

BOARD OF EDUCATION

Attachment: Action

16

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

11.10.09

TO: Kevin Skelly, Superintendent

FROM: Ginni Davis, Assistant Superintendent - Educational Services

PREPARED BY: Barbara Lançon, Educational Services Coordinator

SUBJECT: Summary of the 2009 Summer School Program and Proposal for the 2010 Program

STRATEGIC PLAN INITIATIVE

Academic Excellence and Learning

BACKGROUND

This report reviews the results of the 2009 Summer School program and presents to the Board of Education preliminary plans for the 2010 Summer School program.

For more than three decades, Palo Alto Unified School District (PAUSD) has provided Summer School programs for K-12 grade levels. In 1995, Foothill College assumed sponsorship of the District's Elementary Summer School program. The college's sponsorship provided more flexibility in structuring fee schedules and made it possible to provide scholarships for families needing financial assistance. In 2001, due to construction at Foothill College, Foothill ended the contract with PAUSD. An agreement was subsequently reached with the City of Palo Alto to act as our fiscal agent, initially for the PAUSD Elementary program, and as of 2004, to include the Secondary Summer School programs.

2009 SUMMER SCHOOL ENROLLMENT

Total summer school enrollment decreased this year by 54 students. The high school enrollment decreased by 16 students, the middle school decreased by 38 students, and the elementary enrollment remained the same.

In total, 2,841 students enrolled in 2009 summer school classes, 25% of the total district enrollment. The breakdown is as follows:

- 978 students in grades K-5
- 1,269 students in middle school
- 594 students in high school

2009 SUMMER SCHOOL PROGRAM OFFERINGS

Elementary Programs

Traditional Elementary Summer School

The 2009 Traditional Elementary Summer School program provided enrichment and skills maintenance opportunities for 265 elementary students. Classes were held at Ohlone Elementary School. Instruction was organized around a theme that provided opportunities for interdisciplinary

curriculum. Learning activities focused on science, social studies, reading, language arts, mathematics, art, music, and technology. There were two classes for Kindergarten, three at grade 1, two at grade 2, one at grade 3, one at grade 4, one at grade 5, one at grade 1-2 Mandarin Immersion, and one at grade 1-3 Spanish Immersion. We also had four special education day classes in this program.

Elementary Literacy Intervention

This summer, we had 344 students attend the Literacy Intervention program. Twenty-three classes, with a maximum class size of 15 students, were held at Walter Hays for PAUSD students entering grades 1-5, and four entering Kindergarten literacy classes were held at Greendell. Two literacy classes for 23 Spanish Immersion students in grades 1-4 were also held at Walter Hays. Additionally, one Special Support literacy class was offered for Special Education students entering grades 1-5, with a maximum class size of 10 students. A full-time aide librarian supported the literacy classes, and each classroom teacher had a three-hour aide. Student teachers and volunteers from Avenidas Senior Day Health and the community also assisted in the classrooms. The Four Blocks Model for teaching literacy was enriched by the addition of music, movement, poetry, and science content. We also collaborated with Theatreworks to integrate dance with the literacy curriculum. Staff development seminars were provided for all teachers, and over 100 families participated in two, 2-hour parent education seminars in reading, writing, and spelling.

Data from 2008-09 classroom teachers was used to guide each participating student's Literacy Intervention program. *Please see attached report on the Literacy Intervention program.*

Elementary Writing/Arts

This two-week program served 154 students, grades 2-5, at Fairmeadow Elementary School. Each of the six classes was taught for 2 hours by two writing teachers and then for 2 hours by an art teacher and an art aide. Students were actively engaged in writing projects incorporating the theme of "Bee Connected," and participated in hands-on writing activities correlated with the visual arts. We also collaborated with Theatreworks to integrate dance with the writing/arts curriculum. Both writing and art teachers engaged in three days of professional development before the program began and daily collaboration and integrated curriculum planning activities.

Elementary Math Intervention

The Math Intervention program (*Math Mania*) was held at Fairmeadow Elementary School for four weeks for students in grades 1-5. With class sizes of 12-15 students, supported by a student aide, eight teachers worked with 125 students needing help in basic math computation skills and problem solving. Students also participated in an art, dance, or sport elective class. Students were referred to this program by their classroom teachers. Students took pre- and post-tests based on district math standards.

The results of the math intervention program showed:

- The teachers reported the students had more confidence in math and knew more strategies for computation and problem solving.
- The teachers also noticed positive engagement by the students during new lessons and games.
- Most students made significant gains from their pre- to post-test assessments.

- The first grade students made the biggest gain from pre- to post-assessment by moving up by 35%. (They do not take the math facts tests.)
- There was an average gain of 12% by all of the grade levels on their basic math facts.
- Second and third graders made their largest math facts test gain in subtraction while fourth and fifth graders made their biggest gain in division.
- The fifth graders who did the first unit of the *Everyday Math* program made a 26% gain from their pre- to post-test scores.

Please see attached report on the Math Intervention program.

Middle School Programs

The Middle School program was held at Jordan Middle School. Two, 2-hour class periods were held each day, allowing students to enroll for one or two classes. There were 32 different elective course offerings for 1,269 students entering grades 6, 7, and 8, with the most popular courses being *Teenage Gourmet Cooking*, *Public Speaking*, *Reading/Writing Festival*, *Learning Strategies*, *Math Problem Solving*, *Bridges, Towers, and Windmills*, *Graphic Design*, and *Let's Draw Manga*. There were several new middle school classes developed this summer that included *Clarinet Choir and Forensics - Can you Solve a Crime?* This summer, the Palo Alto Recreation Department again worked with PAUSD to hold an after-school summer *Camp J.I.V.E.* for Grades 6-8, and collaborated on the *Future Authors Camp* for middle school students. The relationship with the City of Palo Alto is an asset to the District and continues to allow for creative joint programming.

Middle School Literacy Intervention and Math Intervention

The Middle School Literacy Intervention classes served 73 students, entering grades 6-8, who needed extra help with reading comprehension, vocabulary development, and reading in the content areas. The Math Intervention classes served 89 students, entering grades 6-8, who needed additional support with mathematic skills. The curriculum focused on a review of basic skills as well as fractions, decimal, and pre-algebraic skills.

High School

At the high school level, the basic purpose of the Summer School program has been to serve three categories of students: those who need to make up a class; those who want to improve an unsatisfactory grade; and those who wish to take classes as a way to "make more space" in their schedules during the academic year. The program also provides courses for seniors who need more units to meet the 210-unit graduation requirement.

A four-week (one semester only) summer session was held at Palo Alto High School, serving 594 students. All courses ran for four weeks, 5 hours per day. Twelve courses were offered including such popular classes as *Living Skills*, *Elements of Composition*, *Creative Writing*, and *Introduction to Programming Using C++*. Students also had the opportunity to enroll in a *Verbal SAT Prep* class for no credit.

Students needing to make up a grade or complete coursework enrolled in semester-length courses (5 units) such as *Economics*, *Algebra*, or *U.S. Government*.

Unit-Shy Seniors

Nine students who participated in graduation ceremonies but still needed 5-10 credits to complete their requirements enrolled in this independent study program.

Special Education

Special Day Classes were held at Ohlone Elementary (4 classes), Jordan Middle School (6 classes), and at Paly High School (4 classes). In addition, Special Education students attended OH classes at Briones, classes at Jackson Hearing Center, SDC classes at Barron Park, one SDC at Terman, and a Preschool SDC at Greendell.

PLANS FOR THE 2010 SUMMER SCHOOL PROGRAM

For the past four years, state revenue for the Summer School programs has continued to decrease as a result of the State changing core academic and remedial instructional programs from uncapped to capped. Taking into consideration the new state guidelines, in 2004 PAUSD negotiated an agreement with the City of Palo Alto to have them expand their role as our fiscal agent and to collect tuition for the secondary programs, in addition to the elementary program. For the 2010 Summer School program, the City of Palo Alto will again act as our fiscal agent for both the Elementary and Secondary Summer School programs.

The Summer School program for 2010 will continue to offer enrichment and skills maintenance/development activities, as well as literacy and math intervention classes.

All high school classes will be four weeks, 5 hours per day. This high school schedule will continue to meet the requirements for instructional minutes as established by the State.

PROPOSED DATES

Entering K-5	JUNE 21 – JULY 17	(19 DAYS)*
WRITING/ARTS	JUNE 21 – JULY 2	(10 DAYS)
Entering 6-8	JUNE 21 – JULY 17	(19 DAYS)*
Entering 9-12	JUNE 21 – JULY 17	(19 DAYS)*

** Monday, July 5th, will be a holiday for all programs*

PROPOSED SITES

Elementary Traditional (K-5)	Palo Verde Elementary School
Math Intervention (<i>Math Mania</i>) (1-5); Writing/Arts (2-5)	Barron Park Elementary School
Literacy Intervention (1-5)	Addison Elementary School
Middle School (6-8)	J. L. Stanford Middle School
High School (9-12)	Terman Middle School*

** The High School program will be held on a middle school campus due to renovations at Gunn and Palo Alto High Schools.*

FISCAL SUPPORT

Fiscal support for Summer School programs will continue to be derived from the following sources:

- Tuition from the Elementary and Secondary programs
- State reimbursement
- District General Fund allocation

The current proposal contains a 5% tuition increase for summer school 2010.

Traditional Elementary Program Tuition

Entering K-5 19 days	\$435
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Writing/Arts Program Tuition (two-week program)

Entering 2-5 10 days	\$330
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Secondary Program Tuition

Middle School 19 days	\$435
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High School Tuition 19 days	\$515
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Literacy and Math Intervention Programs

Entering 1-5 19 days	See budget proposal
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Entering 6-8 19 days	See budget proposal
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PROPOSED BUDGET FOR SUMMER SCHOOL 2010

The summer school budget for 2010 is being brought to the Board for fiscal review and action. Following are recommended changes to maintain a high quality summer program while reducing expenditures:

- 5% increase in tuition for enrichment programs
- 5% increase in bus fees for enrichment elementary tuition programs
- Change both elementary and middle school Literacy Intervention and Math Intervention programs to fee based, with the option to apply for financial aid.

Attached are four budget pages for summer school 2009 and the projected budget for summer 2010:

- Budget page A presents the revenues and expenditures for Summer School 2009. State funds were cut by 25%, and therefore, there was a deficit in 2009 of \$135,952.

- Budget page B is a projection for Summer School 2010, with a 5% increase in tuition and allowing for a 25% decrease in state funds. The projected deficit for summer 2010 would be \$179,770.
- Budget page C is another projection for Summer School 2010 with a 5% increase, as well as a recommendation for changing all intervention programs to fee based. Again, allowing for a 25% decrease in state funds, but an increase in tuition payments, the projected deficit for this budget would be \$54,770.
- Budget page D is a breakdown of the expenditures and costs of all the Intervention Programs which total \$311,150, and currently are being paid for by the tuition based programs and the General Fund.

SUMMARY

In past years, the District's Summer School programs have been structured to meet the needs and interests of the Palo Alto Unified School District community. For the 2010 Summer School program, the traditional focus of blending enrichment and skills maintenance will be maintained as intervention programs at all levels continue. A continuing review of offerings, with respect to course enrollments and student needs, occurs as the District strives to maximize program effectiveness and improve Summer School programs at all levels.

RECOMMENDATION

This item was discussed at the October 27, 2009, regular meeting. It is recommended the Board of Education approve the proposed 2010 Summer School budget proposal (Budget page C), which includes the request to make the Literacy and Math Intervention programs fee based; the 5% increase in the tuition schedule; and the program locations as presented.

	Summer '09 Budget	(a) Expenditures		(a) + (b) Total at August 28	Projected Additional Revenue & Expenditures	Summer '09 Total	Summer '08 Final
		Total May 1 - Jun 30	Total Jul 1 - Aug 28				
REVENUES							
State revenue	182,202	0	0	0	182,202	182,202	246,577
Other revenue	-	8,399	0	8,399	0	8,399	
City of Palo Alto - Summer Enrichment	584,634	0	574,142	574,142	0	574,142	533,111
TOTAL REVENUES	766,836	8,399	574,142	582,541	182,202	764,743	779,688
EXPENDITURES							
Summer School Teachers	590,439	12,784	497,260	510,044	0	510,044	515,036
Nurses	-	0	277	277	0	277	0
Principals	32,528	0	38,712	38,712	0	38,712	30,979
Coordinators	36,979	0	6,165	6,165	30,814	36,979	37,891
Total Certificated	659,946	12,784	542,414	555,198	30,814	586,012	583,906
Instructional Aides	46,200	0	50,432	50,432	0	50,432	54,463
Health Aides	-	0	2,191	2,191	0	2,191	0
Custodian	-	0	10,988	10,988	0	10,988	4,762
Clerical	63,529	0	23,181	23,181	30,000	53,181	64,667
Campus Supervision	5,250	0	10,019	10,019	0	10,019	6,934
Student Assistants	20,055	0	8,160	8,160	0	8,160	9,562
Total Classified	135,034	-	104,971	104,971	30,000	134,971	140,388
STRS	48,176	1,038	42,967	44,004	2,542	46,547	45,221
PERS	17,261	0	6,169	6,169	2,828	8,998	9,715
OASDI	11,472	0	6,478	6,478	1,860	8,338	10,193
Medicare	10,528	178	9,140	9,318	435	9,753	10,161
Health & Welfare	10,408	0	1,887	1,887	8,521	10,408	12,800
State Unemployment Ins	1,842	38	1,942	1,980	182	2,162	2,173
Workers Comp Ins	12,669	234	11,974	12,208	1,125	13,333	13,398
Total Benefits	112,356	1,488	80,556	82,045	17,494	99,538	103,661
Classroom/Office Supplies	24,100	13,190	2,422	15,612	0	15,612	12,301
Total Supplies	24,100	13,190	2,422	15,612	0	15,612	12,301
District Printing	14,500	5,309	0	5,309	0	5,309	11,627
Contracted Services	2,800	9,309	6,945	16,254	0	16,254	5,979
Transportation for 2008	20,000	0	0	0	20,000	20,000	20,868
Indirect costs	23,000	0	0	0	23,000	23,000	23,000
Total Services	60,300	14,617	6,945	21,562	43,000	64,562	61,474
TOTAL EXPENDITURES	991,736	42,080	737,308	779,388	121,308	900,696	901,730
Excess (deficit) of revenues over expenditures	(224,900)	(33,681)	(163,166)	(196,846)	60,894	(135,952)	(122,042)

	Summer 2009 Budget	Summer 2009 Projected Total	Summer 2010 Proposed Budget
REVENUES			
State revenue	182,202	182,202	148,312
City of Palo Alto - Summer Enrichment	584,634	582,541	611,668
TOTAL REVENUES	766,836	764,743	759,981
EXPENDITURES			
Summer School Teachers	590,439	510,044	511,000
Nurses	-	277	300
Principals	32,528	38,712	38,800
Coordinators	36,979	36,979	37,000
Total Certificated	659,946	586,012	587,100
Instructional Aides	46,200	50,432	50,500
Health Aides	-	2,191	2,200
Custodian	-	10,988	11,000
Clerical	63,529	53,181	53,200
Campus Supervision	5,250	10,019	10,100
Student Assistants	20,055	8,160	10,000
Total Classified	135,034	134,971	137,000
STRS	48,176	46,547	46,600
PERS	17,261	8,998	9,000
OASDI	11,472	8,338	8,400
Medicare	10,528	9,753	9,800
Health & Welfare	10,408	10,408	10,500
State Unemployment Ins	1,842	2,162	2,200
Workers Comp Ins	12,669	13,333	13,400
Total Benefits	112,356	99,538	99,900
Classroom/Office Supplies	24,100	15,612	16,500
Total Supplies	24,100	15,612	16,500
District Printing	14,500	5,309	6,500
Contracted Services	2,800	16,254	16,000
Transportation	20,000	20,000	20,000
Indirect costs	23,000	23,000	23,000
Total Services	60,300	64,562	65,500
TOTAL EXPENDITURES	991,736	900,696	906,000
Excess (deficit) of revenues over expenditures	(224,900)	(135,952)	(146,019)

Assumptions:

1. 5% increase in tuition equalling \$29,127

Budget page C

**2010 SUMMER SCHOOL 5% tuition increase
\$125,000 fees for intervention programs**

	Summer 2009 Budget	Projected Total	Summer 2010 Proposed Budget
REVENUES			
State revenue	182,202	182,202	148,312
City of Palo Alto - Summer Enrichment	584,634	582,541	736,668
TOTAL REVENUES	766,836	764,743	884,981
EXPENDITURES			
Summer School Teachers	590,439	510,044	511,000
Nurses	-	277	300
Principals	32,528	38,712	38,800
Coordinators	36,979	36,979	37,000
Total Certificated	659,946	586,012	587,100
Instructional Aides	46,200	50,432	50,500
Health Aides	-	2,191	2,200
Custodian	-	10,988	11,000
Clerical	63,529	53,181	53,200
Campus Supervision	5,250	10,019	10,100
Student Assistants	20,055	8,160	10,000
Total Classified	135,034	134,971	137,000
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Workers Comp Ins	12,669	13,333	13,400
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Classroom/Office Supplies	24,100	15,612	16,500
Total Supplies	24,100	15,612	16,500
District Printing	14,500	5,309	6,500
Contracted Services	2,800	16,254	16,000
Transportation	20,000	20,000	20,000
Indirect costs	23,000	23,000	23,000
Total Services	60,300	64,562	65,500
TOTAL EXPENDITURES	991,736	900,696	906,000
Excess (deficit) of revenues over expenditures	(224,900)	(135,952)	(21,019)

Assumptions:

1. 5% increase in tuition equalling \$29,127
2. \$125,000 increase in tuition for fees from Intervention programs students, K-8

2010 Budget for Summer Intervention Programs Pre-K through Grade 8

Program	Grades	Number of Students	Number of Teachers/Classes	Number of Aides	Additional Costs	Year of Inception
Elementary Literacy Intervention	Pre K – 5	339	29	29 adult aides	Principal, Assistant Principal, secretary, custodian; Professional Development for teachers; transportation; supplies	2002
Elementary Math Intervention	1 – 5	125	9	9 student aides	50% Principal, secretary, custodian; Professional Development; transportation, supplies	2002
Middle School Literacy Intervention	6 – 8	86	3 teachers 6 classes	3 student aides	Part-time Principal, Assistant Principal, secretary, custodian; supplies	2002
Middle School Math Intervention	6 – 8	86	3 teachers 6 classes	3 student aides	Part-time Principal, Assistant Principal, secretary, custodian; supplies	2002
Total		636	44 teachers/ 50 classes	29 adult aides, 15 student aides		N/A

Cost of Program:

Elementary Literacy Intervention – \$208,000
 Elementary Math Intervention – \$64,800
 Middle School Literacy and Math intervention – \$38,350

Total costs of all Elementary and Middle School Intervention programs – \$311,150

Palo Alto Unified School District

**Literacy Summer School
2009
Summary Report**

**Prepared by
Pat Dawson
Literacy Summer School Principal**

Program

- “Best practices” for teaching reading, writing, phonics, spelling, and vocabulary, and oral language.
- Read It, Write It, Do It, Say It (based on work with the Lawrence Hall of Science and Exploratorium)
- Literacy/Science focus
- Leveled Literacy Intervention system (used entering 1st-3rd grades)

Sites

- Greendell (entering kindergarten)
- Walter Hays Elementary School (entering grades 1-5)

Classrooms

- 30 classrooms, grades entering kindergarten-entering 5
 - 4 classes of entering kindergarten students (38 students)
 - 2 Spanish Immersion classes
 - 1 special education class (5 students)
- 3 hour instructional aides in all classrooms; 4 hours in special support classes and entering kindergarten classrooms
- Volunteers:
 - Avenidas Senior Day Health tutors
 - Gunn and Paly high school students
 - College students

Students

- 342 students enrolled
- Number of students from each school on attached list

Class Size

- Average 12 students (varied from 8-14)
Determined by student need

Resources

- Piper LaGrelus: TheaterWorks
 - workshops for teachers
 - modeling in classrooms
- Jill Ehrhorn, Palo Alto City Library Educational Liaison, provided library cards, stories and take-home books for all students as part of the Library Summer Reading program
- Leveled Literacy Intervention System (Fountas/Pinnell, Heinemann, 2009)
- FOSS kits
- Seeds of Science/Roots of Reading (developed by the Lawrence Hall of Science/ UC Berkeley Graduate Education Department)

Teacher Seminars

- 28 hours of seminars (2 afternoon sessions in May, 1 ½ days prior to summer school, 2 2-hour sessions after school each week)
- Seminar Topics: On-going kid-by-kid discussions, SIOP (Sheltered Instruction Observation Protocol), TheaterWorks strategies and activities, vocabulary

development, academic language, strategic teaching of reading, identity safety. In addition, teachers shared lessons, strategies, graphic organizers, and other materials with their colleagues.

Trainers

- Pat Dawson, Letiticia Burton, Piper LaGrelus

Parent Education

- Four 1 1/2 hour meetings (all sessions were either translated into Spanish or Spanish sessions were provided)
 - Author Pam Allyn: *What to Read When* (for parents of all students)
 - More than 125 parents attended
 - How to Help Your Child with Reading (for parents of 1st -5th grade students)
 - 60+ parents attended
 - How to Help Your Child with School (for parents of entering kindergarteners)
 - 20 parents attended
 - How to Help Your Child with Writing (for parents of 1st -5th grade students)
 - 45 parents attended
- Presenters: Pam Allyn, Pat Dawson, Julie Saxena, Nina Bailey, Jill Ehrhorn (City Librarian)

Parent Communication

- *The Clue*, a double-sided newsletter in English and Spanish, was sent home on a weekly basis. A “Bridge-builder” providing suggestions on how parents could continue working with their children on reading and writing between the end of summer school and the beginning of the school year was included in the last newsletter.
- Progress Report: Teachers sent home a progress report for each child with specific comments on what the child had learned and what to do for the rest of the summer.
- Other information (e.g. the handouts from the Parent Education Nights) providing suggestions on how parents could help children with reading, writing, spelling, phonics, and vocabulary were sent home in homework folders (upon request) and also were available in the office.

Summary of Literacy Assessment Data

At the end of 19 days of Literacy Summer School, teachers reported the reading levels of the books that they used for instructional purposes; formal assessments were not administered due to the large amount of instructional time required. September DRA assessments will be used to determine any growth that occurred during the summer. Maintaining the year-end reading level is the expectation during Summer School with the goal of increasing each student's reading skills and strategies.

At the end of Summer School, teachers noted that they worked at or above students' May reading levels for all but 3 students. The teachers of the students reporting a decrease in reading levels felt that the reported level in May was higher than the student's actual reading level. (We are continuing work on calibration during the school year.) As the focus of the Special Education class was language development, reading levels were not provided for students in that class.

Observations

This summer proved to be a particularly powerful learning experience for students, teachers, and parents alike. The staff was comprised of a mix of experienced and new summer school teachers, who were all energetic, enthusiastic, highly-skilled, caring, collaborative, and curious. All of the teachers integrated science (many used FOSS kits to pre-teach some of the next year's science concepts), vocabulary instruction, oral language, and theater techniques into their literacy instruction. During after-school seminars, they shared materials and insights, examined student work to determine next steps, read professional articles, and watched and discussed videos of lessons. This high level of teacher engagement in on-going professional discussions led to extremely intentional, focused instruction. The classrooms were always busy and the students were buzzing with new ideas. As an example, entering 1st graders were learning, using, and understanding sophisticated vocabulary words such as viscous, transparent, and translucent when observing and comparing various liquids. Not only did they learn the properties of a gas, but they used the terms spontaneously and correctly. Students explored liquids and solids, insects, reptiles, and plants, talked about them, read about them, and wrote about them. The components led to a growth in literacy skills, vocabulary knowledge, and science conceptual understanding.

Much of the teaching was based on the collaborative work with the Lawrence Hall of Science and the Exploratorium during the 2008-09 school year. "Read It. Write It. Do It. Say It." became the mantra for the teachers. The Do It/Say It piece came to include theater activities provided by Piper LaGrelus, a teaching artist with TheaterWorks, who mentored teachers for a second summer. She worked with each teacher individually to tailor her lessons to his/her curricular focus. Students created tableaux of the water cycle, acted out terms such as "metamorphosis" and the body parts of an insect, and demonstrated the meanings and uses of prefixes, suffixes, and writing conventions (such as periods, capital letters). The active engagement and deep discussion included in both theater and science, especially with the integration of reading and writing led to tremendous growth in the students, including great leaps in self-confidence. Teachers finished

the summer with many new insights into effective instruction and “ah-has” they were eager to share with colleagues at their home sites.

At the end of summer school, teachers noted that working with near-benchmark students in small, homogenous classes led to excellent gains in all areas: reading, writing, speaking, and thinking. They particularly valued the intense collaboration with their colleagues, the big blocks of focused work time, and the science/literacy connection. They found that the children became very engaged in the science experiments and research, which provided a natural link to reading and writing. The addition of the TheaterWorks activities, tied directly to the curriculum, enhanced the learning of the children and provided teachers new strategies for instructing their students during the school year as well as at summer school. Primary teachers who used the new Leveled Literacy Intervention system found it an intense learning experience for themselves as well as the children. The targeted books and support materials proved extremely well-suited to the needs of the summer school students.

Parent Comments

“I want to tell you what a difference this camp has made for my son. He is reading books from cover to cover—something he did not do before camp. His confidence is way up, his interest is way up. His handwriting has improved markedly and he is a proud learner. A quick little story to illustrate: *My birthday is June 25th—by then he had only been attending camp for three days. He woke up in the morning and read me a book cover to cover for the very first time!!!! It will go down as the very best birthday gift I've ever received. That would not have happened if he'd not been attending your summer school program.* Our classroom teacher was amazing. He connected with her and, so importantly, looked forward to going to camp each day. While it was tiring and he was pretty spent after each morning, he'd be up and ready to go the very next day. She would review with me his progress and make excellent suggestions for ways to help him at home. I am sure you don't hear it often enough, so let me say THANK YOU for the work your entire team does in pulling this incredible program together.”

“My daughter didn't feel that this program is specially for those kids who need to strengthen reading and writing. She felt such an interesting program was just like a fun summer camp. Literacy Summer School is a treasure for both kids and parents. We as parents also get educated a lot through those wonderful parent nights.”

“My child learned lots of reading skills. She learned to use tools to help her read. When she practiced each day, it was apparent that she was using these skills, looking at the pictures, following each word with her finger, etc. I think the biggest thing she learned was to be confident. The small class with children of similar ability helped her to express herself and she didn't feel intimidated to try new things. I can't say enough good things about the literacy program. The small class size and experienced teacher provided her with the extra help she needed to progress in her reading and writing. Since participating in this program she is more confident and has started to write in a journal without any encouragement from me.”

“My child learned that he is capable of reading and writing. His confidence level has increased significantly and he has become much more excited about reading. A highlight was seeing him read a thank you card from his teacher all by himself. Thanks for organizing such a great program! My son has made significant gains and is better positioned for the upcoming school year. This is why we moved to Palo Alto last year.”

“1) My son enjoyed summer school and now has a more positive view of school, 2) His writing and reading skills have improved, and 3) he now does not refuse to write. He now doesn’t mind doing his homework reading and actually enjoys reading the books sent home; he shows more interest in reading because he likes the reading materials. He learned that books from school can be fun too. (He used to complain that school books were boring or for girls.) His self-esteem has improved enormously. The dollar reward system was a hit in our house! Not only does he like it, he likes telling me about his winnings! We get to naturally discuss his day based on this system.

“My child learned that reading is not a competition or a number. It is something that she can enjoy. A highlight was my daughter coming home happy about reading.”

“My daughter learned how to write facts in an organized manner. I saw a marked improvement in writing.

“My child learned to read chapter books in paragraphs. He reads paragraphs and stops, so that he can think and imagine/picture the storyline. He begins to like to read, and he slows down on parts that he doesn’t understand. He starts to find Harry Potter books vs movies interesting because they differ. He finally finds reading can be fun and not boring. My child has learned to think. He does not try to rush through reading and be frustrated from a lack of interest. He finds it rewarding to learn techniques to enhance comprehension.”

“My child learned to love reading. He read new authors and really wanted to read every day! He learned to express himself with more than 1 word answers. My son also learned to relax and not take everything so seriously. His teacher was kind and gentle with him. A highlight was when my son said he wants to do it again next year to get ready for Jordan! Also his enthusiasm every Friday when he told us all at dinner about spending his Book Bucks. The program was WONDERFUL. It was well-organized, interesting, helpful, and creative. My son enjoyed going because his teacher made every day exciting and fun. As a parent, I appreciated the communication and parent ed nights. I also appreciate the EXTRA time and training the teachers went through. A HUGE THANKS!”

Pre-Kindergarten:

“My child learned basic, but very important, skills such as writing his name, and to develop his social skills. He learned to initiate a conversation, to follow school rules. He also learned how to listen to directions and talk very confidently. He is now to express himself through words and pictures. It was a great experience for both my child and us, as parents, to learn how to teach our child in a safe, yet very fun way.”

“My child learned how to write his first name. He also knows some common words such as “I”, “the”, “a” and “you” on sight. He learned to share important events that happened in school. He

gained self-confidence socially. He became interested to read, write, and do some coloring. He is engaged and participates more when reading and writing at home. I will continuously help him to engage more in learning activities including reading, writing, and math. I am so happy and we're thankful that this literacy summer program helped my son develop his sense of responsibility as a student and as a person. He has learned a lot of things in the areas of reading and writing which I think are the most important factors that will affect the course of his achievement in school in the near future. We would like to thank you for the time, love, and attention that you have given our child each day. We are sure his self-confidence and readiness to tackle the social and academic challenges will make a big difference in school this fall."

Summer Literacy Students

Enrollment by School and Entering Grade Level

School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Addison	2	5	7	4	1	5	24
Barron Park	4	7	11	9	4	1	36
Briones	1	4	8	2	3	3	21
Duveneck	3	5	6	1	6	5	26
El Carmelo	4	8	10	12	5	5	44
Escondido	4	6	4	2	1	3	20
Escondido SI	—	8	3	5	7	—	23
Fairmeadow	2	8	7	6	9	3	35
Hays	4	9	12	1	2	4	32
Hoover	3	3	6	2	2	0	16
Nixon	2	3	2	3	1	5	16
Ohlone	1	4	8	4	5	4	26
Palo Verde	5	10	0	3	1	1	20
Young Fives	3	—	—	—	—	—	3

**EVALUATION OF PALO ALTO UNIFIED SCHOOL DISTRICT'S
ELEMENTARY MATH INTERVENTION 2009 SUMMER SCHOOL PROGRAM
ANNUAL SCHOOL BOARD REPORT**

INTRODUCTION

Palo Alto Unified School District held its Math Summer School program called “Math Mania” from June 22-July17 at Fairmeadow Elementary School.

PROGRAM DESIGN:

- 4-Week math program for students in grades 1st-5th.
- Students were on campus for 4 hours a day.
- In addition to working on math, students also had the opportunity to choose from three electives: P.E., Dance or Art.
- The Math curriculum was specifically designed by teachers and district math TOSA's to meet the individual needs of Palo Alto's diverse population. (Focusing on: mastery of basic math facts, number sense, problem solving and real world math) This year, teachers also intertwined this curriculum with many games and lessons from our new math adoption, Everyday Math. Several grade levels chose to complete the whole first unit to help frontload this material for some of our neediest students.
- Teachers received professional development from our Math TOSA, Magdalena Fittoria.
- Math Education Night for Parents.
- Open House for families.
- A weekly newsletter from the math summer school principal was sent home for parents to gain a greater understanding of the program and to educate them on ways they can support their children at home.

CLASSROOMS:

- 9 math classes (First Grade Class=1, Second Grade Class=1, Second/Third Combo Class=1, Third Grade Classes=2, Fourth Grade Classes=2, & Fifth Grade Classes=2).
- Class size was 12-15 students.
- Each classroom also had a high school student aide who helped support the student's learning.

STUDENTS:

- Their classroom teachers, principals, and resource teachers referred students to the program and/or they were targeted as a result of low STAR testing scores in Math.
- 125 students participated in the program.
- Total number of students enrolled by grade level:

First Grade	13
Second Grade	22
Third Grade	34
Fourth Grade	27
Fifth Grade	29

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- The number of students from each of the elementary schools are indicated in the table below:

Breakdown of Participants by School:

Addison	8
Barron Park	18
Juana Briones	15
Duveneck	12
El Carmelo	4
Escondido	13
Fairmeadow	9
Walter Hays	12
Hoover	5
Nixon	3
Ohlone	7
Palo Verde	19

COST FOR STUDENTS:

- Student participation is free
- Bus transportation was provided free of charge for students who opted for this service.

RESULTS

STUDENT ACHIEVEMENT OUTCOMES:

- The teachers reported the students had more confidence in math and knew more strategies for computation and problem solving.
- The teachers also noticed positive engagement by the students during new lessons and games.
- Most students made significant gains from their pre to post test assessments.
- There was an average gain of 12% by all of the grade levels on their basic math facts.
- The First grade students made the biggest gain from pre to post assessment by moving up by 35%. (They do not take the math facts tests).
- Second and Third graders made their largest math facts test gain in subtraction while Fourth and Fifth graders made their biggest gain in division.
- The Fifth graders who did the first unit of the Everyday Math Program made a 26% gain from their pre test to post tests scores.
- The chart on the following page shows the pre/post test scores separated by classes. It was collected by Magdalena Fittoria during Math Summer School:

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**Pre & Post Tests – Grade Level Assessments & Basic Facts
Scores = Average Percent (%) Correct**

GRADE	PreTest Grade Level Skills	POST Grade Level Skills	Pre Addition Skills	POST Addition Skills	Pre Subtraction Skills	POST Subtraction Skills	Pre Mult. Skills	POST Mult. Skills	Pre Div. Skills	POST Div. Skills
1	54	89								
2	74.5	80	91	93	67	84				
3	66	82	78.5	94.5	46.5	62.5				
4	60.5	76.5	85.5	95	63.5	81	57. 5	69.5	27.5	51.5
5	47.5	73.5	97	98	79.5	88.5	71. 5	82.5	66.5	76

Data Collected by: Magdalena Fittoria

PARENT EDUCATION:

- Math Education Night was held on July 9th. About 45 parents attended the program. It started with a talk about the summer school program and about the usage of Everyday Math in the classrooms. Then, there were 6 stations set-up in the room where teachers demonstrated different Everyday Math games that parents could play with their children. Each family received a packet with the materials to create all of the games. The parents were also invited into an adjacent classroom where they were taught to log-on and invited to play some of the Everyday Math Computer games.
- Informative weekly newsletter was sent home to all of the families. The newsletter included information about activities going on during the program, and ideas for parents to do with their kids.
- Open House was held on the last day of class. Parents were invited to see their child's classroom and to play a variety of math games with their child. The parents were then escorted to the Multipurpose Room where each class made a presentation about math and the dance students performed.

Melissa Fassler Hauer
Summer 2009

**EVALUATION OF PALO ALTO UNIFIED SCHOOL DISTRICT'S
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PROFESSIONAL DEVELOPMENT:

- Melissa Fassler and Magdalena Fittoria met with teachers prior to the start of summer school to:
 1. Review the math standards and expectations for each grade level.
 2. Provide them time with grade level partners to collaborate and to update the grade level assessments.
 3. Provide games and chapter one lessons from Everyday Math for the teachers.

- During summer school teachers were provided with the following training:
 1. Once a week staff meetings.
 2. Prep time everyday to meet with grade level teachers and/or Magdalena to review curriculum.
 3. Magdalena provided demonstration lessons in every classroom. She assisted with small group activities and Everyday Math games.

EVALUATION QUOTES FROM TEACHERS ABOUT THE SUMMER PROGRAM:

- “It was a positive experience working with Everyday Math and seeing how it runs in a classroom setting. I’m excited to hear about how this frontloading hopefully helps the students.”
- “I would like to see there be a narrowing of the math concepts being taught. Hopefully, this would narrow the range of student abilities to streamline the 4 weeks of instruction.”
- “It was great to get a sneak peak at Everyday Math and see the kids having fun with it.”
- “The principal and the staff were very supportive and it was fun to work with great kids.”
- “I would like to see a better entry assessment.”
- “Magdalena was supportive and Melissa was a great administrator.”
- “It was wonderful working with teachers from other PAUSD sites.”

NEXT STEPS/RECOMMENDATIONS

It is strongly recommended that:

- Teachers should use the Everyday Math Mid-Year Assessment to identify students. This would help standardize the referral process.
- Consult with the authors of Everyday Math to investigate if there are sets of lessons at each grade level that would be best suited for use in our summer school math program.

Melissa Fassler Hauer
Summer 2009