



City/School Liaison Committee Regular Meeting Minutes



Regular Meeting
October 16, 2014

The City School Liaison Committee held a Regular Meeting at the City Council Conference Room, 250 Hamilton Avenue, First Floor.

The meeting was called to order at 8:31 A.M.

Present: City of Palo Alto Representatives
Liz Kniss, Vice Mayor, Committee Chair
Greg Schmid, Council Member

Palo Alto Unified School District Representatives
Heidi Emberling, Board Member
Cathy Mak, District Chief Business Officer

Absent: Dana Tom, Board Member
Khashayar Alaei, Senior Management Analyst

Oral Communications

John Fredrich noted that the Minutes for September 18, 2014 said 42,000 houses in Palo Alto thought it was supposed to be 4,200 houses. He discussed the Cubberley Community Center and said it needed to be used for community and educational purposes. It was important to stipulate that this facility was purely for public and educational purposes.

Approval of Minutes

Heidi Emberling, Palo Alto Unified School District, Board Member noted that the minutes said September 9, 2014, but met on September 18, 2014. The minutes for September 18, 2014 had the word "Special" and should say "Regular Meeting".

MOTION: Council Member Schmid moved, seconded by School Board Member Emberling that the City School Liaison Committee approve the minutes of September 18, 2014 with the corrections on the word "Special" to "Regular" meeting and the date.

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MOTION PASSED: 3-0 Tom absent

3. Review Recent City Council / PAUSD Board Meetings.

Heidi Emberling, Palo Alto Unified School District (PAUSD), Board Member noted that the Superintendent proposed a Minority Achievement and Talent Development Task-force Committee. This was a committee of teachers, students, administrators, and community members to look at the achievement gap and to come up with specific evidence-based recommendations. There was further discussion about who would be in charge of these initiatives, what the scope was to be, and what the costs associated with it was. There was an achievement gap between Caucasian and Asian students, versus the Latino and African-American students, and other underrepresented groups.

Council Member Schmid clarified that the initiative was to formulate PAUSD's own standardized testing.

Ms. Emberling answered no; this was a minority and achievement taskforce that was commissioned to close the achievement and opportunity gap and to create opportunities and resources for groups that did not normally get identified for advanced placement classes.

Council Member Schmid questioned how PAUSD was dealing with the disappearance of State standardized testing.

Ms. Emberling remarked that local assessments were continuing; there were formative and summative assessments. Other standardized testing used was the Education Record's Bureau of testing and a PAUSD math assessment. This spring, PAUSD expected their first baseline testing for the Smarter Balance assessment.

Council Member Schmid inquired whether that was State-wide.

Ms. Emberling said yes, but this was going to be the first year since Common Core or Smarter Balance testing. This year was the baseline year and the following year, 2016, was going to be the first comparison year.

Council Member Schmid inquired whether the testing took place in the spring but the results came in the fall.

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Ms. Emberling was unsure how fast the results came back.

Chair Kniss questioned how the old testing was going to combine or enhance the Common Core testing.

Ms. Emberling answered that California Measurement of Academic Performance Progress (CalMapp) or Smarter Balance testing was based on the new Common Core standard.

Chair Kniss confirmed the new testing was called Smarter Balance.

Ms. Emberling relayed that Smarter Balance was the consortium that came together and was made up of the assessment; CalMAPP was the name of the assessment. Schools changed in the 1950's from equal opportunities in schools to now equity in schools. The new Local Control Funding Formula (LCFF) provided concentration for funding for districts that had higher need. Rather than having parody in funding across the State, there was now equity; that meant there was more money received for students that had special needs, such as language learners, foster youth, or groups that required more support financially. This did not affect Palo Alto because they were a community-funded district, not a revenue-funded district; although Palo Alto accessed the funding and were obligated to put together a Local Control Accountability Plan (LCAP). The LCAP identified how the School District was using their funding to support these groups.

Chair Kniss inquired whether more funding was spent on students that were not performing better than other students.

Ms. Emberling replied yes.

Chair Kniss remarked that due to Palo Alto being a Basic Aid District, within the funds, there needed to be dis-equalizing to occur because more funds were given to students that were not qualifying.

Ms. Emberling agreed and said the achievement gap was not a new issue in the School District; they always directed the funding into various efforts. The discussion now was evaluating the programs that already existed and recognizing what was and was not working. The School District wanted to end programs that were not working, create a new programs, or move more funding into efforts that were making a difference. The evaluation and the data were brought to the forefront with the LCAP accountability plans.

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Chair Kniss questioned whether an LCAP depended on the testing and asked how it was determined without doing testing.

Ms. Emberling replied that there were multiple broad measures of assessment, one of which was the standardized testing; others were teaching, para professionals, inclusion, and many other programs. The child needed to be looked at in all aspects and in terms of the measures that were put into place. The School District wanted to better design and implement programs and then go back and evaluate and assess them.

Chair Kniss felt it was difficult to provide the equity.

Ms. Emberling felt that there was a seismic shift in education, regarding the new funding formula and new standards and said many changes were taking place in a short period of time. The LCAPP was in line with the Strategic Plan, which the School District was implementing.

Council Member Schmid noted that the Regional Housing Mandate Committee (RHMC) voted approval of the Housing Element. There were 2,000 new units approved as the City's contribution to the Regional Housing Needs Assessment requirements, 50 percent of those units were on South El Camino Real or on San Antonio Road in Palo Alto. Council was going to revisit this as they went through the Comprehensive Plan, which was going to have an impact on the School District. The RHMC approved the Housing Element, but it was scheduled to go before the full Council for approval on November 10, 2014.

Chair Kniss added that the City was not required to build houses; they were only required to provide designated lots for building. The approved Housing Element was good for seven years.

Ms. Emberling served on the RHMC and learned that it was not a requirement to consider schools when planning housing.

Chair Kniss mentioned there was continued discussions about the Cubberley Community Center.

4. PAUSD Enrollment Report-Review Enrollment Results for Current School Year.

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Cathy Mak, District Chief Business Officer said enrollment for the Palo Alto Unified School District (PAUSD) peaked at 15,575 in 1967, it dropped to 7,452 in 1989, and since then it grew an average of 2.1 percent per year. The growth from 1989 until now was over 5,000 students and the School District wanted to show how enrollment grew since 1990

Chair Kniss recalled the big concern for the School District was declining enrollment.

Ms. Mak said enrollment was growing steadily since 1989. Elementary enrollment growth grew about 34 percent since 1990. It was projected that there was going to be a little over 100 students in the next five years. Middle school enrollment was the fastest growing, it was 185 percent since 1990; high school enrollment grew 71 percent since 1990. Kindergarten through five year-olds had a decrease of 131 students; this was due to a large fifth grade class exiting and a small kindergarten group coming in. There was a decrease in elementary enrollment growth in the last five years because of the new kindergarten age law; it was anticipated that kindergarten enrollment would pick up to normal in the coming year. The School District was expecting about 80 new kindergartners in the coming year.

Heidi Emberling, Palo Alto Unified School District, School Board Member remarked that there were 11 month cohorts of kids for three years. Next year was the first full 12 month cohort.

Chair Kniss questioned whether growth was on the way up to 6,000 students and whether growth began at the kindergarten level; she wanted to know if there was information that included pre-kindergarten growth.

Ms. Mak clarified that she was discussing kindergarten through fifth grade.

Chair Kniss did not see any pre-kindergarten information provided.

Ms. Mak said the younger were included in the kindergarten number.

Chair Kniss clarified that the Young Five program was included in these figures.

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Council Member Schmid wanted clarification on where those figures were included.

Ms. Mak clarified that those figures were included in the elementary enrollment chart and the kindergarten chart.

Chair Kniss was trying to figure out what was going to change next year because the programs before kindergarten were going to continue.

Council Member Schmid requested information on why growth was expected to change.

Ms. Mak answered that since 2012 the State implemented the new kindergarten age law, prior to 2012 students had to have a birthdate prior to December first to start kindergarten. Starting 2012, the birthdate was pushed back one month, it was pushed back a month in 2013, and another month 2014. During these three years there were fewer students eligible to start kindergarten.

Ms. Emberling remarked that PAUSD kindergarteners were made up of more than Young Fives and Transitional-kindergarteners (T-K); people were able to participate in a Young Five program at other school's but these figures included students that participated only in PAUSD's Young Five program.

Chair Kniss clarified that there might be other students that will be in PAUSD's program next year, which will have a final cut-off of September first.

Ms. Mak yes.

Chair Kniss reiterated that there will be three more kindergarten classes needed and inquired whether PAUSD had the capacity.

Ms. Mak answered that there was capacity.

Council Member Schmid requested clarification on why the Young Fives and the T-K numbers rose dramatically.

Ms. Mak explained that the kindergarten classes were based on enrollment, enrollment started in January, and then based on the enrollment, PAUSD determined how many kindergarten classes were needed at each school.

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Council Member Schmid questioned why the first grade dropped by 55 students.

Ms. Emberling relayed that the first grade did not change.

Council Member Schmid noted that the City was looking for demographics and population. Over the last 30 years the School District was growing one or two percent per year. It was important to identify what was transitional, students being in different locations because that might result in changes.

Ms. Mak said she was reporting on actual student numbers and said there were trends that they might not have answers to; the School District was turning their numbers over to a demographer for a projection.

Council Member Schmid clarified that he referenced the Enrollment Report that was released in January, 2014.

Ms. Mak began discussing middle school enrollment numbers and said there was a growth of 165 students. A reason for the increase was a large number of fifth graders were exiting grade school. The School District expected that growth trend to continue for two more years and then taper off. The high schools had a growth of 15 students and PAUSD expected growth in the next five years, as the middle school classes passed through the system. The grade span growth, without the alternative programs, was 59 students. The School District's demographer did two projections, one was conservative and one was moderate; the School District's enrollment was below the demographer's projection, middle schools were above their moderate projection, and high schools were below their conservative projection. The average elementary class size was a little over 22 students.

Ms. Emberling noted that when the demographers did the projections they did not know about the new kindergarten age law.

Ms. Mak added that the demographer included that information in the projections for the last two years.

Ms. Emberling remarked that the demographer did not have all of the information when they made their five year projection.

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Ms. Mak discussed overflow students and said the School District was trying to minimize that number because they overflow about two percent of their elementary students every year.

Chair Kniss inquired if parents were responsible for transportation when students were overflowed.

Ms. Mak replied yes.

Chair Kniss said parents were unhappy about overflow.

Ms. Emberling relayed that PAUSD tried to overflow students within their cluster.

Council Member Schmid noted that overflow grew by 40 percent in the last two years, which impacted City traffic.

Ms. Mak said there was not only enrollment growth, but the growth pattern was uneven. There was a growth of 31 percent in south Palo Alto over the past 10 years, and six percent in the north. There were 17 classrooms available but not where the classrooms were needed most; there were seven available in the north and three available in the south.

Council Member Schmid noted the 10 year enrollment between Gunn and Palo Alto High Schools was higher at Palo Alto High School. This magnified the issue between the south and northern ends of Palo Alto, which related to traffic because students were being moved to the other side of Page Mill Road.

Ms. Mak explained that the high school students did not get overflowed.

Council Member Schmid reiterated that from a traffic perspective, students were being moved across Oregon Expressway.

Ms. Emberling remarked that overflow for the high schools will be looked into when the projections were done the following year.

Council Member Schmid recognized that in looking at the growth for the middle schools, it was clear that the south and western parts of town were the rapidly growing areas.

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Ms. Mak wanted to look at the demographers report by school over the next 5-15 years for more information, but the slow enrollment growth in the northern part of Palo Alto eased the problem a little in the coming years.

Chair Kniss questioned why there were so many elementary schools in the northern part of Palo Alto and one in the south.

Ms. Emberling clarified that the information provided only related to classrooms that were available, and did not include all elementary schools; there were more schools in the southern cluster of town.

Chair Kniss added that there were two big schools that were choice schools.

Council Member Schmid incorporated the discussion of the Housing Element and said housing sites were increasing in the southern part of town.

Ms. Mak relayed that these issues were recognized and said PAUSD was aware of elementary growth for the next two years. There was a committee that was in charge of deciding on a site of the 13th elementary school; they will consider enrollment growth and a facility.

Council Member Schmid noted that the only district in town that did not have an elementary school was the Ventura district, which was part of the Cubberley Community Center negotiations.

Chair Kniss confirmed that the idea of another elementary school opening was still a topic of discussion.

Ms. Emberling agreed and said Barron Park enrollment was low, which was the smallest school, which addressed the Ventura community. The School District was going to look at the potential opening of the Fry's site, versus the potential loss of the Buena Vista part of town, which was 30 percent of Barron Park's population; there were a lot of unknown's in the Ventura district cluster.

Ms. Mak remarked that PAUSD's demographer was looking at the numbers and planned on having a new report ready in December or January. The School District's committee was also going to discuss how to accommodate enrollment growth.

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Chair Kniss questioned whether there was one more presentation from the School District about their final projections.

Ms. Mak planned on presenting their report to the School Board in December and coming back to the City School Liaison Committee in January.

Chair Kniss remarked that it was harder to offer a variety of classes as the high schools got smaller.

5. City/District Emergency Preparedness-Review PAUSD and City Emergency Preparedness Activities and Plans.

Ken Dueker, Director of Emergency Services stated that the City has moved to an "All Hazards Planning Process." They approached this by looking at the community in total; they called it a "Spectrum of Risk". Emergency Services planned for earthquakes, and other things that the community has not considered, at least at the municipal or district level. This was driven by Threat and Hazard Identification Risk Assessment (THIRA). Within THIRA there were three categories on how to identify risk: 1) natural disasters; 2) technological/accidental; and 3) human cause/deliberate. The process allowed the community to rationally allocate the resources to mitigation, response, and recovery; Staff hired an outside agency to identify the major risks for this area. Under the category of Natural Disasters there were: earthquakes, floods, and severe winter storms; Technological: airplane accidents, hazardous spills, urban fires; and Human Cause: major crime, cyber-attack, hostage, assassination, sabotage or theft, and workplace violence.

Council Member Schmid inquired about disease/health.

Mr. Dueker noted Emergency Services was aware of that; he was discussing the baseline risks that the community wanted to prepare for. Pandemic was one of the 15 national planning scenarios that was always planned for.

Heidi Emberling, Palo Alto Unified School District (PAUSD), School Board Member said parents were concerned about school shootings, and asked if that was under the category of Workplace Violence.

Mr. Dueker said yes, depending on the motivation. The other thing to be aware of was kidnapping because there were children in Palo Alto that were of high net worth. Active shooters were on the increase but school shooters were not necessarily the heaviest concern; workplace shootings were the

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bulk of those types of shootings. The methodologies were listed on the City's website under Plans and Reports. Staff was also preparing for Black Swan, which would be a large sun spot that would shoot out enough x-ray and radiation to take down the power grid; that would be the equivalent of an electro-magnetic pulse. The Hazardous Planning Process was updated every two years but was a constant cycle of assessment.

Victoria Green-Lew, Risk Management Supervisor for Palo Alto Unified School District said there were Automated External Defibrillator's (AED) at all of the schools, including portable AED's; AED's were brought out during sporting events.

Mr. Dueker noted that the reason for that was most juvenile cardiac events happened during sporting events.

Ms. Green-Lew agreed and said most of the AED's were close to the field and gyms, although they were all across the campuses.

Chair Kniss wanted to know if training was going to be discussed.

Ms. Green-Lew noted that there was training for all Staff, as well as Cardiopulmonary Resuscitation (CPR) training. There was also AED orientation, which included training the administration to maintain the AED device and to make sure it was in working order.

Chair Kniss wanted to know if there was a record of how often the AED device was used.

Ms. Green-Lew did know of an incident where the AED was used but the machine keeps a record of its use; there was post-incident information report that was kept on the device.

Chair Kniss clarified there was no record of the device being used.

Ms. Green-Lew said the device has not been used.

Chair Kniss thought it was important to know if there was a lot of use and to make sure the machines were maintained. She questioned whether students received training.

Ms. Green-Lew relayed that the device was simple to use.

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Chair Kniss was concerned about students being afraid of using the machine because they were not exposed to it or have not seen it being demonstrated.

Ms. Emberling recognized Stephanie Martinson from Racing Hearts, a proactive health and safety nonprofit that advocates and empowers access to saving lives with AEDs.

Mr. Dueker mentioned a direct radio channel between the School District's Emergency Operation Center (EOC) and the City's EOC.

Ms. Green-Lew said that the communication between the School District and the City was for emergencies.

Mr. Dueker relayed that it did not take a big earthquake to disrupt telephone communication and internet because the networks were not designed to have every subscriber simultaneously use the system. The EOC had similar links to hospitals and other key partners; this was essential for response. In regards to training, the City was participating in the great California Shake Out exercise; people needed to drop, cover, and hold on. It was important for people to cover their neck, head, and face from falling debris. Once the shaking stopped, a person then had to examine the situation to make sure it was safe to evacuate the area. Due to the drought, branches were more prone to come down in an earthquake. He understood that all campuses were going to have these practices implemented by the end of next week.

Ms. Green-Lew said yes, by the end of this week or next week. There were District-wide drills performed twice per year.

Mr. Dueker felt it was good that all people were participating in this State-wide exercise.

Chair Kniss questioned whether there were any lessons learned from the recent Napa, California earthquake.

Mr. Dueker said yes. Some big lessons were a lapse in communication and the amount of time it took the EOC to assess the situation. The Napa City Manager stated he was not sure how much damage there was after the earthquake; there were only so many first responders on a Sunday at 3:00 A.M. As a result, Palo Alto was working on engaging community members to be informants for the EOC. He was working on training for the Community Emergency Response Team (CERT) and Emergency Services Volunteers, which included neighborhood watch and crime safety. These groups were

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given training to assess their neighborhood and relay any information to the EOC.

Council Member Schmid wanted to know if the schools were still the neighborhood site to go in emergencies or for medical care.

Mr. Dueker said it depended on whether the schools were in session or if there were staff around because the mission was to take care of the students and to de-mobilize the school.

Council Member Schmid clarified that he was asking if the school sites were going to become a major place of meeting.

Ms. Green-Lew said yes, there were designated school sites, which included larger schools such as Gunn High School. The American Red Cross designated which school was going to be used.

Chair Kniss asked if all the schools were used.

Council Member Schmid remarked that Gunn High School was far away from a lot of people.

Ms. Green-Lew said there were other schools that were used, mainly the larger schools like middle schools and high schools.

Mr. Dueker added that middle schools and high schools were the normal sites used, if they were safe, but the primary default community shelter was Cubberley Community Center because it did not require school staff to be there; emergencies might happen when school staff was not around, such as a winter holiday. The community shelter would be staffed with City Staff from the Community Services Department (CSD) and emergency services volunteers because the Red Cross has notified Palo Alto that they would not have a lot of staff coming to Palo Alto in an emergency, so Palo Alto had to be ready to implement the shelters.

Council Member Schmid felt like it would be good to have information about this.

Mr. Dueker explained that the information was case dependent; Staff did not want to publish a brochure about where shelters were because there might not be shelters opened. He suggested people knowing who their block

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preparedness and neighborhood preparedness coordinators were so the EOC could get information out real-time through that network. Staff was also able to use 90.1 radio station to broadcast where shelters were established; Staff preferred getting actual information out, as opposed to a static playbook, which might not be accurate.

Council Member Schmid inquired whether there was a place people could go within walking distance.

Mr. Dueker remarked on school maps, which were essential because when Patrol Officers were sent to schools for example, they were often times not familiar with the campuses. If a burglar alarm were to go off in the school library, the officer used a paper map, but the library might have moved. As a result, Staff hired a vendor to automate their maps to do two things: 1) to ensure that the maps were updated on a regular basis; and 2) to make the maps interactive. If the officer were click on a chemistry lab for example, the automated map showed all the hazardous materials in that room; or if an Officer needed to know how to shut off electricity because of a fire, he was able to find it more easily. Mapping and using Geographic Information Systems was best for emergencies and first responders.

Ben Lee, Police Detective discussed Code Red Lock-down Drills as a project that the Police Department was working on with schools, including private schools. Code Red was a process where schools were locked down, classrooms were locked, and barricades were built; it made the students safe within the classroom. If a Code Red happened while a student was outside, then a decision needed to be made to run off campus to get away from the threat. There was training done with the staff at schools that explained what the teacher's role was and what the Police Department would do when they arrived. The Code Red drill was an active shooter type of training.

Ms. Green-Lew appreciated the services that the Police Department provided and said there were planned drills in the past, but staff was comfortable enough to begin unplanned drills beginning next year.

Council Member Schmid thought Code Red was one of the most valuable assets and thought regular training was very beneficial.

Mr. Lee said the Police Department was able to add a second School Resource Officer (SRO); the SRO's role was to try to handle every Call for Service the schools had, even if it involved a student off campus. This was a

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relief for the Patrol Officers because Calls for Service at schools required more time.

Chair Kniss inquired about disputes between teachers.

Mr. Lee relayed there were disputes between teachers and students at times. The Police Department tried to stay as proactive and as visible as possible; their goal was to have more interaction with the students. The SRO's went out to the schools every day and walked around at lunch time; they wore a modified uniform, which included: a blue police outfit, khaki pants, a polo shirt, and their tac vests. Most of the SRO's Calls for Service did not end up in Police action; most of it was mediation, which took more time than the average call. Regarding building relationships, Police Officers were trying to be more proactive by talking to teachers and students, along with other schools within the jurisdiction of the City.

Ms. Emberling remarked that there was also training going on at preschools.

Mr. Lee said there were Code Red trainings at Kehillah Jewish School and Gideon Hausner Jewish School because there were security concerns on the Jewish campuses. The SRO's discussed Earthquake Safety Plans with the International School of the Peninsula; they had two campuses in Palo Alto. Lastly, he discussed the Parent Project, which was a program that was geared toward techniques on how to handle a strong-willed teen. He said the underlying theme of the class was love and support.

Chair Kniss suggested getting more information to the public about the Parent Project.

Ms. Emberling inquired whether the classes were oversubscribed.

Mr. Lee remarked that the classes were always oversubscribed. The Police Department advertised at all of the schools, and there were two classes per calendar year.

Ms. Emberling inquired how SRO's worked with outside organizations on campuses.

Ms. Green-Lew remarked that outside organizations were invited to participate in the drills and to participate with the staff training.

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Ms. Emberling suggested having discussion after a drill because her kids were involved in a Code Red lockdown and did not have a key to a gate that was needed; there was no way of finding things that were needed outside the campus. She suggested discussing what was and was not working and to have CERT groups meet at the school sites so the neighborhood block groups would be more familiar with the schools. She felt a lot of people went to schools for information.

Mr. Dueker answered that there were trainings held often and that it was up to the school to allow trainings to be held at their facilities.

Ms. Emberling thought it would be good for all the CERT and neighborhood groups to meet at the school because it helped bring the neighborhood together.

Ms. Green-Lew said she would work with the schools on that.

Future Meetings And Agendas

Chair Kniss said the next meeting was November 20, 2014.

ADJOURNMENT: The meeting was adjourned at 10:05 A.M.