school district's budget. Additionally parents and the community generously donate in excess of \$2 million per year. Together these contributions help to make up the gap where the state has disinvested, bringing Piedmont's per student spending in line with the national average.



**PUSD SOURCES OF FUNDS**  
(FY2013 ADOPTED BUDGET)



- Revenue Limit 42.6%
- Federal/Other State 9.5%
- Social Ed/Other Revenues 5.7%
- Parent Clubs/Community Support 6.5%
- Parcel Tax 30.3%
- Designated Reserve 5.4%

**PUSD EXPENDITURES**  
(FY2013 ADOPTED BUDGET)



- Employee Salaries 66.6%
- Post Employment Benefits 3.4%
- Employee Benefits 29.6%
- Services and Other Support 8.4%
- Books and Supplies 2.9%

Piedmont's day-to-day operations are supported by a \$30 million general fund budget, which includes income from the state and federal governments, the school parcel tax, and contributions from school support organizations and private donations.

### ADOPTING BUDGETS & MULTI-YEAR PROJECTIONS WITH PUBLIC INPUT, DISCUSSION & OVERSIGHT

The Board and administration develop the annual budget and multi-year projections with input from the public at Board meetings three times a year. Feedback from budget committees and reports from independent oversight committees are weighed when considering the school support tax levies, including the levy of the voter-approved escalator. Annual tax oversight committee reports have consistently recommended levying the tax and escalator. If approved, Measure A on the March 5, 2013 ballot includes an oversight committee.

### KEEPING OUR SCHOOLS STRONG NOW & INTO THE FUTURE

Sustainability continues to shape the Board's decision-making. They remain committed to fiscal vigilance, containing costs, and pursuing educational innovations that give our students the knowledge, skills, and resilience they need to succeed and to face the challenges of the future.

### A COLLABORATIVE & DISCIPLINED APPROACH

#### MANAGING EXPENSES & GENERATING LOCAL REVENUE

PUSD has exercised fiscal restraint in keeping expenditures flat (see Figure 1) in the following ways:

- Employee groups have agreed to a cap on health insurance benefits and furlough days.
- Employee salary schedules have remained fixed since 2007-08 and post-retirement benefits have been reduced.
- Support services for students (classroom para-educators, library, counseling, and other student support) have been reduced, though not eliminated as in many other districts.
- Class sizes have been increased and students have lost school days as teachers have been furloughed.
- Cost savings and one-time revenues have been used to increase designated reserve levels to address uncertainties, inadequate state funding, and deficits.



# SCHOOLS & COMMUNITY TOGETHER

Our Collective Purpose Supporting Public Education in Piedmont

The community remains committed to its schools—with new and longtime residents supporting a district that offers an excellent experience for all its students—from Kindergarten through 12th Grade.

## WHY WE DO IT

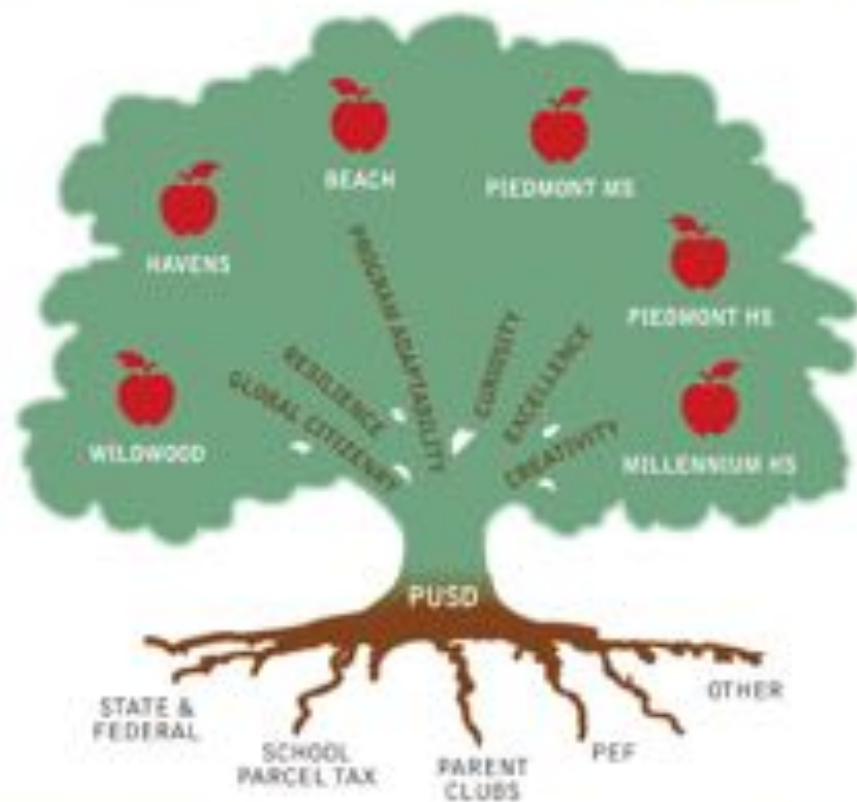
### GREAT EDUCATION—OUR COMMUNITY'S CORE SHARED VALUE

What unifies and makes Piedmont unique is our deeply held belief in public education as a core civic value. Piedmont is a community that rallies around the notion that a well-educated population will enable the greater good—that we have an obligation to sustain and support our local schools. We carry the torch for those visionaries before us who put into place organizations like PEF, the Parent Clubs and instituted a civic tradition of levying a local school support tax back in the 1980s.

From community members to parents, teachers, support staff, administrators, School Board and City Council members—every stakeholder in our school district is highly vested in the success of Piedmont's schools and committed to the collaborative relationships that make them even better for not just today and tomorrow, but for generations to come.

### PROUD HISTORY OF COLLABORATIVE SUPPORT FOR PIEDMONT SCHOOLS

Our school district's budget used to be fully funded with locally levied property tax revenues and managed by our school board. In 1976, this system of funding public education was deemed by the California Supreme Court to be inequitable. Within a decade, through a combination of voter approved initiatives and legislation—most notably Proposition 13—our school district's budget and capacity to control how we spent education dollars became subject to a highly complex and convoluted set of state rules and regulations, redistributing dollars through a maze in Sacramento. The impact on revenues for K-12 education was felt almost immediately, and thus began our state's disinvestment in K-12 public education.



## OUR COLLECTIVE PURPOSE

Piedmont takes great civic pride in its excellent K-12 school system. It is the fruit of the collective labor of many—a complex, highly organized, collaborative and supportive system that is made up of teachers, support staff, administrators, parent volunteers, parents' clubs, school support groups, and residents.

### HOW WE DO IT

#### SCHOOL PARCEL TAXES & DONATIONS

The funding gap has been filled through the generosity of the local community, by private donations from support groups including the Piedmont Educational Foundation and the Association of Parents' Clubs of Piedmont, and through the ongoing renewal of the school support tax. The Piedmont community has approved local school parcel taxes for nearly 30 years. Because of economic instability, the recession, and a widening funding gap, school support taxes now comprise 30% of our district's revenues. (This proportion is in part the result of Piedmont's lack of commercial property tax revenue—most districts have tax revenues from sources other than residential property taxes alone.)

#### PARENTS & DISTRICT WORKING TOGETHER

Parents and community members continue to play a vital role in the quality of education - volunteering in classrooms, sponsoring special events, and providing leadership. The Parent Clubs, Support Groups, Site Councils, and Curriculum Forums at each school serve as an indispensable resource for supporting school activities, communicating, solving problems, and creating new opportunities for students. Here is a partial list of that work: collaborative work with staff at Site Councils and Curriculum Forums to review the World Language program; PMS and PHS Boosters support for athletics; development of Tri-school gardens; upgrades to Beach Auditorium; APCP Summer and After-School Enrichment; fieldtrips; lunches; flu shot and lice check clinics; and more.



# PIEDMONT EDUCATIONAL FOUNDATION

Founded in 1975, PEF supports high standards of educational excellence for all students in our schools. As volunteers with and without children attending our public schools, PEF Board members share this ongoing commitment and are dedicated to efforts toward this end.

## OUR MISSION

We are a community-based organization whose mission is to promote academic excellence, champion innovation, and provide sustained financial support to the Piedmont Unified School District.

## FUNDRAISING ENDEAVORS

**THE FOUNDATION FUND** underwrites innovation through teacher and District grants. Previous teacher grants have funded innovative academic pilot programs, guest speakers, field trips, classroom equipment, computer technology, and much more.

**THE ENDOWMENT FUND** provides a dependable, long-term source of funding for our schools through its annual distribution to fund District priorities. In 2000, a major campaign was launched to grow the fund to \$5 million. As of January 2013, we are pleased to report that the value of the Endowment is now at \$4.9 million. The 2011-12 Endowment distribution was approximately \$200,000 and provided general program support throughout the District. In other years, the endowment distribution has been used to provide critical funding for academic electives at the high schools and middle school, and K-12 library and counseling services.

**THE PARTNERS IN EDUCATION** are local businesses who are committed to excellence in the Piedmont schools, and whose generosity has raised over \$310,000, to provide continuing education and professional development for teachers. These opportunities have had a meaningful impact on instructional practices and student outcomes.

## PARTNERSHIPS

**ASSOCIATED PARENTS CLUB OF PIEDMONT** collaborates with PEF to support the schools through shared fundraising endeavors like the Giving Campaign. Collectively they oversee and manage the Fundraising Office, the epicenter of school fundraising activities, located at 411 Highland Avenue in the Veterans Hall.

**DRESS BEST FOR LESS** is integral to PEF's work, generously allocating substantial revenue each year to PEF, and participating on the PEF Board.



### SUPPORTING INNOVATION IN EDUCATION

Developing teachers and staying abreast of the rapid-fire changes taking place in the educational world requires vision, dedication, time, and money. Supporting the District's priorities, PEF's Foundation Fund provided \$211,000 in grant funding for the following:

- The support and development of a new teacher evaluation process (discussed on page 41);
- The purchase and implementation of Data Director, a web-based data management system, intended to help support effective teaching practices to improve student outcomes;
- The purchase and implementation of Reader's Workshop, a nationally recognized methodology for elementary reading instruction.

### COMMUNITY ENGAGEMENT

PEF is committed to ensuring that all members of our community are informed about the District, and stay connected to friends, neighbors, alumni and fellow volunteers at events like the Empty Nester Party. The Piedmont Portal website was jointly launched with APCP last year, providing up-to-date information about school-related events and happenings. PEF distributes the Indispensable Student Directory, now available online, and now brings you Spotlight.

## 2011-2012 PEF ANNUAL REPORT

DONATION INCOME \$763,879



- Endowment Fund 55%
- Foundation Fund 21%
- Restricted Purpose 12%
- Dress Best for Less 5%
- Directory Sponsorship, Net 7%

DISTRIBUTIONS to SCHOOLS/STUDENTS \$583,434



- Foundation Fund Grants 36%
- Restricted Fund Grants 30%
- Annual Endowment Fund Distribution 34%

## IN MEMORY

of  
WILLIAM J. (BILL) DRUM  
1939-2013

Bill was an enthusiastic PEF board member, devoted to helping the Piedmont schools and community. He will be sorely missed by all of us.

PEF will continue its work in tribute to his dedication.

Bill's family has encouraged donations to PEF in memory of Bill and his passion for children and learning.

## TO DONATE

Please visit our website at  
[www.piedmontedfoundation.org](http://www.piedmontedfoundation.org)

OR call 653-1816

OR donate this spring  
through PEF's spring mailing.



PO BOX 11139  
PIEDMONT CA 94611

## ACHIEVING THE HONORABLE

By the time Piedmont students are in high school, they demonstrate the power of being a part of something bigger than themselves both personally and as a transformative force for the school and the world around them.

### STUDENTS AND GRADUATING SENIORS MADE THEIR MARK WITH THE FOLLOWING ENDEAVORS:

Service projects located in Oakland, Bangladesh and in between; a cappella performances at Carnegie Hall; drama on the international stage at the Edinburgh Fringe Festival; ceramic contributions to the Smithsonian's One Million Bones, an international genocide awareness project; regional, state or national awards and recognition for the following assortment of endeavors: Arbor Day, a film to raise awareness of Green movement, The Piedmont Highlander, the PHS print and online newspaper; drama; Mock Trial competitions; Congressional Art Competition; Scotbotics, the robotics team; illustrations of SMITH and TED magazines' Six-Word Memories.

And they're just getting started ...

