



PALO ALTO UNIFIED SCHOOL DISTRICT

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OFFICE OF THE SUPERINTENDENT

TO: Board of Education

FROM: Glenn "Max" McGee, Ph.D.

RE: Weekly

DATE: September 18, 2015

As you will read here, and ideally, in the press at some point, we have had another phenomenal week for teaching and learning. Three highlights for me were; the Advanced Authentic Research (AAR) information session, the writing workshop calibration efforts, and Barron Park's "Dash and Dot" event at the 49'ers Museum at Levi Stadium.

Tuesday evening, AAR Coordinator, Jeong Choe, Work/Exploratory Experience Coordinator, Mary Gyves, Gunn Senior, Maritha Wang, and I presented to a large group of parents and students interested in learning more about the opportunity to conduct authentic research. After my overview, Maritha spoke about her experience with the Singapore project. She is now leading the computational chemistry team and running the weekly video conferences between her Gunn and Paly peers here, and her research peers and mentor in Singapore. She shared her experience learning from the literature, frustrations in calculations, fascination with discoveries and what the experience has meant to her. She was unscripted, and the most impressive moment for all of us was her description of the difference between "real science" and school science. She even noted how reading science books with color coded highlights, ample illustrations, side notes, and glossaries is a far cry from reading actual scientific research. Mary and Jeong talked about the learning targets, the research plan, and the timeline for projects this pilot year. We spent almost an hour after the presentation meeting with parents and students. There were some very moving moments including a mother and son talking about how Alzheimer's impacted their family and the student's passion for research on that topic, the mother talking about the joys and challenges of raising an artistic daughter in a STEM focused family and hoping she will have the opportunity to devote herself to an AAR art-focused project, and the parents who told me, "we changed high schools from a district with better test scores so our kids could come here and have this kind of experience. Thank you, thank you, thank you." In addition, some parents volunteered to become mentors. Since the meeting, we have heard from friends and colleagues of parents who attended the meeting offering to mentor AAR students. We will provide a more detailed update to the Board mid-year, but for now members should be pleased their investment is already showing returns in terms of student interest and in Maritha and company's case, actual intellectual achievement and social-emotional growth.

An essential component of the Writing Workshop is assessing student writing. To assure that results are valid and reliable across schools, our teachers work together to calibrate sample papers

provided from Teachers' College as well as papers our own students have written. Earlier in the week I sat in on some of the collaborative work among Barron Park and Nixon teachers. Each grade level worked together assessing papers and then discussing their choice on each individual metric of the rubric. I was inspired by the professional dialogue as well as the intense concentration, depth of thought, and authentic analysis each teacher brought to their respective tables. Their efforts will enable us to have a clear measure and thorough understanding of the progress students make as individuals, subgroups, and district-wide. I am most grateful for their professionalism and commitment to the calibration tasks.

The 49ers invited teacher, Smita Kolhatkar, principal; Anne Brown, and eleven students to demonstrate their programming and problem solving skills with the "Dash and Dot" robots as the 49ers STEM initiative sponsored the launch of a new app, "Wonder!" Our students were the only ones at the event and they had the chance to meet and work with CEO, Jed York, player (#82); Tori Smith, the founder and CEO of Dash and Dot, Vikas Gupta, and other members of the 49ers organization. We will soon receive their photos, but for now here are links to two stories, and a couple of photos Smita took are included at the end of this weekly:

<http://www.49ers.com/news/article-2/49ers-Museum-Partners-with-Wonder-Workshop-to-Make-STEM-Education-More-Accessible-for-Kids/70a60e76-5b35-42f4-baa4-3548b19d9613>

<http://www.levisstadium.com/2015/09/49ers-stem-education-program-to-partner-with-wonder-workshop-to-bring-coding-and-robotics-to-kids-in-an-active-play-environment>

We are so proud of our students!

In other news, Palo Alto Police Department, Chief Dennis Burns, and I have been working on developing a detailed set of protocols for School Resource Officers. Our secondary leadership team and I drafted one set and Chief Burns' command staff did the same. The Chief and I are meeting early next week to finalize the protocols. Related to this matter, I met with a group of parents from Parent Advocate for Student Success (PASS) this week, and based on this conversation as well as my own past experiences in working with historically underrepresented girls and boys, I cannot emphasize enough the importance of providing an identity safe environment for every student on a daily basis. Interactions between teenage boys (and girls) of color and the police have garnered ample media attention, and there is a body of scholarly research regarding the different perceptions and assumptions adults and police make regarding historically underrepresented adolescents (e.g. <https://www.apa.org/pubs/journals/releases/psp-a0035663.pdf>) so I understand and accept how students will respond differently when confronted by authority. As I've stated before, as adults we all need to be "students of our students" and strive to understand how our children – especially our underrepresented ones - perceive teachers, adults in authoritative positions, and model our behaviors and interactions accordingly.

The Elementary Subcommittee of the Enrollment Management Advisory Committee has asked for a Board study session sometime during the week of October 5. Fortunately, we have confirmed availability from several Board Members and have tentatively scheduled the study session for Monday, October 5, 6:00 p.m. to 9:00 p.m. The Subcommittee will be sharing how learning from analyzing data, survey results, and a host of interviews are shaping three (or more) scenarios.

Finally, regarding academic integrity and before jumping to a solution, we want to understand the depth and nature of the problem. There are thirteen questions related to cheating so we want to analyze these to see which areas need most attention. Also, we will be doing some cross tab analysis to see if in fact, there actually is a relationship between and among various factors and engaging in cheating. For example, in my previous experience at other schools, the less accomplished students were more likely to cheat and students who were more sleep deprived were also more likely to cheat. Parent pressure, course loads, and even homework were not directly related. In addition, cheating was generally a “one off” event and not habitual. One student told me, “I had no choice,” and another talked about having so many other activities, including college applications that he just ran out of time. We will see if the same holds true in our high schools. Stay tuned.

This weekend I am headed back to Illinois. Last weekend, I was able to get to both Gunn and Paly’s home football games and see touchdowns at each one! (Gunn scored on the play pictured). Jan and I thoroughly enjoyed the CAC family fest and have widely shared photos of the Magical Bridge playground. What a stellar experience for these children, and I hope other communities across the country follow our collective community’s lead. It is magical in many senses of the word. The Chinese parent picnic was also great fun as we made some new friends, and the debut of the student film, “Unmasked” was powerful and moving. Please make an effort to see it if you have not done so. A photo of the phenomenal student team is shared below. We are striving to provide a much larger audience well beyond Palo Alto with the opportunity to engage in this remarkable work. As for Sunday, Jan had an amazing 5K winning her division with a PR, and I got third in what turned out to be a competitive age division despite a head over heels crash at the end of the bike leg and before the run. There is probably a metaphor in that story that relates to our collective efforts on behalf of our students, staff, and community but for now, let’s leave it at have a wonderful weekend with your families and friends. I hope you all have a great weekend!





**BOARD CALENDAR
2015-16 ACADEMIC YEAR**

MONTH	DATE	EVENT
SEPTEMBER	29	Board Meeting
OCTOBER	8	End of First Quarter
	9	Staff Development Day – No School
	13	Board Meeting
	27	Board Meeting
NOVEMBER	10	Board Meeting
	11	Veterans Day
	17	Middle School SPSAs
	25-27	Thanksgiving Break
DECEMBER	3-5	CSBA Annual Conference
	8	Board Meeting
	15	Elementary SPSAs
	16-18	Finals Testing Day
	18	End of Semester
	18	District-Wide Minimum Day
	21-31	Winter Break
JANUARY	1	Winter Break
	4	Return to School, K-8 Only
	4	Teacher Work Day, High School
	5	Return to School, 9-12 Only
	12	Board Meeting
	18	Martin Luther King's Birthday
	26	High School SPSAs
	26	Board Meeting
FEBRUARY	9	Board Meeting
	11	Staff Development Day – No School
	12	Washington's Birthday
	15	Lincoln's Birthday
	23	Board Meeting
MARCH	8	Board Meeting
	9	End of Third Quarter
	11	Local Holiday
	22	Board Meeting
APRIL	1-8	Spring Break
	19	Board Meeting
MAY	10	Board Meeting
	24	Board Meeting
	30	Memorial Day
JUNE	1-2	Finals Testing Day
	2	End of Semester
	2	District-Wide Minimum Day

	2	Last Day of School for Students
	3	Teacher Work Day
	7	Board Meeting
	21	Board Meeting

**SCHOOL EVENTS CALENDAR
2015-16 ACADEMIC YEAR**

MONTH	DATE	EVENT	LOCATION	TIME
SEPTEMBER	18	International Potluck	Duveneck Palo Verde	6:00-8:00 p.m.
	19	Harvest Festival	Ohlone	12:00-4:00 p.m.
	20	Choir Concert and Potluck	Gunn	Begins 4:00 p.m.
	22	Parent Coffee: Meet the Special Education Staff	Ohlone	8:30-10:00 a.m.
	22	Ice Cream Social	Briones	5:30-7:00 p.m.
	23	Coffee with the Principal	El Carmelo	Begins 8:25 a.m.
	23	Patxi's Pizza Ohlone Fundraiser	Patxi's Pizza	11:00 a.m.- 9:00 p.m.
	24	Grand Opening Ohlone Farmer's Market	Ohlone	2:40-3:40 p.m.
	24	Instrumental Music Concert	Gunn	Begins 7:30 p.m.
	25	Fiery Arts Fall Glass Sale	Paly	3:00-6:00 p.m.
	25	Hoover Playdate	Hoover	5:00-7:00 p.m.
	25	Hoedown/4 th Grade Bake Sale	Addison	5:30-8:30 p.m.
	25	Coffee with Mary Bussman	Walter Hays	Begins 8:30 a.m.
	26	Fiery Arts Fall Glass Sale	Paly	11:00 a.m. – 4:00 p.m.
	26	Harvest Carnival	Duveneck	12:00-3:00 p.m.
	30	Principal's Coffee	Jordan	8:30-9:30 a.m.
OCTOBER	1	Farmer's Market	Ohlone	2:40 p.m.
	2	Pancake Breakfast	Ohlone	Begins 7:15 a.m.
	4	International Harvest Festival	Palo Verde	Begins 3:00 p.m.
	4	Walk-A-Thon	Fairmeadow	11:00 a.m.- 3:00 p.m.
	7	Hoover Open House	Hoover	8:00-10:00 a.m.
NOVEMBER	8	Walk the Wall	1101 San Antonio Ave., Mountain View	1:00-3:00 p.m.

**BOARD REPORTS AND TENTATIVE TIMELINE
2015-16 ACADEMIC YEAR**

SEPTEMBER	29	OCR
		Enrollment Report
		SBAC
		Writing Assessment
		Enrollment
OCTOBER	13	Strategic Plan Survey Results
	20	Budget
	27	OCR
		SAT, ACT, AP
NOVEMBER	10	OCR
		Project Safety Net Update
		Student Achievement Report
		First Interim
		Bond Audit
		Impact Fees
	17 AM	SPSAs – Middle Schools - Daytime
DECEMBER	8	Goal Updates
		OCR
		First Interim
		Enrollment
	15 AM	SPSAs – Elementary Schools - Daytime
JANUARY	12	Audit Report
	26 AM	SPSAs – High Schools - Daytime
	26 PM	OCR
FEBRUARY	9	Facility Planning
	16	Budget
	23	OCR
		Staffing
		Second Interim
MARCH	8	Goal Updates
		Staffing
		Second Interim
	22	OCR
		Celebration of Tenured Staff
		3-Year Calendar Preliminary
APRIL	19	OCR
		CCSS Budget
MAY	10	LCAP
		K-12 Health Curriculum
		Special Education Program Review Report
		Mathematics Piloting for 2016-17
	24	OCR

		LCAP
		Budget
JUNE	7	Budget
		Deferred Maintenance
	21	Goal Updates
		OCR
		LCAP
		3-Year Calendar Preliminary
		Budget
		Deferred Maintenance



INFORMATIONAL WRITING PROMPT CALIBRATION PROCEDURE – FALL 2015

PALO ALTO UNIFIED SCHOOL DISTRICT

25 Churchill Avenue • Palo Alto, CA 94306

Telephone: (650) 123-4567 • FAX: (650) 123-456

2015-2016 K-5 ELEMENTARY EDUCATION

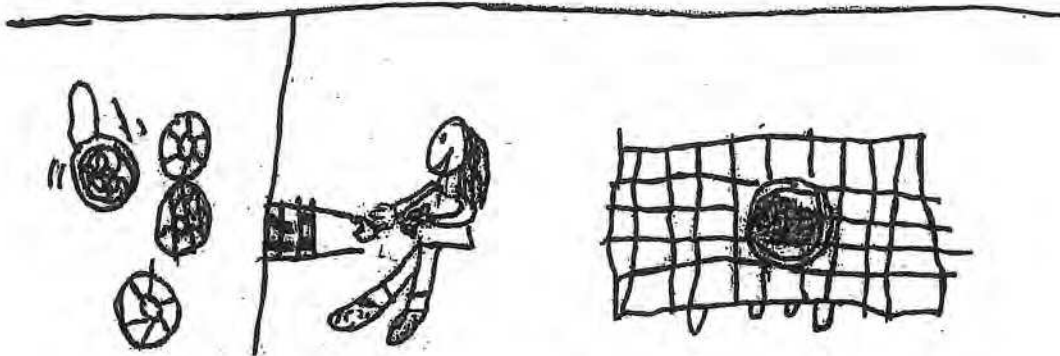
Welcome!

1. Spend time refamiliarizing yourself with the Informational Writing Progression. Highlight your grade level column on each page to focus your scoring.
2. Individually, read and score **Sample A** using the Informational Writing Progression.
3. As a group, discuss your scores for each section of the progression.
 - a. If team members assessed different scores for a section, have each person share out their reasoning and evidence.
 - b. Once all members have shared their reasoning, discuss and come to a consensus about the score for that section.
 - c. Review the annotated scores at the back of your sample packet for **Sample A**.
4. Individually, read and score **Sample B** using the Informational Writing Progression.
5. As a group, discuss your scores for each section of the progression.
 - a. If team members assessed different scores for a section, have each person share out their reasoning and evidence.
 - b. Once all members have shared their reasoning, discuss and come to a consensus about the score for that section.
 - c. Review the annotated scores at the back of your sample packet for **Sample B**.
6. If all members of your team are aligned with the score, skip to step #9.
7. If your group needs more alignment, please continue the process with **Sample C**.
8. As a group, discuss your scores for each section of the progression.
 - a. If team members assessed different scores for a section, have each person share out their reasoning and evidence.
 - b. Once all members have shared their reasoning, discuss and come to a consensus about the score for that section.
 - c. Review the annotated scores at the back of your sample packet for **Sample C**.
9. Work together to annotate one additional piece of writing, **Sample X**. Highlight, and/or underline sections that show evidence for each item on the progression, if possible.
10. As a group, discuss your scores for each section of the progression.
 - a. If team members assessed different scores for a section, have each person share out their reasoning and evidence.
 - b. Once all members have shared their reasoning, discuss and come to a consensus about the score for that section.
11. Have one member of your group enter scores into the following Google form:
<http://goo.gl/forms/4TaOgMbv8q>
12. Individually score your own pieces. If you encounter a piece that you are not sure about, score it completely, then hand it to a team member to double-score. Discuss as necessary to determine the final score.

**Note: If you return to scoring at another time, review the annotated pieces to realign yourself with the progression before scoring.*

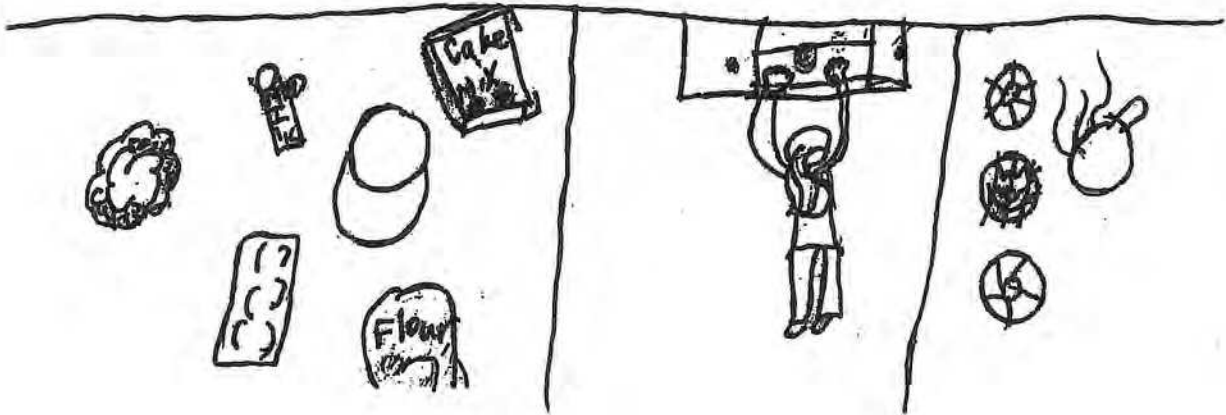
Rachel

Cooking is a great skill. Cooking can be fun, but dangerous. You will need supervision and ingredients. Some food may be easy to make and some foods will be difficult to make. You must be very careful when cooking—especially when it's your first time. When you are cooking you can have fun—but don't over do the food or take it out too early. After you read this book, you will feel like a master chef! Try cooking after you read this.



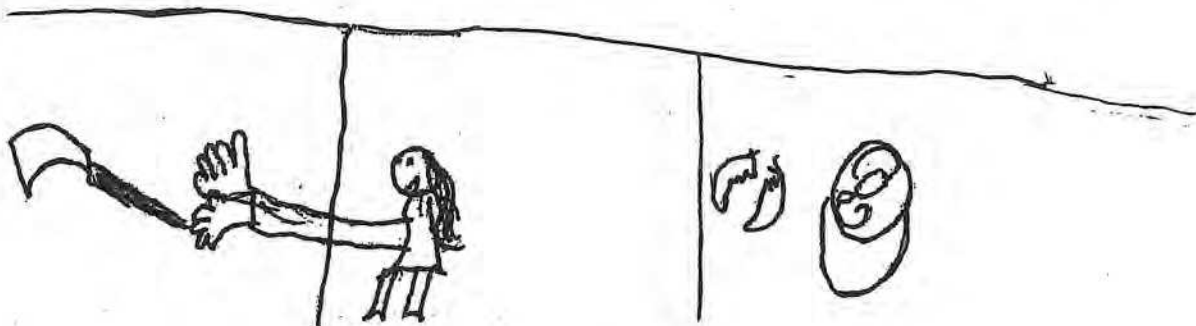
Getting Ready

Before you start cooking, you need to get ready. The way you get ready, is by simply taking out the ingredients and the objects you need. When you have all the ingredients and objects you need look at the instructions. You should never do the next step before doing the instruction before doing it if you did step three before step one, your meal or snack will taste and be wrong.



Saf ty

Saf ty is very important when you cook. Saf ty matters, becaus you could burn your finger or break a bone. One way to prevent that is by using a pot holder or an oven mitt. Oven mitts or pot holders can protect and prevent your fingers from getting hurt. One of the other ways of being safe during cooking is washing your hand and never taste anything with raw egg in it until it is cooked. All of the reasons add up, to two things. Germs and sickness.



Girl Scouts

Introduction

Girl Scouts is like boy scouts. In Girl Scouts you earn different patches by doing different activities for instance, if in girl scouts you cook something you will get a cooking patch. Other activities are selling cookies. You sell cookies for five dollars per box and you earn money for buying patches and doing other fun stuff.

Chapter 1

Selling Cookies

When you are selling girl scout cookies you go around your neighborhood and go up to a door and ask: hello my name is (your name) and I am a girl scout from troop (your troop number). I am here to sell girl scout cookies. Show the list of cookies you can buy, ask them what cookie box they would like to have. Say it will be

five dollars. Never go inside a house when you are selling girl scout cookies unless you know that person. Always smile when your selling girl scout cookies.

Chapter 2

How to Earn Patches

You can earn

Many difrent patches, almost for every thing you do you can get a patch for. Most patches you can get by doing Comunity service.

Chapter 3 How did Girl Scouts Start?

Girl Scouts started with a inspired woman and a phone call. Juliet Gordon Low founded girl scouts. Juliet when she was little many pepole called her daisy. That is why the first two years of Girl Scouts you will be called a daisy. Juliet met the founder of boy scouts on a trip,

she thought it was unfair that girls could not become a boy scout so she worked and made a phone call. This phone call was not just a ordinary phone call. It was the phone call that started girl scouts. She she married soon after and her husband gave her a neck lace made out of pearls. After that girl scouts was not going so well so she soled her perl necklace to girl scouts and it is still runing know!

Conclusion

I hope you lerend way more about

Girl Scouts!

Lia ① all about lizards

You must like lizards. Now this is just a small fact because for we start, about 19BC lizards were actually some type of dinosaur. Now it is just a cousin.

Ok. We start when lizards were very flexible because of their vertebrae. That is also why they are so fast at running. There is some types of lizards that live in really hot places. Some need more

(2)

moster like in California or
the rainforist.

The rainforist is not very
hot because when theirs
is sun the tall trees blok it
and when it rains the rain
is very strong but if the
rainforist trees blok half thats
how it keeps it mosterized.

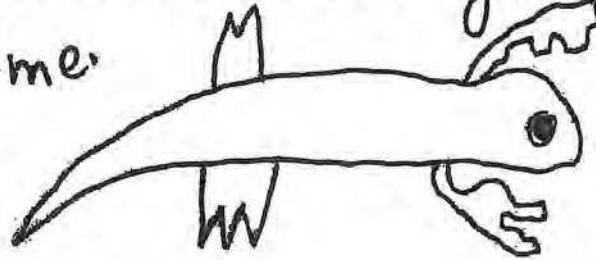
It is a nice life for
lizerds.

Well for example for the
-lizerds that live in hot
places, the Shara desert is

③
perfect for them. One reason
is camouflage, it helps them
not get eaten by snakes or
other animals. There is one
problem. Sand is hot and
it will burn your feet
and lizards can't wear
shoes. So how they do it
is if the sand is too hot
a sand driving lizard will
put up its feet in the air
to cool off.

Well I hope you liked
this book. I hope that you
read my next book about
water animals. See you
next time.

Sample C
pg 100



Sharks

Sample X
pg 1 of 2



Introduction

Have you ever seen a dorsal fin and tail cutting through the water? Coming straight at you. Well that my friend, is a shark.

Sharks Adaptations

Sharks are amazing creatures. They can smell blood from a wounded fish or seal a mile away.

Also sharks skin is rough like sandpaper or minute teeth.

Sharks also can feel the electricity coming from your heart and muscles.

An Extinct Shark:

The Megalodon (Meg. lo. don) is an extinct shark. It lived

7 million to 2 million years ago. The Megalodon was roughly 90 feet long. The Megalodon's teeth were 5-11 inches long, and its bite force was 2 billion pounds.

What Sharks Eat

Some sharks diet is fish and elephant seals. There are two kinds of teeth that different sharks have.

Most sharks such as the Great White have sharp dagger like teeth that tear away flesh. Also the other kind of teeth that sharks have is kind of round teeth like what you have at the back of your mouth. Those sharks that have that kind of teeth eat oysters and mussels.

Why sharks are important to our Environment

Sharks are important to our environment. One reason sharks are important is because they eat the old and weak fish. If all sharks went extinct then the top of the food chain is gone and there would be too many of that kind of fish and then the lower part of the food chain probably would go extinct. Without sharks the food chain in the ocean would be a mess.

Conclusion

Now do you see why sharks are important to

45)

vs but also the environment,
I hope you learned a lot
about these amazing fish.

Optional Score Recording Sheet

Sample A	
Overall	
Lead	
Transitions	
Ending	
Organization	
Elaboration	
Craft	
Spelling	
Punctuation	

Sample B	
Overall	
Lead	
Transitions	
Ending	
Organization	
Elaboration	
Craft	
Spelling	
Punctuation	

Sample C	
Overall	
Lead	
Transitions	
Ending	
Organization	
Elaboration	
Craft	
Spelling	
Punctuation	

Sample X	
Overall	
Lead	
Transitions	
Ending	
Organization	
Elaboration	
Craft	
Spelling	
Punctuation	

Cooking		Grade 3
Structure		
Overall	4	The writer taught readers about her subject and included ideas (tips, opinions) as well information that was helpful to her reader.
Lead	4	The writer began with an opinion to encourage her readers to read her piece. She also previewed some of the information that will be learned by reading the piece (<i>getting ready - supervision and ingredients, safety - cooking can be fun but dangerous</i>).
Transitions	5	The writer used transitions to compare and contrast information (<i>but, especially</i>). She also used transitions to sequence information (<i>before, after, when you</i>), and used transition language for elaboration (<i>one way, one of the other ways, because</i>). Headings also support transitions between sections.
Ending	1	The writer included a last part to her piece, but she did not wrap up her information in a way that feels finished.
Organization	4	The writer grouped her information sections with chapter headings (<i>Getting Ready, Safety</i>). Each part told a variety of information about that part that connected to the larger topic (cooking).
Development		
Elaboration	4	The writer included ideas (<i>safety is very important when you cook</i>), steps (<i>taking out the ingredients... look at the instructions...</i>) and tips (<i>never do the next step before doing the instruction</i>), and explains some of them (<i>you could burn your finger or break a bone. One way to prevent that...</i>).
Craft	4	The writer used expert words to teach a lot about her subject (<i>ingredients, objects, instructions, safety, oven mitts, germs, supervision, chef</i>). She also used detailed illustrations to add information.
Language Conventions		
Spelling	4	The writer spelled words using spelling patterns appropriate for the grade level (tion: <i>instruction</i> , sion: <i>supervision</i> , ing: <i>cooking, taking, during</i> , ness: <i>sickness</i>).
Punctuation	4	The writer demonstrated command of end punctuation and capitalization. She also used apostrophes appropriately for contractions (<i>don't, it's</i>). The writer wrote with variety of transition and sentence length that supported the reader in understanding content. She utilized shorter simpler sentences at the start of paragraphs/section and used longer, more complex sentences to elaborate ideas.

Structure

Overall	4	The writer taught information about a subject (girl scouts) by including a variety of information: facts, details, observations (<i>girl scouts are like boy scouts</i>), and ideas.
Lead	4	The writer began her piece with an introduction paragraph that introduces the topic, gives some background information and mentions some of the subtopics that will be addressed later in the piece.
Transitions	4	The writer used transition words and phrases to link information (<i>for instance, so, that is why</i>) and to show time passage in the narrative part (<i>soon after, after that</i>).
Ending	2.5	The writer finished the piece with a conclusion sentence speaking directly to the reader.
Organization	4.5	The writer included sections that had chapter headings and were organized to best support their content (<i>selling cookies: how-to, earning patches: main idea/details, how did girl scouts start: narrative</i>).

Development

Elaboration	4	The writer elaborated by including details (<i>Juliet Gordon Low founded girl scouts</i>), tips (<i>always smile when you're selling</i>), and sometimes gave information then explained why it was important (<i>called her daisy. That is why the first two years of Girl Scouts you will be called a daisy</i>).
Craft	3.5	The writer used some content specific vocabulary (<i>patches, activities, troop</i>) to establish a teaching tone. This was further supported by tips and elaboration on more general ideas with specific details (<i>she sold her pearl necklace</i>).

Language Conventions

Spelling	3.5	The writer spelled using patterns and chunks of words to spell words that are not immediately known (<i>ordanary/ordinary, soled/sold, runing/running</i>). Some inflected endings are still approximated and some rules are overgeneralized.
Punctuation	3	The writer demonstrated control over end punctuation and capitalization, both at the beginning of sentences and for names. Commas were used to make longer sentences more readable. Punctuating dialogue was not attempted even when appropriate.

All About Lizards		Grade 3
Structure		
Overall	4	The writer taught readers different things about the subject (<i>lizards, their environments and how they live in them</i>). She used specific facts and elaborated examples in each section of her writing.
Lead	3	The writer introduced her topic (lizards) and started with an interesting fact to get her reader interested.
Transitions	4	The writer linked ideas with words (<i>because, and, also</i>) to show how information goes together. She also attempted to use transitional phrases (<i>for example, one reason</i>) to indicate details that elaborate on an idea.
Ending	3	The writer ended the piece with a paragraph where she spoke directly to readers encouraging them to read her next book on animals.
Organization	4	The writer grouped information into paragraphs that are mostly about the same idea. After beginning with some interesting facts, the focus of the piece is two sections that talk about the different subtopics (<i>lizards that live in different environments</i>).
Development		
Elaboration	4	The writer gave specific facts and details that made it clear that she has some expertise (<i>lizards were very flexible because of their vertebrae</i>). She also gave examples and elaborated on general statements (<i>some need more moisture...the rainforest is not very hot... it keeps it moisturized</i>).
Craft	4	The writer used many academic terms to create a teaching tone (<i>moisture, camouflage, flexible, vertebrae</i>). The writer also spoke to the reader with a mix of ideas (<i>It is a nice life for lizards</i>) and facts to keep the reader interested.
Language Conventions		
Spelling	3	The writer spelled most everyday vocabulary conventionally. Some common patterns are still emerging (<i>blok/block, runing/ running</i>). She demonstrated use of spelling patterns to spell more challenging words (-ay: <i>verdebray</i> , -ly: <i>adchuly</i> , -ble: <i>flexeble</i>)
Punctuation	4	The writer demonstrated command of end punctuation and sentence capitalization. Apostrophes were used conventionally. She also used commas to attempt to join longer, more complicated sentences.

LEARNING PROGRESSION FOR INFORMATION WRITING

TOTAL POINTS: Fall Spring

STRUCTURE

	PRE-K 0.5 pts	KINDER 1 pt	FIRST 2 pts	SECOND 3 pts	THIRD 4 pts	FOURTH 5 pts	FIFTH 6 pts	SIXTH 7 pts
Overall	The writer told and drew pictures about a topic she knew.	The writer told, drew, and wrote about a topic.	The writer taught readers about a topic.	The writer taught some important points about a subject.	The writer taught readers information about a subject. He put in ideas, observations, and questions.	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	The writer conveyed ideas and information about a subject. Sometimes he incorporated essays, explanations, stories, or procedural passages into his writing.
Lead	The writer started by drawing or saying something.	The writer told what her topic was.	The writer named his topic in the beginning and got the readers' attention.	The writer wrote a beginning in which he named a subject and tried to interest readers.	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She may have included her own ideas about the topic. She let readers know the subtopics that she would develop later and how her text would unfold.
Transitions	The writer kept on working.	The writer put different things he knew about the topic on his pages.	The writer told different parts about her topic on different pages.	The writer used words such as and also to show she had more to say.	The writer used words to show sequence such as before, after, then, and later. He also used words to show what did not fit such as however and but.	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as before, later, next, then, and after. If he organized the section in kinds or parts, he used words such as another, also, and for example.	When the writer wrote about results, she used words and phrases such as consequently, as a result, and because of this. When she compared information, she used phrases such as in contrast, by comparison, and especially. In narrative parts, she used phrases that go with stories such as a little later and three hours later. If she wrote sections that stated an opinion, she used words such as but the most important reason, for example, and consequently.	The writer used transition words to help his readers understand how different bits of information and different parts of his writing fit together. The writer used transitions such as for instance, in addition, therefore, such as, because of, as a result, in contrast to, unlike, despite, and on the other hand to help connect ideas, information, and examples and to compare, contrast, and imply relationships.
Ending	After the writer said, drew, and wrote all he could about his topic, he ended it.	The writer had a last part or page.	The writer wrote an ending.	The writer wrote some sentences or a section at the end to wrap up his piece.	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	The writer wrote a conclusion in which he related the main points and may have offered a final thought or question for readers to consider.	The writer wrote a conclusion in which he restated her important ideas and offered a final insight or implication for readers to consider.	The writer wrote a conclusion in which she restated her important ideas and offered a final insight or implication for readers to consider.
Organization	On the writer's paper, there was a piece for the drawing and a piece where she tried to write words.	The writer told, drew, and wrote information across pages.	The writer told about her topic part by part.	The writer's writing had different parts. Each part told different information about the topic.	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	The writer used subheadings and/or clear introductory transitions to separate his sections. The writer made deliberate choices about how to order sections and information within sections. He chose structures and text features to help emphasize key points. The writer used transitions, introductions, and topic sentences to pop out his main points. He wrote multiple paragraphs in some sections.

LEARNING PROGRESSION FOR INFORMATION WRITING (CONT.)

TOTAL POINTS:	Fall	Spring
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DEVELOPMENT

	PRE-K 0.5 pts	KINDER 1 pt	FIRST 2 pts	SECOND 3 pts	THIRD 4 pts	FOURTH 5 pts	FIFTH 6 pts	SIXTH 7 pts
Elaboration	The writer put more and then more on the page.	The writer drew and wrote some important things about the topic.	The writer put facts in his writing to teach about his topic.	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing. The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.	The writer chose a focused subject, included a variety of information, and organized her points to best inform her readers. The writer used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography. The writer worked to make her information understandable and interesting. To do this, she may have referred to earlier parts of her text, summarized background information, raised questions, and considered possible implications. The writer might have used different organizational structures within her piece including stories, essays, and how-to sections.
Craft	The writer said, drew, and "wrote" things she knew about the topic.	The writer told, drew, and wrote some details about the topic.	The writer used labels and words to give facts.	The writer tried to include the words that showed she was an expert on the subject.	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain . . .</i>	The writer made deliberate word choices to have an effect on her readers. She used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey her information so it would make sense to readers. She blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied her sentences to help readers take in and understand the information.	The writer chose his words carefully to explain his information and ideas and have an effect on his readers. He incorporated domain-specific vocabulary and explained these terms to readers. The writer worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts to keep readers engaged. The writer chose how to present his information to clearly convey why and how the information supported his points. The writer supported readers' learning by shifting within a consistent teaching tone as appropriate. He used language and sentence structure that matched with his teaching purpose throughout his piece.

LEARNING PROGRESSION FOR INFORMATION WRITING (CONT.)

TOTAL POINTS:	Fall	Spring
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LANGUAGE CONVENTIONS

	PRE-K 0.5 pts	KINDER 1 pt	FIRST 2 pts	SECOND 3 pts	THIRD 4 pts	FOURTH 5 pts	FIFTH 6 pts	SIXTH 7 pts
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	The writer used what he knew about spelling patterns (tion, er, ly, etc.) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	The writer used resources to be sure the words in her writing were spelled correctly, including technical vocabulary.
	The writer could label pictures. The writer could write her name.	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, she put in the apostrophe.	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	When writing long, complex sentences, the writer used commas to make them clear and correct.	The writer used commas to set off introductory parts of sentences (for example, As you might know). The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.	The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra information and explanation in some of his sentences.
Punctuation								

Please join us for the third annual Student Services Fair



Journey to Success: Resources to Help Students Thrive

Sponsored by PAUSD Student Services Department

When: Thursday, October 8, 2015

Where: Jordan Middle School
750 N. California Ave., MP Room

You will learn about:

- **Resiliency**
- **Academic Supports**
- **Parent Resources**
- **Health Education**
- **Mental Health Services**
- **Nutritional Services**
- **Recreational Services**
- **Volunteer Opportunities**



Organizations include: Youth Community Services, Palo Alto Children's Theater, City of Palo Alto, Special Education Representatives, DreamCatchers, YMCA, Project Safety Net, CASSY and many others!!

OCTOBER 8, 2015

6:00PM - 8:00PM

LIGHT SNACKS WILL BE SERVED

CHILDCARE (5+)

PAUSD promotes school settings in which students, staff, parents and the community work collaboratively to ensure that each student is emotionally and physically healthy, safe, engaged, supported and challenged. Please join us to learn more about how you can support your child's journey to success! Spanish and Mandarin translation will be offered.

Street Parking Available

For questions about the Student Services Fair please contact Student Services at 650-833-4208 or gdasilva@pausd.org



Por favor acompáñenos a nuestra tercera Feria Anual de Servicios Estudiantiles

Destino al Éxito: Recursos para Ayudar a los Estudiantes a Prosperar

Patrocinado por PAUSD Departamento de Servicios Estudiantiles

Cuando: Jueves, Octubre 8, 2015
Donde: Escuela Intermedia Jordan
750 N. California Ave., Sala MP

Usted aprenderá acerca de:

- Apoyos Académicos**
- Recursos para los padres**
- Educación para la Salud**
- Servicios de Salud Mental**
- Servicios de Actividades Recreativas**
- Oportunidades de voluntariado**
- Servicios de Nutrición**



Los presentadores incluyen: Project Safety Net, Youth Community Services, Educación Especial, Ciudad de Palo Alto, YMCA, DreamCatchers, Palo Alto Children's Theater y muchos otros más!

OCTUBRE 8, 2015

6:00PM - 8:00PM

**SE PROPORCIONARÁN APERITIVOS
CUIDADO DE NIÑOS (5+) GRATIS**

PAUSD promueve entornos escolares donde los estudiantes, empleados, padres y la comunidad trabajan en colaboración para asegurar que cada estudiante esté emocionalmente y físicamente sano, seguro, involucrado y apoyado. ¡Únase a nosotros para aprender más sobre cómo usted puede ayudar a que el éxito sea el destino de su hijo/a! Se ofrecerá traducción en español.

ESTACIONAMIENTO DISPONIBLE EN LA CALLE

SI TIENE PREGUNTAS SOBRE LA FERIA DE RECURSOS PARA ESTUDIANTES, POR FAVOR COMUNÍQUESE CON GIGI DA SILVA, 650-833-4208 O

GDASILVA@PAUSD.ORG



PALO ALTO UNIFIED SCHOOL DISTRICT
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EDUCATIONAL SERVICES

TO: Glenn "Max" McGee, Superintendent

FROM: Markus Autrey, Associate Superintendent

SUBJECT: Weekly

DATE: September 18, 2015

Educational Services

The Educational Services Department and the school principals continue to find a healthy and productive balance between the reactive work of day to day running of the district schools and systems, and the proactive work of identifying and refining the work being done to support PAUSD's vision and goals. These include areas of student learning and opportunities, student access and choice, and finding a healthy and happy balance for students and adults throughout the district.

You will notice this week that the good intentional work continues in the elementary schools in literacy (Language Arts), critical thinking and logic (math), and inquiry (science). I am very impressed with the team of leaders at each of the elementary schools who work so closely and collaboratively with our K-5 Chief Academic Officer, Barbara Harris. At the other end of our educational spectrum, information on course offerings and enrollment at the Adult School can be found in this Weekly update.

Steering Committees have been meeting and identifying key areas that need to be revisited to support the district vision and goals. Discussion areas among steering committees and secondary school departments include:

- Curriculum frameworks in English and math, as well as science, as they plan for the adoption of the Next Generation Science Standards (NGSS).

- Understanding by Design Instructional Framework, which identifies the learning outcomes and the essential questions posed to students as they begin their thinking about those learning outcomes. A variety of strategies and opportunities for students to learn the necessary material will be identified, along with methods to assess whether they have mastered the intended learning outcomes.

- Course alignment and common assessments at subject and grade levels.

- Updating and publishing a Secondary Records Handbook explaining grade reporting, transcript requirements, transfer credits, and a number of other relevant processes. Board Policy and the person responsible at each school or at the district level would be identified.

We will continue to give updates as these ideas become more tangible and impact our students'

learning and overall school experience. The high schools will also be reviewing both schools' current literature and practices regarding academic integrity. This discussion was prompted by the survey data reported at Gunn High School through the Stanford Survey of Student School Experiences. (Palo Alto High School students will take the same survey on September 21.) This was an area of focus based on feedback and the school will also be seeking alignment through best experiences and best practices, with the goal of increasing awareness of the importance of academic honesty. The school campuses continue to be positive places with high energy that reflect the involvement of our supportive community, engaged students, and dedicated staff.

Elementary Education – *Barbara Harris*

Elementary Literacy:

The first meeting of the Elementary Reading Assessment Exploration Committee was held on September 10. The goal of this group is to re-evaluate how we assess our students in reading. When thinking about meeting the Common Core State Standards and implementing the Teachers College Reading Units of Study, our group of teachers and reading specialists are coming together to try out reading assessments, discuss methods and strategies, and determine how we can best use assessment to meet the literacy needs of all of our PAUSD students. At the end of this school year, the group will make a recommendation to either continue using the current Developmental Reading Assessment (DRA) or to move to the Teachers College recommended assessment: The Fountas and Pinnell Benchmark Assessment System (BAS).

Lucy Calkins visits PAUSD:

~This is the Lucy Calkins special invitation for PAUSD Administrators~



Elementary Math Lead Teachers

The group of 29 elementary school math lead teachers represents dedicated teachers who are invested in working closely with the Math TOSA Team to:

1. Align math assessments to common core standards

2. Identify math curricula for teachers to explore this year
3. Explore deeply and practically the 8 mathematical practices

Elementary Math: Trimester 1 Math Assessment Information

Pacing Information

The district math assessment for the end of the first trimester is based on pacing from our currently adopted math curriculum (Everyday Math Bridge Edition 2012). The pacing is based on completion of four lessons per week and teachers starting their math instruction by the beginning of the second week of school. The assessment covers the content covered in the Everyday Math Bridge Edition for the first three units. (In grades K and 1 the assessment will only cover the first two units.)

Common Core Alignment

Questions from the Smarter Balanced Interim Assessment were added for a number of reasons. First is to gradually expose students to the language and types of questions Smarter Balanced requires. Second is to balance out the number of questions per domain included in the assessment. All Smarter Balanced Interim questions were cross-checked with the content addressed in the first trimester of Everyday Math. The Everyday Math questions have been revised to include language that is not specific to Everyday Math. Each assessment, 1st-5th, includes a MARS Task from the previous grade level, which aligns to the end of year standards. This will provide insight into the mathematical practices and problem solving strategies students utilize.

The math leads from each site will be reviewing the current drafts of the End of Trimester 1 Assessment to provide feedback and edit/improve items.

NGSS (Next Generation Science Standards)

South Bay FOSS Collaborative Schools include:

Cambrian, Palo Alto Unified, Cupertino Union, Redwood City, Los Altos, San Carlos, Menlo Park City, San Mateo-Foster City, Mountain View-Whisman, Santa Clara Unified, Newark Unified.

The South Bay FOSS Collaborative is offering a series of professional development opportunities for teachers to explore the Next Generation Science Standards. The first in the series, labeled as NGSS 101, was held on Monday, September 14. Each district was limited to 10 participants. NGSS 102 will be offered in early 2016.

Essential Questions Guiding the Work

How might we individually deepen our understanding of NGSS through developing curriculum and practical application within our classrooms? How might we collaborate to communicate information about NGSS with a broader audience?

We will deepen our understanding of NGSS and STEAM education

Our group will engage in creative STEAM learning experiences, and share resources, projects, community events, and information with each other. We will continue to leverage expertise by sharing learning from conferences, school-wide efforts such as the Hour of Code, piloting new technology such as 3D printing, ideas for arts integration, and the organization of school/community events such as a possible family engineering night.

We will deepen our understanding of NGSS through curriculum development

Our group will deepen our understanding of NGSS standards by further developing our grade level science curriculum unit, which is aligned with CCSS and NGSS. We will further strengthen the components within our units by learning more about Understanding by Design, backwards design, and formative assessment.

We will deepen our understanding of NGSS through implementing new lessons and units

We will deepen our understanding of the instructional applications of NGSS approaches by delivering aligned NGSS lessons and/or units. We will teach lessons in collaboration with other teachers, to reflect, revise, and improve the instructional practices and curriculum.

Adult Education – Katya Villalobos

Fall Quarter 2015:

The ESL program (pre-literacy to advanced levels) began with placement testing in early August and classes started August 24. The program serves over 1,300 students during the fall, winter, and spring quarters. The daytime classes are located at the Greendell campus and the evening classes are held at the Paly campus. In addition, we have the CBET program at Barron Park, specifically to support PAUSD parents. The second half of the quarter begins in October, allowing additional students to enroll.

As part of their on-going professional learning most of the ESL teachers will attend the CATESOL (organization for ESL teachers) conference in November.

The fee-based classes started September 14, including new CTE offerings in the California Medical Assistant and Phlebotomy certification. The classes reflect the changes in adult education with the passage of AB 86 in the 2013-14 state budget:

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate

Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills

Education programs for adults with disabilities

Short-term career technical education programs with high employment potential

Programs for apprentices

Palo Alto Adult School (PAAS) continues its work with the North Santa Clara County Student Transition Consortium, which includes the MVLA Adult School, Sunnyvale-Cupertino Adult School, and Foothill-Da Anza community colleges. The consortium is now transitioning to the requirements of AB 104, the Adult Education Block grant that includes a \$150,000,000 allocation to the consortia around the state. Next week, on September 24 and 25, representatives from the consortia will meet in Sacramento to discuss the implementation phase and decision-making implications of AB 104. Palo Alto Adult School will be present.

**Holly Wade - Assistant Superintendent
Student Services**

Unity Day will be celebrated district-wide on Wednesday, October 21, during Bullying Prevention month. While we all engage in this work daily, this is an opportunity to further promote kindness, anti-bullying and safe school efforts. The theme for Unity Day is “Stand Together.” Last year there were a range of activities that schools engaged in on Unity Day and during the week, including:

- Lunchtime rallies and games
- Library books on kindness that were read in classrooms
- Posters created by children placed around the school
- Hanging a banner on campus

We hope you can join in the activities during the week.

Palo Alto Community Advisory Committee (CAC)

Last Saturday, the CAC hosted a fantastic Back to School welcome picnic for families. CAC President Christina Schmidt organized a lovely event, along with community partners ADA’s Café owner, Kathleen Hughes, and Magical Bridge Founder, Olenka Villareal, which featured great food, ice cream, and a warm and welcoming feeling for all. Thank you to Christina, for all her efforts to ensure that all families and children are a welcome part of our community everyday.

Special Education System Review

Dr. Tom Hehir and Monica Ng, Harvard researchers, have agreed to partner with us to complete a systemic review of the Special Education Department, using both a quantitative and qualitative frame. They will be in PAUSD the week of October 6-9 to set their initial questions and scope to complete phase one of this project. Much like the Minority Achievement and Talent Development work completed last year, we have asked that they help us identify how our efforts to build inclusive schools have improved our outcomes for students, and where we could continue to grow in our practices to ensure *Every Student, Every Day* has access to meaningful curriculum, a welcoming community, and a future they are prepared for where they can thrive.

This is a unique opportunity to identify practices in the systems that are supporting students to fully access the curriculum and be members of their school communities, classrooms, and beyond. It will further our ongoing work to understand the meaning of the least restrictive environment and shed additional light on how a continuum of supports for students identified with disabilities requires unique individual services and supports.

There is a strong parent/community engagement portion to this review, and during the week we will host two events for families to meet Dr. Hehir as he addresses Building Effective Inclusive Schools:

- Parent evening discussion, October 6, 6:30-8:00 p.m. at the District Office
- Parent Coffee on October 8, 8:30-9:45 a.m. at JLS

We hope to be able to reach many families in these two informal settings.

**Brenda Carrillo - Director
Student Services**

Counseling Funding:

This item is provided in response to a board request. The district prioritizes student health and wellness, offering a wide variety of support services, including counseling, outreach, and education. For the 2015-16 school year, counseling costs for PAUSD Student Services are \$ 570,500. These expenses include contracts with mental health providers for no-cost, direct mental health services on site (K-12). Providers include Adolescent Counseling Services (ACS), Acknowledge Alliance, Counseling and Support Services for Youth (CASSY), and Family and Children's Services.

Outreach and support services related to mental health and wellness are also provided to students across the district. Types of services include direct services to promote engagement and psychosocial development, such as those offered by Project Cornerstone, Youth Community Services, AACI, and social work interns. The cost for these services is \$150,000.

The district also offers opportunities for learning to promote health and well-being. These services include parent education and staff development and costs for these types of services are approximately \$55,000.

Social Work Interns:

This year the Student Services office has launched a social work intern program to provide additional support services to students in the area of school engagement. Specifically, the district has partnered with three local universities (San Jose State, San Francisco State, and Cal State East Bay) to have six social work interns provide case management, mentoring, and crisis support to our schools. The interns will be placed at Gunn, Paly, and JLS and will work closely with site teams. The other three interns will support district-wide student engagement and wellness efforts and will be available to schools on an as-needed basis.

Student Surveys (CHKS & PARC):

The Student Services office will be working with sites to administer the California Healthy Kids Survey (CHKS) and PARC surveys in the months of October and November. It is expected that the results of the CHKS will be available in January or February. This year we will be administering the parent and staff versions, as well, in order to better gain a larger community perspective.

504 Coordinator:

In an effort to continue to build positive school climates in which the social-emotional needs of all students are met, the Student Services office has been enhanced. Ms. Lisette Moore-Guerra is the newly hired 504 Coordinator, and will oversee Federal 504s, Uniform Complaint Procedures, and other student services focused programs. Ms. Moore-Guerra brings extensive experience as a program administrator, mental health clinician, and bilingual social worker. She holds a Masters Degree in Social Work from San Jose State University, a Masters Degree in Educational Leadership from Santa Clara University, and is a licensed clinical social worker. Her expertise and leadership will further the Student Services department's ongoing efforts to promote successful and supportive environments for all students.

Important Dates:

The following dates reflect upcoming health and wellness events:

- September 17 – District LGBTQQ Committee (4-5 PM @ the District Office)
- September 21 - Transition Event for incoming 9th graders (Paly HS, 7-9 PM)
- October 8 - Student Services Fair (Jordan MS)
- October 5-16 - PARCs administration (proposed)
- October 21 - Unity Day (all sites)
- November 2-13 - CHKS administration (grades 5, 7, 9, 11)



PALO ALTO UNIFIED SCHOOL DISTRICT
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BUSINESS SERVICES

September 18, 2015

**To: Glenn "Max" McGee
Superintendent of Schools**

From: Cathy Mak (CBO) & Bob Golton (Bond Manager)

Subject: Weekly Report

Paly Performing Arts Center Project

Installation of plaster and paint continues at the exterior walls with a projected completion for early October. The curtain wall staging area is getting setup early next week. Clay tile roofing installation at the pitched roofs is scheduled to begin next week. The installation of asphalt at the new parking lot was completed this week. For the interior, installation of mechanical, electrical, and plumbing continues, along with fire sprinklers, wall framing and door framing. The installation of interior drywall has begun. Here is an aerial picture taken of the site.



Paly Athletic Center Project

The demolition of the Main gym's footing was completed this week. They are expecting to finish the demolition of the small gym's slab and footings by end of this week. The demolition of the pool deck concrete was completed. They are finishing the demolition of the electrical around the pool deck. They will continue to work on it next week. Next week, they will begin grading for the shoring to be installed. Here is a nice aerial view of the site.



Air Conditioning of Gunn Gyms

The Board members and Max received a detailed letter from a Gunn Athletics parent, urging the air-conditioning of the Gunn Gym. This was written during that heat spell that actually closed classrooms in at least one local school district. The principal of Gunn also wrote regarding a game that was “un_____ hot”.

We have the following information:

- Contacted San Mateo and Sequoia School Districts. They have 11 high schools between them, one has an air-conditioned gym.
- Talked to Markus Autrey. He came from Los Gatos High School and reported that the gyms at Los Gatos and Saratoga are not conditioned, but will be! The funds will come from their bond program.
- Don't as of yet have information on Mountain View and Los Alto High Schools
- Talked to Peter Diepenbrock, basketball coach at Paly. Said he didn't know since they play basketball in the winter. He however came back later to talk about the air-conditioning at Bellarmine and St. Francis and some other schools and was interested in the prospect of having the Paly Gyms air-conditioned.
- Gunn High School has a reserve of \$7.2million in bond funds; Paly has \$3.0, to fund this if their FSCs want to do this.

We have taken the following steps:

- Contacted Erwin Lee, our High School architect. He put us in touch with the mechanical consultant, M&W, who will do a study for us. It will take about three weeks and cost about \$10,000. We will then have a cost range.
- Erwin states: “As you know, gyms are typically not air conditioned due to the huge volume, energy consumption, and difficulty in determining a reasonable target design temperature.” Rebecca our

Energy Specialist will be giving us an estimate of the additional cost of air-conditioning. Max suggested 40 days a year but our experience is that if people have air-conditioning, they use it.

- We will be contacting Therma, the Vance Brown mechanical sub, regarding the cost for the Paly Gyms.
- Regarding timeline, there is no problem with Paly since the project is scheduled to be finished in April 2017. Regarding Gunn, it is uncertain that the design and DSA process would be finished by next summer.

Stay tuned.

Stanford d-School Activity at Addison

I was at Addison last night, attending an event advertised as “Designing Our Dream School Parent/Student Event. I went because we have a \$25,000 planning donation there. It wasn’t about big construction, however. Rather, it was looking at the school through students’ eyes and asking them to develop smaller ideas. Amanda Boyce facilitated the event and did a great job. An Addison parent, Stuart Coulsen, led the activity and used the d-School protocol (attached) to lead the group of about 80 parents and students through their process (45 minutes instead of months in a course at the d-School. It was great! The students loved it, the parents loved it and there were some good ideas and others... Here is a sample of the work.

DEFINE PROBLEM STATEMENT (POV)

My daughter _____ who likes to play games **NEEDS A WAY** to find a safe + bigger place to run **BECAUSE** she feels crowded on the blacktop.

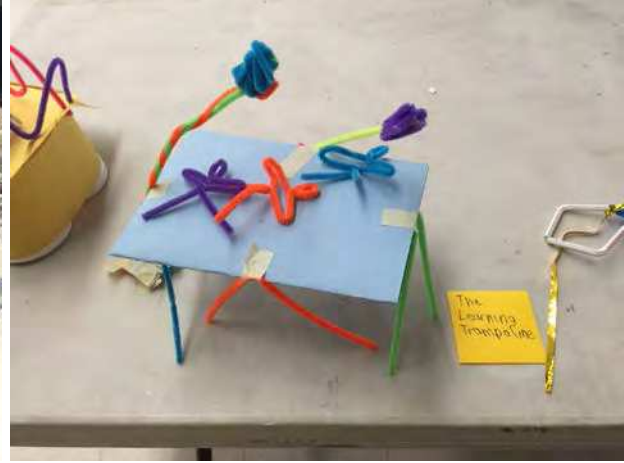
DEFINE PROBLEM STATEMENT (POV)

My daughter _____, a second grader, who loves to swing on the money bars at the big kids structure **NEEDS A WAY** to relax somewhere quiet and comfortable **BECAUSE** other spaces can get noisy and do not always have a place to sit or comfortable chairs.

DEFINE PROBLEM STATEMENT (POV)

_____, my daughter in kindergarten who likes to be very active **NEEDS A WAY** to be playing in a more creative way on the school’s playground. **SURPRISINGLY**, she would like to have animals on the playground even though she mostly is scared of animals such as dogs.

The students then proceeded to build models for their ideas. Here are a couple of pictures from that activity. We have great students and great parents.



School City Liaison Committee Meeting

We had our monthly School City Liaison Committee meeting this past Wednesday, September 16. The topics included Safe Routes to School; Palo Alto Police Department: Traffic/Safety Update; Review of City Transportation Projects Affecting PAUSD: Churchill Avenue, Embarcadero Road, Charleston/Arastradero Road, and Shuttle; Residential Parking Program and Addison School. The parking program affects Addison school, and we have purchased 60 parking permits for Addison. Attached is the power point presented at this meeting.

The next meeting is scheduled for Wednesday, October 14. The tentative agenda topic is City/District Joint Land Use Updates.



**ADDISON
ELEMENTARY
SCHOOL**



**DESIGNING OUR
DREAM SCHOOL**

Interview Designer's Name

User Designer's Name

Your Mission: Design or Redesign a Learning Space at Addison
Start with EMPATHY

1 Interview

4 minutes

[Notes from your first Interview]

2 Dig Deeper

4 minutes

[Notes from your second Interview]

Reframe and **DEFINE** the problem

3 Capture Findings

3 Minutes

Needs: What is the User trying to do? [use verbs]

Insights: What did you learn about your User's feelings and opinions that might inform your design?

4 Define Problem Statement (POV)

3 Minutes

[User's name / Description]

needs a way to _____

[User's need]

Surprisingly // Because // But....

[circle one]

IDEATE alternatives

5 Sketch 5 different ways to change Addison's environment to meet the User's needs

8 Minutes

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6 Review and Discuss your solutions and capture feedback

4 minutes

[Notes]

ITERATE based on feedback

7 Reflect and generate a new solution

5 Minutes

[Sketch your BIG IDEA]

PROTOTYPE and TEST

8 Build your Solution

10 Minutes

[Make something your User can interact with]

[Not Here!]

9 Review your Solution for feedback

4 minutes

+ What worked...

- What could be improved...

? Questions...

! Ideas...

Safe Routes to School Update

City/School Liaison Committee

September 16, 2015

Partnership between City, PAUSD and PTA to:

- *Reduce risk to students on school commute*
- *Encourage more families to choose alternatives to driving solo more often*



Safe Routes to School Program

Reducing risk to students on school commutes through:

- Education
- Encouragement
- Enforcement
- Engineering

Education Overview

- **Kindergarten, first and second grades:** Pedestrian Safety
- **Third grade:** Bicycling Life Skills Unit
 - Two classroom lessons
 - 3rd Grade Bike Rodeo
- **Fifth grade:** Bike and Traffic Safety Refresher
- **Sixth grade:** Drive That Bike

Bicycle Safety Curriculum

- **Third Grade**


- Rules of the Road
- Practicing safety skills
- Bike and helmet checks

- **Sixth Grade**

- Rules of the Road
- Make Safe Choices
- Route planning

Bicycle & Traffic Safety

- Bike Helmet Safety
- Rules of the Road
- Reading the Street



Objectives

- Empower you to make safe choices as a bicyclist or pedestrian
- Reduce your risk of crashes and injury



Summer Bicycling Classes



- **Family Bicycling for children age 5-10**
24 families with children 5-10 years old
- **Middle School Bike Skills**
Over 100 students 11-14 years & their parents

Fairmeadow Elementary School

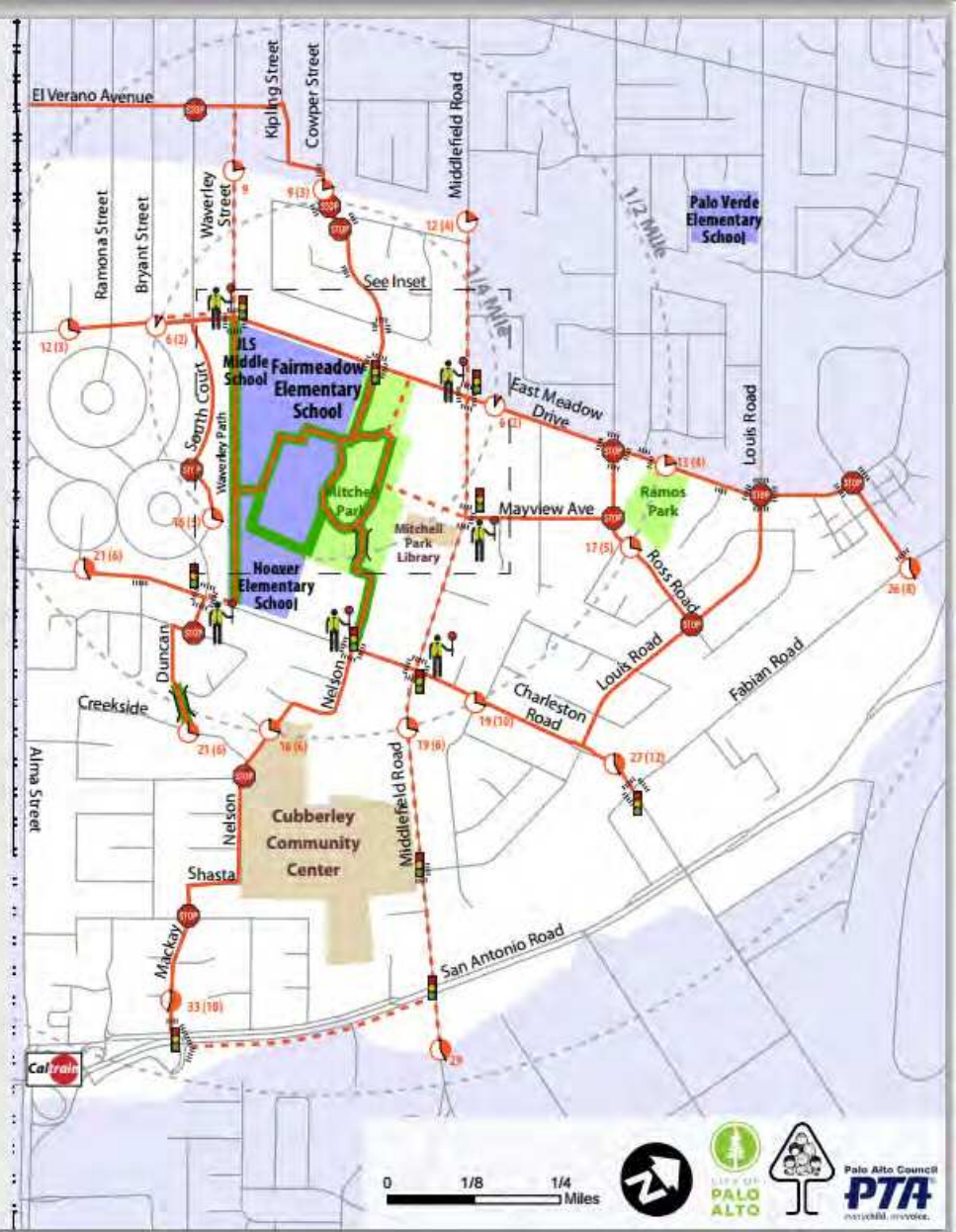
WALK AND ROLL TO SCHOOL SUGGESTED ROUTES

- Suggested Route (Walking and Biking)
- Suggested Route (Walking Only)
- Est. Walking Time (Biking Time)
- Crossing Guard Location
- Multi-use Path
- Pedestrian and Bicycle Access
- Pedestrian and Bicycle Bridge or Tunnel
- Bicycle Parking
- Traffic Signal
- All-Way Stop
- Marked Crosswalk
- Enrollment Area
- Parks and Open Space
- School



For more Safe Routes to School information, please visit: www.cityofpaloalto.org/saferoutes

The Palo Alto Safe Routes to School Partnership encourages parents and students to use this map to explore options for commuting between home and school. Parents are responsible for choosing the most appropriate option based on their knowledge of conditions on the different routes and the experience level of their student.



0 1/8 1/4 Miles



Encouragement: PTA Bike to Middle School Events



High interest from parents and 6th graders
Over 500 bicycles licensed; over 70 bikes serviced
Walk and Roll Maps, Route Planning
Helmet Fitting

Share the Road Posters

Bicyclists, Drivers & Pedestrians

Crosswalk Safety

How to Get a Green Light
on a Bicycle

Seen the New Bike Lanes?




What is a Sharrow?



APPROACHING A CROSSWALK ?

Crosswalks prioritize space on the roadway for people on foot. Whether you are approaching a crosswalk in a car or on a bike, always yield to pedestrians. It's the law.

What to know about crosswalks...

- 1** When approaching a crosswalk, watch for pedestrians and stop well before reaching it. Some crosswalks include flashing beacons to highlight when people are crossing.

- 2** Some crosswalks include a row of triangles before the crosswalk that look like shark teeth. Always stop behind the "shark teeth" if pedestrians are present.

- 3** Yellow crosswalks mean you are in a school zone. Take extra care and watch for children entering the street. Stop well before you reach the crosswalk to help other drivers see children crossing.


Our Palo Alto

If you're on foot...

1. Always use a crosswalk or cross at an intersection.
2. Look left, then right, then left again before crossing once it's safe to do so.
3. Make eye contact with drivers and bicyclists before stepping into the crosswalk. Make sure they've seen you and are waiting for you to cross.
4. Keep your eyes up and your phone down.



Upcoming Encouragement events: Palo Alto Walks & Rolls

Bike Palo Alto 2015: Sun. 10/4 @ El Carmelo

School Walk and Roll events: Mon. 10/5 – Thu. 10/8

www.cityofpaloalto.org/saferoutes

Enforcement Update Fall 2015

- Traffic Team Update
- Adult Crossing Guards
- Updated Police Chief's letter for secondary with Safe Routes to School tips for drivers, bicyclists and pedestrians
- Continuing juvenile traffic diversion program

City Transportation Update

City / School Liaison Committee

September 16, 2015

Project Updates

- PAUSD and City Access Improvements
- Project Implementation Process
- Churchill Phase I & II
- Embarcadero Phase I & II
- Charleston/Arastradero Corridor Project
- City Shuttle

PAUSD Access Improvements



Georgia Path connection to
Gunn High School



Paly Circulation near Embarcadero



Los Robles entrance
to Gunn Bike Path

City Access Improvements



Terman Park Path
Palo Alto - Los Altos connection



El Camino Way
Maybell – Meadow connection

Project Implementation

1. Community Outreach Meetings to gather input and develop concept plans
2. Concept Plan Line Policy Approval
3. Environmental Assessment (CEQA & NEPA)
4. Final Design and Construction Documents
5. Construction

Churchill Corridor Improvements Phase I



- 0.2 mile corridor project connecting Palo Alto High School, Stanford University, and Caltrain Bike Path
- 2013 – 2014 held 2 community meetings and met with stakeholder groups to develop concept plan
- December 2014– Planning & Transportation Commission Approved Concept Plan Line
- January 2015– City Council Approved Concept Plan Line
- Summer 2015 – Environmental Review and Final Design started, coordination with PAUSD and Stanford
- Fall 2015 – October 22, 2015 Community Meeting scheduled; Completion of Final Design, Environmental assessment, and Right of Way acquisition
- Spring 2016 – Award Construction Contract, Construction anticipated Summer 2016

Churchill Bike/Ped Improvements Phase II



- 0.3 mile corridor from Palo Alto High School to Bryant Street Bicycle Boulevard
- Summer 2015 – Need identified to improve Caltrain/Alma/Churchill crossing and to extend bicycle boulevard east to connect with Bryant Street Bicycle Boulevard
- September 2015 – Site Visit with Caltrain, CPUC, and Caltrain staff to review crossing
- October 22, 2015 – Community Meeting scheduled
- Utilizing cost savings from Phase I to begin work, planning and design not fully funded

Embarcadero Road Phase I & II

Phase I- Embarcadero Rd Traffic Signal Improvements- **Completed August 2015**

- New traffic signal at Town& Country/Palo Alto High Intersection
- Signal timing coordination between the driveways at the pedestrian crosswalk and Town & Country
- Curb ramp modifications

Phase II- Embarcadero Road Corridor Improvements **Design (October 2015 – October 2016)**

Capacity and Bicycle/Pedestrian Improvements along Embarcadero Road from El Camino Real/Galvez Street intersection to the Palo Alto High School intersection.

Improvements may include:

- Traffic Signal Modifications
- Roadway capacity improvements
- Sidewalk widening and/or realignment
- Landscaping & Drainage Improvements
- Signing & Striping
- High Visibility Crosswalks on ECR

Charleston/Arastradero Corridor Project



- 2.3 mile corridor project near 11 schools
- Current phase would install landscaped medians, bulb-outs and enhanced bicycle and pedestrian improvements
- Fall 2014 – Spring 2015 – held 4 community meetings and met with PTA groups to develop preferred plan line
- April 2015 – Planning & Transportation Commission unanimously approved concept plan line
- September 28th – City Council meeting to present concept plan line for approval

Palo Alto Shuttle Improvements

- City re-envisioning shuttle service to increase ridership
- Community survey underway, please participate
 - <http://www.cityofpaloalto.org/shuttle>
- Community meeting targeted early November

