

PLACE: BOARD ROOM – ADMINISTRATION BUILDING 25 CHURCHILL AVENUE, PALO ALTO, CALIFORNIA DATE: TUESDAY, MARCH 27, 2012 TIME: 5:00 P.M. – TENURE CELEBRATION 6:00 P.M. – CLOSED SESSION 6:30 P.M. – OPEN SESSION	PALO ALTO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION AGENDA REGULAR MEETING
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Should you need special accommodations to participate in the meeting, please contact the Superintendent’s Office at 650.329.3737 or lbaranoff@pausd.org Community members wishing to address the Board are allotted *THREE minutes per speaker*. Should more than 20 people wish to address any one topic, the Board may elect to allot *a shorter time per speaker*. Materials presented at the Board meeting will be copied and provided to Board members after the meeting.
Additional instructions are listed on the back page of this agenda.

STRATEGIC PLAN GOALS

- A** **ACADEMIC EXCELLENCE AND LEARNING**
Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to be global citizens.
- B** **STAFF RECRUITMENT AND DEVELOPMENT**
Create an exceptional teaching environment by recruiting, developing, and retaining the most talented staff.
- C** **BUDGET TRENDS AND INFRASTRUCTURE**
Be prudent stewards of our resources through rigorous planning and budgeting and build further resources by enhancing public and private support for public education.
- D** **GOVERNANCE AND COMMUNICATION**
Create a focused, transparent governance process that is a model of informed communication and decision making.

I. CLOSED SESSION

A. Call to Order

B. Recess to Closed Session (Conference Room A) 6:00 p.m. Action

Anyone wishing to address the Board regarding Closed Session items may do so at this time.

Items listed below may be discussed in closed session. Items [√] marked are scheduled for discussion at this meeting. All proceedings are reported to the public in open session where action is taken or staff is given direction.

- [] 1. Employee Evaluation pursuant to Government Code §54957
- [√] 2. Employee Appointment pursuant to Government Code §54957—Principal, Hoover Elementary
- [] 3. Liability Claims pursuant to Government Code § 54957.1
- [√] 4. Conference with Labor Negotiator, Dr. Scott Bowers, regarding PAEA, CSEA, and Non-represented groups pursuant to Government Code §54957.6
- [] 5. Conference with Real Property Negotiator pursuant to Government Code §54956
- [√] 6. Employee Discipline/Dismissal/Release pursuant to Government Code §54957
- [] 7. Anticipated Litigation pursuant to Government Code §54956.9
- [] 8. Student Discipline

II. OPEN SESSION / REPORTS

6:30 p.m.

- | | | |
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| A. Approval of Agenda Order | Action | |
| B. Staff and Student Successes | Information | 1 |
| C. Student Board Representative Reports | Information | |
| D. Superintendent's Report | Information | |

III. APPROVAL OF CONSENT CALENDAR

Action

These items are considered routine and will be approved in one action without discussion. If a Board member requests an item be removed from the Calendar or a citizen wishes to speak to an item, it will be considered under Action Items.

- | | | |
|--|----------------|-----------|
| A. Certificated Personnel Actions | Consent | 2 |
| It is recommended the Board approve the certificated personnel actions as presented. | | |
| B. Classified Personnel Actions | Consent | 3 |
| It is recommended the Board approve the classified personnel actions as presented. | | |
| C. Approval of Minutes | Consent | 4 |
| It is recommended the Board approve the minutes of the March 13, 2012 special and regular meetings. | | |
| D. Approval of Warrants | Consent | 5 |
| It is recommended the Board approve the February 2012 warrants as presented. | | |
| E. Authorization to Bid Summer Maintenance Projects | Consent | 6 |
| It is recommended the Board authorize staff to solicit bids for summer maintenance projects at Gunn High School, Palo Alto High School and the District office. | | |
| F. Appointment of Independent Auditor for 2011-12 | Consent | 7 |
| It is recommended the Board renew contracts with Vavrinek, Trine, Day & Co. and Christy White Accountancy Corporation. | | |
| G. Renewal of the Transitional Partnership Program (TPP) Contract for 2012-2015 | Consent | 8 |
| It is recommended the Board renew a contract for a cooperative project between the Palo Alto Unified School District and Department of Rehabilitation. | | |
| H. Update of the Listing of Brands or Trade Names Related to Resolution No. 2010-11.12: Regarding Designation of a Specific Brand or Trade Name in Invitations to Bid and Requests for Proposal Pursuant to Public Contract Code Section 3400 | Consent | 9 |
| It is recommended the Board approve an update to the sole source products list. | | |
| I. Approval of Strong Schools Bond Change Orders | Consent | 10 |
| It is recommended the Board approve the Strong Schools Bond change orders as listed. | | |

IV. ACTION / DISCUSSION / INFORMATION ITEMS

- | | | |
|---|--------------------|-----------|
| A. 2010-11 Parcel Tax Fiscal Report | Information | 11 |
| Staff and members of the Parcel Tax Oversight Committee will present a report. | | |
| B. PAUSD High School Guidance Program Review | Information | 12 |
| Staff and an independent consultant will present a report on findings from a study of the guidance models at Gunn and Palo Alto High Schools. | | |

C. Elementary Math Task Force Report	The Elementary Math Task Force will give its final report and recommendation.	Information	13
D. Transition Plans for the 2012-13 School Calendar	Staff will present a report on school planning and District planning and evaluation efforts to date for the 2012-13 Calendar transition.	Information	14
E. Update on the Cubberley Technical Advisory Committee	Staff will provide an update on the work of the Cubberley Technical Advisory Committee and anticipated next steps.	Discussion	15
F. Resolution 2011-12.12 for Classified Reduction in Service	The Board will consider approving a resolution to reduce the Classified staff portion of the District budget by 3.75 fulltime equivalent (FTE) positions.	Action	16
G. Authorization to Bid the Exterior Improvements Project for the Tower Building at Palo Alto High School	The Board will discuss authorizing staff to solicit bids for the Exterior Improvements Project for the Tower building at Palo Alto High School, which includes replacing exterior windows, painting the exterior and replacing soffits, trims and gutters around the building.	Discussion	17
H. Authorization to issue Addendum No. 13 to Deems Lewis McKinley Architects (DLM)	The Board will discuss authorizing staff to execute Addendum No. 13 with DLM Architecture in the amount of \$24,850 to increase the design fees for the Palo Alto High School New Classroom & New Media Arts Center Building.	Discussion	18
V. <u>OPEN FORUM</u>	Anyone wishing to address the Board on non-agenda items may do so at this time. Comments are taken as close to 8:30 p.m. as possible. Community members wishing to address the Board are allotted THREE minutes per speaker. Should more than 20 people wish to address any one topic, the Board may elect to allot TWO minutes per speaker. Board members are legally prohibited from discussing non-agenda items and, therefore, cannot respond to items presented in this venue.		
VI. <u>BOARD MEMBERS' REPORTS / CORRESPONDENCE / BOARD OPERATIONS / RECOGNITION</u>	This is an opportunity for Board members to address activities, correspondence, and operations and to acknowledge or recognize specific programs, activities or personnel.		
A. Reports			
B. Correspondence			
C. Operations	<ul style="list-style-type: none"> • Possible Future Board Agenda Items Board members may suggest items for placement on future agendas.		
D. Acknowledgements and Recognition			
E. Board Calendar	The next regular meeting is scheduled for April 24, 2012. Topics may include: <ul style="list-style-type: none"> • Rtl / Disproportionality • Cubberley discussion • Proposed Calendar for Board of Education Meetings 		
VII. <u>ADJOURN</u>		Consensus	

BOARD OF EDUCATION

Attachment:

Information

1

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

03.27.12

TO: Board of Education

FROM: Kevin Skelly, Superintendent

SUBJECT: Staff and Student Successes

STRATEGIC PLAN INITIATIVE

Governance and Communication

Congratulations to the **Gunn High School Robotics (GRT)** team for taking first place at a regional robotics competition in Baltimore, Maryland out of 63 teams, also winning the top award for Design Excellence and the award for Best Industrial Safety Program. They next compete in San Jose and then fly out to St. Louis for the National championships. The GRT is advised by **Bill Dunbar**.

Palo Alto High School students did extremely well at the Bay Area Math Olympiad this year. For the 11th/12th grade, **Jeffrey Yan** won the grand prize and **Jeffrey Ling** came in 3rd place. **Jared Filseth** received an honorable mention for 9th/10th grade. These students also earned the first place school team award. Paly received 2nd for the school participation award. The following participants scored 7 or above:

**Joseph Chang
Jared Filseth
Matthew Li
Alex Lu
Wilson Wang
Allen Zheng**

**Zhonghao Chen
Albert Lee
Luke Liao
Mark Nishimura
Michelle Xie**

**Daniel Cohen-Wang
Sauyon Lee
Jeffrey Ling
Erek Tam
Jeffrey Yan**

Gunn High School had five students place in the top 5% of biology students who entered the Biology Olympiad competition, a one-hour competitive exam. Congratulations to the winners: **Rohil Bhansali, Rose Hinson, Cindy Lin, Lily Tsai, Laura Tung** and **Catalina Zhao**.

Gunn High School sophomore **Audey Shen** won first place in the Palo Alto Library Photo Contest. Her winning photo depicted the book *The Secret Garden*.

Gunn High School senior **Chrystal Chern** will have her art displayed at the Massachusetts Institute of Technology (MIT) as a featured artist for the year for their promotions and events.

El Carmelo Elementary School teachers **Diane McCoy** and **Annette Isaacson** were honored for their environmental education efforts in the "Cool the Earth" newsletter.

Certificated Personnel Items for the Meeting of: March 27, 2012ACTION ITEMS:**I. APPOINTMENTS**

NAME	EFF. DATE	ASSIGNMENT
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Substitutes

Gilman, Rachael	3/19/12	Substitute Teacher
Iuppa, Maria	3/14/12	Substitute Teacher
Porter, Alexandra	3/21/12	Substitute Teacher

NAME	EFF. DATE	ASSIGNMENT
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Hourly

None

NAME	EFF. DATES	ASSIGNMENT
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Short Term Assignment

None

NAME	EFF. DATE	ASSIGNMENT	TIME	EXP.	DEGREE	UNITS	STATUS
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Temporary 0

None

NAME	EFF. DATE	ASSIGNMENT	TIME	EXP.	DEGREE	UNITS	STATUS
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Temporary

None

Probationary 0

None

Probationary I

None

Probationary II

None

NAME	EFF. DATE	ASSIGNMENT	TIME	EXP.	DEGREE	STATUS
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Administrative

None

Other

None

II. LEAVES

NAME	POSITION	DURATION	TYPE	REASON
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Dupuy, Haley	Teacher—J. L. Stanford	8/13/12 – 5/31/13	Straight	To Study
Holmes, Bakari	Teacher—Gunn	8/13/12 – 5/31/13	Straight	Personal
Jordan, Rachel	Teacher on Special Assignment— Educational Services	8/13/12 – 5/31/13	Straight	Stay Home
Kalman-Stoveland, Staci	Teacher on Leave (Educational Services)	8/13/12 – 5/31/13	Straight	To Study
White, Robyn	Teacher on Leave (Hoover)	8/13/12 – 5/31/13	Straight	Stay Home

III. RESIGNATIONS ACCEPTED

NAME	EFF. DATE	ASSIGNMENT	REASON	YRS. OF SERVICE
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Yoon, Esther	6/18/12	Teacher on Leave (Duvneck)	Personal	6 Yrs.
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IV. REDUCTION IN CONTRACT

NAME	PRESENT STATUS	NEW STATUS	EFFECTIVE
None			

V. RELEASE OF TEMPORARY EMPLOYEES

NAME	EFF. DATE	ASSIGNMENT	TIME	REASON
None				

VI. RELEASE OF PROBATIONARY EMPLOYEES

NAME	EFF. DATE	ASSIGNMENT	TIME	REASON
None				

INFORMATION ITEMS:

I. CHANGE OF STATUS

NAME	PRESENT STATUS	NEW STATUS	EFF. DATE
Fortt, Gina	Teacher/Ohlone—100%	Teacher/Ohlone—60%	8/13/12
Matta, Nora	Teacher on Leave (Gunn)	Teacher/Gunn—20%	8/13/12
Tooley, Rusty	Teacher/Barron Park—100%	Teacher/Barron Park—80%	8/13/12

RECOMMENDATIONS:

The Administration recommends approval of Certificated Personnel Action Items as presented.

Classified Personnel Items for the Meeting of: March 27, 2012

ACTION ITEMS:

I. APPOINTMENTS

NAME	EFF. DATE	ASSIGNMENT	TIME	STATUS
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Regular

None

NAME	EFF. DATES	ASSIGNMENT
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Short-Term Assignments

None

NAME	EFF. DATE	ASSIGNMENT
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Hourly

Brumbaugh, Dorian	3/20/12	Substitute Instructional Aide
Chatow, Etay	3/20/12	Substitute Instructional Aide
Colic Popovich, Radmila	3/15/12	Substitute Instructional Aide
Dhillon, Narinder	3/15/12	Substitute Instructional Aide
McGettigan, Christine	3/15/12	Substitute Instructional Aide
Rodriguez, Rachel	3/8/12	Substitute Instructional Aide
White, Emily	3/20/12	Substitute Instructional Aide

II. LEAVES

NAME	POSITION	DURATION	REASON
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None

III. TERMINATIONS

NAME	EFF. DATE	ASSIGNMENT	REASON	YRS. OF SERVICE
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Anderson, Tisha	3/30/12	Student Attendant/Special Education—Terman	Leaving Area	2 Yrs., 7 Mos.
Palacio, Bill, Jr.	3/21/12	Health Technician—Gunn	Leaving Area	9 Mos.

RECOMMENDATIONS:

The Administration recommends approval of Classified Personnel Action Items as presented.

INFORMATION ITEMS:

I. CHANGE OF STATUS

NAME	EFF. DATE	STATUS	ASSIGNMENT
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Finley, Erin	2/15/12		Probationary Occupational Therapist/Special Education/Greendell—8 Hrs./Day Probation extended to June 7, 2012
Justman, Blake	1/5/12		Probationary Campus Supervisor-Secondary/Gunn—4 Hrs./Day Probation extended to June 7, 2012
Le, Thien Trang	3/12/12	From:	Accounting Technician/Business Services—4 Hrs./Day Account Clerk II/Business Services—4 Hrs./Day
		To:	Accounting Technician/Business Services—8 Hrs./Day
Monzon, Leonel	11/16/11		Probationary Custodian I/Greendell—4 Hrs./Day Probation extended to May 16, 2012
Munoz, Matthew	2/21/12		Probationary Student Attendant/Special Education/Ohlone—4.45 Hrs./Day Probation extended to June 7, 2012
Pham, Chau	11/18/11		Probationary Custodian I/Gunn—4 Hrs./Day Probation extended to June 17, 2012
St. John, Bernadette	3/13/12		Probationary Job Developer I/Vocational Education/Greendell—4 Hrs./Day Probation extended to June 7, 2012

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MINUTES FOR SPECIAL MEETING OF MARCH 13, 2012

Call to Order

The Board of Education of Palo Alto Unified School District held a Special Meeting in the Board Room at 25 Churchill Avenue, Palo Alto, California. Townsend, President, called the meeting to order at 12:30 p.m.

Members present:

Ms. Camille Townsend, President
 Mr. Dana Tom, Vice President
 Ms. Melissa Baten Caswell
 Ms. Barbara Klausner
 Ms. Barb Mitchell

Staff present:

Dr. Kevin Skelly, Superintendent
 Dr. Charles Young, Associate Superintendent
 Dr. Scott Bowers, Assistant Superintendent
 Dr. Michael Milliken, Director of Secondary Education
 Kathleen Meagher, Director of Elementary Education
 Dr. Diana Wilmot, Coordinator II, Research & Evaluation

Principals

Katya Villalobos
 Phil Winston
 Kathleen Laurence
 Tom Jacobowsky
 Gregory Barnes
 Sharon Ofek
 Katherine Baker

Instructional Supervisors and Counselors

Michelle Steingart
 Eric Ledgerwood
 Kathy Hawes
 Radu Toma
 Anne G. Jensen
 Kevin Duffy
 Shivani Pulimamidi
 Heather Johanson
 Jovi Johnston
 Monica Espinoza
 Selene Singares
 Paige Johnson

Discussion

Efforts to Support Proposed
 Graduation Requirement Changes

Townsend welcomed staff and members of the public to the study session. She said that the Board welcomed all input regarding the proposed graduation requirements and thanked Skelly for bringing the staff together.

Skelly said that the presentation would be an opportunity to learn about the benefits and challenges of raising PAUSD's graduation requirements. He said that the District proposal has two parts: 1. raising graduation requirements and 2. developing alternative graduation requirements. He mentioned previous conversations on the topic and thanked the Instructional Supervisors (ISs) for joining in the meeting. He encouraged their feedback and said their work was the most important regarding implementation and success.

Milliken said that preparing an increasing percentage of students for college, including underrepresented minorities, has been a Board goal since 2008. Meagher spoke about elementary work to support increased achievement at the K-12 level. She mentioned the changes in the TOSA model, the Response to Intervention and Instruction (RTI²) process and other professional learning opportunities for teachers. She noted efforts with Young Fives and Springboard students on early literacy as a recent example of innovative teaching methods.

Math Departments

Toma said all Palo Alto High School math staff supports helping students achieve the highest level of success and reported

MINUTES FOR SPECIAL MEETING OF MARCH 13, 2012

high levels of student preparation for college. He described appropriate differentiation, four college preparatory lanes with flexibility to lane up or down, staff rotation of courses taught, teacher collaboration, shared pacing/homework/project schedules/assessments to ensure comparable student experiences, collaboration with middle school staff, strategically low student to teacher ratios for regular lane courses, collaboration with special education and team taught courses, availability of staff to help students both during and outside the school day, encouragement of advanced students to serve as mentors, math teachers' role as advisors, and pilots of Khan Academy and Plato. He described the past class of students who were not UC eligible. He encouraged a viable, meaningful career technical education pathway for students if the graduation requirements are increased.

Hawes said that Gunn High School is doing the same things as Paly on many fronts. For A-G completion rates to increase, she said all departments will need to be involved, course offerings expanded and programs changed significantly school-wide, including the possibility of a school within a school model. She described differences between Gunn and Paly's math offerings; in particular, Gunn students who do not complete the A-G requirements have no alternate path to complete three years of math courses which Paly students do. Hawes also described her own efforts to change her teaching to address her students' struggles.

Science Departments

Steingart described course changes at Paly aimed at increasing A-G completion. Next year, all freshmen will take a "D" lab science course, choosing between Biology and the new Conceptual Physics class. She mentioned the student-centered approach to Conceptual Physics and asked that class sizes be kept small as well as classroom aides and special education support remain in place. She said that Paly will share materials and findings from the Conceptual Physics course with Gunn if desired.

Ledgerwood spoke about the importance of taking courses in each of the three main areas of science – biology, chemistry and physics. He described the Gunn program (where all students are channeled into Biology as freshmen) and differences in the student population from Paly. He spoke about how students can change levels at the beginning of courses if needed. Gunn freshmen have a very high pass rate in Biology. He described the Environmental Science program as a high interest course and an alternative to Chemistry and Physics, but it only offers UC "G" (elective) credit at this point. The department continues to work to make science courses accessible to all students. Ledgerwood described the ongoing reflective process. He said that science isn't the only stumbling block for students that didn't meet the A-G requirements last year. He shared concerns about the opportunity costs of the proposed new graduation requirements as well as socio-economic issues for students who can't afford tutoring.

World Languages Departments

Jensen spoke about the fact that world languages are currently an elective, but many students still choose to enroll in them. She said that the students at Gunn that don't take world languages, approximately 18%, are often special education, English Language Learners or doubling up on other elective offerings such as arts or career technical education. She shared a desire for alternative graduation options since foreign language participation is already so high given community support. Duffy said that Paly's experience with world languages is very similar to Gunn's.

Special Education Departments

Johanson spoke about district-wide efforts to improve Special Education through inclusion. She described Paly's pilot program where mainstream and Special Education teachers co-teach courses. The results of this model are already very positive, including improved grades and extension of the RTI process for those students without an IEP that struggle. She said that they are looking at further specialization of resource specialists to help with study skills.

Pulimamidi described how using the IEP process to look at individual student needs led to changing to an inclusion model. For next year, an Academic Communications class is being considered to meet the social cognitive needs of today's students. She gave appreciation for the K-12 approach which increases the likelihood of A-G completion by the end of high school, while expressing concerns for the opportunity costs and lack of resources outside of school needed to support the increased requirements. She asked for more detail around both what an alternative pathway is and who decides what it can or should be.

Counseling Departments

Johnston gave an overview of the college guidance process at Gunn. She identified a need to align summer school offerings based on student's requirements and create a more inclusive fee structure. She also asked for more time to implement the new graduation requirements.

Johnson described a student's struggle to be the first in her family to go to college. She said that counselors constantly monitor students to help them through this process.

Espinoza requested an accurate tracking tool on Infinite Campus to monitor A-G completion accessible to both students/parents and staff. She also asked to be part of the discussion and policy writing for the alternative graduation requirements process to advocate for students.

Singares supported the efforts of other departments and said the process is helpful to counselors. She asked that the

MINUTES FOR SPECIAL MEETING OF MARCH 13, 2012

district not lose focus on student social-emotional needs as stress will increase with the new expectations, especially for students that struggle with anxiety and depression. She asked for flexibility both inside and outside of the classroom.

Discussion

Board member questions and comments included: what is the timeframe for how students/families will seek an alternative graduation requirements path and what will it look like; how do basic level classes at PAUSD compare to basic UC/CSU requirements; what information do we have from students who didn't complete the A-G requirements about the hurdles that they faced; desire for a proposed support policy to accompany raising the graduation requirements; what are the resources needed to plan for changes in practices and extra support for students; the need for greater communication with students and parents who are not meeting the A-G requirements; staff response to Hawes' suggestion of a school-wide A-G improvement effort; a possible need for the graduation requirements efforts to be coordinated through one person or team; how does Paly's new Conceptual Physics course fit in with Gunn's science curriculum; whether some students would be more successful if their course choices were limited; concern about high student to teacher ratios; and how students at risk of not meeting requirements could be identified earlier.

Johnston described the current timeframe for counselors to address student difficulties in meeting the A-G requirements. Hawes, Toma and Ledgerwood described different approaches taken with the different lanes of their courses. Milliken spoke about two focus groups held in December with students of color from the Class of 2011 regarding college preparation. Singares, Espinoza and Toma spoke about the obstacles students face that hinder their academic success. Villalobos said that time for teachers to collaborate would be very helpful. Winston described supports during the year and summer already in place to help individual students. He expressed desire for creative solutions in addressing the achievement gap. Jensen said that the World Languages department will need smaller beginning level classes and to create new courses if they are to become part of the graduation requirements. Hawes reiterated her support for smaller learning communities. Milliken described the varying challenges of meeting A-G requirements in science at Gunn versus Paly. Steingart described differences in Paly's Biology courses. Ledgerwood said there is no impetus to add Conceptual Physics at Gunn for freshmen. Winston described the all-school collaboration time and strategies built around struggling students at Paly. He said that these strategies are harder to implement as school size increases. Villalobos spoke about the effects that a learning community has on the master schedule and the benefits of the seven period schedule. Winston described Focus on Success and the planned summer bridge program for rising ninth graders.

Public Comments

Ken Dauber spoke about evidence that some basic lane courses in PAUSD exceed basic state standards and said that PAUSD CST scores are low for minority students.

Michele Dauber described the failure of Palo Alto high schools to help students in the basic lane courses and called for an independent audit of some courses.

Mary Vincent described gaps in knowledge to solve the achievement gap and encouraged hiring a consulting firm to ensure that the district offers a basic lane.

Trish Davis raised the issue that students require tutors in the district and asked that a survey be conducted to shed light. She also asked for an additional biology offering at Paly.

LaToya Baldwin Clark spoke about the issue of inequality that arises from students who cannot afford tutoring and the effects this has on the basic lane courses.

Kim Bomar spoke about the parental role in a child's education versus the teacher's role.

Skelly reiterated that the CST scores are not an accurate measure of student success and disagreed with the characterization of PAUSD's schools as failing. He pointed to staff work with the National Equity Project and rejected the notion that PAUSD teachers don't care. He asked for the community to unite with staff to work together on difficult issues. He said that the IEP is a powerful model to help individual students and said that he made a commitment to counselors that they define the process for the alternative graduation requirements. Skelly said that there is no other district that models a successful approach to this work. He described efforts to address economic inequality, but noted that parents have the freedom to invest in their children as they see fit. He said that communication needs to improve and noted a private donation of \$500,000 over the next four years which will be put toward increasing graduation requirements. In response to bringing in outside consultants, he noted past use of consultants and said that the district is open to this idea.

Townsend said there has been too much public flogging of teachers around the nation and thanked teachers and staff for their participation.

Winston said that he would work with Milliken regarding resource needs.

Closing Board member questions and comments included: noting the common goal of maximizing opportunities for students; the importance of the A-G metric for underrepresented minorities; an assertion that not meeting A-G requirements

MINUTES FOR SPECIAL MEETING OF MARCH 13, 2012

is an explicit decision of a family and includes a viable career alternative; the challenge of accomplishing goals with limited resources; the benefit of having a focused effort as a result of increasing requirements; noting the academic progress of students in elementary school today that will carry into the future; emphasizing the Board goal of supporting the work of staff at the schools; noting the invaluable lens of teachers to identify and solve problems; concern that staff is overstretched to accomplish these efforts; recalling that teachers identified the achievement gap as an area to focus efforts during creation of the 2008 Strategic Plan; a need for more data about students who don't achieve A-G (such as regarding tutoring); the need for centralized structure and funding to achieve greater success in the basic lane courses; appreciation for middle school leadership presence at the meeting; asking for staff to reflect on what they need to be successful; desire to communicate with parents earlier about graduation requirements; desire that alternative graduation requirements aren't used as an "easy out"; support for the new graduation requirements proposal; and appreciation for staff work and participation.

Adjournment

The meeting was adjourned at 3:33 p.m.

Secretary to the Board

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MINUTES FOR REGULAR MEETING OF MARCH 13, 2012

<u>Call to Order</u>	<p>The Board of Education of Palo Alto Unified School District held a Regular Meeting in the Board Room at 25 Churchill Avenue, Palo Alto, California. Townsend, President, called the meeting to order at 5:30 p.m.</p> <p>Prior to the Board adjourning to closed session, six members of the public (Jessica Gillis, Halimah VanTuyl, Beth Mills, Teri Johnson, Barbara Dabestani and Cara Stoneburner) addressed the Board in Conference room A speaking in support of a probationary employee.</p> <p>Members present: Ms. Camille Townsend, President Mr. Dana Tom, Vice President Ms. Melissa Baten Caswell Ms. Barbara Klausner--absent Ms. Barb Mitchell</p> <p>Staff present: Dr. Kevin Skelly, Superintendent Dr. Charles Young, Associate Superintendent Dr. Scott Bowers, Assistant Superintendent Dr. Robert Golton, Facilities and Bond Program Manager Mrs. Cathy Mak, Chief Business Official Gurpal Virdi, Student Board Representative—Gunn Alex Carter, Student Board Representative—Paly--absent</p>
<u>Closed Session</u>	<p>The Board adjourned to closed session at 5:57 p.m. pursuant to Government Code §54957, Employee Appointment, pursuant to Government Code 54957.6, Conference with Labor Negotiator, Dr. Scott Bowers, regarding PAEA, CSEA, and Non-represented groups and pursuant to Government Code §54957 for Employee Discipline/Dismissal/Release.</p>
<u>Approval of Agenda Order</u>	<p>The Board reconvened in open session at 6:36 p.m. Townsend announced the Board took no reportable action during closed session.</p> <p>MOTION: It was moved by Mitchell; seconded by Baten Caswell; and the motion carried 4-0 to approve the agenda order.</p>
<u>Staff and Student Successes</u>	<p>Skelly recognized Gunn High School Orchestra students chosen to perform at the Junior Bach Festival, Palo Alto High School students who had success at the Bay Area Regional Science Olympiad, and Gunn Teacher Bill Dunbar's receipt of a 2012 Massachusetts Institute of Technology Inspirational Teacher Award.</p>
<u>Student Board Representative Reports</u>	<p>Gurpal mentioned CAHSEE testing, performances of the Merchant of Venice, an international potluck, the upcoming announcement of the location of the prom, ASB elections, the Break Through the Static youth art exhibits, and Gunn Varsity Girls' Basketball success.</p>
<u>Superintendent's Report</u>	<p>Skelly mentioned ongoing work of the Cubberley Technical Advisory Group, National Equity Program staff development, positive feedback on administrative coaching by Irv Rollins and Marilyn Cook, the interview process for a new principal at Hoover Elementary, the March 24 Spring Sounds event at Club Illusions and the March 25 Mayor's Sport Challenge.</p> <p>Skelly and Golton presented slides of the Gunn Energy Audit, the CCS Girls' Basketball Championship between Gunn and Paly, fitness training at Paly, the Synopsis Science Fair in San Jose, the El Carmelo Penguin Show, Read Across America Day, progress on construction of the new Gunn gym and other bond projects.</p> <p>Nancy Coffey spoke about the play "Oskar and the Last Straw" in partnership with TheatreWorks and a performance by music teachers on March 24 at 4:00 p.m. at Paly to support student music scholarships.</p>
<u>Consent Calendar</u>	<p>MOTION: It was moved by Mitchell, seconded by Baten Caswell, and the motion carried 4-0 to approve the consent calendar including the certificated and classified personnel actions, approval of minutes, authorization to sign a Letter of Intent to Amend the Existing Dark Fiber Lease with the City of Palo Alto, authorization to issue Addendum No. 14 to Gelfand Partners Architects for Additional Services at Ohlone School, and</p>

MINUTES FOR REGULAR MEETING OF MARCH 13, 2012

authorization to bid Modular Classroom Projects at Duveneck Elementary School and Fairmeadow Elementary School.

Action

2011-12 Second Interim Financial Report

Mak made a PowerPoint presentation including the following slides:

- Budget Development/Financial Reporting/Calendar for the 2011-12 & 2012-13 Budget
- Agenda
- Change to February 28 Report – Property Tax
- District Financial Situation – Proposed Mid-Year Budget Cuts
- Structural Deficit – Use of District Reserves
- Some Encouraging News for 2012-13
- Structural Deficit – Budget Balancing Values
- Next Steps

Board member questions/comments included: desire not to take funds away from the sites if they are placed in the District reserves; will reducing school based allotment have an effect on class size at the secondary level; desire not to have professional development or class size compromised by mid-year cuts; clarification that funding for increasing the A-G graduation requirements is separate from these cuts; whether income from facility rentals varies significantly from year to year; praise for the predictability and stability of the budget; and concerns that basic aid funding could be reduced.

Skelly said that he is uncomfortable with increasing the structural deficit to \$3 million. Hawkins said that the schools only use PIE funds to decrease class size. Mak said that the cuts being made to reserves/fund balance will not impact the educational program directly. Skelly clarified the budget timeline going forward for the spring.

MOTION: It was moved by Baten Caswell; seconded by Mitchell; and the motion carried 4-0 to give a positive certification to the County Superintendent that the District can meet its financial obligations through the end of the fiscal year and for the subsequent two years and to approve the budget revisions listed in the projected year totals.

Discussion

Resolution 2011-12.12 for Classified Reduction in Service

Skelly introduced the item. Bowers described the Classified reduction in service.

Board member questions/comments included: what will happen to the middle school pools with the cut of maintenance staff; when the middle school pools were shut down for the winter; clarification that no changes were made to the academic program; and appreciation for the attention given to the career paths of District employees.

This item will return for action at the March 27, 2012 regular meeting of the Board of Education.

Discussion

Authorization to Bid Summer Maintenance Projects

Golton described the item.

Board members asked about using motion sensitive lights and how the projects will be funded. Golton said the motion sensitive lights are unusual for a parking lot, but are being used at the school sites. He also clarified the difference between planned maintenance funds and deferred maintenance funds.

This item will return on consent at the March 27, 2012 regular meeting of the Board of Education.

Discussion

Appointment of Independent Auditor for 2011-12

Mak described the item.

This item will return on consent at the March 27, 2012 regular meeting of the Board of Education.

Action

Approval of Tower Building and Haymarket Theater Upgrade and Repairs

Golton said the item will return to the Board when staff requests authorization to bid.

MOTION: It was moved by Mitchell; seconded by Baten Caswell; and the motion carried 4-0 to approve the Tower Building and Haymarket Theater project, with a total project budget of \$1,350,000.

Discussion

Renewal of the Transitional Partnership Program (TPP) Contract for 2012-2015

Hoshiwara described the item and presented a PowerPoint including the following slides:

- Strategic Plan Initiative
- Transition Partnership Program
- Student Participation

Board member questions/comments included: request for an update on how Project Search is doing; praise for the work that Safeway does for the community; and appreciation for Hoshiwara's work and presentation.

This item will return on consent at the March 27, 2012 regular meeting of the Board of Education.

MINUTES FOR REGULAR MEETING OF MARCH 13, 2012

<u>Action</u> Award of Lease for 525 San Antonio Property	Golton requested any written bids. Then he asked for any oral bids. No bids were submitted. He deemed the process closed. The District will now proceed to market the property at 525 San Antonio Road.
<u>Discussion</u> Update of the Listing of Brands or Trade Names Related to Resolution No. 2010-11.12: Regarding Designation of a Specific Brand or Trade Name in Invitations to Bid and Requests for Proposal Pursuant to Public Contract Code Section 3400	Golton described the item. This item will return on consent at the March 27, 2012 regular meeting of the Board of Education.
<u>Open Forum</u>	Sophie Keller spoke against increasing graduation requirements to reduce student stress. Arthur Keller encouraged educating students and families about graduation requirements without increasing them for all students.
<u>Board Members' Reports</u>	Baten Caswell said the City School liaison committee will meet this week and continue to meet regularly. She asked for input for upcoming TAG and Housing Mandate Committee meetings and praised staff for the all middle school choir concert. Mitchell thanked Valente and Hahn for their representation of PAUSD at the Santa Monica-Malibu Unified School District. Townsend thanked Mitchell. Tom reported a wonderful experience reading for the blind, as did Baten Caswell. Tom said he will attend the SCCSBA legislative brunch and CSBA directors meeting. Townsend mentioned reading for Read Across America Day.
<u>Adjournment</u>	The meeting was adjourned at 8:18 p.m.
	_____ Secretary to the Board

BOARD OF EDUCATION

Attachment: Consent 5

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Kevin Skelly, Superintendent

FROM: Cathy Mak, Chief Business Officer

SUBJECT: Approval of Warrants

BACKGROUND

The February 2012 warrants list has been provided to the Board for review and approval prior to this meeting. Warrant lists are available for public review in Business Services and our website at http://pausd.org./community/board/mtgs_materials/index.shtml

RECOMMENDATION

It is recommended the Board of Education approve the warrant lists as presented.

BOARD OF EDUCATION

Attachment:

Consent

6

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

03.27.12

TO: Dr. Kevin Skelly, Superintendent

FROM: Bob Golton, Facilities and Bond Program Manager

SUBJECT: Authorization to Bid Summer Maintenance Projects

STRATEGIC PLAN INITIATIVE

Budget Trends and Infrastructure

BACKGROUND

Each year, staff plans large deferred and planned maintenance projects that can be completed within the duration of the summer break. Staff is currently preparing construction documents for this work and would like to solicit bids so construction on these contracts can occur during the summer.

The projects listed below potentially can exceed the \$100,000 threshold for Board authorization and therefore are presented for authorization.

PROPOSAL

It is being proposed that the Board of Education authorize staff to solicit bids for summer maintenance contracts for the following projects:

- Repair and upholstering of theater seating in Spangenberg theater at Gunn High School
- Fire alarm replacement at the District Office
- Replacement of the High Pressure Sodium (HPS) lights with LED lights on the perimeter of the main parking lot at Palo Alto High School and the addition of lights and EMS (Energy Management System) for the parking lot.

FISCAL IMPACT

Funding for this work will come from the Planned and Deferred Maintenance funds.

RECOMMENDATION

This item was discussed at the March 13, 2012 meeting. It is recommended that the Board of Education authorize staff to solicit bids for the summer maintenance projects listed above.

BOARD OF EDUCATION

Attachment: Consent 7

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Kevin Skelly, Superintendent

FROM: Cathy Mak, Chief Business Officer

Subject: Appointment of Independent Auditors for 2011-12

**STRATEGIC PLAN INITIATIVE
Budget Trends and Infrastructure**

BACKGROUND

The Education Code requires that each K-12 school district contract with a qualified audit firm for completion of an annual financial statement audit. The auditors conduct their examination in conformance with federal and state requirements, in addition to compliance with generally accepted auditing standards.

The District's Strong Schools Bond is a Proposition 39 bond, and by law has accountability requirements. Two of these requirements are an annual independent performance audit and an annual independent financial audit, in compliance with generally accepted auditing standards.

PROPOSAL

Vavrinek, Trine, Day & Co., our current auditor for the District's financial statement audit, has a year-to-year contract with the District. The auditors in the firm have considerable experience not only in governmental accounting and auditing, but also more specifically in public school districts and county offices. Currently, the firm audits over 60% of the school districts in Santa Clara County and approximately 200 school districts throughout the state. The firm's reputation with existing clients is excellent. We are satisfied with their work.

Vavrinek, Trine, Day & Co. has proposed to renew their contract for the 2011-12 audit for a fee of \$45,000, a small increase in the audit fee (2%) which has stayed flat over the last four years and Joyce Peters will continue as the audit partner on the engagement. This would be Ms. Peters' fifth consecutive year serving as audit partner and she would have one year remaining under the auditor rotation requirement.

Christy White Accountancy Corporation, our current Strong Schools Bond auditor, completed the second year of their contract in 2010-11. The fee for 2011-12 is \$15,300 a small increase over last year (2%). Christy White, the partner in charge of the audit, was formerly with School Services of California for seven years and the firm is currently doing more than thirty annual Proposition 39 audits statewide. Its audits are conducted in conformance with Generally Accepted Governmental

Auditing Standards. The firm's reputation with existing clients is exceptional. We are satisfied with their work.

FISCAL IMPACT

The \$45,000 cost of the District's financial audit is included in the Business Department's annual authorized budget. The \$15,300 cost of the Strong Schools Bond audit is included in the Strong Schools bond program budget.

RECOMMENDATION

This item was discussed at the March 13, 2012 meeting. It is recommended that the Board of Education:

1. Appoint the firm of Vavrinek, Trine, Day & Co. as the PAUSD independent auditor for the District's financial audit for 2011-12.
2. Appoint the firm of Christy White Accountancy Corporation to perform the 2011-12 performance audit and financial audit of the PAUSD Strong Schools Bond Program.

BOARD OF EDUCATION

ATTACHMENT:

Consent

8

PALO ALTO UNIFIED SCHOOL DISTRICT

DATE:

03.27.12

TO: Kevin Skelly, Ph. D., Superintendent

FROM: Charles Young, Ed.D., Associate Superintendent – Educational Services

PREPARED BY: Dave Hoshiwara, Secondary Options Coordinator

SUBJECT: Renewal of the Transitional Partnership Program (TPP) Contract for 2012-2015

STRATEGIC PLAN INITIATIVE

Academic Excellence and Learning

BACKGROUND

The Transition Partnership Program (TPP) is a cooperative project of the Palo Alto Unified School District (PAUSD) and Department of Rehabilitation. Currently TPP is working with over 100 participants. TPP supports our students with career vocational information and experiences to introduce them to the working world. The program helps students maintain themselves in a career search and uses the available vocational education resources for growth and independence on a career track.

The program has provided a portion of a coordinator, a part-time Transition Specialist, individual job developers, job coaching, and access to vocational resources.

Some examples of student participation are:

- **Community-Based Instructional Training**
Palo Alto Veterans Administration
- **Higher Education**
Stanford, Yale, UC Berkeley, UCLA, UC Irvine, UC San Diego, Rochester Institute of Technology and Santa Clara University
- **Adult TPP**
Continued community job placements through PAUSD Adult Ed
Job development is a continuing process, generated by individual teacher/student requests

PROPOSAL

Areas of concentration for the 2012-2015 fiscal years:

- Continue expansion to include all eligible students through stronger interface with the Department of Rehabilitation
- Develop and collaborate with community agencies for additional services to students
- Refine Adult TPP, currently located at HOPE Services in Mountain View
- Pursue dissemination of information to the community regarding program and resources
- Develop program in collaboration with Project Search

FISCAL IMPACT

The District contracts a “3:1 cash/certified time” match with the Department of Rehabilitation, which is the equivalent of a matching grant. PAUSD will receive over \$400,000 of vocational services for TPP participants.

RECOMMENDATION

This item was discussed at the March 13, 2012 meeting. It is recommended that the Board of Education approve the TPP contract as presented.

Attachment

Cooperative Contract - Palo Alto Unified School District Transition Partnership Program

EXHIBIT A
COOPERATIVE CONTRACT
Palo Alto Unified School District
Transition Partnership Program – TPP

SCOPE OF WORK

I. Introduction

The cooperative contract is designed to jointly serve the mutual clients of the Department of Rehabilitation San Jose District (DOR), the Department of Rehabilitation San Francisco District, and to include Palo Alto Unified School District (PAUSD) High Schools, Mountain View/Los Altos High Schools, and PAUSD Adult Education Programs through the combining of resources.

Services delivered through the TPP cooperative contract are provided at the following possible locations:

- Greendell Site (TPP Offices)
- Palo Alto High School
- Gunn High School
- Mt. View High School
- Los Altos High School
- Alta Vista High School
- Stanford University Hospital

A referral form has been developed to access cooperative contracted services. Students with barriers to employment will be referred from the high schools to the TPP program through teachers and/or parents. Consent for release of information will be signed and the file will be reviewed and forwarded to DOR and appointments set up for meeting with student and hopefully the parent/guardian. DOR counselors in the surrounding branch offices will refer other clients referred specific to the job development class to the class.

Student profile - Students referred will focus mainly on employment with training to be considered if necessary. Students with specific disabilities such as vision or hearing will be referred to specialty counselors.

TPP staff from PAUSD/MVLA will work closely with appropriate DOR counselors through the referral, eligibility and planning processes to insure coordinated service provision leading to a successful employment outcome.

All services funded directly through this agreement shall only be for DOR applicants/clients.

TPP will provide employment services. Employment services will include a spectrum of services to include job preparation, placement and follow-up services and non-supported employment job coaching. A portion of this contact will work with students/clients with severe disabilities in their last years of high school to assist with the transition from high school to post secondary education and vocational interests. Opportunities to learn work retention skills in a supportive group setting will also be made available.

—

During the fiscal year 2012-13 there shall be a total of 100 unduplicated DOR applicants/clients who shall receive services through this cooperative program.

As a result of the services provided through this contract, it is expected that DOR will:

1. Open 40 new cases (status 02 - this indicates a new case)
15 of the new cases will be new high school student referrals and 25 will be Adult TPP referrals to total the 40 new cases.
2. Develop 15 new Individual Plans for Employment (IPE) from the new student referrals.
3. Close 20 cases successfully (status 26 – indicates a successfully employed individual for a minimum of 90 days).

—

During the fiscal year 2013-14 there shall be a total of 100 unduplicated DOR applicants/clients who shall receive services through this cooperative program.

As a result of the services provided through this contract, it is expected that DOR will:

1. Open 40 new cases (status 02 - this indicates a new case)
15 of the new cases will be new high school student referrals and 25 will be Adult TPP referrals to total the 40 new cases.
2. Develop 15 new Individual Plans for Employment (IPE) from the new student referrals.
3. Close 20 cases successfully (status 26 – indicates a successfully employed individual for a minimum of 90 days).

—

During the fiscal year 2014-15 there shall be a total of 100 unduplicated DOR applicants/clients who shall receive services through this cooperative program.

As a result of the services provided through this contract, it is expected that DOR will:

1. Open 40 new cases (status 02 - this indicates a new case)

15 of the new cases will be new high school student referrals and 25 will be Adult TPP referrals to total the 40 new cases.

2. Develop 15 new Individual Plans for Employment (IPE) from the new student referrals.
3. Close 20 cases successfully (status 26 – indicates a successfully employed individual for a minimum of 90 days).

II. SERVICES TO BE PROVIDED

1. DESCRIPTION OF SERVICES

• A. Transition Partnership Program (TPP) COOP TRANSITION SERVICES

- The term "TPP COOP transition services" means a coordinated set of activities for a student/DOR client, designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation ultimately resulting in gainful, employment in an integrated environment.
- The coordinated set of activities shall be based upon the individual DOR student/ DOR client needs, taking into account the student's preferences and interests as well as DOR IPE goals and objectives, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- The following vocational rehabilitation services are designed to be provided under the auspices of a DOR third-party cooperative agreement, and individualized to each DOR student/ DOR client needs and IPE. These services are not services that are certified by DOR or otherwise CARF accredited.

DESCRIPTION OF SERVICES

Pre-plan activity to include:

- a. Transition Vocational Evaluation (TVE)** -Transition Vocational Evaluation services provide an individualized, timely, and systematic process by which a student/DOR client seeking employment learns to identify strengths, barriers to employment, as well as viable vocational options and

develop employment goals and objectives. TVE includes an analysis of the DOR student/DOR client's prior work experience and transferable skills. Published assessments may include career aptitude, career interest, career skills and interest inventory assessments. Actual work sites may also be used to conduct the evaluation and may include simulated work trials, the opportunity to conduct work activity with paid wages, job exploration, job shadowing, and volunteer activities. Reporting of assessments completed, findings, and recommendations will be provided to the referring DOR Counselor.

- **b. Vocational Instruction (Employment Preparation)** - TPP staff will provide job seeking skills training and preparation, either individually or in a group setting, to DOR student/clients prior to entering into a specific job search. Activities include:

- Assessment/review of appropriateness of referral and job choice.
- Analysis of pertinent collateral information and reports of prior work experiences and performance
- Instruction of individuals and/or groups regarding techniques for obtaining and maintaining employment, such as:

- Interviewing techniques
 - Resume development
 - Application preparation
 - Appropriate work behaviors
 - Relevant work practices
 - Appropriate grooming and hygiene

- Assistance in becoming knowledgeable regarding the impact of employment on a client's disability and benefits, as well as providing information on accessing such benefits.

Post-Plan Activities to include:

c. Work Experience/ Community Experiences - Work experience includes short-term placements both on and off campus and involves monitoring the DOR student/DOR clients performance in the work environment. Work experience may include paid/unpaid internships, paid/unpaid employment, summer work experience, work exploration and job shadowing. DOR Student/DOR clients may participate in more than one work experience situation. Work experiences are expected to result in the development of any of the following: vocational direction; appropriate work attitudes, ethics, interpersonal skills, speed, accuracy, and occupational skills.

Any paid or non-paid experiential activities will be in compliance with the Department of Labor regulations. Work Experience supervisors will evaluate DOR students/DOR clients and submit written reports to the DOR counselor on a monthly basis.

- **d. Job Development, Placement and Follow Up** - The Job Developer will assist job ready student/clients, both in school and out-of-school, obtain employment in the community by identifying specific job openings that are appropriate for each student/client, assisting in placing the student/client in the job, orient the student/client to the job, and identify specific ongoing support and resource needs.

Activities include:

- Contact employers and build networks to develop and/or identify job opportunities
- Work site analysis, as needed
- Job site consultation to identify or modify barriers
- Negotiate job carving or other job accommodations
- Maintain an organized system of current job openings
- Assisting a student/client become knowledgeable regarding the conditions of their employment, such as:

- Job description
- Name of immediate supervisor
- Responsibilities of the employee
- Wage payment practices
- Benefits
- Conflict resolution procedures
- Health and safety practices

- A limited amount of contact with the student/client and/or their employer to ensure job satisfaction.

- **e. Non-Supported Employment Job Coaching** (on-the-job-supports) – The Job Coach will provide individual client assistance and support on or off-the-job, in activities that are employment-related and needed to promote job adjustment and retention. Services will be time-limited depending upon individual client need. Activities include:

- Job orientation
- Job destination/transportation training

Teaching job tasks
Supervision at the worksite
Coworker/supervisor consultation
Assistance with integrating into the work environment or with changes
in the work environment
Assistance with public support agencies
Family and residential provider consultation

- **Specific note:**

Students involved in the specialized Project Search program, these students MAY be regional center clients, more focused on students on the spectrum, will only remain open a maximum of two years. One year for training and one year following the completion of training and placement in employment.

2. Service Outcomes/Number to be served

During fiscal year 2012/2013, it is expected that:

- There shall be 10 DOR student/DOR clients who receive Transition Vocational Evaluation services.
- There shall be 40 DOR student/DOR clients who receive Pre and Post-Plan Vocational Instruction (Employment Preparation) services.
- There shall be 10 DOR student/DOR clients who receive Work Experience/Community Experiences services.
- There shall be 45 DOR student/DOR clients who receive Job Development services.
- There shall be 35 DOR student/DOR clients placed in employment consistent with the IPE goal.
- The placements shall result in 20 successful (26) DOR closures.
- There shall be 10 DOR student/DOR clients who receive Non-supported Employment Job Coaching services.

During fiscal year 2013/2014, it is expected that:

- There shall be 10 DOR student/DOR clients who receive Transition Vocational Evaluation services.

- There shall be 40 DOR student/DOR clients who receive Pre and Post-Plan Vocational Instruction (Employment Preparation) services.
- There shall be 10 DOR student/DOR clients who receive Work Experience/Community Experiences services.
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- There shall be 10 DOR student/DOR clients who receive Non-supported Employment Job Coaching services.

During fiscal year 2014/2015, it is expected that:

- There shall be 10 DOR student/DOR clients who receive Transition Vocational Evaluation services.
- There shall be 40 DOR student/DOR clients who receive Pre and Post-Plan Vocational Instruction (Employment Preparation) services.
- There shall be 10 DOR student/DOR clients who receive Work Experience/Community Experiences services.
- There shall be 45 DOR student/DOR clients who receive Job Development services.
- There shall be 35 DOR student/DOR clients placed in employment consistent with the IPE goal.
- The placements shall result in 20 successful (26) DOR closures.
- There shall be 10 DOR student/DOR clients who receive Non-supported Employment Job Coaching services.

III. Contract Administrator/Program Coordinator

Department of Rehabilitation
Terry Silvera, Contract Administrator
100 Paseo de San Antonio 324
San Jose CA 95113
Tsilvera@dor.ca.gov
Phone (408) 277-1154
Fax (408) 277-1402

Palo Alto Unified School District
Dave Hoshiwara
4120 Middlefield Road
Palo Alto CA 94303
dhoshiwara@pausd.org
Phone (650) 856-0735
Fax (650) 852-9072

IV. Linkage to Other Community Agencies

The Service Coordinator will facilitate linkages to arrange for the “hand off” of DOR applicants/clients exiting into supported employment. This linkage will include DOR; Education Agencies served by this contract, Regional Center, Habilitation and vendorized supported employment providers as appropriate. Assistance with placement will be facilitated by local Community Based Organizations.

HOPE Rehabilitation of Silicon Valley
Goodwill Industries of Silicon Valley
Lucile Packard Children’s Hospital
Project Search
San Andreas Regional Center
TransAccess

V. Inservice Training

DOR and the Cooperative Agency staff will meet regularly to provide and share information about training opportunities, community services, and vocational portfolio development and job placement/development strategies. Regular meetings will be held throughout the year with other cooperative program to provide training, networking and sharing of common concerns.

Exhibit G

I. Contract Monitoring and Reporting

The Contractor will:

- Submit invoices on a regular basis to DOR Contract Administrator.
- Submit quarterly progress reports to authorizing DOR counselor.

II. Transportation

The TPP Local Education Agency staff will transport the DOR applicant/client on as needed bases. Contractor will submit insurance certificate to DOR Contract Administrator by July 1, beginning that fiscal year.

SERVICE BUDGET NARRATIVE

The Cooperative Agency will provide the positions identified below for the Cooperative Program and will be paid the actual costs as identified in the Service Budget. Selection and hiring decisions will be made with the joint participation of the appropriate DOR staff. The nature and extent of the program job duties of these personnel will be determined by the level of the individual need as agreed by the Cooperative Agency's designated manager and DOR Contract Administrator or liaison DOR Rehabilitation Supervisor. The Cooperative Agency is not legally mandated to provide these services and does not otherwise provide them.

PERSONNEL

Cooperative Program Functions:

Program Manager/Service Coordinator

40% FTE

1 FTE equals 40 hours per week

12 months/year

1. Coordinates the Education Agency TPP activities.
2. Evaluates program and staff evaluations for TPP program.
3. Monitors budget for TPP Program
4. Facilitates TPP Program advisory committee.
5. Provides long-range planning and day-to-day operation of TPP Program.
6. Interacts with all Palo Alto Unified School District Administrators regarding TPP Program.
7. Implements Parent Awareness Training for TPP Program.
8. Participates in the development of the Individual Plan for Employment with the DOR counselor.
9. Extended year program monitoring.

Traditional Education Agency Duties:

Secondary Options Coordinator

60% FTE

1 FTE equals 40 hours per week

12 months/year

Provide supervision/coordination and budget management for various programs in the district that provide options for secondary school programs.

Cooperative Program Functions:

Transition Specialist

50% FTE

1 FTE equals 30 hours per week

10 months/year

1. Coordinate transition aide positions.
2. Collects data appropriate to DOR referrals and maintains contact with classroom instructors.
3. Assists students in appropriate job skill trainings and vocational pursuits.
4. Establishes linkages with employers to develop job opportunities appropriate for DOR applicant/client and prepare specific job task analysis to facilitate the job and client matching.
5. Develops and implements specific skill training plans at the worksite including support and gradual reduction of support as DOR applicant/clients skill level increases.
4. Assists in the transfer of the job and support elements to an adult service provider in transitioning the DOR applicant/client from school to quality adult life and employment.
5. Works with DOR clients during job seeking.
6. Performs other duties related to the cooperative program, as agreed.

Traditional Education Agency Duties:

Special Education Teacher

1 FTE equals 35 hours per week
10 months/year

Provide an education program designed to encourage learning achievement and overall educational growth for special day class students. Write IEPs.

Cooperative Program Functions:

Job Developers (four part time positions)

50% of 4 FTE positions
1 FTE equals 40 hours per week
10 months/year

Hourly position – additional (non benefited) hours as needed

1. Establishes linkages with employers to develop job opportunities appropriate for DOR applicant/client and prepare specific job task analysis to facilitate the job and client matching.
2. Develops and implements specific skill training plans at the worksite including support and gradual reduction of support as DOR applicant/clients skill level increases.
3. Assists in the transfer of the job and support elements to an adult service provider in transitioning the DOR applicant/client from school to quality adult life and employment.
4. Works with DOR clients during job seeking.
5. Performs other duties related to the cooperative program, as agreed.

Traditional Education Agency Duties:
Job Developer

This position is specific to this program, there are no job developers in the traditional Educational system.

Cooperative Program Functions:
Transition Aide/Job Coaches (two part time positions)

95% of 1 FTE position

50% of 1 FTE position

1 FTE equals 40 hours per week

10 months/year

Hourly position – various hourly positions

1. Develops and implements specific skill training plans at the work site including support and gradual reduction of support as DOR applicant/client skill level increases.
2. Assists in the transfer of the job and support elements to an adult service provider in transitioning the DOR applicant/client from school to quality adult life and employment.
3. Works with DOR applicant/client during job seeking.
4. Performs other duties related to the cooperative program, as agreed.

Traditional Education Agency Duties:
Classroom Aide (2 part time)

5% of 1 FTE position

50% of 1 FTE position

1 FTE equals 40 hours per week

10 months/year

Assist teacher in classroom, help with assignments, and monitor student progress in classroom and other activities on campus.

Cooperative Program Functions:
Clerical Staff/classroom assistants

40% of 2 FTE positions

1 FTE equals 40 hours per week

10 months/year

Hourly position – various hourly position

1. Will assist with necessary paperwork.
2. Provide assistance with filing, writing letters, creating files, and tracking invoices.
3. Assist with scheduling of transportation and time schedules.
4. Provide assistance with phone calls and necessary communication for program.

Traditional Education Agency Duties:

Clerical Staff/classroom assistants

60% of 2 FTE positions

1 FTE equals 40 hours per week

10 months/year

Hourly position – various hourly position

Assist staff with routine paperwork, correspondence and budget monitoring.

Contracted Services - Extended Year

This line item provides for certificated staff person(s) full year services to all DOR applicant/clients and guardians. This is a new pattern of service during the summer months and at other times when school is normally not in session. This includes additional hours that are needed to maintain the program.

Release Time - Substitutes

This line item would provide substitutes for teachers involved in the development and implementation of the Transition Partnership Program. This would be for days when meetings required the services of a substitute to cover classroom activities. Palo Alto pays 135/day for substitutes, this line item would allow for five days.

Staff Benefits

This line item is a total of all the staff benefits charged for each individual working with this program. The accounting system in the school district combines all staff benefits in a monthly total. In order to expedite the processing of the invoices, it is helpful for our staff (clerical staff) to be able to use the composite benefit total each month, otherwise, we then have to depend upon the personnel and accounting departments of the district to separate the combined benefits to invoice each staff separately with their respective benefits.

Palo Alto Unified benefits include a percentage of health benefits. This is related to the percentage of a total FTE worked. Benefits also include vision and dental along with vacation days and the required social security, worker's compensation and FICA.

OPERATING EXPENSES

Instructional Supplies

This line item is for supplies purchased for DOR applicant/client and TPP program use. It will provide information to DOR applicant/clients as well as Parent/Guardian information.

These items are in addition to those normally provided by the cooperative agency and include career awareness, vocational testing, and pre-employment curriculum materials and resources for the use of the TPP staff, DOR applicant/clients, their teachers and guardians.

Office Supplies

Consumable supplies to be used during the contract period. Supplies may include, but are not limited to pens, pencils, paper, file folders, markers, notepads, and non capitalized equipment.

Phone Service

Telephone service established for TPP staff and DOR applicant/clients.

Rent

This would also include \$4,000 for additional rent for a classroom inclusive of utilities. This is way below the market rate for Palo Alto.

Training

This line item will provide training for Transition Partnership Program staff to participate in trainings and in-services regarding employment trends, ADA regulations, and employer accommodations for individuals with disabilities. This amount has been calculated at the allowable \$500 dollars per FTE.

Travel/Mileage

This line item to be used for transportation required for project activities for the DOR applicant/clients. This interim service will be part of training where and when there is potential for the outcome of employment and independent mobility. This may include costs for bussing. This will include mileage/travel expenses for program related activities.

Indirect (4.77%)

Indirect costs are allowable costs calculated and approved annually by California Department of Education which support the activities of a program or contract, but are not directly assigned to the specific program or contract and are allocated to the program or contract using a method in compliance with 2 CFR Part, 215, 220, 230 Office of Management and Budget (OMB) circulars.

IV. CERTIFIED EXPENDITURE BUDGET NARRATIVE

PERSONNEL:

The following personnel will be assigned to the cooperative program, with the concurrence of the DOR District Administrator. These personnel will function for a specified portion of their time in a VR role, and that portion of their time will be certified for use by DOR for General matching purposes (see Cooperative Agency Certified Budget Summary). This role will involve the provision of specific VR services, which are other than the traditional personnel roles/services of the Cooperative Agency. In order to identify the difference in function between their Cooperative Agency role and their VR role, the following comparisons are made between their traditional role and their VR role, the following comparisons are made between their traditional and new duties (which constitute a “new pattern of services”).

Cooperative Program Functions

Adult Education Instructor

With Project Director, identifies screens, conduct intake procedures for DOR consumers; develops jobs with employers; places DOR consumers; provides job retention support; follows up and evaluates placements; provides functional capacity input; attends job developer networking organization meetings and organization meetings and functions and provides job club support.

Traditional Education Agency Functions

No duties, this is a new position specifically paid for by the District for the Job Skills Training program

Cooperative Program Functions

Transition Specialists (2 part time)

Teach vocational skills introduce students to the concept of transition and the reality of recognizing adult responsibilities after leaving high school. Provide opportunities for speakers from community agencies and adult service providers. Assist students in learning life skills essential for success in work environment.

Traditional Education Agency Functions

Special Education Teachers (2 part time)

Provide an education program designed to encourage learning achievement and overall educational growth for special day class students. Write IEPs.

Cooperative Program Functions

Transition Specialist (1 part time)

This is a specialized program taught at Stanford Medical Center. This program will be geared towards students in their post senior years. Technically these students will be out of the traditional comprehensive high school program, but will be connected to the school district for training in vocational skills prior to leaving this program. The students will participate in this program for a maximum period of two years. After the two years the students will have been hired by an employer and would no longer require the services of Department of Rehabilitation and would have their cases closed as 'successful' placements. Transition Specialists will teach vocational skills introduce students to the concept of transition and the reality of recognizing adult responsibilities after leaving high school. Assist students in learning life skills essential for success in work environment.

Traditional Education Agency Functions

Special Education Teacher

Provide an education program designed to encourage learning achievement and overall educational growth for special day class students. Write IEPs.

Cooperative Program Functions

Transition Aide/Job Coaches (2 part time)

1. Develops and implements specific skill training plans at the work site including support and gradual reduction of support as DOR applicant/client skill level increases.
2. Assists in the transfer of the job and support elements to an adult service provider in transitioning the DOR applicant/client from school to quality adult life and employment.
3. Works with DOR applicant/client during job seeking.
4. Performs other duties related to the cooperative program, as agreed.

Traditional Education Agency Functions

Classroom Aide (2 part time)

Assist teacher in classroom, help with assignments, and monitor student progress in classroom and other activities on campus.

Cooperative Program Functions

Transition Aide/Job Coach (1 part time)

This is a specialized program taught at Stanford Medical Center. This program will be geared towards students in their post senior years. Technically these students will be out of the traditional comprehensive high school program, but will be connected to the school district for training in vocational skills prior to leaving this program. The students will participate in this program for a maximum period of two years. After the two years the students will have been hired by an employer and would no longer require the services of Department of Rehabilitation and would have their cases closed as 'successful' placements.

1. Develops and implements specific skill training plans at the work site including support and gradual reduction of support as DOR applicant/client skill level increases.
2. Assists in the transfer of the job and support elements to an adult service provider in transitioning the DOR applicant/client from school to quality adult life and employment.
3. Works with DOR applicant/client during job seeking.
4. Performs other duties related to the cooperative program, as agreed.

Traditional Education Agency Functions

Classroom Aide

Assist teacher in classroom, help with assignments, and monitor student progress in classroom and other activities on campus.

Cooperative Program Functions

Directors – Secondary Education/Special Education

Directs programs, oversees and manages Project Manager/Service Coordinator. Interfaces with local District Administration on behalf of PAUSD TPP.

Traditional Education Agency Functions

Directors – Secondary Education /Special Education

Directs programs, oversees and manages Project Manager/Service Coordinator. Interfaces with local District Administration regarding policy matters.

Staff Benefits

This line item is a total of all the staff benefits charged for each individual working with this program. The accounting system in the school district combines all staff benefits in a monthly total. In order to expedite the processing of the invoices, it is helpful for our staff (clerical staff) to be able to use the composite benefit total each month, otherwise, we then have to depend upon the personnel and accounting departments of the district to separate the combined benefits to invoice each staff separately with their respective benefits.

Palo Alto Unified benefits include a percentage of health benefits. This is related to the percentage of a total FTE worked. Benefits also include vision and dental along with vacation days and the required social security, worker's compensation and FICA. This amount usually equals at least thirty percent of the salaried amount.

Indirect Cost/Administrative Overhead

Indirect costs are allowable costs calculated and approved annually by California Department of Education which support the activities of a program or contract, but are not directly assigned to the specific program or contract and are allocated to the program or contract using a method in compliance with 2 CFR Part, 215, 220, 230 Office of Management and Budget (OMB) circulars.

Indirect Costs/Administrative Overhead for Match Dollars are calculated at 7 percent.

Doesn't include wage of adult education instructor.

BOARD OF EDUCATION

Attachment:

Consent

9

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

03.27.12

TO: Dr. Kevin Skelly, Superintendent

FROM: Bob Golton, Facilities and Bond Program Manager

SUBJECT: Update of the Listing of Brands or Trade Names Related to Resolution No. 2010-11.12: Regarding Designation of a Specific Brand or Trade Name in Invitations to Bid and Requests for Proposal Pursuant to Public Contract Code Section 3400

STRATEGIC PLAN INITIATIVE

Budget Trends and Infrastructure

BACKGROUND

Over the years school districts have utilized various manufactured products. Cost savings and efficiencies are realized by minimizing the number of parts inventoried by school district departments, training and maintenance effort, and contracts with service companies. Therefore, school districts designate specific brand or trade names. This is also known as sole source. The last list of sole source products for Palo Alto Unified School District was approved by the Board of Education in January 2011, along with resolution 2010-11.12.

A copy of the resolution is attached for reference only.

PROPOSAL

The following are proposed updates to the 2011 List of Specific Brands or Trade Names. The full updated list is shown as Exhibit A, 2012.

1. Toilet Partitions: Scranton Products. The Comtec partitions are now sold under the Scranton Products name.
2. Door Lock Hardware: Schlage, Von Duprin. Door lock hardware is currently simply listed as Schlage. The Von Duprin brand is added to make clear that the District is standardized on Von Duprin for the door panic hardware they supply. The District's panic hardware is almost 100% Von Duprin. This allows for a stockpile of parts, training of staff, and the ability to rapidly repair and replace.
3. Rack-Mounted IT Servers: Dell. The District currently has only Dell rack-mounted servers. These servers have met needs well in the past. Continuing to purchase Dell servers reduces complexity and cost of managing the District's computing infrastructure. Further, no other vendors continue to offer rack-mounted servers in the configuration used by the District. Other vendors are shifting their focus to 'blade' server systems that are very efficient in large data centers, but more costly for a data center the size the District runs.
4. Printers, Exclusive of Large Copiers: Hewlett-Packard. Large copiers here are defined as

copiers with a duty cycle over 200,000 pages per month. The District previously bid out and selected HP for a managed print contract. The HP management system now in place in the District allows for cost savings of 20% less per printed page, and includes free onsite service. The system has also allowed for greater efficiency through a single user interface and the ability to send print jobs to any copier in the District, as well as automatic delivery of toner cartridges as they are needed, eliminating the overhead of stocking toner. The only printers that are manageable by the HP management system are HP printers (excluding large copiers, where HP supports other brands). Additionally, use of a single brand of printers allows for greater ease of training, use, and maintenance.

FISCAL IMPACT

Savings may be realized due to negotiated long-term service contracts, providing more uniform staff training, lower overall maintenance cost, and the ability to purchase in bulk.

RECOMMENDATION

This item was discussed at the March 13, 2012 meeting. It is recommended that the Board of Education approve Exhibit A, 2012: Specific Brands or Trade Names Designated.

Exhibit A, 2012
Specific Brands or Trade Names Designated

No.	Product/Service	Designated Brand/Trade Name
1	Carpet	Mohawk One First Launch Tiles
2	Base	Burk
3	Vinyl Composition Tile	Armstrong Excelon
4	Tackboard Fabric	Koroseal
5	Paint	Dunn Edwards
6	Toilet Partitions	<i>Scranton Products</i>
7	Toilet/Kitchen Flooring	Dex – O – Tex
8	Ceramic Wall Tile	Dal – Tile, D-100 White
9	Door Lock Hardware	Schlage, <i>Von Duprin</i>
10	Energy Management System	Allerton Controls
11	Fire Alarm Systems	Simplex or Harrington (based on existing front end equipment)
12	Wiremold	Wiremold 5500
13	Clock/Speaker	Simplex/Telecor
14	Flushometers	Sloan, Royal
15	Light fixtures	Wellmade
16	Playground Equipment	Landscape Structures
17	Artificial Turf	Field Turf Tarket
18	Interactive White Boards	Smart Technologies
19	Sound Assist Systems	Light Speed Technologies Inc.
20	<i>Rack-Mounted IT Servers</i>	<i>Dell</i>
21	<i>Printers, Exclusive of Large Copiers</i>	<i>Hewlett Packard</i>

**BOARD OF EDUCATION
OF THE
PALO ALTO UNIFIED SCHOOL DISTRICT
COUNTY OF SANTA CLARA, STATE OF CALIFORNIA**

Resolution No. 2010-11.12

**RESOLUTION REGARDING DESIGNATION OF A SPECIFIC BRAND OR
TRADE NAME IN INVITATIONS TO BID AND REQUESTS FOR PROPOSAL
PURSUANT TO PUBLIC CONTRACT CODE SECTION 3400**

WHEREAS, the Palo Alto Unified School District (“District”) is authorized by the laws of the State of California to purchase, acquire, and lease personal property and to enter into contracts with respect thereto; and

WHEREAS, pursuant to Public Contract Code section 20111, purchases exceeding applicable statutory limits must generally be put out to public bid; and

WHEREAS, Public Contract Code section 3400(b) provides that the District may make a finding that is described in invitations for bids or requests for proposals that a particular material, product, thing, or service is designated by specific brand or trade name if doing so meets particular purposes; and

WHEREAS, the purposes identified in Public Contract Code section 3400(b) include the following:

- (1) In order that a field test or experiment may be made to determine the product's suitability for future use;
- (2) In order to match other products in use on a particular public improvement either completed or in the course of completion;
- (3) In order to obtain a necessary item that is only available from one source;
- (4) In order to respond to an emergency declared by a local agency, but only if the declaration is approved by a four-fifths vote of the governing board of the local agency issuing the invitation for bid or request for proposals;
- (5) In order to respond to an emergency declared by the state, a state agency, or political subdivision of the state, but only if the facts setting forth the reasons for the finding of the emergency are contained in the public records of the authority issuing the invitation for bid or request for proposals; and

WHEREAS, there are instances in which particular identified brands or trade names are needed for field testing to determine suitability for future use; and

WHEREAS, maximizing uniformity among certain products, materials things, and services and related use of a particular brand or trade name results in greater efficiency and cost savings to the District because the District is able to: match and/or integrate with products already in use, reducing the need for replacement of existing products; stock a single model of replacement products or parts; minimize inventory storage of parts; make more cost effective purchases due to larger quantities; standardize and reduce the cost of installation and use; standardize maintenance, repair and cleaning; reduce and make more uniform training for District staff on installation and use; stockpile units for rapid replacement; utilize standardized connections, such as cabling requirements for computers and system peripheral devices; and determine interior finishes at the outset of project design, minimizing architectural design and redesign costs; and

WHEREAS, there are instances in which necessary items are available from only one source; and

WHEREAS, in order to respond to certain emergencies declared by the state, a state agency, a political subdivision of the state or a local agency, the District may need to obtain products, materials, things, or services that are particular brands or bear specific trade names; and

WHEREAS, the Board of Education of the District (“Board”) desires to utilize Public Contract Code section 3400(b) in order to achieve cost savings and convenience, and to obtain items when necessary for testing, when not available from other sources, and when needed to respond to certain emergencies; and

WHEREAS, each of the items on the attached Exhibit A, “Proprietary Items for Palo Alto Unified School District under Public Contract Code Section 3400” (“Exhibit A”), match other products already in use on a particular public improvement either completed or in the course of completion within the District; and

WHEREAS, the Board desires that District staff be able to utilize the attached Exhibit A in identifying particular materials, products, things, or services by specific brand or trade name in invitations for bids or requests for proposals; and

WHEREAS, the Board intends from time to time to amend Exhibit A based on the findings contained herein and such additional findings as are necessary for new items that may be added to Exhibit A pursuant to Public Contract Code section 3400(b), without the need for separate resolutions for each amendment.

NOW, THEREFORE, BE IT RESOLVED that the Board hereby finds, determines and orders as follows:

1. The foregoing recitals are adopted as true and correct.
2. Use of each item or service set forth in Exhibit A is consistent with the purposes set forth in Public Contract Code section 3400(b).

3. Exhibit A is hereby approved and ratified and may be utilized in the discretion of the Superintendent or his/her designee to identify particular materials, products, things, or services by specific brand or trade name as set forth in Exhibit A in invitations to bid or requests for proposal.

4. Each invitation to bid or request for proposal that identifies particular materials, products, things, or services by specific or brand name pursuant to the authority of this Resolution shall describe the findings set forth herein applicable to such particular materials, products, things, or services.

5. Exhibit A may be amended from time to time upon recommendation by District staff and upon action by the Board under the authority of this Resolution, inclusive of adoption of such additional findings as may be required.


6. In the event of, and if necessary to respond to, an emergency declared by a local agency, the Superintendent or his/her designee may identify particular materials, products, things, or services by specific brand or trade name in invitations to bid or requests for proposal upon a four-fifths vote of the Board.

7. In the event of, and if necessary to respond to, an emergency declared by the state, a state agency, or a political subdivision of the state, the Superintendent or his/her designee may identify particular materials, products, things, or services by specific brand or trade name in invitations to bid or requests for proposal, and shall identify for the public record the reasons for the finding of emergency.

8. The Superintendent or his/her designee are hereby authorized to take such other steps as are necessary to carry out the intent of this Resolution.

ADOPTED, SIGNED, and APPROVED this 25th day of January 2011.

AYES:	Baten Caswell, Townsend, Klausner, Mitchell, Tom
NOES:	None
ABSTAIN:	None
ABSENT:	None

By: 

President, Board of Education

ATTEST:

By: 

Secretary of the Board of Education

BOARD OF EDUCATION

Attachment:

Consent

10

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

03.27.12

TO: Kevin Skelly, Superintendent

FROM: Bob Golton, Facilities and Bond Program Manager

SUBJECT: Approval of Strong Schools Bond Change Orders

STRATEGIC PLAN INITIATIVE

Budget Trends and Infrastructure

BACKGROUND

The Board of Education currently reviews and approves a list of warrants issued by the District for the previous month. The list of warrants issued is presented to the Board of Education for approval retroactively as a consent item.

The same consent agenda process is used for Strong Schools Bond change orders to construction contracts. As is the case with the warrants, the approval is retroactive since the change orders will have already been agreed to with the contractors.

This item lists all Strong Schools Bond change orders for the previous month.

PROPOSAL

It is proposed the Board of Education approve the attached list of change orders.

FISCAL IMPACT

The total amounts of these change orders for each project is within the 10% change order allowance.

RECOMMENDATION

It is recommended the Board of Education approve the attached list of Strong Schools Bond change orders as listed.

**CHANGE ORDER REPORT
(Through February 2012)**

School Project Name: Palo Alto High School , Haymarket Boiler Replacement PAB-11

Contract: Environmental Systems Inc.

Change Order Contingency (10%) \$ 39,200.00

Change Order 1

PCO	Date	Description	Authorized
3	12/21/2011	Provide 20A, 120V circuit for EMS per response to RFI#8	\$ 845.00
4	12/21/2011	Remove and dispose of existing concrete chase and 12" storm found while excavating for underground	\$ 992.00
5	12/21/2011	Chip and remove existing concrete at existing underground heating lines at Administration Building	\$ 1,248.00
6	12/21/2011	Remove ends of new heating water supply and returns to tie into existing 6" pipe. Plans show existing pipe to be 4".	\$ 2,185.00

Total Submitted for Approval: \$ 5,270.00

Previously Approved: \$ -

Total: \$ 5,270.00

Remaining Contingency Amount: \$ 33,930.00

**CHANGE ORDER REPORT
(Through February 2012)**

School Project Name: Gunn High School , New Gymnasium GHSG-11

Contract: S.J. Amoroso Construction

Change Order Contingency (10%) \$ 834,700.00

Change Order 2

PCO	Date	Description	Authorized
44	2/1/2012	Revise Toilet Carriers in Team Restrooms	\$ 3,162.00

Change Order 3

PCO	Date	Description	Authorized
9	2/9/2012	SJA CPE 04 Provide and Install AB at the Building Pad	\$ 19,269.00
11	2/9/2012	SJA CPE 19r ASI 007 Provide Sanitary Sewer Connection to Building	\$ 13,359.00
14	2/9/2012	SJA CPE 10 Reroute Waterline for Portable Restroom Bathroom	\$ 6,512.00
34	2/9/2012	SJA CPE 43 Additional Work at Parking Lot Waterline Trench	\$ 2,888.00

Total Submitted for Approval: \$ 45,190.00

Previously Approved: \$ 18,744.00

Total: \$ 63,934.00

Remaining Contingency Amount: \$ 770,766.00

BOARD OF EDUCATION

Attachment: Information 11

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Kevin Skelly, Superintendent
FROM: Cathy Mak, Chief Business Officer
SUBJECT: 2010-11 Parcel Tax Fiscal Report

STRATEGIC PLAN INITIATIVE
Budget Trends and Infrastructure

BACKGROUND

On May 4, 2010, the voters of Palo Alto Unified School District approved an annual tax of \$589 per parcel (Measure A), with two percent annual increases, for six years to replace the previous tax of \$493. This parcel tax allows exemptions upon application parcels owned by and used as principal residences of persons of age 65 years or older. The parcel tax also calls for independent oversight to monitor the expenditures of the taxes collected. This tax was approved by a Yes vote of 79.36 percent.

The 2010 ballot measure stated the proceeds of the tax would be used to “preserve excellence in core academic programs, including reading, writing, math, and science; reduce the impact of deep budget cuts with stable locally-controlled funding; minimize teacher layoffs and class size increases; continue teacher professional development; and help protect critical high school electives, including arts and music”.

On August 23, the Board approved the parcel tax expenditure plan for Measure A from 2010-11 to 2015-16.

This report provides income and expenditure information on the parcel tax for 2010-11.

INCOME

The parcel tax of \$589 per parcel was collected for 2010-11. There were 22,183 available parcels. There were 2,575 exemptions on the tax roll; 85 refunds were issued after the roll was completed. A total of \$650 in voluntary contributions was received. The net amount received from the parcel tax in 2010-11 was \$11,384,206, which is approximately 7 percent of the total General Fund revenues for the year. The table below shows the derivation of the parcel tax revenue in 2010-11.

	2010-11 Parcel Tax Revenue	
	Parcels	Revenues
July 2010 Roll	22,183	\$13,065,787
Less Exemption	-2,575	-\$1,516,675
Total Assessment	19,608	\$11,549,112
Less 1% service charge to County		-\$115,491
Less senior refunds applied for during 2010-11	-85	-\$50,065
Voluntary Contributions		\$650
Net Revenue		<u>\$11,384,206</u>

EXPENDITURES

As stated in the background, the parcel tax was designated for five areas of expenditure: maintain excellence in core programs, reduce the impact of budget cuts, minimize teacher layoffs and class size increases, continue teacher professional development; and help protect high school electives. These designations are similar to the ones defined within the parcel tax passed in 2005, and we have therefore included most of the expenditures from the prior parcel tax, and, added expenditures to help avoid/minimize teacher layoffs and reduce the impact of state budget cuts, which fulfill the new designations in Measure A.

The 2010-11 planned expenditure budget was \$11,400,000. The actual expenditures for these categories in 2010-11 was \$11,384,206, which is \$15,794 less than planned.

The following table shows the expenditures, FTE, and the total percentage paid by the parcel tax in 2010-11.

2010-11 PAUSD Parcel Tax Expenditure Summary						
Plan Item #	Description	FTE	%	Estimate	Actual	Over / (Under)
1a,b	Class Size Reduction	29	42%	3,080,000	3,153,240	73,240
1c	Growth Teachers	6	100%	660,000	652,395	(7,605)
2	Secondary School Electives	9	N/A (*)	990,000	978,592	(11,408)
3	High School Dean	1	100%	140,000	114,172	(25,828)
4	Psychologists and Counselors	2.5	9%	300,000	274,036	(25,964)
5	Elementary Librarians, Literacy and Math	2 3	19% 100%	220,000 330,000	217,465 293,191	(2,535) (36,809)
6	School Office Support Staff	8	11%	500,000	482,682	(17,318)
7	Base Allocation to Schools	N/A	36%	300,000	296,175	(3,825)
8	Professional Development	N/A	100% (**)	500,000	404,562	(95,438)
9	Minimize Teacher Layoffs	17	100%	1,870,000	1,848,448	(21,552)
10	Backfill State Fair Share Reduction	N/A		2,510,000	2,669,248	159,248
	Total Expenditures	77.5		11,400,000	11,384,206	(15,794)
	Total Revenue			11,400,000	11,384,206	(15,794)

(*) Total percentage for elective classes is n/a because total number of "elective class" FTE is not available. There are several classes that are taken towards graduation requirement for one student and as an elective for another student.

(**) The parcel tax pays for 100% of the professional development in excess of the three days included in the PAEA contract.

The cost of certificated teachers is calculated using average teacher cost of \$108,732 (\$85,390 average salary plus statutory and health benefit costs). Other personnel expenditures on this list were determined either by using average cost per teacher or actual costs of employees hired.

A breakdown of class size reduction teachers hired, by school, is shown in Exhibit A. These teachers have been funded by the parcel tax, state class size reduction funds, as well as the district.

The revenue and expenditure data in this report were reviewed by the District's external auditor, Vavrinek, Trine, Day and Co. and no exceptions were found. The auditor's report is available for review in the Business Office. The partner of the firm, Mr. Lenny Danna, discussed the review procedures and results with the District's Parcel Tax Oversight Committee on December 6, 2011, and the committee members were satisfied with the review. The report from the Committee is shown in Exhibit B.

The report from the Committee contained two recommendations. The first was for "the Board or District set up a dedicated e-mail address to accept questions and queries during the month after the annual review regarding the allocation of the parcel tax, and endeavor to respond to questions as soon as practicable thereafter". In response, staff has set up a parcel tax section on the District's website, including a dedicated email address for questions and pertinent documents related to the parcel tax. The second recommendation was that the Board "considers more specific language related to line items 9 and 10, given they comprise a significant 40% of the total current parcel tax expenditures". Staff will work with the Committee in the next months to identify more specific language and/or expenditures related to items 9 and 10.

RECOMMENDATION

This report is presented for information only. No Board action is necessary.

**CSR TEACHERS
2010-11**

SCHOOL	<i>2010-11 11th day Enrollment (excluding special ed)</i>	GENERAL FUND CLASSROOM TEACHERS	Class Size Without CSR	GENERAL FUND CLASSROOM TEACHERS WITHOUT CSR	ADDITIONAL TEACHERS HIRED FOR CSR	
ADDISON	K	84	4.00	27.00	3.11	0.89
	1-5	372	17.00	27.50	13.53	3.47
BARRON PARK	K	31	2.00	27.00	1.15	0.85
	1-5	275	13.00	27.50	10.00	3.00
BRIONES	K	67	3.00	27.00	2.48	0.52
	1-5	312	15.00	27.50	11.35	3.65
DUVENECK	K	86	4.00	27.00	3.19	0.81
	1-5	418	19.00	27.50	15.20	3.80
EL CARMELO	K	65	3.00	27.00	2.41	0.59
	1-5	325	15.00	27.50	11.82	3.18
ESCONDIDO	K	104	5.00	27.00	3.85	1.15
	1-5	444	21.00	27.50	16.15	4.85
FAIRMEADOW	K	86	4.00	27.00	3.19	0.81
	1-5	362	16.00	27.50	13.16	2.84
HAYS	K	80	4.00	27.00	2.96	1.04
	1-5	438	20.00	27.50	15.93	4.07
HOOVER	K	66	3.00	27.00	2.44	0.56
	1-5	342	15.00	27.50	12.44	2.56
NIXON	K	72	4.00	27.00	2.67	1.33
	1-5	367	17.00	27.50	13.35	3.65
OHLONE	K	98	4.50	27.00	3.63	0.87
	1-5	446	20.50	27.50	16.22	4.28
PALO VERDE	K	66	3.00	27.00	2.44	0.56
	1-5	330	15.00	27.50	12.00	3.00
YOUNG FIVES	K	44	2.00	27.00	1.63	0.37
TOTAL ELEMENTARY		5,380	249.00		196.28	52.72
JORDAN		943	50.05	28.50	46.32	3.73
JLS		983	52.43	28.50	48.29	4.14
TERMAN		634	33.64	28.50	31.14	2.50
TOTAL MIDDLE		2,560	136.12		125.75	10.37
GUNN		1,838	81.41	28.50	78.81	2.60
PALY		1,798	79.13	28.50	76.53	2.60
TOTAL HIGH		3,636	160.54		155.34	5.20
TOTAL DISTRICT		11,576	545.66		477.37	68.29

PALO ALTO UNIFIED SCHOOL DISTRICT

**Parcel Tax Community Oversight Committee Report to the Board of Education
For the 2010-2011 School Year
Report Completed March 8, 2012**

**Re: Palo Alto Unified School District
Quality Public Education Preservation Act of 2010 (the “Parcel Tax”)**

BACKGROUND

On May 10, 2010, the citizens of Palo Alto approved a parcel tax in the amount of \$589 per parcel per year for six years, effective July 1, 2010. The passing of Measure A renewed and extended the expiring parcel tax for the Palo Alto Unified School District (PAUSD). As stated in the ballot measure, the purpose of the renewed parcel tax is:

*“To preserve excellence in core academic programs, including reading, writing, and science;
reduce the impact of deep budget cuts with stable locally-controlled funding;
minimize teacher layoffs and class size increases; continue teacher professional
development; and help protect critical high school electives, including arts and music...”*

On November 29, 2011, the Board of Education of PAUSD appointed a Parcel Tax Oversight Committee (the “Committee”), made up of individuals who live in the School District. The current members of the Committee are:

- Jim Baer
- Anupa Bajwa
- Megan Swezey Fogarty
- George Jaquette
- Ben Lenail
- Erik Rausch
- Anne Rockhold
- Steve Schlenker
- Jeff Traum
- Sanja Verma

The Parcel Tax Oversight Committee met on December 6 and 9, 2011, to review the parcel tax expenditures reports for 2010-2011. We have completed our review, and our conclusions are summarized below.

STUDY BASIS

PAUSD staff (Chief Business Officer, Cathy Mak, and Fiscal Services Manager, Yancy Hawkins) provided the Committee with background materials on the parcel tax. Lenny Danna, Partner with Vavrinek, Trine, Day & Co., LLP, Certified Public Accountants & Consultants (“VTD”), the independent CPA firm that

audits PAUSD, presented the procedures that his firm performed to assist the Committee in determining whether funds generated from the parcel tax for the year ended June 30, 2011, were, in fact, used for the purposes set out in the ballot measure.

The Agreed Upon Procedures Report by VTD detailed the specific line items that the Board had identified for use of the parcel tax revenues for the 2010-2011 school year, showing both amounts forecasted by the Board and actually incurred, along with a comparison showing how much each line item was either over or under their estimated forecast. Note that this was not an audit. VTD did, however, perform specific procedures to test the reasonableness and logic of PAUSD's calculations and allocations of costs to the parcel tax. Furthermore, where appropriate, VTD reviewed payroll records, journal entries, and teaching schedules to verify the District's calculations and the reasonableness of the parcel tax expenditures.

COMMITTEE CONCLUSIONS

During our first meeting, Parcel Tax Oversight Committee members dedicated themselves to understanding the school budget, the major factors influencing the budget (enrollment, labor contracts, state funding, class size etc.), and the parcel tax budget and mechanics of its operation.

Our Committee members committed to be active, knowledgeable participants in the oversight of the parcel tax and appropriate expenditure of funds. We feel it is important for Committee members to articulate to tax payers and other constituents the impact of, and trends related to, parcel tax collection and expenditures.

Our Committee supports greater community education related to the District budget. Economic stresses for the District may continue. A community more familiar with the budget will be better positioned to make important decisions as cutbacks or additional funding sources are deliberated. To this end, the Committee recommends the Board or District set up a dedicated e-mail address to accept questions and queries during the month after the annual review regarding the allocation of the parcel tax, and endeavor to respond to questions as soon as practicable thereafter.

The net parcel tax revenue received by PAUSD for 2010-2011 equaled \$11,384,206, which was \$15,794 less than the \$11.4 million forecasted for the year. The actual expenses for the identified parcel tax expenditures were equal to the net parcel tax revenue. The Committee suggests that the Board considers more specific language related to line items 9 and 10, given they comprise a significant 40% of the total current parcel tax expenditures. While we agree with the flexibility of the parcel tax language, we are concerned with the lack of specificity of a review of what these expenditures mean.

Our Committee expressed concern for future cuts in State funding. In particular, our Committee desired to be informed in the future as to what combination of parcel tax, bond funding or private support would be required to maintain the educational standards of the School District.

Our Committee asked the PAUSD business office to express the parcel tax expenditures in terms of percent of each District expenditure. The parcel tax revenue is roughly 7% of the District budget, and it was noted that these funds are a significant resource for many areas. For example, the parcel tax makes possible the allocation of \$300,000 for Psychologists and Counselors. \$300,000 is under 3% of the parcel tax revenue and represents a meaningful percentage of the total District expenditure on Psychology and Counseling.

Our Committee suggests that the Board express to the tax payer the positive impact of parcel tax expenditures on ensuring an exceptional learning environment for all students, including the number of FTE's and other measurable criteria.

Our Committee compliments the PAUSD staff and the auditor for their earnest work on behalf of the District and the tax payers.

Based upon the Committee's review of the Procedures Report by VTD, the presentations of Mr. Danna and the PAUSD staff, and our review of the text of the parcel tax, the Committee believes that PAUSD spent the parcel tax revenue in fiscal year 2010-2011 entirely for the purposes set forth in the ballot measure approved by PAUSD voters in May 2010.

Jim Baer

Jim Baer

Anupa Bajwa

Anupa Bajwa

Erik Rausch

Erik Rausch

George Jaquette

Megan Swezey Fogarty
Megan Swezey Fogarty

Ben Lenail

Ben Lenail

13 MARCH 2012

Steve Schenker

Steve Schenker

Anne Rockhold

Anne Rockhold

Sanjay Verma

Sanjay Verma

Jeff Traum

Jeff Traum

BOARD OF EDUCATION

Attachment: Information 12

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Kevin Skelly, Ph.D. – Superintendent

FROM: Charles Young, Ed.D. – Associate Superintendent, Educational Services

Prepared by: Amy Drolette – Coordinator, Student Services
Michael Milliken, Ph.D. – Director, Secondary Education

SUBJECT: PAUSD High School Guidance Program Review

Background

In May 2008, the Palo Alto Unified School District Board of Education approved a strategic plan. In this plan, under college readiness and post secondary preparation, the District committed to “improve guidance and counseling services that prepare students for college and other post secondary opportunities.” One of the Board’s 2011-2012 Focused Goals is to “provide more specific description and analysis of guidance models and consider suggested enhancements.”

Gunn High School and Palo Alto High School serve relatively similar communities, with different guidance counseling models. The purpose of this report is to articulate these guidance models for the Board and the broader PAUSD community, to identify the strengths of each school’s model, and to suggest areas of enhancement for each school and for the District.

Beginning in December 2011, the District contracted with a consultant, Kelun Zhang to complete this project. Ms. Zhang is well suited to this work. She holds Masters degrees in both Education and Business Administration from Stanford University, and has several years of experience as an associate for the Boston Consulting Group, an internationally recognized management consulting firm. More recently, Ms. Zhang has served as a director for Rocketship Education and for Green Dot Public Schools, both charter school management organizations.

Overview of Project

This review involved a wide range of stakeholders across the school communities. The core project team consisted of Kelun Zhang, Consultant; Amy Drolette, Coordinator of Student Services; Tom Jacobowsky, Assistant Principal of Gunn High School; and Kim Diorio, Assistant Principal of Palo Alto High School. The project included a series of interviews with the staff at both high schools and with experts who provided helpful perspectives on both schools. The project also included parent input from discrete grade-level focus groups at each school (eight total). Student input came through a combination of focus groups and an extensive student survey administered at both schools.

Staff from both high schools’ guidance programs, site administrators, and District staff look forward to using the findings of this report to improve their work moving forward. The PAUSD High School Guidance Program Review is attached.

PAUSD High School Guidance Program Review

March 2012

Kelun Zhang, Consultant



Table of Contents

Executive summary	2
Findings for the District.....	2
Findings for Gunn High School.....	3
Findings for Palo Alto High School.....	3
Overview of approach and data sources.....	5
Background on the student population of each high school	7
Overview of the guidance model at each school.....	10
Gunn’s guidance model	10
Paly’s guidance model	11
Overview of resource allocations to guidance programs	15
Observations:	16
Brief description of ASCA and California Standards for Guidance Counseling	17
Findings and recommendations: Gunn High School	19
Foundation	19
Delivery system.....	20
<i>Use of time and formats for service delivery</i>	<i>21</i>
<i>Academic advising</i>	<i>22</i>
<i>Social-emotional support</i>	<i>24</i>
<i>Transitioning to Gunn: 9th grade transitions and transfer student experience</i>	<i>25</i>
<i>Working with Parents.....</i>	<i>26</i>
Management system:	26
<i>Collaboration within the Counseling team.....</i>	<i>27</i>
<i>Collaboration with and leadership among broader school staff.....</i>	<i>28</i>
<i>Collaboration within the school district.....</i>	<i>29</i>
Accountability:.....	29
Findings and recommendations: Palo Alto High School	30
Foundation	30
Delivery system strengths and recommendations:.....	30
<i>Academic advising</i>	<i>31</i>
<i>Social-emotional supports</i>	<i>34</i>
<i>Relationship-building with students</i>	<i>37</i>
<i>9th grade transition to High School.....</i>	<i>38</i>
Management system:	39
<i>Feedback systems.....</i>	<i>39</i>
<i>Collaboration within the counseling team.....</i>	<i>40</i>
<i>Collaboration within the school district.....</i>	<i>40</i>
Accountability:.....	41

Executive summary

In May 2008, the Palo Alto Unified School District Board of Education approved a strategic plan. In Section A of this plan, under college readiness and post-secondary preparation, the District committed to “improve guidance and counseling services that prepare students for college and other post-secondary opportunities.”

Gunn High School (Gunn) and Palo Alto High School (Paly) serve relatively similar communities with very different guidance counseling models. The purpose of this project is to articulate these guidance models for the Board and the broader PAUSD community, to identify the strengths of each school’s model, and to suggest areas of enhancement for each school and for the District. (The Appendix to this report contains the detailed project scope and work plan)

This Executive Summary highlights the most important findings that have emerged for each school and for the District during this project. In several cases, the District and the two high schools have already been making progress with the following recommendations. The rest of this report goes into greater detail on these and other findings:

Findings for the District

- Both schools have solid foundations with talented, hard-working, student-focused Guidance Counseling teams. Yet guidance counseling remains one of the least understood functions in a school. Much can be done to improve relationships with the community and services to students simply by educating stakeholders about the Guidance Counseling programs in PAUSD
- Many common themes emerge between the two schools. This points to the importance of regular collaboration between schools, even though they have seemingly different models for service delivery. Collaboration between high schools and middle schools is also important for continuity
- The Guidance Counseling program can greatly benefit from strategic planning. Right now, there is no established standard for Guidance Counseling, a mission, or a clear understanding of the goals of the Guidance Counseling program. Strategic planning includes:
 - o Articulating a mission
 - o Articulating the role of Guidance Counseling
 - o Connecting Guidance goals to District strategic goals
 - o Determining metrics to measure goals
 - o Creating accountability systems to continually monitor progress toward goals

Without this, schools would have limited ability to accurately assess and improve the effectiveness of guidance counseling.

- The guidance counseling programs at both schools are very effective with and responsive to students and families who are proactive in seeking support. Both schools can do more to identify, understand the needs of, and support at-risk student populations. This would support District goals of serving all students

- Further, with District goals to improve academic and college readiness for all students, both schools need to better understand, for all students, their academic and social-emotional needs and the kinds of support that would most effectively address those needs
- The two schools have different guidance models with different levels of resources. Gunn currently allocates 12.3 FTEs and \$1.2m to Guidance Counseling-related activities. Paly allocates 18.6 FTEs and \$1.5m

Findings for Gunn High School

- Students and teachers in particular find Guidance Counselors to be responsive to and effective at supporting students with social-emotional challenges
- The College Pathways Project is a strong program for supporting students of color in closing the achievement gap and building college readiness
- Guidance Counselors are student-focused, maintaining an open-door policy in order to maximize opportunity for students to seek support
- Counselor caseloads of approximately 325 students are high relative to nationally recommended Counselor-student ratios of 250¹. At the same time, Guidance Counselors at Gunn provide a wide range of services while simultaneously maximizing availability to students and parents. The program may eventually consider whether to add additional staff but meanwhile, there may be ways to use existing time more efficiently by exploring different formats for service and curriculum delivery
- Guidance Counseling does not yet have a defined Guidance curriculum
- Guidance Counselors should be part of school leadership. Guidance should have a seat at the table with other school leadership to design policies, programs and services. Guidance goals should be fully integrated into overall school goals
- The Guidance team needs more sources of feedback to improve practice – including individual evaluations, department audits, and feedback from students, parents and the rest of the Gunn community

Findings for Palo Alto High School

- There is a robust culture of trust and strong systems for communication and collaboration within the Guidance Counseling team
- The team leverages trust and strong communication to constantly seek ways to improve service to students
- The Guidance team can continue to build on this drive for constant improvement by incorporating additional sources of feedback from students. These can include student surveys from all grade levels, focus groups, and input from student leaders, among others

¹ The American School Counselor Association recommends a maximum student-to-counselor ratio of 250:1. The average ratio in California schools is 830, including elementary, middle and high schools. The average ratio for California high schools is likely to be between 250 and 830. ASCA website: <http://www.schoolcounselor.org/files/Ratios09-10.pdf>

PAUSD High School Guidance Program Review

March 2012

- Paly's guidance model involves a large team of people with 46 TAs², four Guidance Counselors, and two College and Career Advisors. One of the challenges is to ensure consistent quality with this more diffuse distribution system. Some possibilities and works in progress include:
 - o Developing individual evaluations for the Guidance staff that yields meaningful feedback that informs their practice
 - o Continue to build interim assessments to gauge whether students are learning the Guidance curriculum
- Continue to find strategies to fully reap the benefits of the TA system by designing structures to foster TA-student relationship building. This includes both how TAs spend time with Advisees, making Advisory session a more compelling experience, and enhancing the matching process between TAs and students to foster relationship building
- There is a robust set of academic support services and the school has strong social-emotional and college resources. Given school goals to ensure support for all students, there are currently few coordinated, Guidance-led efforts to provide a holistic support program for students needing additional support to meet academic and college ready goals and who do not have enough family resources to support their goals

² The 46 TAs include 9 TAs who work with students in the Special Education program, 16 TAs who work with 9th grade students, and 21 students who work with 10th through 12th grade students. In addition to these 46 TAs, there are also two Guidance Counselors who currently also serve as TAs for students whose TAs have left on leave or have left permanently.

Overview of approach and data sources

This project involved a wide range of stakeholders across the school communities. The following is an overview of the core project team and the research and data sources that form the basis of this report. For a detailed description of the project plan, please refer to the Appendix. The core project team consisted of:

- Kim Diorio, Assistant Principal at Paly
- Amy Drolette, Coordinator of Student Services
- Tom Jacoubowsky, Assistant Principal at Gunn
- Kelun Zhang, Consultant

This project includes a series of interviews with the staff at both high schools and with people who can provide perspective on both schools:

At Gunn:

- Principal
- Assistant Principal of Curriculum and Guidance
- Guidance Counselors
- College and Career Information Specialist
- School Psychologist

At Paly

- Principal
- Assistant Principal of Guidance
- Guidance Counselors
- Teacher Advisors
- College and Career Advisors
- Teacher Advisor Program Specialist
- School Psychologist

External interviews:

- Adolescent Counseling Services Coordinator
- Trish Hatch, national expert on guidance counseling programs

The project also included parent feedback from a series of grade-level focus groups at each school

- Four parent focus groups at Gunn, one focus group per grade-level
- Four parent focus groups at Paly, one focus group per grade-level

Student feedback came through a combination of focus groups and an extensive student survey, administered at both schools

- Three student focus groups at Gunn, involving approximately 30 students
- Three student focus groups at Paly, involving approximately 30-35 students

PAUSD High School Guidance Program Review

March 2012

- Student survey focused on Guidance Counseling services at Gunn, with 1,621 total responses from all grade levels
- Student survey focused on Guidance Counseling services at Paly, with 1,050 responses from 9th, 11th and 12th grades. 10th grade students will complete the survey on March 15, and results will be incorporated into the final Board presentation and project report

We conducted interviews with Guidance Counseling staff at similar, neighboring high schools, Los Gatos High School and Saratoga High School.

In addition to primary research from interviews, focus groups and surveys, I also reviewed existing documents and materials including and not limited to:

- Descriptions of Guidance Counseling program structure and services
- School, Guidance Counseling, and College and Career websites
- Guidance curriculum (where relevant) and calendars
- Financial data related to Guidance Counseling
- Resources, tools, and information provided to students and families by Guidance Counseling
- Presentation materials shared with students and families
- Naviance Family Connection
- Historical surveys of students and parents that include feedback about Guidance Counseling
- Attended Teacher Advisory training and reviewed Teacher Advisory training schedule and materials
- Research on California and National Counseling models and standards
- WASC goals and progress reports on the Single Plan for Student Achievement (SPSA)
- School Accountability Report Card (SARC) reports

Background on the student population of each high school

Students at Gunn and Paly have achieved similarly excellent academic outcomes and share similar demographic characteristics (Tables 1 and 2). To the extent that the impact of Guidance Counseling can be tied to student achievement at these two schools, the guidance programs at Gunn and Paly are enabling students to achieve at high levels.

Table 1: Student demographics³

2010-2011 data	Gunn	Paly
Total enrollment	1,885	1,860
Enrollment by Ethnicity		
American Indian Alaska Native	<1%	<1%
Asian	38%	22%
Pacific Islander	<1%	<1%
Filipino	1%	1%
Hispanic / Latino	8%	9%
African American	2%	4%
White, not Hispanic	47%	58%
Multiple / Other / No response	5%	7%
English Language Learners	8%	3%
Students with Disabilities	13%	13%
Socioeconomically Disadvantaged	4%	4%

Table 2: Student outcomes, 2010-2011⁴

	Gunn	Paly
Graduation Rate (2009-10)	96%	98%
A-G completion rate	82%	80%
API (2011 Growth API)	909	900
CST - % Proficient or Advanced		
English-Language Arts	85%	82%
Math	76%	76%
Science	87%	81%
History-Social Studies	81%	83%
SAT		
Critical Reading	621	628
Math	672	661
Writing	641	633
AP		
% Students enrolled in AP courses	39%	32%
% Students scoring 3 or higher	95%	95%

³ Sources: Palo Alto High School, WASC/SPSA Plan Progress Report, January 2012; Palo Alto High School, School Accountability Report Card, Reporting using data from the 2010-11 school year; Gunn High School, WASC/SPSA Plan Progress Report, January 2012; Gunn High School, School Accountability Report Card, Reporting using data from the 2010-11 school year;

⁴ ibid

Conversations with students, parents and Guidance staff at both schools also highlighted similar social-emotional challenges among students on their campuses. This project aimed to better understand the extent to which students experience these highlighted challenges and whether there are similar patterns for student at both schools.

Looking at results from a survey of students at both schools, students at both schools face significant academic, college-going and social pressures in high school (Tables 3 and 4). At the same time, some students have not yet developed strong connections with adults on campus and with their high school community (Table 5).

Table 3: Responses to statements about academic pressures (% agree or strongly agree)

"How strongly do you agree or disagree with the following statements? "	Gunn	Paly
I feel tremendous pressure to succeed academically	64%	66%
I feel anxiety about my workload at school	57%	66%
I feel pressured to take a challenging load of Honors and AP courses	57%	64%
My classmates and I collaborate to do well in school	72%	73%
My classmates and I compete to do well in school	53%	56%
I feel tremendous pressure to succeed at athletics	30%	35%
I am fully able to pursue interests outside of academics	72%	70%
I feel valued for talents other than my academic success	65%	68%
Total responses (n=)	1,560	1,386

Table 4: Responses to statements about college-going pressures (% agree or strongly agree)

"How strongly do you agree or disagree with the following statements? "	Gunn	Paly
I believe that if I do not attend a top college, I will have failed	37%	41%
I feel anxiety about getting into the colleges that I want to go to	69%	69%
My family expects me to attend a top college	61%	59%
If I don't want to go to college right after high school, I can talk about this freely with my family	46%	53%
In order to fit in with my friends, I believe I have to get into a top college	31%	34%
If I don't want to go to college right after high school, I can talk about this freely with my friends	54%	59%
I feel free to consider options after high school other than going immediately to college	38%	48%
Total responses (n=)	1,560	1,386

Table 5: Responses to statements about connectedness at school (% agree or strongly agree)

"How strongly do you agree or disagree with the following statements? "	Gunn	Paly
I feel physically safe on campus	87%	82%
I feel a part of the Gunn / Paly community	65%	64%
I have a close, trusting relationship with at least one adult at school	49%	50%
Total responses (n=)	1,560	1,386

Overview of the guidance model at each school

Paly and Gunn have very different models for delivering guidance support to similar student populations. These differences also give rise to strengths and areas for development for each school. The following is a description of the model at each school.

Gunn's guidance model

At Gunn, the team of six Guidance Counselors is the primary source of support for students across all aspects of academic, post-secondary and social-emotional development. Guidance Counselors are also the hubs for connecting students to additional support as needed. Each student is assigned to a Guidance Counselor usually based on the student's last name. The student works with their Guidance Counselor throughout their four years at Gunn and each Guidance Counselor has a caseload of approximately 325 students⁵ at any given time.

Guidance Counselors provide services to students primarily through one-on-one advisory sessions with a mixture of large-group and in-class presentations. Guidance Counselors also involve parents and family through large-group presentations and one-on-one conferences with students. Gunn's Guidance Counselors are primarily responsible for the following:

Academic guidance:

- Academic planning to meet graduation requirements, post-secondary goals (including meeting A-G requirements) and personal goals
- Course selection according to academic plan
- Managing course changes
- Advising and adjustments to meet specific academic challenges (including developing 504 plans and referral to the Student Study Team process)
- Navigating resources and opportunities in high school

College, post-secondary and career planning:

- Advising on post-high school academic and career goals (e.g., college, gap-year, military service, joining the workforce, etc.)
- If the goal is college, supporting students with selecting college options (e.g., two- vs. four-year college)
- Guiding students to select specific colleges for the application process
- Advising during the application and financial aid process
- Writing college recommendation letters for all students applying to college
- Managing the distribution of scholarship funds each year to graduating seniors
- Enabling students to gain an understanding of career interests and goals

Social-emotional support and development:

⁵ The only exception to this caseload is for the Guidance Counselor who also manages the College Pathway Project, described above.

- Supporting students with personal and social development, including time management, stress management, and maintaining balance between academic and other personal goals
- Identifying students who may be struggling with social-emotional challenges and crises
- Connecting students to immediate and long-term care for social-emotional challenges

The Gunn Guidance Counseling team also manages the College Pathway Project (CPP), a program that helps underrepresented minority students and their parents better understand the benefits of a college education, learn about pathways to college and prepare for college admission.

Guidance Counselors work with a number of other staff who provide additional support services to students. These staff include:

- **Instructional Supervisors** of academic departments who can make decisions about course enrollment and changes
- **The College and Career Information Specialist:**
 - o Maintains the College and Career Center and website
 - o Maintains the Naviance Family Connection database and supports students to use Naviance to research colleges
 - o Supports students on a drop-in and appointment basis with college research, college applications and financial aid applications
 - o Hosts events throughout the year related to post-high school planning, including college fairs, job fairs, visits from college representatives, and financial aid presentations
- **The Work Experience Coordinator** who supports students in finding internships during the summer and the school-year
- **The School Psychologists** who provide assessments for students facing social-emotional challenges and who refer students to external mental health providers as needed
- **Adolescent Counseling Services (ACS)**, an external organization partnering with both Gunn and Paly, who provides free counseling to students who are not in crises but who demonstrate need for on-going social-emotional support

The defining element of the Gunn guidance model is that Guidance Counselors are responsible for providing the bulk of services to students across all domains of Guidance Counseling. Guidance Counselors can develop a well-rounded perspective on their student's needs and goals and act as student advocates and the hub to connect students and parents to other resources at Gunn.

Paly's guidance model

A student at Paly is assigned to both a Teacher Advisor (TA) and a Guidance Counselor, and in their junior year, to an Advisor in the College and Career Center. This team of of TAs,

Guidance Counselors and College and Career Advisors collaborates to serve Paly students across the same domains of guidance counseling outlined above for Gunn.

Teacher Advisors: There are two types of TAs at Paly, TAs who work only with 9th graders and TAs who support students from 10th through 12th grade. TAs are fulltime teachers who also run a weekly Advisory session for their student advisees.

- There are 46 TAs and two Guidance Counselors who also serve as TAs
- Each 9th grade TAs has approximately 30 to 35 student advisees each year and their primary responsibility is to support their advisees in the transition to high school and to provide academic advising and support. 9th graders attend Advisory classes with their TAs on a weekly basis throughout their first year at Paly. The idea is for students to know at least one adult fairly well during their first year
- Each 10th-12th grade TA serves approximately 70 advisees each year (approximately 22, 10th grade; 24, 11th grade; 25, 12th grade). They are also responsible primarily for providing academic planning, course selection, college selection and application support. 10th-12th grade TAs also write the college recommendation letters for their 12th grade Advisees each year. The spirit of the 10th-12th grade TA model is to enable TAs and students to develop a deeper, continuous student-adult relationship throughout the bulk of their time at Paly
- TAs provide support for students primarily in a group setting in Advisory class, which are weekly for 9th graders and approximately monthly or bi-weekly for 10th through 12th graders, depending on the time of year. For example, 12th graders attend more Advisory sessions in September to prepare for college applications while 10th and 11th graders attend more sessions in the spring
- All TAs are also teachers and several TAs are Instructional Supervisors for their academic departments so they also act as the liaison between Guidance Counseling students and the rest of teaching staff
- TAs serve as the “first-line” of support for students and families and refer students to other on-campus resources, including Guidance Counselors, School Psychologists, and the College and Career Center, for additional support with more complex academic, post-secondary, and social-emotional issues

Guidance Counselors: The Guidance Counseling team has recently grown to four Guidance Counselors. Each Guidance Counselor oversees all students in a grade level and remains with these students throughout four years at Paly. Guidance Counselors coordinate with TAs to identify students who require extra academic or social-emotional support. Guidance Counselors are also responsible for the following:

- Review all student course selection, academic plans and monitor academic progress on a regular basis
- Host grade-level Parent Information Nights and Parent Back to School Nights
- Work with TAs, the School Psychologist, ACS, the School Nurse, the Dean of Students and school Administrators to manage overall social-emotional support for students at Paly. Guidance Counselors make referrals to the School Psychologist and ACS as needed

- Unlike TAs who work with students primarily during scheduled Advisory classes, Guidance Counselors work with students and parents primarily on an as-needed basis via drop-ins or by appointment

Teacher Advisory Program Coordinators: The Teacher Advisory Program Coordinator is a key role on the Guidance team that links the TA system with the rest of the Guidance team and enables the TA system to disseminate Guidance curriculum to students in a high quality, consistent way. Paly has two TA Program Coordinators, one of whom also serves as Guidance Counselor and the other is full-time dedicated to serving as TA Program Coordinator. The two TA Program Coordinators work in partnership with each other and with the rest of the TA, Guidance Counseling and College and Career Center staff to serve students and families. TA Program Coordinators are responsible for the following:

- Managing the overall TA program. Supervising and managing TAs to ensure consistency and accuracy in providing academic advising for students
- Building and maintaining the Guidance Counseling curriculum for TAs to use in Advisory sessions
- Creating training materials and holding training and collaboration sessions for TAs
- Educating parents and students about the TA program
- Preparing Paly's portion of college application materials for students and providing logistical and administrative support for TAs to complete college letters of recommendation. Responding to student and parent questions about college application materials and information
- Serving as the point person for maintaining the Viking College and Career Planning Guide. Partnering with the College and Career Center to design and keep the guide up-to-date
- Coordinating between College admissions representatives, students and TAs to ensure that all college application information and materials are completed
- Maintaining the Naviance Family Connection database, including student registration, college application and matriculation data, and administering student surveys. Create reports based on student data for TAs for the District Office
- Responding to questions or complaints from the Paly community regarding the TA program or specific TAs
- Communicating with students and parents about academic and college application deadlines and resources

College and Career Advisors: There are two full-time College Advisors at Paly, one part-time Career Advisor, and one part-time Work Experience Coordinator shared with Gunn High School. The College Advisors and Career Advisor manage the College and Career Center (CCC) and meet with juniors and seniors regarding post-secondary and career planning. Starting in their junior year, students are assigned to a College Advisor by last name. The College Advisors and the Career Advisor are responsible for the following:

- Conduct annual orientation for juniors about the College and Career Center and related services prior to setting up appointments with students

PAUSD High School Guidance Program Review

March 2012

- Conduct several one-on-one advisory sessions with juniors in the spring and seniors in the fall and spring of each year to support students (and sometimes also parents) with post-high school plans. If the plan is to attend college, support students and parents to select colleges and complete the application process
- In addition to appointments, answering student and parent questions on a drop-in basis
- Host events that support post-high school planning, including two- and four-year college fairs, Career Day Speaker Series, Job Fairs, Career Month, and college representative visits
- Maintain the CCC as a resource for students, including the CCC website and materials and information located in the Center
- Support students in using Naviance for college research
- Keep students and parents updated about post-secondary planning information and deadlines throughout the year via the website and emails
- Supporting the TA Program Coordinator in creating and updating content for the Viking College and Career Planning Guide that is distributed to juniors
- Manage the Paly Scholarship Committee and manage the distribution of scholarship funds each year to graduating seniors
- Collaborate with TAs and Guidance Counselors to support students who may need additional college and career support
- Support the TA Program Coordinator to create college and career-related curriculum for TAs to use in Advisory and attend weekly TA meetings and TA retreats
- Train and manage parent volunteers in the CCC

The hallmark of the Paly Guidance system is that TAs, Guidance Counselors, and College and Career Advisors work collaboratively as a team to connect students to needed supports. At the same time, TAs work with students in smaller Advisory settings to establish supportive relationships while also disseminating the core components of the guidance curriculum.

Overview of resource allocations to guidance programs

Just as Paly and Gunn have very different guidance models, the two schools also allocate different amounts of resources to their guidance services. The following Table 6 shows the estimated resources allocated to guidance services at both schools.

Resources are estimated in two ways in this analysis:

1. **The amount of staff time allocated to Guidance Counseling activities** at each school, represented in the table below by “Guidance-related FTE”. This staff time is estimated by identifying all staff who spend any time on guidance-related activities at each school and estimating the percentage of that staff person’s time spent on guidance. “FTE” in this analysis represents staff time and is a slightly different concept from FTE as this term is traditionally used in quantifying staff allocations for school staffing and budgeting
2. **The dollars spent on Guidance Counseling activities**, in terms of staffing-related costs (salaries, benefits, and stipends) and non-staffing related costs (events, subscriptions, professional development, etc.). There are two versions of the dollar value estimate, one that includes benefit costs and one that does not include benefits. One rationale for excluding benefits from a comparative analysis of the two schools is that the cost of benefits is not necessarily proportional to salary or number of staff. Individuals select benefits according to personal needs that are unrelated to salary level, tenure, or any other staffing-related factors

Table 6: Estimate of resource allocation to Guidance Counseling

Estimated Guidanced-related resources		Gunn	Paly
Staff time	Guidance-related FTE		
	Guidance Counselor	6.00	3.80
	College and Career	1.38	2.50
	Teacher Advisor / Teacher	0.20	6.50
	School Psychologist	0.45	0.50
	Administrator	2.00	1.55
	Other Classified Support	2.25	3.78
	Total Guidance-related FTE	12.28	18.63
Dollars	Salaries (2011-12)	\$ 1,020,979	\$ 1,243,742
	Benefits (2011-12)	\$ 144,787	\$ 140,478
	Stipends (2011-12)	0	\$ 81,680
	Non-staffing costs (2010-11)	\$ 47,321	\$ 56,636
	Cost summaries		
	Total Salaries + Stipends + Non-staffing (Not including benefits)	\$ 1,068,299	\$ 1,382,058
	Total Salaries + Benefits + Stipends + Non-staffing	\$ 1,213,086	\$ 1,522,536
	Total cost per FTE (Salary + Stipends + Non-staffing)	\$ 87,030	\$ 74,204
	Total cost per FTE (Salary + Stipends + Non-staffing) - Excluding stipended staff	\$ 87,030	\$ 89,021

Paly’s total FTE estimate includes estimated time equivalent to 3.1 FTEs spent on Advisory by TAs (including all 9th grade and Special Education TAs) who receive a stipend rather than a planning period. The stipend is comparably less compensation than a planning period.

Note: Non-staffing costs based on 2010-11 fiscal year net spending charged to the Guidance and College and Career Departments
 Source: Gunn and Paly Assistant Principal estimates; PAUSD salary and benefits data; Gunn and Paly financial reports for 2010-11 for Guidance and College and Career Departments;

Observations:

- Paly and Gunn allocate different amounts of resources to guidance-related services, in terms of both amount of staff time and dollars spent on guidance-related activities
- Paly spends fewer dollars per FTE (~\$74,000) than Gunn (~\$87,000), as shown on the second-to-last line of the table
 - o The main driver of this difference is the relative cost of 9th grade TAs and Special Education TAs at Paly, who spend on average 10 percent of their total time on TA duties, representing a total of 3.1 FTEs. These TAs receive a stipend equal to \$80 per student Advisee per TA, per year, rather than a planning period. Other TAs, primarily 1-12th grade TAs, receive a planning period rather than a stipend and use the planning period to complete college recommendation letters and related responsibilities. The stipend is comparably less compensation than the planning period
 - o When the FTE figure at Paly (18.63) is adjusted for only salaried positions, excluding time spent by stipended TAs, the differential between the two schools narrows. Paly's dollars per FTE becomes ~\$89,000, compared to Gunn's ~\$87,000

Brief description of ASCA and California Standards for Guidance Counseling

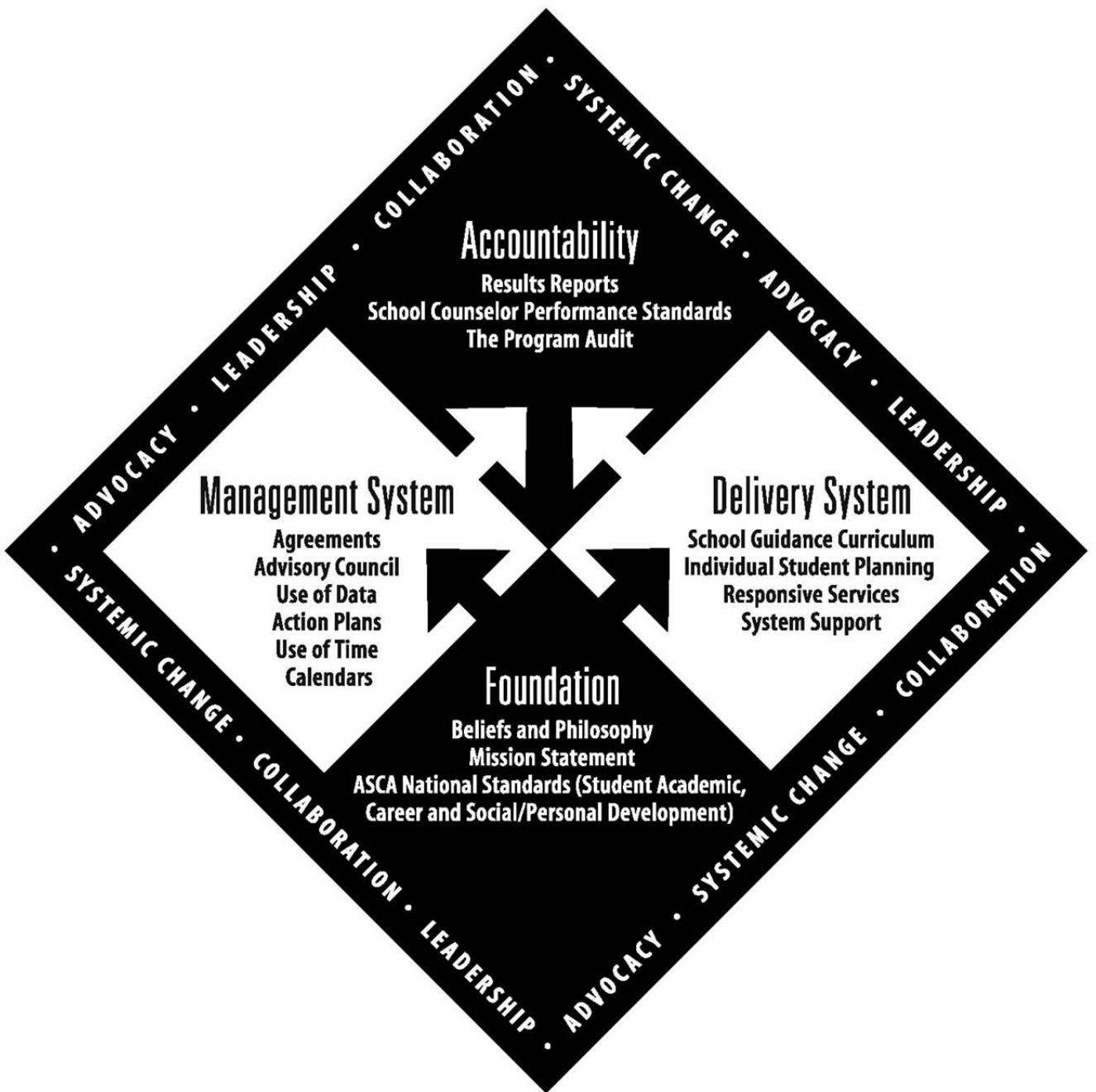
The structure of this evaluation of the strengths and areas for development for each school's Guidance Counseling program will be based on the National Model for school counseling developed by the American School Counselor Association (The ASCA National Model). This model is nationally recognized by school districts and school counseling professionals and is already familiar to the Guidance Counseling staff at PAUSD. The ASCA National Model organizes the domains of Guidance Counseling into several areas, depicted in Figure B.

Although this project will use the ASCA National Model as the organizing framework, alignment to a specific standard framework is an on-going question for PAUSD. The Guidance Team has received training on both the ASCA National Model (Figure B) and the California School Counselor Professional Standards (Figure A). While the two models share significant conceptual overlap, they are organized very differently and not explicitly linked. The District must decide on a clear framework for guidance counseling in order to continue the work of clarifying the role of the Guidance Counselor and developing strategic improvements to counseling services.

Figure A: The California School Counseling Professional Standards are organized into six domains:

1. Engage, Advocate for, and Support All Students in Learning
2. Plan, Implement, and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students
3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement
4. Collaborate and Coordinate with School and Community Resources
5. Promote and Maintain a Safe Learning Environment for All Students
6. Develop as a Professional School Counselor

Figure B: The ASCA National Model



Findings and recommendations: Gunn High School

Foundation

Gunn can benefit from stronger definition about the role of Guidance Counselors with students and parents. For example, most students and parents see Guidance Counselors as academic and college advisors but the majority may not see Guidance Counselors as sources of social-emotional support. Only 44% of students identified that Guidance Counselors can provide help for emotional struggles (Table 7).

Table 7: Select the things your Guidance Counselor can help you with during your time at Gunn (% of students who selected each choice)

Select any that apply	All Grades
Selecting which classes to take	82%
Managing my class schedule (add/drop classes)	87%
Making an academic plan that will allow me to graduate	79%
Help if I am struggling academically	58%
Help if I am struggling emotionally	44%
Help if I am in a difficult family situation	40%
Help if I am struggling with friends and peers	42%
Help if I am struggling in a class	54%
Help if I am feeling generally stressed	50%
Help if I am struggling with health issues	31%
Answering questions from my family / parents about school	60%
Exploring my career interests	66%
Exploring summer jobs and internships	64%
Deciding which colleges best fit my interests and goals	72%
Help with the college application process	77%
Getting college letters of recommendation	71%
Other (please describe)	4%

Similarly, parent focus groups indicate that there may be a significant portion of parents, particularly in 9th and 10th grade, who don't know what Guidance Counselors do and how to work with Guidance Counselors. Guidance can benefit from stronger expectation setting with parents about the role of Guidance Counseling and service level expectations. Finally, there is currently no clearly stated, publicly communicated mission for Guidance Counseling. A mission can be among the first steps in articulating the role and goals of Guidance Counseling.

Delivery system

Gunn’s six, full-time Guidance Counselors follow students across four years at Gunn, providing opportunity for Guidance Counselors to get to know students and to provide at least one consistent adult relationship for students during high school.

Guidance Counselors provide a range of services encompassing academic planning, post-secondary and college advising, and social-emotional support. They are set up to serve as the main point of contact for students and parents across these areas.

This full-spectrum of services also means that Guidance Counselors at Gunn have the potential to get to know the history of a student over four years and can develop a holistic understanding of that student’s needs and interests across academics, post-secondary plans, and social-emotional needs.

Guidance Counselors meet with every student one-on-one at least once per year to review academic progress and planning. These one-on-one meetings provide an opportunity for Guidance Counselors to uncover areas where students may need additional support, whether academic or social-emotional, which may not arise if students are not proactive about seeking support. This is an element of the overall safety net. Another benefit of full-time Counselors is that they are able to address problems more immediately than if they are part-time or also sustaining teaching duties.

Student, parent and Instructional Supervisor feedback in focus groups indicate that Counselors are widely regarded as very hardworking and dedicated to student wellbeing.

Survey data indicates that the Guidance Counselor-student relationship does grow from 9th through 12th grade. The majority, 84%, of 12th graders surveyed believe that Guidance Counselors will make time for them if needed and 75% find that it is easy to talk to their Guidance Counselor, compared to 54% and 46% of 9th graders who responded in the same way (Table 8). Similarly, 69% of 12th graders at Gunn agree that their Guidance Counselors have gotten to know them well and 73% of 12th graders believe that their Guidance Counselor had been a valuable resource for them while at Gunn⁶.

Table 8: Responses to statements about general experience with Guidance Counselors (% agree or strongly agree)

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
My Guidance Counselor makes time for me if I need help	54%	68%	69%	84%	68%
I find it easy to talk to my Guidance Counselor	46%	67%	63%	75%	63%
My Guidance Counselor knows me and understands my goals and challenges	26%	44%	44%	69%	45%
My Guidance Counselor is an important resource for me in dealing with the demands at Gunn	39%	53%	48%	55%	49%
I am satisfied with the level of support I get from my Guidance Counselor	37%	58%	55%	68%	53%

⁶ “Guidance Counseling Survey for Gunn Students”, Question 21

Parent and Instructional Supervisor focus group feedback show high levels of satisfaction with Guidance Counseling support and services when students have an identified need, whether with academic and learning related challenges, health issues and/or social-emotional challenges. They recognize Guidance Counselors as very effective and responsive when students have identified challenges.

Each member of the Guidance team brings some specialization and background in different fields, including college admissions, psychiatric nursing, Special Education, support for minority students and communities, ROP, and middle school transition, among others. Collaboration allows the team to bring these areas of specialization to serve all students.

Finally, the College Pathway Project, a Guidance-lead program at Gunn, provides mentorship and counseling to support students who are first generation college-bound. Students, particularly seniors within the program, have given very positive feedback in focus groups for this program and for the Guidance Counselor who leads the program. No other peer high schools that we have spoken has a comparable program that provides similar levels of comprehensive academic, mentorship and social supports.

The following are areas for further development of service delivery at Gunn:

- **Create a guidance curriculum.** There is currently a Guidance calendar of the types of meetings and counseling activities that take place throughout the year but no curriculum of specific content, skills and standards for students. This would help Guidance Counselors identify priorities and deliver consistent services. This seems to be in progress through professional development with Trish Hatch
- **Build tools to gauge whether students are learning** and internalizing the Guidance curriculum. There are currently few tools and systems for this, possibly because most Guidance curriculum takes place in one-on-one sessions. However, it may be useful to build diagnostics into larger-group sessions, especially if more guidance curriculum shifts to group settings

Use of time and formats for service delivery

Gunn Guidance Counselors maintain an “open door policy” with a significant portion of each counselor’s day, where students can drop in as needed and have immediate access to their counselor if their counselor is not already in a meeting. While this open door policy makes Counselors more accessible, there are potential costs:

- Creates challenges for Counselors to manage their time effectively during the day to plan strategically, collaborate, get work done, meet proactively with students and parents and generally raise the overall level of service for all students
- Sets the expectation that Counselors would always be available without explicitly naming this as a goal for the counseling team

One possible way of maintaining access while also enabling Guidance Counselors to have greater control over their time is to rotate open office hours among Counselors, so that one

or two at a time can hold office hours to serve any students who may need immediate attention, not just the students that are assigned to a given Counselor’s caseload.

Academic advising

Overall student outcomes and student surveys show that Gunn students feel well prepared and well informed about academic plans.

- Majority of students believe they know and understand graduation requirements and available academic options (87 and 83% overall and even higher for 12th graders) (See Table 9, below)
- 86% of 10th and 11th graders believe that they understand the distinction between A-G and graduation requirements⁷
- Majority of students believe that their guidance counselor would make time for individual support and that they find their Guidance Counselor easy to talk to (Table 8)
- 84% of 12th graders feel prepared to graduate and 73% agree that their Guidance Counselor has been a valuable resource during their time at Gunn (Table 10)

At the same time, a few survey responses highlight areas for development in academic advising:

- Only 48% of students overall agree they have enough time to plan their academic and career goals with their Guidance Counselor. This is lowest for 9th graders (33%) and highest for 12th graders (64%) but for 9th through 11th graders, fewer than half believe they have enough time with their Guidance Counselors for academic planning. (Table 9)
- Only 58% of students would go to their Guidance Counselors for support with academic struggles (Table 9)
- For the 25% of students who have worked with Guidance Counselors on academic challenges, including a D or F in a class, risk of not graduating, etc., only 50% report feeling supported by their Guidance Counselor with the challenges⁸.
- Only 54% of 12th graders agree that the Junior Conference was a useful resource and only 27% found the Junior Manual to be useful. The Guidance team at Gunn maintains abundant knowledge and information in these areas and it may be useful to better understand how to impart information to students with the greatest impact

Table 9: Student experiences with academic advising

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
I feel well-informed about the requirements for graduating from high school	82%	90%	88%	90%	87%
I feel well-informed about the different classes and academic options available to me	75%	85%	87%	87%	83%
I trust the advice my Guidance Counselor gives me about classes and schedules	61%	72%	73%	72%	69%
I get enough time with my Guidance Counselor to plan my academic and career goals	33%	48%	47%	64%	48%
I trust my Guidance Counselor to help me if I am struggling academically	54%	61%	57%	61%	58%

⁷ “Guidance Counseling Survey for Gunn Students”, Question 20

⁸ “Guidance Counseling Survey for Gunn Students”, Questions 5 and 6

Table 10: 12th grade experience with Guidance Counseling at Gunn

% Agree or Strongly Agree with the following	12th Gr
My Guidance Counselor has gotten to know me well during my time at Gunn High School	60%
I feel well-prepared to graduate from high school	84%
The Junior Conference was a helpful resource for me	54%
The Junior Manual was a helpful tool for me	27%
My Guidance Counselor provided valuable input during college applications	67%
My Guidance Counselor has been a valuable resource for me	73%

Post-secondary and career advising

Gunn Guidance Counselors are the primary source of post-secondary planning and career advising for Gunn students.

A majority of students see Guidance Counselors as a valuable resource, and even experts, in the college selection and application process (83% and 63%, respectively). Seniors in particular see Counselors more as experts on the college application process and, not surprisingly, feel better informed about college planning overall relative to other grades (Table 11). A majority of seniors found Guidance counselors to have provided valuable input during college applications (Table 10).

Table 11: Student experience with college counseling

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
I believe that my Guidance Counselor can be helpful for me in applying to colleges	77%	86%	81%	86%	83%
I see my Guidance Counselor as an expert on colleges and the application process	53%	67%	61%	71%	63%
I feel well-informed about the college application process and what's required	43%	48%	54%	76%	55%

Most students have visited the College and Career Center by their senior year. However, significant numbers of students in other grade levels do not know what the College and Career Center offers (Table 12). Similarly, most parents in focus groups did not have a clear understanding of how to use the College and Career Center. 66% of students who have visited the College and Career Center got the help that they needed⁹.

Table 12: Responses to “Have you been to the College and Career Center at Gunn?”

% Student responses	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
Yes I have been to the College and Career Center	8%	14%	33%	67%	29%
No I have not been to the College and Career Center	58%	56%	44%	19%	45%
I don't remember	4%	7%	9%	7%	7%
I don't know what the College and Career Center is	30%	23%	15%	8%	19%

Finally, NCAA eligibility guidance is an area that students and parents at both schools have identified as a potential gap. Similar to Paly, some students may need to receive accurate NCAA eligibility information in a more systematic way.

Only 7.5% of students surveyed are open to post-high school options other than 4-year college, corresponding with the relatively low, 21% of students who have talked about options other than 4-year college with Guidance Counselors.

Career planning is one potential area for development. Only 21% of students surveyed have had career planning conversations with their Guidance Counselor, although this increases to 69% of seniors¹⁰. One potential consideration is whether conversations about career planning should start earlier in a student’s time in high school. Furthermore, for the students who have had conversations with their Guidance Counselor about career interests, only 47% found the conversations helpful¹¹.

Social-emotional support

In line with clarifying Guidance Counselor roles with students, most students do not think of their Guidance Counselor as sources of support for personal issues. Only 31% of students surveyed would feel comfortable going to their Guidance Counselor proactively for personal, non-academic challenges (Table 13). This percentage does not change from 9th graders to 12th graders. At the same time, 10% of students have gone to their Guidance Counselor for support with a personal issue¹², and of these, 73% found that their Counselor was effective in providing support¹³.

Table 13: Student perceptions of Guidance Counselors as support for personal issues

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
I believe that my Guidance Counselor can help me deal with personal issues	43%	44%	40%	40%	42%
I feel comfortable going to my Guidance Counselor about personal issues that I might be struggling with	32%	32%	26%	26%	31%
If I am struggling with a personal issue, my Guidance Counselor is among the first adults at school that I would go to for help	33%	27%	23%	23%	27%

Students in focus groups explain that the root of this reluctance to approach Counselors with personal problems is because some students do not feel known by their Counselor, have limited interactions and therefore limited opportunity to build trust. Focus groups also indicate that students think of Counselors as Academic advisors more than personal advisors. Tools to help Counselors get to know their students more quickly and deeply may help to bridge this gap. Finding ways to free up time in individual advising sessions for relationship building may also help.

¹⁰ “Guidance Counseling Survey for Gunn Students”, Question 15

¹¹ “Guidance Counseling Survey for Gunn Students”, Question 16

¹² “Guidance Counseling Survey for Gunn Students”, Question 8

¹³ “Guidance Counseling Survey for Gunn Students”, Question 9

Guidance Counselors aren't and shouldn't be the only source of social-emotional support for students at Gunn. Outside of Guidance Counseling, student focus groups indicate that Tutorial period is another effective forum for students to access adults for support and to build relationships with other adults on campus. Student focus groups also show strong awareness of other channels of social-emotional support on campus, including Adolescent Counseling Services (ACS) and Guidance Counselors, School Psychologist and Instructional supervisors have given positive feedback about ACS as a partner and resource for students.

Transitioning to Gunn: 9th grade transitions and transfer student experience

Ninth graders feel well prepared for the transition to high school but do not explicitly attribute this to their Guidance Counselor or to Titan 101 and other transition programs (Table 14). Students find Gunn to be welcoming but adult relationships are fledgling, although by senior year, 63% will have found at least one trusting, close adult relationship (Table 14).

Titan 101 is the school's high school transition program that match teachers with small groups of 9th grade students for transitional support. Only 27% of 9th graders surveyed found Titan 101 to be helpful with the transition to high school (Table 14).

Table 14: 9th grade experiences with high school transition

% Agree or Strongly Agree with the following	9th Gr
I felt well prepared for the transition from middle school to high school	64%
My Guidance Counselor helped me with the transition from middle school to high school	22%
I found Freshman Orientation / Link Crew and Titan 101 useful for helping me to transition from middle school to Gunn High School	27%
I know that there is an adult on campus who cares about me	52%
I find Gunn High School to be a welcoming place	72%

Parents may also need additional preparation about transitioning from the homeroom teacher structure in middle school to the Guidance Counseling structure in high school. Additionally, parent focus groups also indicate that there may be room to improve orientation about Guidance Counseling for students who transfer to Gunn after 9th grade. There are fewer supports for navigating high school for students who transfer to Gunn after 9th grade than for students coming from feeder middle schools.

Working with Parents

One theme emerging from parent focus groups is appreciation for the enormity of Guidance Counselors' responsibilities as well as appreciation for Guidance Counselors' responsiveness and hard work.

Both schools engage in significant amounts of outreach to keep students and families informed in the form of Parent Nights, specialized workshops (e.g., for financial aid, college applications, etc.), and proactive support for students who show signs of academic and/or social-emotional struggle.

In addition, there is a proliferation of channels and sources of information for students and parents, ranging from emails, newsletters, the Counseling website, Naviance, Infinite Campus, grade-level handbooks, student assemblies, and so on. Some parents have indicated challenges to accessing and digesting information from the school in general because of both the amount of information and the quality and clarity of the information. One of Gunn's current WASC goals is to streamline communication with students, parents, faculty and community. The Guidance Department has already made progress to streamline communication and leverage the Guidance website. This recommendation is to continue this work and to invite parent, student and faculty feedback to design a more effective communication system.

There may be additional ways to engage parent volunteers and parent groups in sharing information, setting expectations and building support for Guidance Counseling services. Gunn has a very involved and well-resourced parent corps and parents have highlighted significant enthusiasm in focus groups to have more opportunities to help out in capacities beyond clerical support and including facilitating communication between the school and other parents.

Management system:

Overall, Guidance Counselors at Gunn have both a broad scope of responsibilities and are held to very high standards of service by themselves and by the larger Gunn community. Vulnerabilities here are in the quality of services that Counselors can realistically provide to all students and families and the impact on morale and sustainability for Counselors. According to survey results, only 48% of students overall agree that they have enough time with their Guidance Counselor to plan their academic and post-secondary goals (Table 9 above). This number is closer to 60% for 11th and 12th graders but may be still lower than the aspirations of the Gunn Counseling team.

Related, students who are very proactive about seeking help from adults or who are clearly struggling are being served well and responsively. The concern is over students who are neither visibly struggling nor proactively seeking support for very real challenges may not be getting enough preventative and / or proactive service from Counselors. Getting to know every individual student is a general challenge with an average caseload of 325

students per Counselor. Currently, only 45% of students agree that “My Guidance Counselor knows me and understands my goals and challenges” (Table 8).

Guidance Counselors face several challenges in the goal of serving every student:

- Guidance Counselors spend most of their student-facing time in one-on-one sessions. This limits the amount of time that Counselors can devote to each student. Guidance counselors can explore different formats for delivering different aspects of the Guidance curriculum. Some types of information may be more suited to larger group formats. Also, group sessions may allow Counselors to add more social-emotional content to the current Counseling curriculum. Finally, reducing the number of one-on-one sessions may allow Counselors to use time more strategically with the next layer of students who may need additional attention
- Another potential way to improve Guidance Counselors’ ability to individualize advisory time with students is to adopt additional tools to capture personal information about students. Los Gatos High School, for example, has a Counseling model that is very similar to the model at Gunn and has developed tools that their team finds effective at summarizing students’ personal context. Samples of these tools are attached in the Appendix to this report
- Identify different ways to distribute Guidance Counseling resources. Some examples include additional counselors and/or College and Career Advisors, additional auxiliary support to free up Counselor time for service delivery (such as more admin support)
- Finally, Guidance Counselors currently spend significant amounts of time each day performing clerical and administrative duties. Enhance administrative support for Guidance Staff to free up Guidance staff from administrative tasks such as scheduling appointments, filing, and paperwork that don’t directly contribute to supporting students

Feedback systems

Currently, there are not many sources for feedback to help Guidance Counselors improve their practice.

- Develop systems for providing value-added observations and feedback to Guidance Counselors on a regular basis to improve guidance counseling practice and to ensure consistency in messaging and service for all students
- Develop tools and systems for using student feedback to better understand student needs and to improve the impact of guidance services on students. For example, Los Gatos High School found significant value in tapping into student leaders to help shape guidance programs and supports

Collaboration within the Counseling team

There are already some internal systems for collaboration, mostly via weekly Guidance team meetings where Counselors can collaborate on specific student needs, share best practices, share knowledge about colleges and post-secondary planning, plan curriculum delivery, and discuss individual students. These weekly meetings are sometimes also used

to collaborate with Instructional Supervisors, the College and Career Center, and other staff.

There is additional opportunity to build systems for stronger collaboration with the broader student support team at Gunn, including Guidance Counselors, School Psychologist, School Nurse, ACS, and the Dean of Students, among others. This kind of collaboration may create links between discipline, health, and social-emotional and academic support and expand the Gunn's ability to support students holistically.

Collaboration with and leadership among broader school staff

Interviews with Instructional Supervisors (IS) indicate a strong level of trust between teachers and Guidance Counselors. Instructional Supervisors see Counselors as the experts at triaging and directing support for students with social-emotional needs. The unanimous experience and perception among ISs is that Counselors are very responsive and flexible to student needs. ISs quickly refer students with social-emotional needs to Counselors and coach other teachers in their departments to do the same. ISs have had consistently strong experiences with all Counselors on social-emotional supports for students.

On the academic front, ISs see Counselors as having significant power to impact student and parent decisions about course selection, which in turn impacts course offerings and resource allocation to their departments. At the same time, Counselors vary in their understanding of course offerings and policies in different academic departments. In some cases, ISs invite Guidance Counselors to department meetings and attend Guidance Counseling team meetings to share information about changes and policies in their department. ISs who do this type of collaboration report strong partnerships with Counselors and experience consistency in messaging from Counselors to students about their department. There are opportunities to expand these types of collaboration widely across Counselors and academic and other departments.

ISs see Counselors as a strong and valuable part of the learning community at Gunn. Counselors are the "clearing house" of context and information about students. ISs and other teachers will seek out Counselors for this perspective when a student is struggling in a particular class or subject, recognizing that these struggles are probably not isolated and probably are part of broader personal context.

Given this basis of trust with other staff and given their uniquely broad and deep perspectives on student needs, Guidance Counselors are in a strong position to continue to make decisions along with the rest of Gunn's leadership to develop academic and school policies, and design student services and activities. Currently, Guidance Counselors often navigate students and parents to actual decision-makers about schedule changes, class enrollment, and other policies. The existing schedule change form requires Instructional Supervisor and Teacher signatures but not Guidance Counselor approval. Guidance Counselors are credentialed to ensure that students are taking the correct classes

according to their academic and career goals. Further, California Ed Code defines the role and responsibility of Guidance Counselors to include this type of academic advising.

Benefits of empowering Guidance Counselors as leaders Gunn include:

- Policies, programs and activities that more effectively serve student needs
- Consistent messaging to students and parents about school policies
- More efficient coordination between Guidance and rest of school leadership
- Faster, more transparent process, and a easier experience for students and parents

Collaboration within the school district

The two high schools have not traditionally collaborated very closely on service delivery or Professional development. Recently the District has instituted shared professional development opportunities. At the same time, both schools can benefit from stronger collaboration and best practices sharing, for example:

- Paly's Guidance department has made progress with a Guidance curriculum
- Gunn's experience with the College Pathway Project may yield lessons that benefit Paly students as well
- Collaboration and consistency across the two schools with technology in Guidance (e.g., how Naviance is used by Counselors, College Advisors and students, use of online vs. paper registration, etc.) would be helpful for both communities

Accountability:

The following are areas for further development to build and improve accountability systems for Gunn's Guidance Counseling program:

- Create an internal performance management system with metrics and indicators of success that can be used to drive overall Guidance Counseling strategy and priorities
- Establish clear goals and metrics for guidance counseling and link guidance counseling goals to Gunn and District goals
- Integrate Guidance goals and strategies into school-wide goals. Some of Gunn's current WASC goals do not include Guidance goals. For example, in the goal of "maintain and encourage instructional practices that ensure student success", Task B-2 is "Increase Variety of instructional techniques". This seems like an area that would be highly relevant for Guidance but department plans outlined for this goal do not include any Guidance goals. The Guidance department should be integrated into major school-wide goals and strategies

Findings and recommendations: Palo Alto High School

Foundation

Most Paly students have a relatively clear understanding of the division of roles between Guidance Counselors, TAs and College and Career Advisors¹⁴. However, parent focus groups indicate that there may be a significant portion of parents, particularly in 9th and 10th grade, who don't know what Guidance Counselors do and how to work with Guidance Counselors.

Similar to Gunn, There is currently no clearly stated, publicly communicated mission for the Guidance Counseling team. A mission can be among the first steps in articulating the role and goals of Guidance Counseling within the Guidance team, to students and to the larger community.

Not having a set of agreed-upon standards for TAs, Guidance Counselors and College Advisors makes it difficult to set priorities and communicate roles to parents. In the College and Career domain, in particular, parent expectations for college advising doesn't meet and what College Advisors believe is feasible and equitable given the available resources.

Delivery system strengths and recommendations:

The TA system seems designed primarily to give each student opportunity to build a continuous, trusting relationship with at least one adult on campus while also ensuring that all students receive high-quality, accurate academic advising. The current system does provide students with at least two adults on campus, the TA and the Guidance Counselor, who are "officially" responsible for their academic and social-emotional wellbeing. This is in addition to any other relationships that students may build with teachers, coaches, activities directors, administrators and so on.

The division of roles between TAs (general academic advising), Guidance Counselors (more specialized academic advising and social-emotional support), and College and Career Advisors (College and other Post-secondary advising), allows each role to focus and develop expertise in particular areas

One potential gap in the Paly guidance model is the absence of a Guidance-driven program to provide extra support for students who may need extra support to meet A-G requirements and to be college-ready by graduation. Gunn has a similar program with the College Pathway Project. There are a number of academic supports at Paly but no program providing comprehensive academic, mentorship and social supports. The first step may be

¹⁴ "Guidance Counseling Survey for Paly Students", Question 5

to identify and better understand the needs of students who may benefit from this type of targeted guidance support.

Academic advising

Paly has developed a guidance curriculum, in part because the size of the TA network requires a clear curriculum and calendar to coordinate information and lesson delivery to students. There is also effort to create more advisory lesson plans for TAs and assessments to gauge whether students are retaining those advisory lessons.

There are clear systems in place to support TAs in dispensing accurate academic advising information.

- Teachers become TAs through a selective interview process that screens for mindsets and motivations
- Each student’s academic plan and course schedule is reviewed by several people each year – The TA, who works with the student to create the plan, Guidance Counselors, who review the schedules for every student in their caseload, and, a College and Career Advisor will also review the academic plans for the majority of juniors and seniors

The TA-student relationship becomes stronger as students progress through their time at Paly, with a greater proportion of seniors agreeing, “My TA knows me and understands my goals and challenges”. At the same time, similar proportions of students across all grade levels are satisfied with the level of support from their TA. (Table 15, below)

Table 15: Responses to statements about overall experience with TAs (% agree or strongly agree)

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
My TA makes time for me if I need help	68%	78%	80%	75%	74%
I find it easy to talk to my TA	73%	83%	76%	77%	77%
My TA knows me and understands my goals and challenges	56%	61%	61%	70%	61%
My TA is an important resource for me at Paly	60%	68%	64%	62%	63%
I am satisfied with the level of support I get from my TA	71%	75%	70%	70%	72%

Students generally feel informed and confident in their academic plans. A significant majority of students believe that they understand graduation and college-going requirements, culminating in 92% for seniors. Also by junior and seniors years, most students feel confident about their academic plans and the academic options available at Paly (approximately 85%, Table 16).

The TA’s impact on academic planning merits deeper understanding. Most students trust the advice that TAs provide about classes and schedules (Table 16), but fewer percentages believe they get enough time with their TAs to plan academic and career goals. This

suggests that students feel well-prepared overall but may not be relying only on their TA to plan.

At the same time, proportionally fewer students, especially seniors, would trust their TAs to help with academic struggles (Table 16). This reluctance may arise from the TA's responsibility to write college letters of recommendation for their Advisees. Some students and parents have expressed hesitation in focus groups about being completely transparent with TAs about personal and academic challenges because of concern about the impact on college recommendation letters. It seems that students and parents need to better understand the TA's role as student advocates in order to continue to build trust and transparency between TAs and Advisees.

Table 16: Responses to statements about academic support at Paly

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
I feel well-informed about the requirements for graduating from high school and being eligible to apply to college	78%	91%	88%	92%	87%
I have an academic plan that will help me to meet my goals while at Paly	71%	88%	85%	85%	83%
I feel well-informed about the different classes and academic options available to me	69%	81%	83%	85%	80%
I trust the advice my TA gives me about classes and schedules	78%	88%	84%	82%	84%
I get enough time with my TA to plan my academic and career goals	57%	71%	68%	63%	66%
I trust my TA to help me if I am struggling academically	66%	78%	78%	69%	74%

Finally, absences from Advisory may negatively impact how fully students receive important guidance curriculum. According to the student survey, 32% of students have already missed one or more Advisory sessions this academic year and only 32% of students surveyed agree that Advisory is a valuable use of time (Table 17). Student focus groups identified the following drivers for absences and low engagement:

- The curriculum, particularly in 9th grade, is not always relevant to students' experiences
- Some Advisory experiences can be transactional, impersonal and not engaging
- Advisory comes at the end of a long school day
- There are no "real" penalties for missing Advisory

Table 17: Student responses about Advisory

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
Advisory is a valuable use of my time	32%	37%	39%	25%	33%

College and Career Advising

As outlined in the description of the Paly Guidance model, College Advisors, TA Program Coordinators, TAs and the Career Advisor work as a team to support students with post-secondary planning and with college applications in particular. College Advisors offer a robust set of college and other post-secondary advising services, including one-on-one sessions with the majority of juniors and seniors. College Advisors reach out to all juniors and seniors to offer individual advising sessions, eventually meeting with all students at least once by the end of first semester during senior year. College Advisors often meet with students repeatedly throughout the college application season to individual follow-up sessions. In addition to the two College Advisors, Paly also has a Career Advisor / Community Service Coordinator to direct students to opportunities with jobs, internships, community service and career exploration. The following are clear strengths of the College and Career services at Paly:

- College Advisors invest significant time, often several hours per student, reviewing and learning about individual student backgrounds before one-on-one advising sessions
- College Advisors also coordinate with the TA Program Coordinator and TAs to create and maintain post-secondary curriculum shared with students during Advisory
- The College and Career Center has a content-rich website with a variety of tools, resources, and timelines related to college and career planning
- College Advisors and the Career Advisor also host a range of events for post-secondary planning, including on-campus community college information fairs, College fairs, college application workshops and financial aid
- 78% of juniors and seniors surveyed believe that their College and Career Advisor can be a helpful College resource and 70% agree that their College and Career Advisor provides access to resources needed for college research and application (Table 18)

Table 18: 11th and 12th grader experiences with College and Career Advising

% Agree or Strongly Agree with the following	11th Gr	12th Gr
My College and Career Advisor provides me with the tools and resources I need to be able to research and make decisions about college	71%	70%
I believe that my College and Career Advisor can be helpful for me in applying to colleges	78%	78%
I see my College and Career Advisor as an expert on colleges and the application process	69%	70%
I feel well-informed about the college application process and what's required	62%	66%

The following are potential areas of enhancement for College and Career Advising at Paly:

- Although juniors and seniors know and value their College and Career Advisors for the college process, proportionally fewer students feel well informed about the college application process (Table 18, above). 90% of Paly seniors surveyed

definitely plan to attend a 4-year college after high school¹⁵ yet only 66% of seniors feel well informed about the college application process. Both TAs and College Advisors are responsible for educating students about college choices and applications and it can be important to better understand the drivers for the gap in the percentage of students who report feeling well-informed about the college application process

- At the same time, only 45% of seniors found the Viking College and Career guide to be helpful tool¹⁶ and only 58% of seniors agree that “My College and Career Advisor provided valuable input in my post-high school planning”. The College and Career Advisors maintain a robust and complete range of information about colleges and the application process. There may be opportunities to better understand how best to connect students to the tools information they need
- Currently, both College Advisors spend approximately 25 percent of their time each year awarding approximately \$120K in scholarship funding. A significant portion of this work is administrative but contains highly confidential information, so it’s not possible to leverage parent volunteers. At the same time, College Advisors devote long hours to prepare for and conduct individual student sessions. Admin support is one potential strategy to free up time
- There are a significant number of students at both schools who need guidance about NCAA requirements for college. Student and parent focus groups indicate that there may be need to improve information dissemination about NCAA requirements
- Student and parent focus groups and student surveys show that significant proportions of students have **not** talked to any adult on the Guidance team about career interests and planning for those interests. This represents 50% of all students and 27% of seniors¹⁷

Social-emotional supports

Guidance Counselors are the go-to source of support for students facing personal and social-emotional challenges. Students facing social-emotional challenge find their way to Guidance Counselors on their own or are referred by TAs, other school staff and other students. In cases of students in crises or students needing additional mental health support, Guidance Counselors connect students and families to the School Psychologist, or to ACS (Adolescent Counseling Services).

The social-emotional support structure at Paly demonstrates the following strengths:

- The Health Services Team (HST) at Paly has built a strong system for collaborating around supporting students with social-emotional, health and other challenges. The HST meets bi-weekly and involves a broad spectrum of staff who are involved in supporting students, including the Guidance Counselors, School Psychologist, Administrators, Dean of Students, School Nurse, and Adolescent Counseling Services

¹⁵ “Guidance Counseling Survey for Paly Students”, Question 21

¹⁶ “Guidance Counseling Survey for Paly Students”, Question 33

¹⁷ “Guidance Counseling Survey for Paly Students”, Question 26

(ACS). The Guidance Counseling team leads the HST and the HST meets to review all students who are dealing with related challenges

- Of the students who have worked with a Guidance Counselor, whether on academic or social-emotional issues, most indicate that Guidance Counselors are easy to talk to and accessible (Table 19 and 20). In particular, seniors in focus group with the strongest TA experiences have a Guidance Counselors as their TA
- Of the students surveyed who have been to a TA and/or a Guidance Counselor, the more than 80% of these students agreed that their TA and/or Guidance Counselor was able to help them or refer them to other resources¹⁸
- The Guidance staff at Paly had positive feedback about the partnership with ACS and quality of services provided overall

Table 19: Student exposure to Guidance Counselors at Paly

% Responded "Yes"	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
Yes, I know at least one of the Guidance Counselors at Paly	59%	57%	67%	83%	66%
I have worked with a Guidance Counselor while at Paly	32%	38%	50%	57%	43%
I have gone to my Guidance Counselor for help with a personal issue	33%	16%	14%	21%	19%

Table 20: Student overall experience with Guidance Counselors (of students who

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
My Guidance Counselor makes time for me if I need help	70%	77%	72%	69%	72%
I find it easy to talk to my Guidance Counselor	72%	78%	71%	71%	73%
I trust the advice my Guidance Counselor gives me	72%	78%	74%	78%	76%
My Guidance Counselor knows me and understands my goals and challenges	50%	57%	42%	53%	52%
My Guidance Counselor is an important resource for me at Paly	64%	72%	62%	66%	67%
I am satisfied with the level of support I get from my Guidance Counselor	59%	71%	65%	66%	65%

have worked with a Guidance Counselor)

Table 21: Student perceptions of Guidance Counselors and TAs as sources of social-emotional support

¹⁸ "Guidance Counseling Survey for Paly Students", Questions 18 and 20

PAUSD High School Guidance Program Review

March 2012

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
I believe that my Guidance Counselor can help me deal with personal issues	61%	59%	51%	45%	55%
I feel comfortable going to my Guidance Counselor about personal issues that I might be struggling with	45%	45%	38%	35%	42%
If a friend is struggling with a serious personal challenge, I would advise her / him to go see a Guidance Counselor	55%	56%	45%	40%	50%
I believe that my TA can help me deal with personal issues	48%	48%	50%	41%	47%
I feel comfortable going to my TA about personal issues that I might be struggling with	40%	43%	46%	34%	41%
If a friend is struggling with a serious personal challenge, I would advise her / him to go see their TA	39%	38%	35%	24%	34%

Social-emotional supports at Paly may benefit from further examining the following areas:

- Significant portions of students surveyed, particularly in lower grades, do not know any of the four Guidance Counselors on campus (see Table 19). The Guidance Counselors are working to increase visibility on campus by circulating among students during lunch times and other efforts. Guidance Counselors are an important resource for students and students should know their faces and names at minimum
- TAs act primarily to refer students with social-emotional challenges to Guidance Counseling. Survey results indicate that significant portions of students are reluctant to go to either TAs or Guidance Counselors about personal issues. Only 35% of seniors would go to a Guidance Counselor for personal issues and only 40% would approach their TAs (see Table 21)
- Paly recently expanded the Guidance Counseling team from two to four Counselors, which may explain some of the student reluctance to go to Guidance Counselors. seniors and juniors who spent the first part of their Paly years with only two Guidance Counselors for the entire student body have indicated in focus groups that “Guidance Counselors seem really busy”. With increased capacity, Guidance Counselors are working to increase visibility on campus
- With TAs, students have expressed reluctance that range from concerns that sharing personality challenges with TAs will impact the college recommendation letter to not knowing that “TAs are supposed to care about me personally” to “TAs are not trained to talk about personal problems”
- TAs have expressed a desire to partner with the Guidance team to support Advisees on personal challenges and some may also benefit from training about engaging with students around personal issues
- Finally, drug and alcohol usage may be a significant issue that merits more understanding at both schools. Parent focus groups and staff interviews at Paly have identified this as an area of concern and there seems to be little dialogue or investigation around these issues

Relationship-building with students

As we saw in Table 5 earlier in this report, only about half of students at both schools agree that they “have a close, trusting relationship with at least one adult at school”. A core goal of the TA program is to provide students with at least one consistent, adult advocate at Paly. Accordingly, the Guidance Counseling team at Paly is designing more opportunities for students to build personal relationships with their TAs above and beyond academic advising. Table 22 below suggests that students tend to develop stronger relationships with their TAs as they progress through high school, with 56% of freshmen compared to 70% of seniors agreeing that their TA knows and understand their goals and challenges. At the same time, while students seem to find TAs easy to talk to and generally accessible,

Table 22: Responses to statements about overall experience with TAs (% agree or

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
My TA makes time for me if I need help	68%	78%	80%	75%	74%
I find it easy to talk to my TA	73%	83%	76%	77%	77%
My TA knows me and understands my goals and challenges	56%	61%	61%	70%	61%
My TA is an important resource for me at Paly	60%	68%	64%	62%	63%
I am satisfied with the level of support I get from my TA	71%	75%	70%	70%	72%

strongly agree)

Student focus groups highlighted the perception that one’s TA relationship is very important, especially given the significance, in the minds of students and parents, of the TA’s letter of recommendation to colleges. The quality of the TA relationship, therefore, impacts not just a student’s access to guidance curriculum but also their connection at school and the quality of their college application. Selecting a TA who will offer all of these supports for the 10th through 12th grades is a non-trivial decision.

At the same time, student and parent feedback suggests that the TA selection process can improve to ensure better matches between TAs and students. Only half of 11th and 12th graders expressed satisfaction with the TA selection process (Table 23)

Table 23: Responses to TA selection process and fit (% agree or strongly agree)

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
I am satisfied with the process for selecting my TA	38%	59%	51%	51%	50%
I was able to select a TA who is a good fit for me	33%	68%	61%	62%	54%

Students have cited lack of information about TAs before having to choose a TA as one impediment to finding fit with a TA. Currently most students are matched with one of their top choices for TA but the issue seems to be that students are not always well informed when ranking their choices. Some students rely on older siblings or upperclassmen friends but not all 9th graders have access to these resources. Suggestions from student focus groups and TA interviews for improving the TA-Advisee matching process include:

PAUSD High School Guidance Program Review

March 2012

- A student-sourced rating system for TAs similar to RateMyTeachers.com
- Creating a forum for upperclassmen to give advice to younger students about any aspect of the Paly experience, including TA selection
- Give TAs input into the TA-Advisee matching process. Currently TAs have little input into this process but may be able to provide another layer of information for stronger matches

In addition to time with TAs, Paly has doubled the Guidance Counselor team from two to four Guidance Counselors and transitioned to a system in which Guidance Counselors will be responsible for all students in a grade level and will follow these students throughout their years at Paly. This provides another level of continuity and opportunity for students to build relationship with adults on campus.

The Guidance team is not the only source of support at Paly. Students and parents have also cited a few programs outside of the Guidance system as effective opportunities for students to build relationships with adults, these include the freshman TEAM structure and Tutorials.

9th grade transition to High School

9th grade transition is a focus area for guidance at Paly with a cohort of TAs who are dedicated to 9th graders and their transition to high school. Toward the end of 9th grade, students select a different TA for 10th through 12th grade. Approximately 70% of 9th graders also have their TA as a teacher in the 9th grade to further foster relationship building between students and at least one adult in high school.

Table 24: Responses to statements about overall experience with TAs

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
My TA makes time for me if I need help	68%	78%	80%	75%	74%
I find it easy to talk to my TA	73%	83%	76%	77%	77%
My TA knows me and understands my goals and challenges	56%	61%	61%	70%	61%
My TA is an important resource for me at Paly	60%	68%	64%	62%	63%
I am satisfied with the level of support I get from my TA	71%	75%	70%	70%	72%

Table 25: Responses to statements about 9th grade experience at Paly

% Agree or Strongly Agree with the following	9th Gr
I felt well prepared for the transition from middle school to high school	71%
My TA helped me to make the transition from middle school to high school	47%
I know that there is an adult on campus who cares about me	59%
I find Paly to be a welcoming place	72%

Table 26: Responses to statements about academic support at Paly

PAUSD High School Guidance Program Review

March 2012

% Agree or Strongly Agree with the following	9th Gr	10th Gr	11th Gr	12th Gr	ALL students
I feel well-informed about the requirements for graduating from high school and being eligible to apply to college	78%	91%	88%	92%	87%
I have an academic plan that will help me to meet my goals while at Paly	71%	88%	85%	85%	83%
I feel well-informed about the different classes and academic options available to me	69%	81%	83%	85%	80%
I trust the advice my TA gives me about classes and schedules	78%	88%	84%	82%	84%
I get enough time with my TA to plan my academic and career goals	57%	71%	68%	63%	66%
I trust my TA to help me if I am struggling academically	66%	78%	78%	69%	74%

9th graders surveyed are generally positive about their TA experience (Table 24, 25).

- 73% of 9th graders find their TA easy to talk to (Table 24)
- 71% are satisfied with the level of support from their TA (Table 24)
- 71% felt well-prepared for the transition from middle school to high school (Table 25)
- 78% feel well-informed about the requirements for graduation and A-G college eligibility (Table 26)

However, only 68% of 9th graders agree that “My TA makes time for me if I need help” compared to 80% of 11th graders and 75% of 12th graders who agree with the same statement (Table 24). One contributor can be the higher TA-student ratio in 9th grade Advisory, at 30 to 35 students per advisory, compared to 22 to 25 students in 10th through 12th grade advisory classes. It may be important to better understand whether there is a gap between how much time 9th graders need with their TAs compared to how much time they currently spend with TAs.

Even prior to 9th grade, both high schools can strengthen information sharing and continuity between middle school Counselors and homeroom teachers and high school Guidance teams. This supports both transition to high school and helps Counselors and TAs to get to know students more quickly. One idea brought up by staff is to develop a standard format and/or tool for capture information about students in middle school, information beyond grades.

Management system:

Feedback systems

The Paly Counseling team is already doing several things to enhance feedback systems

- Building interim assessments to gauge whether students are learning the guidance curriculum
- Evaluating the Guidance curriculum and calendar and align lesson plans to the curriculum
- Surveying seniors annually to solicit feedback about Guidance and related services. The Guidance team pays attention to student feedback both via this survey and

other means of collecting student feedback and has enacted several recent changes to improve service

- Using the weekly TA meetings to generate feedback about Advisory lesson and to adjust curriculum and content accordingly
- Creating a formal evaluation process for Teacher Advisors

In addition to these on-going enhancements, Paly Guidance Counselors and College Advisors may also benefit from regular individual evaluations and to improve their practice. Tenured Guidance Counselors and College and Career Advisors do not currently receive annual evaluations (non-tenured staff are evaluated annually) and neither is it clear whether existing evaluations provide actionable feedback for improving a Counselor's practice.

Collaboration within the counseling team

Paly's Guidance team has a collaborative culture with strong team affinity, effective communication and mutual respect. Staff interviewed enjoy working together and cite team members and their dedication to students as a major source of personal motivation and emotional fulfillment. According to one member of this team who has worked with several school districts throughout the Bay Area, " I am very happy here; I have never worked with a more professional team"

The Guidance team has built several systems to collaborate within the Guidance team to better serve students:

- Bi-weekly HST meetings involving Guidance Counselors, ACS, School Psychologist, Academic Dean, Nurse, to collaborate and close the loop on student support. These enable the counseling team to build linkages between behavioral, academic, social-emotional, and health situations for students
- Monthly Guidance and Teacher Advisory meetings and training to implement the TA curriculum, collaborate on academic information delivery and to collaborate across TAs and Guidance Counselors. These meetings will also often include the College and Career Advisors and other members of the overall student support team
- Some TAs are also department Instructional Supervisors, which enables information and policy sharing and some collaboration between academic departments and the rest of the TA-Guidance team
- Regular trainings for TAs also take place throughout the year, with additional training for new (first or second year) TAs. Trainings often involve Instructional Supervisors, College and Career Advisors, TAs and Guidance in a coordinated effort
- TAs engaged in training on college awareness and the college application system
- Two of the Guidance Counselors are also TAs, tightening the connection and coordination between the TA and Guidance Counseling teams

Collaboration within the school district

Similar to recommendations for Gunn, the counseling teams at the two schools have historically not collaborated closely. This is changing with District-sponsored, shared

professional development with Trish Hatch. Staff at both schools highlighted a desire to collaborate and learn more from peers at the other school.

Accountability:

Also similar to Gunn, Paly's Guidance team needs clear, measurable metrics and goals that align to overall school and district goals. Best practice in performance management is to set specific, measurable goals and to plan resources to meet those goals. For example, the counseling team currently relies on student surveys as a key source of feedback. One example of a specific goal is some level of satisfaction from student surveys. Similarly, with one of Paly's current WASC goals, "Each and every student is supported in his or her personal and academic work", how will the school and the Guidance team measure this progress toward? Guidance departments at both schools may benefit from a strategic planning process that articulates goals and metrics.

BOARD OF EDUCATION

Attachment: Information 13

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Kevin Skelly, Superintendent

FROM: Charles Young, Associate Superintendent - Educational Services

SUBJECT: Elementary Math Task Force Report

STRATEGIC PLAN INITIATIVE

Academic Excellence and Learning

2011-2012 Focused Goal

Assure a comparable educational experience by improving the quality of instructional practices to challenge and prepare every student.

BACKGROUND

At the March 8, 2011 School Board meeting, the Board approved the creation of the Elementary Math Task Force. This task force was charged with advising the Superintendent on increasing the opportunities for students to be challenged in math at every elementary school campus. It is comprised of parents, teachers and administrators who have been meeting since May 2011. (See attachment A.) During the November 29, 2011 Board meeting, members of the Elementary Math Task Force provided an update regarding their progress to date. The purpose of this item is to present the findings of the Task Force that were agreed upon during the course of their work and finalized at their last meeting of March 5, 2012.

The group's work was guided by their mission statement, which includes in part: *The Math Task Force will determine ways to enhance the environment at our elementary schools to promote intellectual curiosity, knowledge of, and excitement in mathematics... particularly to more fully engage students at grades K-5 with an interest in and talent for the subject...*

The attached report contains key findings and recommendations related to instructional approaches that address the mission statement and are outlined in four categories: Instructional Strategies, Resources/EDM Supplemental Materials, After School Programs and Professional Development. Some of the findings and recommendations include the benefits of differentiation of instruction, authentic cross curriculum learning activities, real world application, computational fluency, scaffolding to increase student understanding of mathematical complexity, performance tasks, use of technology, after school support programs, varied professional development opportunities and a focus on teacher coaching with the math TOSAs.

Staff from our elementary schools, their principals and district staff look forward to using the findings of this task force to improve work moving forward.

RECOMMENDATION

This item is for information only and no action is required.

Attachments

PAUSD Elementary Math Task Force - Report to the School Board

Purpose

Mission Statement:

The Elementary Math Task Force brought together educators and parents in a collaborative setting to explore, share and review best practices within and outside of the district in order to determine ways to enhance the environment at our elementary schools to promote intellectual curiosity, knowledge of, and excitement in mathematics, both in and beyond the classroom. In particular, the goal was to find “ways to more fully engage students at grades K-5 with an interest in and talent for the subject and to create comparable opportunities at each school in this area.” (School Board agenda item VIII, February 22, 2011). The purpose was *not* to consider an alternate to the current curriculum, Everyday Mathematics.

Composition:

- 1 parent/guardian representative from each elementary school
- 1 teacher representative from each elementary school
- 2 Elementary school principals
- 2 K-5 Math Teachers On Special Assignment
- Co-chaired by one principal and one parent

There were a total of 28 members in this committee. The group met from May 2011 to March 2012 once a month to review best practices and compile a report to submit to the Superintendent. The list of members is attached as Appendix A.

Role of Task Force: (adapted from School Board agenda item VIII, February 22, 2011)

- Identify a full range of exemplary practices currently being offered within our own schools that address the challenge of appropriately engaging students whose intellectual interests and abilities extend beyond our grade-level standards.
- Identify a full range of exemplary materials (including technology-based resources) available to supplement the existing curriculum that will provide challenge and engagement for students.
- Review what other districts are doing toward meeting this mission.
- Make feasible recommendations to the Superintendent that will direct the allocation of district funding toward achievement of this mission.

Procedures

After the committee discussed and agreed on its role and work procedure, each school site shared with the committee their best practices. Some professionals were invited to provide input to the committee. It should be noted that the term “Best Practice” has been used to describe “what works” in a particular situation or environment, and were deemed as such by members of the staff at the site, and were not necessarily supported by academic research. “When data support the success of a practice, it is referred to as a research-based practice or scientifically based practice. As good consumers of information, we must keep in mind that a particular practice that has worked for someone within a given set of variables may or may not yield the same results across educational environments.” (quoted phrases above from http://ctserc.org/s/index.php?option=com_content&view=section&id=8&Itemid=28)

The task force generally used a consensus decision-making model to achieve the goal of creating a collaborative setting.

Presentations:

A World of Difference article - Addison

Number Talk – Barron Park

MIND Research Institute’s “ST Math” - Briones

Flexible Grouping across cluster and within the classroom– Duveneck

Math Olympiad for Elementary and Middle Schools – El Carmelo

Embedded Math (Monday Math Madness, Mountain Math, Manipulative) - Escondido

English Learners and Math - Fairmeadow

Problem of the Month - Hoover

Math Menus - Nixon

Project-Based Learning - Ohlone

Math Talks – Palo Verde

Guided Math – Walter Hays

Math Specialist

Timed Testing

SVMI & MARS Assessment

Khan Academy at Los Altos School District

Wellesley, MA Research

Outside of PAUSD Research

Math Circles

Math Teachers On Special Assignment

For more details about these presentation see Appendix B.

Although some sites representatives are the ones who presented a topic which is included in our key finding and/or recommendation, the Math Teachers On Special Assignment are the point of contact for directing teachers, who are interested in exploring a topic, to observe and communicate with exemplary sites and/or teachers.

Key Findings

The work presented in our meetings indicate that PAUSD is doing a considerable amount in trying to provide the best experience available for our students. While Everyday Math serves as the core math curriculum for elementary students, supplemental materials are used, as needed, to meet the diverse learning needs of all students. Like PAUSD, many districts are using similar resources and “blending” different instructional strategies to enrich and enhance the mathematical environment to its students. We are lucky in many ways as the resources are within our reach. A major component to the district success lies in the hands of our professional Math Teachers On Special Assignment who provide coaching and professional development to all sites and look into best practices available to bring those to our students.

The main finding that most committee members found as “ways to enhance the environment at our elementary schools to promote intellectual curiosity, knowledge of, and excitement in mathematics” to the more advanced students are split across four categories below. Additional findings are listed in the appendix.

- Instructional Strategies
 - Flexible Grouping strategies guided by ongoing pre-assessment of students (Guided Math, Differentiated Instruction, etc.)
 - “Project Based Learning is an instructional approach built upon authentic [cross curricular] learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.” (quoted from <http://pbl-online.org/About/whatisPBL.htm>).
 - Number Talks/ Math Talks is a short, ongoing, regular routine that attempts to develop flexibility of thinking about numbers and computation. A Number Talk is a tool to help students develop computational fluency through intensive use of number relationships and the structures of numbers to add, subtract, multiply and divide.

- Resources / Everyday Math Supplemental Materials
 - Problem Of the Month (POM) is a word problem designed to be used either school-wide or in individual classrooms to promote problem-solving theme at your school. The problem is divided into multiple levels (A-E in the Silicon Valley Math Initiative or SVMI case we've been shown) to allow access and scaffolding for the students into different aspects of the problem and to stretch students to go deeper into problem's mathematical complexity. An important component of POM is to allow students to present and explain their solutions to their peers.
 - Mathematics Assessment Resource Service (MARS), is a performance assessment and evaluation tool provided to districts in the area, including PAUSD, through SVMI. These performance tasks, like the POMs, tend to allow access at multiple depth. The MARS aim is to help the local leadership develop local capability to meet local needs.
 - A variety of Technology tools were explored by the committee (which are listed in appendix B). These tools should be considered for blending into the curriculum. No specific tool was singled out.

- After School Programs
 - Math Olympiad for Elementary and Middle Schools (MOEMS) <http://www.moems.org/>
 - Math Circles <http://www.mathcircles.org/>
 - Other tools aimed at gifted youth that were mentioned, such as Center for Talented Youth <http://cty.jhu.edu/>, Aleks <http://www.aleks.com/>, EPGY <http://epgy.stanford.edu/> should be further explored.

- Professional Development
 - All methods of Professional Development contribute and enhance the teaching experience to all teachers. Teachers make it a priority to observe peers, collaborate with colleagues, engage in lesson study, and attend professional learning activities. This is a key component in order for teachers to continually refine their practice.
 - Coaching was added to the Teachers On Special Assignment scope of

work this academic year. They meet with individual teachers, grade levels and cross-grade level groups to continually refine classroom practices and modeling of teaching.

Recommendations

The committee recognizes that each school site is different and that the principal and staff need to decide which practices will work best for their specific site. With this in mind, we make the following recommendations, in no particular order. We advise readers to consult appendix B for specific information.

Instructional Strategies

- Enhance and formalize the opportunities for flexible grouping based on ongoing pre-assessment at every school site.
- Encourage teaching strategies that develop number sense and understanding of different strategies such as Math/Number Talks.
- Review practices that promote automaticity and reduce anxiety around learning basic math facts - see Appendix B page 2 for more details.

Resources / Everyday Math Supplemental Materials

- Enhance problem-solving opportunities at every school site. In particular, increase the use of MARS tasks as an instructional tool, require second through fifth grade students to take the MARS, and expose all teachers to MARS scoring professional development opportunities.
- Add another Math Teacher On Special Assignment with extensive math and teaching background to further support the Teachers On Special Assignment role of onsite teacher coaching.
- Explore and formalize the opportunities to blend technology into the curriculum to allow students to have another means to learn key math concepts and skills.

After School Programs

- Organize and disseminate information on out-of-school opportunities for students who are looking for extension or intervention in math, both at school sites and in

the community.

Professional Development

- Enhance professional development focused on analysis of classroom observation by peers within and across sites.

Community

- Have Elementary Math Task Force members report back to their site on the finding and recommendations of the committee; have community meetings to disseminate Math Task Force findings.
- Encourage opportunities to engage parents in support of school math programs across the district.

APPENDIX A
MATH TASK FORCE ROSTER

School	Last	First
Addison	Roberts	Cindy
Addison	Hurd	Jackie
Barron Park	Boaler	Jo
Barron Park	Foote	Nick
Briones	Gous	Svetlana
Briones	Topper	Lanette
Duveneck	Mickelsen	Heidi
Duveneck	Holbrook	James
El Carmelo	Sayer	Marjorie
El Carmelo	Beasley	Lori
Escondido	Hansen	Michelle
Escondido	Melendez	Elena
Fairmeadow	Vyakaranam	Nagadhatri
Fairmeadow	Johnson	Laura
Hays	Conway	Gabrielle
Hays	Kearney	Anna
Hoover	Prabhakar	Sharada
Hoover	Kwon	Kim
Nixon	Sandin	Vicki
Nixon	Stevens	Kevin
Ohlone, Co-Facilitator	Katzir	Avivit
Ohlone	Jump	Otak
Palo Verde	Butner	Geoff
Palo Verde	Winslow	Trebor
Principal, Co-Facilitator	Merritt	Chuck
Principal	Nagle	Matt
TOSA	Conner	Joanne
TOSA	Kinnaman	Katie

Elementary Math Task Force – Appendix B

Although some sites representatives are the ones who presented a topic which is included in our key finding and/or recommendation, the Math Teachers On Special Assignment are the point of contact for directing teachers, who are interested in exploring a topic, to observe and communicate with exemplary sites and/or teachers.

Instructional Strategies

TYPE	PRACTICE	DESCRIPTION
Differentiated Small Group Instruction - ability grouping	Pull-Out Math Specialist /Extensions	Groups of students identified by their teacher or by assessment are provided with a pull-out instruction done by a hired Math Specialist. Some schools provide extension and intervention to address the needs of both end of students abilities, and others provide only extension or intervention. Different sites might name it differently like Monday Math Madness at Escondido, Math Specialist at Ohlone, Extension and Intervention at El Carmelo etc.
	Flexible Grouping/Guided Math (within the classroom)	Teacher forms flexible groups based on ongoing assessment (done at the end of unit or activity or each day). There are three tiered groups which rotate between different activities: teacher led instruction, independent work and practice/technology, game, word problems, etc., assisted by aide/parent. Groups are reformed depending on unit or activity. Guided Math at Walter Hays are providing an hour and a half on these math session.
	Flexible Grouping Across Classrooms	For several years (before EDM), the four third grade teachers at Duveneck did "Mixed up Math", where students were placed in groups based on unit pretests. The students went to a different classroom in their groups twice a week for that unit, then were reorganized for the next unit based on the pretest. Teachers' group instruction was adapted to students' ability and pace.
Whole group Instruction	Math/Number Talks	Math Talks is a discourse on mathematics which emphasize the importance of developing mathematical language and communication in order to understand concepts rather than merely following a sequence of procedures. Students use discussion to support the mathematical learning of everyone in the class. In this type of environment students develop and share their own mathematical thinking, listen carefully to the mathematical ideas of their peers, ask questions and provide insights into the mathematical ideas of others. Math Talks seeks to build a community of learners who have frequent opportunities to explain their mathematical thinking through Math Talk and thereby develop their understanding. The discussion that takes place helps children to increase their competence in

		using mathematical and everyday language.
	Project-Based Learning	Teachers develop a cross-curricular project that incorporates one or more math concepts in a way that students receive additional practice with that concept in a unique, usually hands-on, setting. This is also used as an assessment tool for teachers to learn what are students' strengths and difficulties. Some schools do a cluster project or simulation while others are doing projects within a classroom.
	Fact Practice / Timed Testing	The topic of fact practice was discussed in the context of timed testing which was introduced by one of the task force members. During one of our meeting a vote was requested and taken on recommendations that teachers not be required to administer timed math tests. Of the 28 members of the Math Task Force, 18 were present and 12 voted in for favor of the recommendation and 6 voted against it. There are many ways students practice toward numeracy automaticity like completing short quizzes on basic facts, play game, use technology or being timed tested. Many online resources provide math games to practice numeracy and automaticity; some are free while others require subscription payment; some have good videos/graphics while others are less exciting for students. To name a few: www.sumdog.com , http://www.bigbrainz.com/ , http://www.micrograms.com/ , www.xtramath.org and more.

Table B-1

Supplemental Resources

TYPE	PRACTICE	DESCRIPTION
problem-solving & inquiry learning	Problem of the Month / Math Writing Project	Problem Of the Month (POM) is a word problem chosen from the Noyce Foundation's Math Assessment Collaborative designed to be used to promote problem-solving (critical thinking) skills. The problem is a set of five-six closely related problem situations that differentiate levels of mathematical content and complexity in order to provide a floor for all students and no ceiling; to allow access and scaffolding for the students into different aspects of the problem and to stretch students to go deeper into a problem's mathematical complexity. The POM has been made available district wide to be used in classrooms at the teacher's or grade levels' discretion. At some schools this is meant to lead to Math discussions at home that comes back into the classroom. A best practices extension of the POM is when students have the opportunity of choosing to work on a Problem of

		the Month project and presentation throughout the school year. Students may work individually or in pairs, and they have to submit a write-up of how they completed the problem. They then have to make a poster or a presentation and present the problem and solution to the class. The process of developing a presentation results in a greater depth of understanding of the material for the presenter as well as a sharing of knowledge with classroom peers.
	Mathematics Assessment Resource Service (MARS)	MARS Performance Assessment Exam sponsored by SVMII involves 5 tasks aligned to the Common Core State Standards in Mathematics. The test is an assessment tool for teachers to enhance the understanding of how students reason on substantial mathematics problems. It is administered over two days. Each task is then hand scored within each district using MARS rubrics and standardized benchmark papers. Student results analysis provide an insight into student thinking, understandings, errors and misconceptions derived from the MARS performance assessments.
extension/enrichment resource	Math Menus	Math Menus are collection of resources created by teachers at different sites, to allow student to do individual work and progress at their own pace after completion of class work.

Table B-2

Technology

Some of these resources are still in development, while others have been used for quite some time. Items below may be appropriate for only some students.

TYPE	PRACTICE	DESCRIPTION
student centered, self paced individualized learning	Khan Academy - khanacademy.org	Free online service where students can receive tutorials and participate in individualized problem sets. Los Altos is using this as a supplement in grades 5 and 7. They use it during regular class hour as a portion of the lesson for 20 minutes at a time, several days a week; it can also be used at home. PROS: Students can move at their own pace; teachers can see where the students are in their progress. 7th graders participating who tested at Proficient or Advanced on CSTs increased from 23% to 41%. CONS: May be difficult to procure computers to allow 1:1 ratio. Los Altos has adopted a 1:1 laptop program, so technology use is a factor.
	Assessment and Learning K-12	Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to

	(ALEKS) - aleks.com	<p>quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.</p> <p>ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor. \$20/individual; family discount available. Different pricing for school purchases.</p>
	IXL.com	<p>Adaptive online math program with pre-k through 8th grade math tasks including those for Algebra. Aligns with State Math Standards. Student is timed during task but not pressured to complete (not a race or game). Minimal keyboard/mouse dexterity needed. When answer is incorrect a click on explanation with graphics teaches the student the task. Students are awarded virtually when mastery of a task is completed. Graphics are pleasing but not overwhelming or distracting. Students can go to the task and grade level they prefer or can be assigned by their teacher. PROS: This addresses differentiation at all levels of student abilities. Teachers like the instant instruction/explanation in picture(s) and words when a problem is answered incorrectly. Many programs do not have this instruction piece. The centralized reporting is a solid reflection of student mastery. It includes the scoring and time to complete a mastered topic. A time of 2-3 minutes to complete shows automaticity and true mastery. A time to complete 1 hour 25 minutes reflects the need for additional instruction. CONS: Not an exciting video game. Questions may help with MARs skills but while they develop in depth understanding this is not aimed at developing Critical Thinking skills. Annual \$199/classroom of 30 students or less. \$10 or less per student annually. There are site licenses available as well. \$10/month for individuals; \$80/year; \$200/year for a classroom.</p>
	ST Math http://web.stmath.com/	

Table B-3

After School Programs

TYPE	PRACTICE	DESCRIPTION
Club	Math Olympiad for Elementary and Middle School http://www.moems.org/	After-school math club run by parent volunteers where kids (gr. 3-5) work on Math Olympiad problems twice a month. Meets from mid-September to mid-March, with five contests starting in November. Students explore a topic or strategy in depth or practice for the contests, using non-routine problems from different resources. Subscription to Math Olympiad costs \$99 for 35 students and two volumes of collected Math Olympiad problems cost \$70.
Club	Math Circles math.stanford.edu/circle/ http://www.mathcircles.org/	An after-school program usually offered through a university. The elementary program is aimed at students from grades 1-4, and usually is based around guided discussions and hand-on activities. Cost is \$100 per academic quarter but no exclusion due to financial hardship.
Independent self-paced learning	Education Program for Gifted Youth (EPGY) - epgy.stanford.edu	The Education Program for Gifted Youth (EPGY) at Stanford University is a continuing project dedicated to developing and offering multimedia computer-based distance-learning courses. Combining technical and instructional expertise, EPGY provides high-ability students of all ages with an individualized educational experience, optimized in both pace and content. Through EPGY, students have access to courses in a variety of subjects at levels ranging from kindergarten through advanced-undergraduate. Tuition is \$495 per one quarter course.

Table B-4

Professional Development

TYPE	PRACTICE	DESCRIPTION
Peer observation	Teacher observation visits to classrooms in own or other schools	Teachers engage in organized visits with the outcome of pre-conference, observation and debrief.
Individual and collaborative research	Teachers engage in action research in groups within or across schools	Action research takes place within a classrooms or classrooms with the purpose of trying out innovation or new interventions. Groups of teachers as well as individual teachers can design and accomplish action research.
Lesson Study	Collaborative examination of	Lesson Study is a professional development process where teachers work collaboratively to systematically examine instructional practices. Groups of

	instructional practices	teachers identify a current challenge they face and related research question that they want to explore. They then study lessons in all stages: planning, teaching, observing, and reflecting. Instructional practices evolve based upon the research and cycle of inquiry that took place throughout the year.
Education conferences and seminars	Teachers attend specific conferences on targeted topics to become familiar with best practices	Preparation for these experiences can include building a team of teachers to attend a conference together. Group experience of seminars and conference sessions increases the likelihood of incorporating new practices into the instructional environment of a classroom or school.
Coaching	Peer or specialist assistance provided to a classroom teacher	Coaching can include collaborative lesson preparation, co-teaching and observation by a peer or specialist with the purpose of providing feedback and suggestions. Important components of coaching can be collaborative planning for objectives and activities, focus on classroom, modeling of instructional practices, debriefing lessons, etc.

Table B-5

Elementary Math Task Force

Mission Statement – This Elementary Math Task Force shall bring together educators and parents in a collaborative setting where they shall share best practices from across the District and review practices from outside the District in order to determine ways to enhance the environment at our elementary schools to promote intellectual curiosity, knowledge of, and excitement in mathematics, both in and beyond the classroom, particularly to more fully engage students at grades K-5 with an interest in and talent for the subject and to create comparable opportunities at each school in this area.

This group reports to the Superintendent.

Composition:

- 1 parent/**guardian** representative from each school
- 1 teacher representative from each elementary school
- 1 middle school math teacher
- 1-2 principals
- Committee to be co-chaired by one principal and one parent
(District staff will provide resources and support for this group.)

Process for selection of each representative:

For Parent Reps -- Principals at each school will work with the Parent Teacher Association (PTA) and the School Site Council (SSC) to advertise this opportunity to their parent community.

Parents/Guardians will need to submit a letter of interest to the SSC with the following information: name, grade levels and school(s) of attendance for their children, background in mathematics, reason for wanting to be included in this group. Each site's SSC will select a representative to serve on this task force.

For Teacher Reps – Principals will select a teacher from grades K-5. Teacher representatives will be compensated for their time.

For Principal Reps – District Office staff will identify interested participants.

Time Commitment for Members:

The group will meet for 1.5 hours approximately once per month beginning in April or May 2011 and run through March 2012. Meeting dates and times will be determined by the members.

Role of Task Force:

- Identify a full range of exemplary practices currently being offered within our own schools that address the challenge of appropriately engaging students whose intellectual interests and abilities extend beyond our grade-level standards.
- Identify a full range of exemplary materials (including technology-based resources) available to supplement the existing **materials** that will provide challenge and engagement for students.
- Review what other districts are doing toward meeting this mission.
- Make achievable recommendations to the Superintendent that will direct the allocation of District funding toward achievement of this mission.

It is *not* the role of this Task Force to recommend a new textbook adoption. Whereas the Task Force is to be guided by the PAUSD Strategic Plan 2008-2012 (specifically A1.2, A1.3, and Output Metrics for Evaluation) and our 2010-11 District Focused Goals (specifically Academic Excellence and Learning, Goals 4.b and 4.d), the Task Force shall focus on instructional strategies and practices in use for K-5 in the District, which may extend beyond those listed in our Strategic Plan and Focused Goals (***such as flexible grouping***), but does not include laning or acceleration/deceleration.

Timeline:

- Discuss this proposal with principals on February 15.
- Bring proposal to Board on Feb 22, with approval on March 8.
- Start selection of members in late March/early April.
- First meeting to be held in late April or early May.

Meetings will be public and agendas and minutes will be available online. There will be open forums at each meeting.

BOARD OF EDUCATION

Attachment: Information 14

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Kevin Skelly, Ph.D. – Superintendent

FROM: Charles Young, Ed.D. – Associate Superintendent, Educational Services

PREPARED BY: Michael Milliken, Ph.D. – Director, Secondary Education

SUBJECT: Transition Plans for the 2012-13 School Calendar

Background

On May 10, 2011, the Board voted to adopt calendars for 2012-13 and 2013-14 that, among other changes, aligned the semester break with the winter holiday break. On November 29, 2011, District staff reported plans to address concerns regarding hot weather in August, unequal semesters and support for seniors applying to college. At that meeting, the Board requested staff to return in March to share further plans.

Context

The Board has asked for transition plans for the 2012-13 school year calendar. As context, 38 of Santa Clara County's other 47 public high schools have calendars with a semester break aligned to the winter break. District and school site staff are committed to making the necessary plans to support a smooth transition to this new calendar for Palo Alto Unified School District (PAUSD) and are collecting relevant data to assess the advantages and disadvantages of the new calendar compared to the traditional calendar.

2012-13 Calendar Transition Efforts

This section of the enclosure outlines our school planning and District planning and evaluation efforts to date.

School Plans

1. Schoolwide Engagement – To date, there has been considerable site planning among departments, curricular leadership councils, site councils, PTSA groups and administration teams at the five secondary schools. For example, the Social Studies departments at both high schools have discussed the calendar transition multiple times in meetings over the last year; three to four times at Gunn High School and at least five times at Palo Alto High School.

- a. Yearlong Classes: Departments with yearlong courses report minimal concerns in adjusting to the new calendar.
- b. Semester-long Classes: Departments with more semester-long courses, such as English or Social Studies, will need to make additional adjustments to the unequal semesters in the new calendar. In the traditional calendar, there were 90 instructional days in each semester. The new calendar provides for 86 days in the fall semester and 94 days in the spring semester. Since none of our courses at the secondary level meet every day, the new calendar will provide an average of three fewer class sessions than present in the fall, and three more class sessions than present in the spring.
- c. Timeline: Based upon our conversations with teacher leaders in District curricular steering committee meetings and school site curriculum leadership meetings, most teachers plan to map out the necessary curricular adjustments for the new calendar in the spring and summer. The District, as it has in the past, will fund collaborative teacher planning time to adjust to the new calendar as part of PAUSD's broader curricular improvement efforts.
- d. Examples of Curricular Adjustments from Semester-long Social Studies Classes:
 - i. A Gunn High School Social Studies teacher offered, "The easiest adjustment that I might do is cut out a movie that I may show to the class. Films/documentaries are usually used to give supplemental information or to show a dramatized example of what students are learning in class. So although they can be beneficial to the learning experience, they are not required. Specifically, in Psychology I may cut out the movie 'Rain Man' from the Psychological Disorders unit or 'Memento' from the Memory unit. For U.S. Government, I may cut out the 'Separate But Equal' film or 'Mr. Smith Goes to Washington.'

Another example would be doing slightly more direct instruction, which is usually more time efficient. If I were to slightly modify each day to have more direct instruction, I could probably save 10-15 minutes of each class period that would easily total more than 4 days of instructional time."

- ii. A Palo Alto High School Social Studies teacher suggested removing a short unit on economic development – the causes of poverty and how to spur growth in developing countries – in order to adjust to the shorter fall semester in an economics class. Although this topic is academically valuable and engaging to students, it is not required by state standards.

2. Events and Academic Deadlines – In addition to curricular adjustments for semester-long classes, school staffs are currently making adjustments to all major events and deadlines, such as registration packets, back to school nights, arts performances, student orientation, professional development events, etc.

3. Support for Seniors – Both high schools are committed to supporting college application essay writing in English classes with seniors and providing after-school tutorials at both schools. These efforts were described in the presentation to the Board on November 29, 2011.
4. Classroom Climate –The topic of warmer classroom temperatures in August was discussed at an Elementary Principals’ meeting on February 23, 2012. Some elementary schools have too many fans for their classrooms, and some schools have too few. Arrangements were made to redistribute existing fans in the District to support comfortable classroom climates for August.

District Plans and Calendar Evaluation

1. Diverse Meeting Agendas – District administrators and school leaders have discussed the calendar transition at numerous Principals’ meetings, Educational Services departmental meetings and curricular steering committees (with a focus on the English, Social Studies, and Career and Technical Education departments, which have the majority of our semester-long courses). Teacher leaders in Math, Science, World Languages, and Visual and Performing Arts assure us that the needed curricular adjustments in these departments will be minimal.
2. Support for Seniors – As discussed in the November 29, 2011 presentation to the Board, college application essay writing will be supported by the District via a workshop offered through Palo Alto’s summer school.
3. Teacher Planning Time – As in previous summers, the District is providing teachers with up to three days (18 hours) of paid collaborative planning and professional development time aligned to school and District goals. This year, calendar adjustment planning will be an explicit component of this work.
4. Student Input – At the recommendation of the Board, District staff sought student input on the calendar transition and feedback on current transition plans. Michael Milliken, Director of Secondary Education, visited each of the five Associated Student Body (ASB) representative groups for the five PAUSD secondary schools. Student representatives provided their advice on the transition and feedback on current transition plans.

For example, students from Terman’s ASB asked if the new PAUSD calendar would conflict with summer camp schedules. Subsequently, we spoke with a representative from the City of Palo Alto to ensure that the City was aware of the calendar change and that they were in the early stages of discussions regarding how to adjust their summer camp schedule.

Another example of student feedback included the recommendation from members of Palo Alto High School's ASB that the District enforce "Dead Week" (the *two days* before finals when no new material or assessments are expected). All five visits with the students provided helpful perspectives that will inform our transition efforts. District and school staff will continue to communicate with students and conduct follow-up visits with the high school ASB students in the fall.

5. Evaluation – On March 7, 2012, Dr. Diana Wilmot, Coordinator of Research and Evaluation, distributed the attached survey (*Attachment A*) to a random sample of 20% of our 9th, 10th, 11th and 12th grade students to collect baseline student survey data. As of March 21, 34 of 161 seniors and 152 of 489 ninth, tenth and eleventh grade students who had been invited (and reminded) to take the survey had completed it. We will continue to encourage student participation, and in the future we will use this data to assess the new calendar and transition to it. Specifically, we expect to distribute an identical survey in early March 2013 for comparison purposes.
6. Other – This year, the Los Gatos-Saratoga High School District implemented a calendar with the first semester ending prior to winter break. Staff has been and will continue to be in contact with staff from this district as they share similarities to Palo Alto. They anticipate a report to their board on their experience in May.

Conclusion

District and school staffs have made and will continue to make transition plans to the 2012-13 academic calendar. Although most teachers will make curricular adjustments later this spring and during the summer, the District has an established infrastructure to support this work. Our administrators and school leaders are actively engaged in adjusting our school-related activities and timelines to the new calendar. District and school staffs are confident that the transition will be successful.

PAUSD Survey on Fall Semester and Winter Break

March 2012

PAUSD would like to obtain some information on your general workload and academic task level in the just past fall semester.

I. General Questions: [Code to Disaggregate]

1) What Grade are you?

- a) 9TH
- b) 10TH
- c) 11TH
- d) 12TH

2) Which High School do you attend? [Code to Disaggregate]

- a) Paly
- b) Gunn

3) What grades do you earn in school? [Lifted from Developmental Assets Survey - Code to Disaggregate]

- § Mostly As
- § About half As and half Bs
- § Mostly Bs
- § About half Bs and half Cs
- § Mostly Cs
- § About half Cs and half Ds
- § Mostly Ds
- § Mostly below D

4) Approximately how much total time did you spend on ALL schoolwork during Thanksgiving Break?

- 0 hours
- 1-2 hours
- 3-4 hours
- 5-8 hours
- 9-12 hours
- more than 12 hours

5) Did you have to miss any family activities in December because of the demands of homework or exam preparation?

- a) yes
- b) no

6) Did you have to miss any extracurricular activities because of the demands of homework or exam preparation?

- a) yes
- b) no

7) How would you describe your level of stress just before Winter Break?

1	2	3	4	5
Minimally Stressed				Very Stressed

8) How would you describe your level of stress during Winter Break?

1	2	3	4	5
Minimally Stressed				Very Stressed

9) Approximately how much total time did you spend on ALL schoolwork during Winter Break?

- 0 hours
- 1-2 hours
- 3-4 hours
- 5-8 hours
- 9-12 hours
- more than 12 hours.

10) Were you sick at the start of Winter Break?

- a) yes
- b) no

- 11) Did you participate in a sports team in school this Fall semester?
 a) yes
 b) No
- 12) Did you participate in a non-school sport this Fall semester?
 a) yes
 b) No
- 13) Did you participate in a PAUSD performing arts program (dance, music, drama, etc) this Fall semester?
 a) yes
 b) no
- 14) Did you participate in a non-PAUSD performing arts program (dance, music, drama, etc) this Fall semester?
 a) yes
 b) no
- 15) How many college admissions tests did you take this Fall semester (October/November/December SAT/SAT 2 and October/December ACT)?
 none 1 2 3 4 5 more than 5
- *16) Considering all relevant factors (Fall semester start date, time off, academic workload, extra-curricular commitments, college preparations), when would you prefer to have Final Exams and the Semester Break?
 a) Before Winter Break (3rd week in December)
 b) After Winter Break (3rd week in January)

*16 will be the last question in Senior Only Survey

Senior Only Questions:

- 17) How many colleges did you apply to (counting all UCs and CSUs as one and **not** counting community colleges)?
 a) 0 colleges
 b) 1-5 colleges
 c) 5-10 colleges
 d) 10-15 colleges
 e) 15 or greater colleges
- 18) Did you apply for early action/decision?
 a) yes
 b) no
- 19) If you applied for early action/decision, did you get accepted early action to the school you plan to attend and accept that offer? [**Code for disaggregation**]
 a) yes
 b) no
- 20) How many of your college applications did you submit in November?
 21) How many of your college applications did you submit from December 1-15?
 22) How many of your college applications did you submit from December 16-30?
 23) How many of your college applications did you submit from December 31-Jan 5?
 24) How many of your college applications did you submit on or after January 6th?
- 25) During which time period(s) did you write your essays for your college applications? Check all that apply.
 The summer before school started
 After school started through September
 In October
 In November other than Thanksgiving break
 In November during Thanksgiving break
 In December before break
 In December during break
 In January
- 26) Did you work on your college essays/expository responses in your English class?
 a) yes
 b) no

27) Approximately how much time did you spend working on college applications during Thanksgiving Break?

- 0 hours
- 1-2 hours
- 3-4 hours
- 5-8 hours
- 9-12 hours
- 12-15 hours
- more than 12 hours

28) Approximately how much time did you spend working on college applications during Winter Break?

- 0 hours
- 1-2 hours
- 3-4 hours
- 5-8 hours
- 9-12 hours
- more than 12 hours

Thank you for your participation in the fall semester survey!

BOARD OF EDUCATION

Attachment:

Discussion

15

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

03.27.12

TO: Board of Education

FROM: Kevin Skelly, Superintendent

SUBJECT: Update on the Cubberley Technical Advisory Committee

STRATEGIC PLAN INITIATIVE

Governance and Communication

BACKGROUND

At its July 11, 2011 Palo Alto City Council meeting, Council members passed a motion directing the City manager to establish a process for discussions regarding the future use of the Cubberley site and adjacent properties with the Palo Alto Unified School District and return to the City Council. Since that Council meeting, District staff and city officials have met to discuss next steps. On November 1, 2011, the Palo Alto City Council accepted a proposal by City staff for a 14-month process to reach City and PAUSD consensus on a Cubberley Master Plan by the end of 2012. The Board of Education accepted the proposal and made recommendations at its November 8, 2011 Regular meeting.

The Technical Advisory Committee is made up of Kevin Skelly and Bob Golton from the school district and City Manager Jim Keene and Assistant City Manager Steve Emslie. Other school district and city staff have been involved as needed. This committee has met six times over the past six months.

The Board has received updates from staff at previous board meetings on January 31, 2012 and February 14, 2012.

The next phase in the Collaborative PAUSD and City Process and Timeline on Cubberley, as described by City staff in their November 1, 2011 report to City Council, is to establish a Citizens Advisory Committee. The charge and description of the committee from the report are:

A Community Advisory Committee (CAC) will be a cross section group of community stakeholders (15 to 20 members). For example, the CAC could have representatives from adjacent neighborhoods (i.e. Greenmeadow and Charleston Terrace), city-wide groups such as PAN, Charleston Plaza, PTAs, Cubberley tenants, recreation users and sports leagues, and liaison members from appropriate City and School District boards, commissions and committees.

The CAC's principle function will be to provide feedback to staff and the PAC on use/re-use scenarios. Initial ideas will be drafted and tested with community members to help refine concepts to a point where a consensus Scenarios Master Plan is developed and can be considered by the School Board and Council. The CAC is expected to work concurrently with the PAC schedule.

Estimated Timeline: April 2012 to January 2013

At its January 31, 2012 meeting, the Board reviewed the composition of the Citizens Advisory Committee. The list of recommended members for the committee included:

1. Greenmeadow and Greendell HOAs
2. Charleston Gardens HOA
3. South Palo Alto Neighborhoods
4. Charleston Plaza business owners
5. PTAs (High School, Middle and Elementary)
6. Cubberley Tenants
7. Recreation users
8. Sports leagues
9. Park and Recreation Commission Liaison
10. Planning and Transportation Liaison
11. Bicycle Advisory Committee Liaison
12. Acterra (Environmental non-profit)
13. Sustainable Schools Committee
14. Palo Alto Partners in Education
15. Local senior citizen community
16. City School Traffic Safety Committee

In addition, the timeline calls for the work of the Policy Advisory Committee, made up of three City Council members and two School Board members (Camille Townsend and Barb Mitchell, who were appointed February 14, 2012). The charge and description of the committee from the November 1, 2011 report are:

A Policy Advisory Committee (PAC) is proposed to be comprised of two PAUSD Boardmembers and three City Councilmembers appointed by the Mayor and Board President. The Committee's work will be advisory to each's respective Board and Council. Staff envisions the PAC's work to begin soon after the completion of the staff's foundational work in March 2012. Staff envisions the PAC working under guiding principles adopted by the City Council and the School District. Operating within the guiding principles, the PAC will provide general policy direction to staff to assist in the development of possible use/re-use strategies the TAC will be working on over the rest of 2012. The PAC members will also serve as intermediaries between the respective governing bodies and staff and will be expected to report back to the Council and the Board. The PAC's mission will be to forward a recommendation to the Council and Board for a Cubberley Scenarios Master Plan.

Estimated Timeline: April 2012 to January 2013

The Joint City/PAUSD Cubberley Timeline that was presented in the November 1, 2011 City Report is also attached for reference.

RECOMMENDATION

The purpose of this agenda item is for staff to provide the Board an update on the work of the Technical Advisory Committee on Cubberley and outline the next steps regarding the optimal use of the Cubberley site.

Staff is pleased with how this complicated process is developing and looks forward to the next stages of this work. There will be a recommended timeline and various scenarios, currently under

refinement, that will be shared with the community at the City Council meeting of April 9, 2012. City staff is currently putting together values and guiding principles to aid in this work that will be discussed at that meeting as well. It is proposed that the Board discuss PAUSD guiding principles at its next regular meeting on April 24, 2012.

Joint City/ PAUSD Cubberley Timeline

2011
Nov

2012
March

2013
January

2013
Dec

Technical Advisory Committee:
Build Technical Formulations,
Identify Data & Needs, Develop
Initial Scenarios. Includes timing
factor

Complete data
collection and
general site
planning
constraints &
opportunities

Technical Advisory
Committee; Policy Advisory
Committee; Community
Advisory Committee:
Selects Scenarios, Test and
Review Alternatives

Complete
Master Plan
Scenarios.
Adoption

Lease Options Review (process
and structure to be determined)

Decision
on
Renewal
Options

BOARD OF EDUCATION

Attachment:

Action

16

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

03.27.12

TO: Kevin Skelly, Ph.D., Superintendent

FROM: Scott Bowers, Ed.D., Assistant Superintendent, Human Resources

SUBJECT: Resolution 2011-12.12 for Classified Reduction in Service

STRATEGIC PLAN INITIATIVE

Budget Trends and Infrastructure

BACKGROUND

As a result of the reduction in funding proposed by the state and the necessary reduction of the 2012-2013 District budget by \$2.6 million, the attached resolution will allow for the reduction of classified positions as outlined in the budget revision document supplied by Business Services. In that document, it is proposed to reduce expenditures from the District's budget including positions of administration, certificated employees, and classified employees. The classified portion to be reduced from the District budget, at this time, totals 3.75 fulltime equivalent (FTE) positions.

A large part of the identified reduction is being made through attrition due to retirements, resignations, and internal transfers. The attached resolution identifies 3.75 FTE positions for reduction or elimination--of these positions, 2.75 FTE are vacant. The District will not realize a full 3.75 FTE in savings because some positions are no longer budgeted for and a .75 FTE Human Resources Technician I position will replace the Human Resources Technician II position being eliminated.

The District is committed to making every effort to place staff whose positions must be eliminated into other positions for which they are qualified.

Both the District's intention to reduce positions and the reduction processes reflected in the attached resolution has been reviewed with representatives of the California School Employees' Association (CSEA).

RECOMMENDATION

This item was discussed on March 13, 2012. It is recommended the Board approve the Resolution 2011-12.12 for Classified Reduction of Service.

**PALO ALTO UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2011-12.12
CLASSIFIED REDUCTION IN SERVICE**

WHEREAS, Education Code Sections 45101, 45114, 45117, 45298, and 45308 authorize the district to lay off classified employees for lack of work and/or lack of funds upon forty-five (45) days prior notice; and

WHEREAS, due to a lack of work and/or a lack of funds, certain services now being provided by the district must be reduced for the upcoming school year,

NOW THEREFORE BE IT RESOLVED THAT as of the first day of July 2012, the following positions be reduced:

Position Title	FTE
Maintenance Tradesperson I*	.500
Data Processing Clerk*	1.000
Human Resources Technician II*	1.000
Account Clerk II*	.250
Maintenance Tradesperson I (Pools)	1.000
	3.75

*Vacant position

BE IT FURTHER RESOLVED THAT the Superintendent be authorized and directed to give notice of termination of employment in the affected positions to the affected employee(s) of this district pursuant to district rules and regulations and applicable provisions of the Education Code not later than forty-five (45) days prior to the effective date of such reduction or discontinuance as set forth above.

BE IT FURTHER RESOLVED THAT the Superintendent be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution was adopted at a regularly called meeting of the governing board of the Palo Alto Unified School District on the 27th day of March 2012, by the following vote:

AYES:

NOES:

ABSENT:

I, Kevin Skelly, Clerk, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by said Board at a general meeting thereof held at its regular place of meeting at the time and by the vote above stated, which resolution is on file in the office of said Board.

Kevin Skelly, Clerk

BOARD OF EDUCATION

Attachment: Discussion 17

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Dr. Kevin Skelly, Superintendent

FROM: Bob Golton, Facilities and Bond Program Manager

SUBJECT: Authorization to Bid the Exterior Improvements Project for the Tower Building at Palo Alto High School

STRATEGIC PLAN INITIATIVE

Budget Trends and Infrastructure

BACKGROUND

At the last Board of Education meeting on March 13, 2012, the Board of Education approved an Exterior Improvements project and budget for the Tower building at Palo Alto High School. The project includes replacing exterior windows, painting the exterior and replacing soffits, trims and gutters around the building.

Plans have been submitted to DSA. Staff is preparing to bid the project in anticipation for doing the work this summer.

PROPOSAL

It is recommended that the Board of Education authorize staff to solicit bids for the Exterior Improvements to the Tower Building at Palo Alto High School.

FISCAL IMPACT

The replacement of the existing windows at the Palo Alto High School tower building will be funded by the Strong Schools Bond. Planned Maintenance will fund painting the exterior and replacing soffits, trims and gutters around the building.

RECOMMENDATION

Pending the results of discussion at this meeting, it will be recommended that the Board of Education authorize staff to solicit bids for the Exterior Improvements to the Tower Building at Palo Alto High School.

BOARD OF EDUCATION

Attachment: Discussion 18

PALO ALTO UNIFIED SCHOOL DISTRICT

Date: 03.27.12

TO: Dr. Kevin Skelly, Superintendent

FROM: Bob Golton, Facilities and Bond Program Manager

SUBJECT: Authorization to issue Addendum No. 13 to Deems Lewis McKinley Architects (DLM)

STRATEGIC PLAN INITIATIVE

Budget Trends and Infrastructure

BACKGROUND

On March 31, 2009, the Board of Education approved an Addendum for Deems Lewis McKinley Architecture (DLM) to provide design services for Group 1 projects at Palo Alto High School.

During the final stages of the design process and also after DSA approval of the Palo Alto High School New Classroom and New Media Arts Center Building was received, modifications were requested by the Landscape Subcommittee that resulted in significant reconfiguration of plaza areas and changes to plant selections that subsequently affected civil, landscape and architectural design. DLM, therefore, is due a commensurate fee increase for the professional services this effort required.

The changes requested by the Landscape Subcommittee were received after the project had been approved by DSA, which occurred on April 29, 2011. The changes were incorporated by DLM by Addendum during the bidding process, which commenced on May 20, 2011, and concluded with the bid opening on June 20, 2011.

There have been delays in receiving justification for the fee proposal from DLM and also in processing this item, resulting in it being deferred to this meeting.

The amount requested by DLM for the Classroom/Media Arts Center for additional design services is \$24,850, which would result in a total fee of \$1,977,415 for this project.

PROPOSAL

It is proposed that the Board of Education authorize staff to execute Addendum No. 13 with DLM Architecture in the amount of \$24,850 for the Classroom/Media Arts Center project.

FISCAL IMPACT

Funding for these services will come from the Classroom and Media Arts projects, which are both funded with Strong Schools Bond funds.

RECOMMENDATION

Pending the results of discussion at this meeting, it will be recommended at the next Board of Education meeting that the Board authorize staff to execute Addendum No. 13 with DLM Architecture in the amount of \$24,850, to increase the design fees for the Palo Alto High School New Classroom & New Media Arts Center Building.



05 July 2011

Ms. Heidi Rank, AIA
Gilbane Building Company c/o
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, CA 94027

RE: ADDITIONAL SERVICES REQUEST
Revise Landscape and Civil for Media Arts and Classroom Building
Palo Alto High School
Palo Alto Unified School District

Dear Ms. Rank:

At the District's request, Deems Lewis McKinley (DLM) revised the civil, landscape and architectural site drawings for the Media Arts and Classroom Building to reflect additional thoughts by the landscape subcommittee.

At the time of the request, construction drawings were completed, reviewed, and approved by DSA. The documents were in the process of being prepped for bidding purposes. Therefore, all revisions were done in a compressed timeframe and issued via the addendum process. This request is for time spent on the design and documentation only. The construction administration services will not change.

At the Media Arts Building, the concrete paving layout changed and the benches were replaced with raised concrete planters. A couple of trees, originally identified to be saved, were now decided to be removed which created other options which the landscape subcommittee wanted to explore. It was also the desire of the landscape subcommittee to incorporate permeable pavers which required DLM and consultants to prepare additional drawings and details for use as an additive bid alternate.

At the Classroom Building, the concrete paving configuration changed as well. Areas that were previously landscaped were now paved and paved areas became landscaped areas. Additional concrete pathways were added as well as the introduction of grass areas for seating. As with the Media Arts Building, an additive bid alternate was created to provide for the possible use of permeable pavers.

Landscape and Civil Revisions
Media Arts and Classroom Building
Palo Alto Unified School District
05 July 2011
P.1



SCOPE OF SERVICES

- Meet with the District's representatives and the landscape subcommittee to discuss and review design modifications
- Prepare schematic drawings for review
- Prepare construction drawings for bidding based on the schematic design
- Revise underground utilities to accommodate new design
- Revise grading and elevations to accommodate new design
- Revise and add additional plant materials
- Revise the irrigation drawings to match the new planting configuration
- Develop bid alternate drawings for introduction of permeable pavers
- Resubmit changes to DSA for review and approval via the addendum process

COMPENSATION

For our time on this task, DLM and consultants propose to perform this work on a lump sum, fixed fee of twenty-four thousand, eight-hundred and fifty dollars (\$24,850). The additional service will be invoiced as a lump sum amount.

Thank you for your interest in working with Deems Lewis McKinley. As always, please feel free to call me should you have any questions or comments.

Sincerely,

Deems Lewis McKinley
A California Corporation

A handwritten signature in black ink, appearing to read 'Erwin Lee', written over a large, stylized flourish.

Erwin Lee, AIA
Principal

cc: File

Landscape and Civil Revisions
Media Arts and Classroom Building
Palo Alto Unified School District
05 July 2011
P.2