Call to Order

Oral Communications 8:00-8:05AM

Agenda Items 8:05-8:10AM

1. Approval of Minutes- June 23, 2016 and August 18, 2016

2. Review of Recent City Council/PAUSD Board Meetings 8:10-8:30AM
   City of Palo Alto: http://www.cityofpaloalto.org/gov/depts/cou/council_agendas.asp
   PAUSD: http://www.pausd.org/meetings

3. Discussion Regarding Teacher and Public Employee Housing 8:30-8:50AM

4. Discussion Regarding Middle School Athletics Program 8:50-9:20AM

5. Discussion Regarding Cubberley Planning Process 9:20-9:30AM

Adjournment

AMERICANS WITH DISABILITY ACT (ADA):
Persons with disabilities who require auxiliary aids or services in using City facilities, services or programs or who would like information on the City’s compliance with the Americans with Disabilities Act (ADA) of 1990, may contact (650) 329-2550 (Voice) 24 hours in advance.
The Special City School Liaison Committee met in the Community Meeting Room at this date at 8:37 A.M., 250 Hamilton Avenue, Palo Alto, California.

Present: City of Palo Alto  
Tom DuBois, Council Member, Committee Chair  
Cory Wolbach, Council Member  
Khashayar “Cash” Alaee, City Manager’s Office  

Palo Alto Unified School District  
Melissa Baten Caswell, Board Member  
Cathy Mak, District Chief Business Officer  

Absent: Terry Godfrey, Vice President  

Oral Communications  
Chair DuBois: I don't think we have any Oral Communications.  

Agenda Items  
1. Approval of Minutes - May 26, 2016  
Chair DuBois: This first item is Approval of the Minutes.  
Board Member Baten Caswell: I have some handwritten changes in here. Should I just pass this over and say that I move to approve the Minutes with my handwritten changes?  
Chair DuBois: I will second that.  

MOTION: Board Member Melissa Baten Caswell moved, seconded by Council Member Tom DuBois that the City School Liaison Committee approve the Minutes from May 26, 2016 with the written changes provided by Board Member, Melissa Baten Caswell.  
Chair DuBois: All in favor.  

MOTION PASSED: 3-0 Godfrey absent
Chair DuBois: You even changed the (inaudible).

Board Member Baten Caswell: No, no. It was just some places where it said crosstalk.

Chair DuBois: We're going to move Item 2 to the end, which is a review of School Board and City Council meetings. We'll go right to discussion, Item 3, impacts of the new kindergarten schedule.

2. Review of Recent City Council/PAUSD Board Meetings.

Chair DuBois: I think is our last item to discuss, which is sharing recent news.

Board Member Baten Caswell: I believe so, unless you have something else that we don't know about. Do you want me to share?

Chair DuBois: Sure.

Board Member Baten Caswell: What do you care about? We already shared kindergarten, so we don't need to go there. The reason I brought it up is because there's still probably people in the community that are saying this is weird, that we've offered this. It is the standard. I was back East this weekend for my reunion. My friends were aghast that we didn't have full-day kindergarten. It's just sort of interesting when you're in your own bubble. Other things that we have particular community interest, that we've been talking about is the text book exploration for mathematics for K-5. This might not be a City thing that you care about. I'll tell you it's of deep community interest, because mathematics is a deep community interest in this community. We have a process that the Board asked to be slightly modified at this past Board meeting. We would like to have some more community input into the books that are being evaluated.

Chair DuBois: Didn't we recently switch to this new math?

Board Member Baten Caswell: Not so recently, 2009. It feels recently. Once you get older, time moves faster. In 2009, we moved to a new elementary math curriculum. It was a progressive curriculum, and it was significantly different than the curriculum we had had before. Now, we've used it for this many years. We have a survey that went out, that seems teachers are heavily supplementing that math curriculum. It's not meeting—that particular version of the book is not meeting their needs with the new curriculum demands of the Common Core standards. Common Core standards has very particular demands, not just overall but grade by grade. The books we have right now don't match what you're supposed to cover during those grades. We have to move to something new to support Common Core. The teachers have been
exploring eight different potential curriculums. They came to the Board with three that they'd like to do as a pilot next year. The community members on the Committee did not feel part of the winnowing down. The Board direction was we would like to have a process where community members' needs are considered in the winnowing down. If we're only going to pilot three, that's fine. Actually no Board Member had a problem with that number to pilot. We need to make sure that the community requirements are being considered when those books were chosen. That's what's going on. I'm not sure I have more to say about that, except that we do have a process that's documented.

Chair DuBois: I have a brand new question on books. Has there been any discussion about moving to iPads and electronic books?

Board Member Baten Caswell: We've had constant discussion about that. The problem is the publishers aren't there yet with the curriculum that we're looking at. I think when the publishers get to that point, we can move. At the high school, you may know, there is a math program that a lot of the high school teachers are trying right now. That's completely online.

Chair DuBois: I didn't know that. My nieces and nephews, almost all of them are ... 

Board Member Baten Caswell: Do they live in California?

Chair DuBois: No.

Board Member Baten Caswell: We have State curriculum standards and then the Common Core standards. We have to pick a curriculum that's aligned. Our County office has given us a group of curriculum that they believe is aligned, which is different than being compliant. None of those are just an iPad.

Chair DuBois: You're saying California is different than other states on this aspect.

Board Member Baten Caswell: Every state gets to decide how they do this. Right now, there are elementary teachers that are supplementing what we have today, which is Every Day Math Version 3, that are supplementing with other things. Some are supplementing with physical things, and some are supplementing with online things. We're moving towards that, but to move towards that, just to get everyone online, doesn't meet the needs of—I'll just tell you. I talked to a teacher who was frustrated right now. She's a longtime teacher, and she's actually good at math. A lot of elementary school teachers are not that comfortable with math. She's regularly going out to see what she can use to supplement, because she teaches a grade level where there's certain requirements at the end of the year. The books are old books; they just don't
cover some of those things. She has to find content. If you're a less comfortable teacher with math ...

Chair DuBois: You just follow the book.

Board Member Baten Caswell: ... it's just really hard to know what to go look for. We need a curriculum that has the ability to expand and contract as teachers need it. They shouldn't have to be—if they're going to be supplementing, we should tell them there's this thing you can supplement with that has these things in it that will help you hit the requirements. Right now, we're not there. It's sort of a grab bag of things. We did a survey, and there's a grab bag of things that people are using to supplement. You don't want to know that your child at El Carmello is using different materials to get to the end of fourth grade than my child at Duveneck. I think we're in a good place on that. What else is going on? We're moving to make sure that our—next year, our Title I schools and two other schools that are close to Title I will be getting a breakfast program for kids below a certain income level. For kids that are on free and reduced lunch, it'll be free breakfast. That's a new thing for us.

Chair DuBois: How many kids do you expect?

Board Member Baten Caswell: How many kids do you expect in the breakfast program, Cathy?

Cathy Mak, District Chief Business Officer: I'm sorry.

Board Member Baten Caswell: How many kids are in the breakfast program or will be in the breakfast program next year with our new program?

Ms. Mak: We'll provide breakfast at seven of our elementary schools. The target are the free and reduced kids. Typically, let's see. On average 10 percent, but for those schools maybe 15 percent of the population is free and reduced. We're actually open that up for all students, even though the target is ...

Board Member Baten Caswell: If you're not on free and reduced lunch, you still get free breakfast?

Ms. Mak: If you walk up to the table and say I didn't have breakfast ...

Board Member Baten Caswell: This is new. I don't think most of the ...

Ms. Mak: You can't turn kids away.
Board Member Baten Caswell: You can't turn kids away. I thought what we were doing is we were putting it on their card. The kids that are free and reduced lunch just got it free. Kids that are not have to pay. No?

Ms. Mak: No.

Board Member Baten Caswell: That's different than I understood.

Ms. Mak: The target for those kids, particularly because we have that so early in the morning when the Voluntary Transfer Program (VTP) kids come in from the bus, they offer breakfast.

Board Member Baten Caswell: We added this at a request from community members and teachers, who felt that kids weren't ready to learn, that we had enough kids coming in who hadn't eaten breakfast. They're not ready to learn, so teachers and Parent Teachers Associations (PTAs) were providing breakfast bars and stuff. It wasn't consistent; some kids were getting it, and some kids weren't. To add some consistency to it. We probably won't know, even if we are only providing it for free and reduced lunch kids, we don't know what that number is until the school year starts because parents sign up for it. When you fill out your back to school packet with all the stuff, that's when you fill it out. I don't think we have anything else that we've discussed recently that's particularly interesting to you.

Chair DuBois: Cory, did we have anything last month?

Cory Wolbach, Council Member: What have we not done in the last month?

Chair DuBois: I don't think there's been a lot of school-related things. We did our budget overall.

Board Member Baten Caswell: We did ours too.

Council Member Wolbach: We have discussed in this Committee before the Transportation Management Agency that we've set up for primarily Downtown and our increasing effort to encourage Transportation Demand Management and improve mobility for employees and also for residents. We had a really good Study Session with our Transportation Management Association (TMA). Actually not a Study Session, an Action Item session with our TMA recently. I think that was since the last meeting of this Committee. A couple of things, I think, that have come out of that, a couple of things to keep in mind, is that our TMA is not just for employees, it's not just limited to Downtown. That's its current focus, but we discussed it in the future may expand beyond that. We provided some funding for some current programs, around $100,000. We also heard concept plans from the TMA for over the 3-5 years in the range of—if I'm
remembering off the top of my head—around $2 1/2-$3 1/2 million investment in what they can do to improve mobility, again for employees and residents over the next few years with more substantial funding. We discussed maybe expanding it to other parts of the City, bringing in more partners. I just hope that both with the TMA and also with the Stanford Research Park Transportation Demand Management working group, which is kind of a parallel effort that Stanford's taking the lead on, I just hope that the City and the School District each continue to reach out and work closely with those two groups. I think there's a lot of potential benefit for our organizations as we both, as organizations, try to improve mobility options for own employees.

Board Member Baten Caswell: You're reminding me of something that is probably of interest to you. This summer staff is working on an analysis of whether we should open another elementary school, not because of enrollment issues but for other reasons. We will have a presentation in August from staff about what the recommendation is. It's not for enrollment issues.

Chair DuBois: The secondary schools?

Board Member Baten Caswell: We have invested in reducing class size at the secondary level.

Chair DuBois: You've decided not to?

Board Member Baten Caswell: For right now, we're doing, because we believe what's happening is just a bubble moving through, short-term solutions for the bubble, which is not opening other schools.

Chair DuBois: You closed the door on middle and secondary and just focusing on elementary potentially?

Board Member Baten Caswell: For right now. We did close the door on high school for sure. We are investing. Actually we have money to invest next year in some innovative things at the high school level. Keep going. I'm sorry.

Chair DuBois: No problem.

Board Member Baten Caswell: It just seemed to be related to transportation potentially.

Council Member Wolbach: There's actually one other transportation thing that we were just talking about this week, that might be interesting to keep an eye on. We were talking about this mixed-bag project that we've been looking at for a while of maybe adding a bike lane, a bike and pedestrian lane, next to Matadero Creek, which isn't a natural creek. It's essentially a concrete culvert
at this point. We saw a lot of problems with that. This week, we directed staff
to really shift its focus away from that, leaving the door open a little bit for that
but really focusing more on Loma Verde and making Loma Verde more of a bike
boulevard, maybe even doing what's called a Class 4 bike lane on Loma Verde
potentially.

Chair DuBois: A separated bike lane.

Board Member Baten Caswell: Separated. I was just in Vancouver, and they
have those all over town.

Council Member Wolbach: It might be other less dramatic changes or it
might—on the side of the street where there's currently a bike lane during the
daytime and parking that's not heavily used at night, that might get turned into
a two-lane, separated bike lane. We're looking at other options there too. The.idea here is—it's still within the realm of the idea of a Midtown connector to get
basically from Bayshore over to Alma for bikes in a safe way in the Midtown
area. Another part of this that I don't think was well covered in the press was
we also are asking staff to look more into putting a bike and pedestrian
underpass at or around Loma Verde under Alma and the Caltrain tracks. There
would be a crossing across Alma and the tracks midway between Cal. Ave. and
Meadow, where currently there's a 1.3-mile stretch where you can't get across
the tracks.

Chair DuBois: We had a bit of a debate. Meadow was carved off of this. They
are going to do separated bike tracks on Meadow.

Board Member Baten Caswell: They will do that?

Council Member Wolbach: Yeah, we're already doing that.

Chair DuBois: (crosstalk)

Board Member Baten Caswell: I was going to just say just from a priority
standpoint for us, I think Meadow is a much bigger priority.

Chair DuBois: I was arguing for a grade separation on Meadow, because I just
think it would be used much more. If you guys think that's a good idea, it
might be worth speaking up.

Board Member Baten Caswell: I think that's certainly something—obviously we
don't know the pros and cons of it. I mean, I know pros of it; I don't know
what cons would be.
Chair DuBois: It's a question of how many undercrossings we're going to be able to afford.

Board Member Baten Caswell: How many do you think you'll be to afford?

Chair DuBois: We don't know. We're looking at separating the at-grade crossings, and we're talking about this additional $20 million for potentially a Loma Verde undercrossing.

Board Member Baten Caswell: Obviously Churchill is a mess.

Chair DuBois: That's on the list. This is a south of Palo Alto focus, because we have two bridges in north Palo Alto at Homer and Cal. Ave.

Board Member Baten Caswell: From a school perspective—obviously I know there's other priorities. From a school perspective, East Meadow and Churchill are two big problems.

Chair DuBois: That was my feeling, but it was a hard argument.

Board Member Baten Caswell: How would we communicate our interest in that?

Chair DuBois: I don't know when it's coming back. Obviously when the topic comes back, it's a good time to send in emails and comments.

Board Member Baten Caswell: How will we know when that is? You'll alert us?

Khashayar Alaee, City Manager's Office: We can let you know.

Council Member Wolbach: Staff can probably work together on this.

Chair DuBois: We had a meeting, Council of the Whole, which is kind of a special Council meeting. We kind of went over all the priorities. Did you guys have a retreat?

Board Member Baten Caswell: We did too. Our priorities are coming back. The Superintendent is working them into his goals for the year. In August, we will share with you.

Chair DuBois: It might be interesting if you guys have a process that's working. Part of ours is we had a good talk about priorities. It's very difficult to—we vote on items and say we're going to do them. How do you actually manage your work plan and your priorities? I know some other cities have been trying some other ways to manage that process.
Board Member Baten Caswell: We did that much more systematically last year, where everybody gave a value to each priority, and then we said we could only do this many. We just added it up with everyone's value. This year, we did it a little more organically but with a facilitator. Do you use a facilitator for that?

Chair DuBois: No.

Board Member Baten Caswell: It is helpful. It was less systematic.

Chair DuBois: If you draw the line and the Board has voted to do something that's below the line, are you then voting not to do it?

Board Member Baten Caswell: We're voting not to do it this year. That's what we did last year. This year it was a little more organic, and there was more—were you in there all the time? You were. It was pretty organic this year, wouldn't you say? Staff shared all the things they were working on, and it was like a scary list. The Board said we'd also like these things. We sort of said is that more important than what's already on the list. It was more of an organic discussion. Every year, we end up with more than actually is able to be done.

Council Member Wolbach: Sounds familiar. We're also, as you probably know, exploring the possibility of some kind of a transportation funding tax measure, perhaps an employee tax that would not apply to schools, I believe. We're exploring that as a potential ...

Board Member Baten Caswell: For the November ballot?

Council Member Wolbach: For the November ballot. We'll be having a discussion about that on Monday, this coming Monday. We'll see how popular that is on Council on Monday. We've had a committee of four Council Members working with staff on that.

Chair DuBois: Just polling to see how it would do.

Council Member Wolbach: We've had some—we've done two rounds of polling.

Board Member Baten Caswell: You've done some polling?

Council Member Wolbach: It'll be interesting to see how the discussion goes. There's been some discussion about doing it this year versus 2018 and what there are ...

Board Member Baten Caswell: This wouldn't be a business tax; this would be an individual employee tax?

Chair DuBois: (crosstalk)
Council Member Wolbach: It would basically be a business tax.

Board Member Baten Caswell: Who would pay it? Would the businesses pay it or individual employees pay it?

Chair DuBois: Businesses. (crosstalk)

Council Member Wolbach: The business would.

Chair DuBois: (crosstalk) employees. It'd be a different rate for under 100 or under 50 or something.

Council Member Wolbach: That'll be on the agenda for Monday.

Chair DuBois: The idea is it would be a head tax with the money to go to transportation. There's a correlation to (inaudible) employees, you're causing more traffic.

Board Member Baten Caswell: The employees have to work in Palo Alto. If you're HP, it's not all their employees. It's just the ones that work in Palo Alto.

Chair DuBois: Right. There are some business taxes that differ if your headquarters are not—this is a pure, I think, headcount in Palo Alto.

Board Member Baten Caswell: Headcount of Palo Alto.

**NO ACTION TAKEN**

3. Discussion Regarding Impacts of new Kindergarten Schedule.

Chair DuBois: I'm not sure who was going to ...

Khashayar Alaee, City Manager's Office: I think Cathy was going to talk about that a little.

Cathy Mak, District Chief Business Officer: Yes. We have Dawn here. Dawn is Principal of our preschool programs. Maybe you can talk a little bit what the schedule will look like next year.

Dawn Yoshinaga, Pre-K Principal: My school doesn't have—we have transitional kindergarten, but it's not going to affect our schedule per se but the elementary sites. We have that—all of the schools are going to be staying 'til the primary day. All of the bell schedules are, of course, different at the 12 elementaries. It's supposed to go to that time, and then Wednesdays would stay the same at the minimum day. Whatever the primary day ends at each site is a little bit different, but ...
Board Member Baten Caswell: At some schools, the kindergarten day will end maybe 15 minutes before the rest of the primary day. It might not be every school; we don't have that schedule. We need to get that schedule to the traffic people and to the Palo Alto Community Child Care (PACCC) people so that they know for every school. How do we do that?

Ms. Mak: When the principals get back in August, then we'll know the schedule at each school. We post that onsite, and then we'll send that to whoever needs that schedule.

Board Member Baten Caswell: The extended day will not start until October. We get them used to the shorter day—to being in kindergarten before we roll into the longer day. Just to say something that I think I said at the last meeting, almost every school district in the area has a full day of kindergarten. We're not doing something weird. 75 percent of the kindergartens across the country have a full day of kindergarten.

Chair DuBois: Is there any idea of aligning the end times of the different schools? Are they going to be very ...

Ms. Yoshinaga: They'll have different start times as well. That complicates ...

Board Member Baten Caswell: The reason that we have different start times and end times at every school is for traffic patterns across town, so that we don't end up with a mess. That was done in collaboration with the City. Unless there's a reason to address that, we don't have a plan to change that.

Chair DuBois: Every school day will be the same length or they'll be different as well?

Ms. Mak: They'll be close. One of the goals is to minimize the gap in instructional minutes (inaudible) the 12 elementary schools.

Board Member Baten Caswell: Honestly, we have in the past had a gap in instructional minutes, not just in kindergarten. We have hit the legal required number of minutes at every site, but there's some ...

Ms. Mak: Some has had a little bit longer.

Board Member Baten Caswell: There's some differences of how things are done. Wednesday will continue to be a shorter day at every school. That won't be extended; that'll continue to be 1:00 P.M. at every school.

Ms. Yoshinaga: We have a couple of schools that will get out before the primary day, because their day is long enough. There's a 15/50-minute per
week maximum. I think it's Escondido and one other school site that will kind of be a little different.

Board Member Baten Caswell: What will that mean for the City? That will mean that the traffic patterns at the end of the day will be slightly more cars coming in at the end of the school day. Cars might be parking for a while because—we're going to have to figure this out site by site. For the schools that have that 15-minute gap, I would assume we're going to have to figure something out, because for some families they're not going to leave. A 15-minute parking shouldn't be an issue, I don't think, with any (inaudible) we have. I think that needs to be known so that there's not a surprise there, that suddenly there's a bunch of cars parked for 15 minutes. That does mean that weird times of the day, the 11:45s, you won't have a bunch of cars coming to school.

Ms. Mak: The pattern will still continue in August and September.

Board Member Baten Caswell: Until October. That's a good point. It'll be the same until October, and then we'll go to this new pattern. This actually should be easier from a traffic standpoint.

Ms. Mak: Yeah, I would think.

Board Member Baten Caswell: Obviously with some (inaudible), but hopefully we've been having these conversations so we're not surprising with this conversation right now.

Female: No, no, no. Not at all. Not at all.

Chair DuBois: Any other impacts in terms of budget? I guess, you guys have ...

Board Member Baten Caswell: The budgetary impact is we've put some more money against it, because we're going to have some more Physical Education (PE) and aide time and music. It'll be a more enriched program. It should be a great, enriched program. Anybody who's been nervous about it, I think, will change their mind once they see how much more is going on in the classroom in terms of the fun stuff. A lot of people complain that the ...

Chair DuBois: If it's going to be the whole school ...

Board Member Baten Caswell: ... academic thing has just pushed down into kindergarten, and we haven't had any relief to put more fun stuff in. This is going to give some relief to the teachers to spread the academics out and it's going to give the teachers some more resources for the fun stuff.
Chair DuBois: Will you be looking for more volunteers for the kindergarten? (crosstalk)

Board Member Baten Caswell: Yes. For some of the sites, just giving more hours to the existing aides will be a realistic plan. Some sites will be looking for some more aides. Maybe helping us promote that. We actually could use some help promoting substitute opportunities as well. I don't know that we work together on promoting these things.

Ms. Mak: We're also working with PACCC ...

Board Member Baten Caswell: To give some more hours to the PACCC teachers.

Ms. Mak: Right, yes.

Board Member Baten Caswell: I think we're going to have more supervisory needs on the playground as well.

Lisa Rock, Palo Alto Community Child Care Executive Director: Campus supervisors, yeah. Palo Alto Unified School District (PAUSD) reached out to us right away and was very proactive about trying to solve this problem for us and help in some way. We really appreciate that. Our HR department is working with PAUSD's HR department to see if we can get some staff some more hours. It's greatly appreciated.

Ms. Mak: That helps us as well.

Board Member Baten Caswell: I think it's a win-win.

Ms. Rock: Yeah, it's a mutual kind of thing.

Chair DuBois: Why don't we just transition, have you talked about the impacts on kindergarten.

Ms. Rock: I'm Lisa Rock. I'm the Executive Director of Palo Alto Community Child Care and have been for about a month. I've been with PACCC for over 20 years. I don't know how much you guys know about PACCC.

Board Member Baten Caswell: Pretend we know nothing.

Ms. Rock: Pretend you know nothing. We've been in the community since 1974. As the story goes, there were five strong community leaders who said we need quality child care in this community and sort of spearheaded the development of PACCC all those years ago. Over the years, we've grown quite a bit. Currently, we operate 19 child care programs in Palo Alto. We
are a private nonprofit, and we are the largest provider in Palo Alto. We have after school programs at 11 of the 12 elementary school sites. We were very pleased also to meet these guys from Kids Choice; it's my first time meeting them. They are at Nixon Elementary School.

Lorene Scatena, Kids Choice Co-Owner: We start in August.

Board Member Baten Caswell: I knew we were getting new people, but I didn't realize we had them (crosstalk).

Minka Van der Zwaag, Community Services Department: I was going to introduce them, but Lisa can do it for me.

Ms. Rock: We've just met, so I (crosstalk) introduce yourselves. We also have eight infantile and preschool programs in Palo Alto as well. We also receive City subsidies, and we subcontract with the School District to receive State funds to provide child care to low-income families in Palo Alto. We're currently serving approximately 60 school-age children through State funding.

Chair DuBois: I'm sorry to interrupt. Is State funding only for school age or can it be for infant?

Ms. Rock: No. It's for all age groups that we serve. We probably serve about 120 overall, and half of those are at school age. Do you guys want to introduce yourselves or (crosstalk).

Ms. Van der Zwaag: I was just going to start—Minka van der Zwaag, Human Services—just by introducing our providers. The City oversees the contract for the provision of care after school along with having a sublease for one of the portables that's on all of the 12 school sites. The District supports portables on 12 of the sites. We subcontract for care to these two great providers, PACCC and this is Kids Choice, Lorene and Nery. We recently had an RFP process, and they were chosen as the new providers at Nixon Elementary. It's kind of an interesting relation, one provider at 11 schools and one at Nixon. Lorene and Nery are just starting out. Lorene and Nery were also the longtime leaders at the program when it was with the former provider. They are used to being at the Nixon site and have been so for years.

Board Member Baten Caswell: One of the questions that I have gotten from community members is Escondido and Nixon are on Stanford property. We have three-way arrangements so that Stanford agrees that the City of Palo Alto manages this. How does that work?
Ms. Van der Zwaag: We don't have a relationship with Stanford on this. This is primarily with the City and the School District as far as this contract is concerned. As I mentioned, we support one of the portables, and the District supports one of the portables that are on these campuses to provide care. It's primarily ...

Board Member Baten Caswell: Because it's the PAUSD school (crosstalk).

Ms. Van der Zwaag: Since it's PAUSD, that is the way it has happened. This care is provided and started because it's part of the Cubberley lease agreement. Extended care is included in that lease agreement.

Chair DuBois: Is there a reason PACCC doesn't do Nixon? Is that historical?

Ms. Van der Zwaag: It's interesting in how it started. When we started this in 1989, there were different providers at different schools. PACCC had some of the sites. Some other programs had other sites. There was a State-funded program that was at one of the sites. They were actually taking kids that were on the State funding and busing them to one of the sites where the State-funded care was. Over the years as the providers on the sites didn't want to do it anymore, the City would open up a Request for Proposal (RFP). PACCC and others would apply for those RFP. PACCC has slowly acquired more sites. When we did the RFP this time, we got several applications. PACCC, I think because of a change in leadership or other internal business reasons, chose not to bid on the Nixon site. We got three other bids for the Nixon site, and we carefully reviewed them with representatives from the School District and a community committee and City folks. We were very pleased with the application from Kids Choice, and we went with them. That's how it's worked. It's an interesting way that just slowly over the years PACCC has picked up more sites. It was never that one provider had all the sites over the years.

Ms. Rock: If I could add to that. One of the things that we look at—we're not really in the business of just acquiring more sites. That's not really our goal as an agency. We really look to see whether or not there is a need. We go through a strategy screening process to evaluate any opportunity that comes our way. Certainly being a new Executive Director (ED), that was a major consideration in thinking about taking on a new project. There's going to be some work done at the facility where we're housed in this coming year, which was an impact. More significantly, from what we understood, families were happy with the leadership that was there. We aren't in the business of kind of moving in and trying to incorporate programs that are running well and that families are happy with. There was a whole host of things that came into play there as part of our decision-making process, to not pursue that site.
Chair DuBois: Do you have any questions?

Council Member Cory Wolbach: Nope.

Chair DuBois: Could you just clarify on the portables, are you saying you just split the cost of portables or are there actually two portables at every school?

Ms. Van der Zwaag: There are two portables at every school except two. At Escondido and Juana Briones, there's only one portable, the one that the City sponsors. The City leases the land and one portable from the School District, then we sublease to the providers. The providers pay us, in a way, a discounted rate back to the City, and then we make a fuller payment to the School District. The City is subsidizing the cost of quality afterschool care, because over the years we have felt that was an important thing to do, to keep quality and affordable care for parents.

Chair DuBois: It's a little more complicated structure, but it's just a way for the City to funnel funds in essentially, rather than cutting out the middleman and (crosstalk).

Ms. Van der Zwaag: Right. This is part of the covenant to lease for the Cubberley campus. This was negotiated in 1989 as part of that agreement. I'm not sure a lot of the reasoning why we ...

Chair DuBois: That's again, in 1989 the District needed funds and we were looking for a way to help.

Ms. Van der Zwaag: It could be.

Ms. Mak: That was what was going on.

Ms. Van der Zwaag: I can't speak to that exactly. The City just has been really committed to afterschool care and just child care in the community as evidenced by the subsidy dollars through Human Services that we give to PACCC for low-income children and the subsidized rent for one of the campuses that PACCC is on right now. It's the way in which the City has supported child care in the community.

Ms. Rock: I'd like to add to that that the subsidies we receive from the City match dollar for dollar the true cost for care, which is hugely beneficial to members of our community who can't afford quality care.

Chair DuBois: With the all-day kindergarten ...

Ms. Rock: A few things that we're going to have to adjust to as an agency, one of the more significant ones being we're estimating about a $240,000 loss
in revenue and a reduction in hours of quite a number of our staff at the school-age program. We had directors and assistant directors at each site, both of which were full-time positions. We have to reduce our assistant director positions from 40 hours to 30. We also had kinder teachers. These were teachers that would come in when kinders were dismissed and support the program. They were 30 hours; we need to reduce them to 22. One of the challenges that I don't think I thought to put in here is that the mid-October switch will be challenging too, moving forward. We're a little bit adjusted to that because there are a couple of the elementary schools who had already adopted full-day kindergarten. It's not that we're totally unfamiliar with that. From a staffing viewpoint—maybe you guys have something to add to that—it's very difficult because we're going to need folks to be more full-time for a while, and then we're going to have to drop their hours. It's very difficult to hire staff who are interested in that.

Board Member Baten Caswell: Those should be the staff, assuming they have the right qualifications, that would make sense to get extra hours. As we go in October to a higher number of hours, it would make sense. Actually then they already know the kids as well.

Ms. Rock: My understanding too—the elementary schools are probably going to need these folks before October. I don't know exactly what the need is. I think we're all still trying to figure out what our needs are. We have communicated to all our staff the opportunities for aide positions and campus supervisor positions, not substitutes. I think that may have been discussed, so that's something we could also ...

Board Member Baten Caswell: Just across the District, we have a shortage of substitutes. This is a national issue. This is not specific to us.

Ms. Rock: You would need credentialed folks for those positions?

Board Member Baten Caswell: Yes. I believe so. Do we always need credentials for substitutes?

Ms. Mak: Only for teachers, not for instructional aides.

Chair DuBois: Are these people going from full-time with medical benefits to essentially two part-time jobs now?

Ms. Rock: None of our employees will lose their benefits. We don't hire employees at less than 20 hours. All of our employees, except for our substitutes who are not regular employees, are benefitted. Nobody is losing their benefits.
Chair DuBois: It's just the amount of income from (inaudible)?

Ms. Rock: Correct. I think for some, I think, they're trying to figure out what they want to do. We didn't have as immediate reaction to these opportunities through the School District as we thought we might. We're still trying to sort of figure why that is. We do have some full-time positions that have become available. Some of our folks are interested in pursuing those opportunities. I think others are still trying to figure out what the impact is on them and what they want to do.

Board Member Baten Caswell: I just want to make sure that you heard what Cathy said, that you only need certification if you're being a teacher. If you're an aide, you don't need certification.

Ms. Rock: Yes. We've already talked with our staff about aide possibilities.

Board Member Baten Caswell: For substitutes, right?

Ms. Rock: Yeah.

Ms. Van der Zwaag: Is there anything you wanted to add to that conversation?

Lorene Scatena, Kids Choice Co-Owner: The good news is that, being the one just starting out, we were aware of this potentially happening, and we've set up for that. In agreement to the fact that it's still really hard to hire quality staff for such minimal hours. That's where the key is. We're always looking—the key word here is quality, and that's where it becomes difficult.

Board Member Baten Caswell: One of the things that I've noticed in my time in the District is that we do have this cadre of parents whose kids have gotten a little older, mostly moms but some dads, who are looking for opportunities. I don't think these opportunities are well promoted to them. When I talk to parents, they don't seem to know that these opportunities exist. I know even with our aides, it seems like people who know people are the ones that end up getting those opportunities. We could do a better job as well with our aide positions and our substitute positions. I think probably that's true. When you say well qualified, I think we have a lot of well-qualified parents who aren't looking for full-time things.

Ms. Rock: We have some licensing requirements (crosstalk).

Ms. Van der Zwaag: Licensed child care.
Board Member Baten Caswell: Communicating what those licensing requirements are ...

Ms. Rock: They're minimal (crosstalk).

Ms. Scatena: (crosstalk) but very specific though.

Ms. Rock: They are very specific. We could certainly help anybody who was interested in that opportunity understand what the requirements are, what they needed to do.

Chair DuBois: Just so I'm clear, Kids Club is from after school until when parents can come get their kids, and it could be any elementary age.

Ms. Rock: Yes. Our programs are open until 6:00 P.M..

Ms. Scatena: The same with us.

Chair DuBois: Is there any need to extend that? Any demand beyond 6:00 P.M.?

Ms. Rock: It's a good question. I think there are some families who might appreciate a longer day. It, again, is also hard to find people that want to work those later hours in the day. To be honest, that 2:00 P.M. to 6:00 P.M. is not very desired. To 6:30 P.M. probably wouldn't be all that desired either.

Chair DuBois: Just a way to make up hours, you're just going to shift it a little bit.

Ms. Rock: One of the other things that we try to make sure that we understand what families' needs are is before school care as well. We do survey our families periodically to determine what the need is. I think that's something that we haven't done in a while, in a few years. It's time for us to do that again.

Board Member Baten Caswell: Where do you have before school hours? What schools?

Ms. Rock: We don't. We used to years ago. There were some sites where we did. The problem is that typically there might be a small handful of parents who have that need. Talk about difficulty staffing ...

Board Member Baten Caswell: Because you need at least two.

Ms. Rock: Yes, we need at least two. We don't like staff to be alone with children, and they need to be a support to each other if there's an emergency
or something happens. You need two staff, and that's expensive. If you only have five families who have the need, it's not cost effective.

Ms. Van der Zwaag: Often it's just a parent who said, "This week I have one before work meeting. Can I just drop her off for today?" It's not a consistent group of children.

Board Member Baten Caswell: How many do you need for it to be worth your while?

Ms. Scatena: The contract is (crosstalk).

Ms. Van der Zwaag: The contract says eight.

Board Member Baten Caswell: Is that cost effective?

Ms. Scatena: No.

Board Member Baten Caswell: When is it cost effective?

Ms. Scatena: Twelve, 15.

Ms. Rock: Yeah, probably.

Board Member Baten Caswell: It's good for us to know this. I get questions on this kind of thing, and it's good for me to have accurate information.

Ms. Scatena: Just if I could plug in for the teachers. I know they would really appreciate before school. It's a little challenging, just when I've been talking ...

Board Member Baten Caswell: Kids come early, you mean.

Ms. Scatena: Yeah. They have to find a neighbor or somebody to walk their—that's just a challenge for teachers.

Ms. Rock: The only thing there is it's hard to say whether or not for the children that are being dropped off early their parents would be interested in paying for before school care. We don't know how much that would alleviate that problem or not.

Board Member Baten Caswell: I would suspect, if there is interest, it would be certain sites more than other sites.

Ms. Rock: The other issue that we then would find ourselves in is, in essence, it might get some more hours for somebody, but it would also mean ...
Board Member Baten Caswell: It would be split hours.

Ms. Rock: ... it's a split shift, which is super undesirable. Who wants to work from 7:00 A.M. or 7:30 A.M. to 6:00 P.M. or 6:30 P.M.? Nobody.

Chair DuBois: Are you limited to what you can do in the portables? Is it only for afterschool care? Actually the other item today was supposed to be talking about child care capacity. Has there been any thought ...

Ms. Rock: That's all we're licensed for, to provide child care. Did you have some specific thoughts (crosstalk).

Ms. Scatena: Do you mean preschool in the morning?

Chair DuBois: Could you do (crosstalk) or something from 8:00 'til noon?

Ms. Scatena: It is an option actually, but again I think it's also hard for the working parent to have half-day preschool, which is all we could do.

Ms. Rock: The other thing is that you have to have dedicated outdoor space, 75 square feet per child. We can't just use the school facilities for that, because they aren't age appropriate. That's a pretty complicated—we do have that model at one site, Barron Park. We do run a preschool there. They have their own separate, dedicated yard that's all fenced in.

Chair DuBois: We have a shortage of preschools, and now you have all these empty portables most of the day.

Board Member Baten Caswell: That's actually interesting.

Ms. Rock: As after school, when you say empty portables, I know it's not easy to move portables. I know it's a complicated issue. At Escondido and Juana Briones, we have just one portable and a need for more, particularly at Escondido.

Board Member Baten Caswell: Have we had this—Escondido is our biggest site. Isn't it our biggest site or Ohlone? I don't know. It's one of our biggest sites. Have we had a conversation about putting another child care portable over there?

Ms. Mak: Yes, we had conversations, but the answer always comes back no. When we had enrollment growth, there's just no empty room in Escondido that we can delegate for that. We have to bring in a portable. That would take up either play space or grass, plus the cost.
Board Member Baten Caswell: I understand the cost. Escondido is a big site with a lot of space. If you told me Addison, I'd be totally on it. Of course, we have no room for another portable at Addison.

Ms. Rock: Juana Briones is pretty small too, I think.

Ms. Mak: I want to add during the day, most of the schools use their portable for music program for a period of time during the day.

Ms. Rock: That's true. Sometimes meetings take place in the portables in the morning as well, school meetings.

Board Member Baten Caswell: I'd say most of our sites—Escondido is not one of them—are fully utilized in their yard space too during the day. They do different things. They do PE outside. They do recess.

Chair DuBois: You have this $240,000 gap. What's the plan?

Ms. Rock: It's going to be a big learning year for us.

Board Member Baten Caswell: That's a revenue gap. If you change your hours, is that an income ...

Ms. Rock: That includes the change of hours.

Board Member Baten Caswell: It's not really a revenue gap. This is an income gap.

Ms. Rock: Yes. This is money that will no longer be coming into PACCC that was coming into PACCC. This dollar amount accounts for the reduction in staff hours.

Board Member Baten Caswell: It's a net amount.

Ms. Rock: Yeah.

Board Member Baten Caswell: It's the net loss. I'm sorry. I'm just trying to make sure I understand.

Ms. Rock: You're right.

Board Member Baten Caswell: It's the net loss that you have even once you've reduced the number of hours.

Ms. Rock: That's correct.
Board Member Baten Caswell: I know somebody said to me that you get a certain amount from the State for subsidized students. The amount you get doesn't fully pay for the cost of those students.

Ms. Rock: Does not even cover half. The last bullet here actually addresses that. That is a concern for us. The concern around that gap, that funding gap has been building over the years, but it's reached a point where, as an agency, our Board is having a lot of discussions about whether or not we can continue to sustain that.

Board Member Baten Caswell: That subsidy money comes in per child. Is that how it comes in?

Ms. Rock: It comes in per child. There is no particular reimbursement rate per child which is less than half the true cost for care.

Board Member Baten Caswell: Having less subsidized kids doesn't help this problem.

Ms. Rock: Nope.

Board Member Baten Caswell: Does providing less of a subsidy help this problem?

Ms. Rock: There are State guidelines for how families qualify. Some families do have a small copay, but in most cases families that qualify are making—we're talking about really low-income families. The State limit is (crosstalk).

Board Member Baten Caswell: It's fully subsidized. If I'm a low-income ...

Ms. Rock: In most cases, yeah.

Board Member Baten Caswell: That's interesting.

Chair DuBois: You said less subsidies doesn't help?

Board Member Baten Caswell: It sounds like less doesn't help, because ...

Ms. Rock: It doesn't. It's a per child rate. We get a lump amount, so there's a certain amount of dollars that we receive each year.

Board Member Baten Caswell: But you have to do a certain amount of kids.

Ms. Rock: Correct.

Board Member Baten Caswell: If you do less kids, you get less money.
Ms. Rock: Correct. There is some advocacy at the State level. It's also the same reimbursement rate per child across the state. The cost for care in Fresno, as an example, is not the same as it is here in Palo Alto. There is some advocacy work to allow—I should say it's from Santa Clara County—more flexibility within the County, so that we could have a higher reimbursement rate per child.

Board Member Baten Caswell: This seems like one of those horrible situations where you're told to give free child care to a group, but you're not given enough money to do that, and you're told to go find the money. In any logical kind of scenario, you'd say if we have less money, then they just have a subsidy. They wouldn't have full reimbursement, but you're telling me that is not a possibility. This seems sort of like a losing proposition for a lot of the players.

Ms. Rock: Yes. I think there are child care providers who now are no longer taking on the State program for that very reason. They simply can't afford to. That's the crossroads that we're at as an agency too. Any additional loss in revenue makes it all the more difficult for us. We can't continue to place the burden of this on the backs of full-fee families and our staff in terms of the salaries that we can provide. It's become a critical issue for us.

Board Member Baten Caswell: If your Board decided that you no longer wanted to participate in this program, you just would not have subsidized child care?

Ms. Rock: We have the subsidies from the City.

Board Member Baten Caswell: There is subsidies from the City.

Ms. Rock: It would be a loss of about 120 families in our community that need care.

Chair DuBois: You don't want to do that. It's the people that need it the most.

Ms. Rock: It's a major part of our mission. This is a huge issue for us. Very, very concerning.

Council Member Wolbach: How many families in the community was that again?

Ms. Rock: About 120 through the State program.

Chair DuBois: You laughed, but do you have ideas on bridging this gap?
Ms. Rock: We're always fundraising, but we don't have a fund development director, and we are not a fundraising board. We raise about $80,000 a year. That doesn't go very far towards that close to $500,000 gap. Of course, we would love to have conversations with anyone who would be able to help us figure out this problem.

Chair DuBois: Do you currently get Human Services Resource Allocation Process (HSRAP) funding?

Ms. Rock: I think we used to. You might be able to speak to this better than I.

Ms. Van der Zwaag: They used to receive HSRAP funding, and then we pulled both PACCC and Avenidas out of the HSRAP program. They are just direct service providers with the City now. That means they don't have to compete as part of that HSRAP process with all the much smaller agencies. They receive a little over $450,000 of just General Fund money for the child care subsidy program that the City offers.

Ms. Rock: One thing to consider too is that if it got to the point where PACCC or there wasn't a provider that could manage the State program and still survive financially doing so, once we give that money back to the State, we probably won't get it back. It's a serious consideration along those lines too, if those funds get released. We're having conversations. We're working on the problem, but it's a big one.

Board Member Baten Caswell: What's the profile of the 123 families? Where do they live?

Ms. Rock: They live and work in Palo Alto. Most of them are working families in the area, and many of them do live here. I can't tell you the exact numbers off the top of my head, but I could probably get that information for you.

Board Member Baten Caswell: I'm not sure that changes how we look at it. I'm just sort of curious.

Ms. Van der Zwaag: You're thinking if it's one school base or ...

Ms. Rock: For all the schools ...

Board Member Baten Caswell: If there's some pattern there.
Ms. Rock: For the 60 that are in the school-age programs, they're Palo Alto residents—some may be transfer students—because they're in the school-age programs. They have to be ...

Board Member Baten Caswell: Sixty of the 120 families are in the school-age program.

Ms. Rock: They have to be within the School District to attend our afterschool (crosstalk).

Board Member Baten Caswell: How many kids does the 60 families represent?

Ms. Rock: Sixty kids.

Ms. Mak: Lisa, the State funding, is that for the whole 120 kids or just the 60 school-age kids?

Ms. Rock: The 120. It's also preschool ...

Board Member Baten Caswell: Which would include some preschool.

Ms. Rock: ... and some infant/toddler. We try to minimize the infant/toddler. The other thing is there are two reimbursement rates, one for what is considered preschool and school, and another one for infant/toddler. I'm sorry; I said that wrong. For preschool and another one for infant/toddler and school age, the reimbursement rate is a little bit different, but still not close to what the true cost for care is. Infant care is more expensive. If we have children enrolled through the State program in our infant programs, we're losing even more money.

Chair DuBois: Is there much demand for preschool, for 4s and 5s, that's again not all day necessarily, but maybe three-quarters of a day?

Ms. Rock: I don't know that I have specifically that kind of information. Most of our families are seeking full-time care. Most of the families that we serve are dual-working families. I have to assume that's probably (crosstalk) or single-parent families who need full-time care.

Board Member Baten Caswell: I know that when we used it, we could have gone part day. My son saw his friends get to stay the whole day, so we ended up signing up for the whole day. He stayed sometimes the whole day. I bet we weren't the only family who had that.

Ms. Van der Zwaag: With our providers in town, we have on the child care list that the City manages over 90 providers, home-based and center-based.
Several of those do have part-day programs. The City is looking into, through our recreation department, having a non-licensed, maybe three-day-a-week, half-day program that meets some of the needs of socialization but doesn't really fall into the description of preschool. We had some of those type of programs in the past and actually had really good enrollment.

Chair DuBois: I'm thinking more about filling in the gap, using these portables and having staff there for a longer period of time without kindergartners, say 5s.

Ms. Van der Zwaag: Like I said, if it's non-licensed—it's very hard for us to run an ongoing, I think, non-licensed program within a licensed facility. Licensing really does not like that. During the summer months, the City—in our lease agreement with the providers, we have the ability to use some of those portables during the summer. Obviously, that's not a year-round program.

Chair DuBois: I'm sorry. You're losing me on the licensing. PACCC is licensed, right?

Ms. Van der Zwaag: Right. If another provider ...

Chair DuBois: No. I'm saying if PACCC handled 5-year-olds and had extended hours, would that fill your revenue gap?

Ms. Scatena: Like transitional kindergarten?

Chair DuBois: Yeah.

Ms. Rock: Again, I think there are certain space requirements, outdoor, dedicated space requirements outdoors that could be extremely problematic there.

Ms. Yoshinaga: Currently, we have all of our transitional kindergarten kids at Greendell, which is where I am, which is a free program.

Board Member Baten Caswell: This third item here should become much less of a problem, because we're not going to have multiple release times.

Ms. Rock: I'm hopeful I don't have misinformation here. It was communicated to us that at Ohlone and Hoover there will be one or two days a week when the kinders are actually going to get out—maybe this is the amount of hours they can be there issue, 15/50 or whatever.

Chair DuBois: Didn't you just say it was ...
Board Member Baten Caswell: I think we need to check on that. If that's true, I would say the Board would be surprised.

Ms. Rock: Our understanding is that there are a couple of programs where kinders will be getting out around 12:30 P.M. or so. That required a couple of days a week or ...

Board Member Baten Caswell: Let's check on that.

Ms. Rock: Not a couple days a—that's my understanding. We could be completely wrong about that.

Board Member Baten Caswell: Let's check on that, because we were told that it would be a 15-20-minute gap. We weren't told that it was going to be ... Unless somebody that's here knows this for sure.

Ms. Yoshinaga: I did try to get Nicky—I did get Hoover on the texting this morning. I have that schedule, but I didn't get Nicky for Ohlone. For Hoover, for instance, the kinders get out at noon until October 10th. After that, they will go every day until 2:00 P.M., except for Wednesday which is 12:00 P.M..

Board Member Baten Caswell: It will be a consistent time.

Ms. Rock: Wednesday, it's 12:00 P.M.. Is the rest of the (crosstalk) 12:00 P.M.?

Board Member Baten Caswell: Every school's Wednesday.

Ms. Rock: The rest get out at 1:00 P.M.?

Ms. Yoshinaga: On all sites, the minimum day, whatever time that ends on Wednesdays will stay the same.

Board Member Baten Caswell: The 1:00 P.M. on Wednesday is true of every single ...

Ms. Rock: Is it 1:30 P.M.?

Board Member Baten Caswell: It may be 1:30 P.M. at some schools and 1:00 P.M. at others. There's a shorter day on Wednesday for every school for every student. That's not going to change.

Ms. Yoshinaga: Hoover's is 12:00 P.M. because they start at 8:00 A.M. It's much earlier.
Ms. Rock: It just is another staffing complication for us. It's a couple days a week we have to have staff there longer than the other days.

Board Member Baten Caswell: It's only one day a week, and it would be the same as what we've been doing. I'm sorry (crosstalk).

Ms. Rock: For Wednesday. Our understanding is that—this is probably where we need to get some clarity around whether or not there are a couple of sites where kinders might be getting out a little earlier. Maybe that was just until October. I'm not sure about that. (crosstalk) ...

Board Member Baten Caswell: Let's clarify that. My understanding ...

Ms. Rock: ... school-age program coordinator is out there.

Board Member Baten Caswell: ... is once October hits, four days a week is the same time, and that should make it more consistent. It definitely will make it more consistent, since we've had a different time every day.

Ms. Rock: It'll still provide us ongoing challenges each year, but these are challenges we've had at a couple of sites already, that we've kind of adjusted to, a need to staff longer for the first couple of months of the year and then not as much. I don't know if that's an issue for you guys too. It is what it is. We just wanted to be sure you knew.

Board Member Baten Caswell: We certainly want to work with you. You guys have been fabulous support for our schools. We're very lucky that we have child care onsite. I know that there are other places where that's not the case. Since my kids have gone there, I've seen as a parent how great that is and how great you run your program. Let's continue to work with you.

Ms. Rock: We are so grateful for our partnerships with the City and the School District. Both groups are a huge support to our agencies and also help us meet an important mission, not just for our agency but for the community, to provide accessible care. This is a community that that's very difficult to do. We appreciate all of that support.

Chair DuBois: Minka, we have this thing where we were leasing land and portables for an extended period of time for afterschool care. Now, we're doing it for a shorter period of time. Does the lease actually specify how many hours? I'm just wondering if we need to route more money to PACCC.

Ms. Van der Zwaag: That's a good question. I'll have to check with real estate on it. They handle that aspect of it. I can check with them on that.
It's a certain dollar amount per square footage. I'm not sure if the time factor is in there. I hear where you're going in trying to support the organization.

Chair DuBois: The (crosstalk) and the City kind of supporting this. Since we're renting it for less time, then we can all agree we'll route less money there and more money there, and see if we can make it work.

Ms. Van der Zwaag: Subsequently, I think the payment to the School District would have to be reduced.

Chair DuBois: That's what I'm saying.

Ms. Van der Zwaag: If we're getting less money from the provider, that would be a greater ...

Chair DuBois: We're renting it for less hours a day, so we'd pay less to the school and pay more to child care. I don't know. Just an idea.

Ms. Van der Zwaag: I hear you. I will check with real estate on that as far as the intricacies of that part of the lease agreement.

Chair DuBois: We've had kind of a free-flowing discussion here, which has been great.

**NO ACTION TAKEN**


Chair DuBois: The fourth item, at least for me, was more about toddler care, infant care and preschool. I don't know if you guys are prepared to talk about that. I was hoping to have a discussion about the level of demand we're seeing versus supply and where we are as a City.

Lisa Rock, Palo Alto Community Child Care Executive Director: We always have wait lists, and pretty healthy ones. I would say there's a demand at all age groups. Infant care tends to be the most impacted, because there are fewer spaces. The reason ...

Minka Van der Zwaag, Community Services Department: The staffing level's lower.

Ms. Rock: It's a 1:4 ratio. The State requires a 1:4 ratio.

Council Member Wolbach: The facilities have to be different too. Right?
Ms. Rock: The indoor space requirements are the same, but the types of furniture and materials that you would have would be different. You'd also need cribs and things like that.

Chair DuBois: Do you need outdoor for infants?

Ms. Rock: You do. Yeah, you do need outdoor space for any age group.

Chair DuBois: Is it less for infants?

Ms. Rock: No, it isn't. Is there a need for more infant care in the community? I would say probably. It's also the most expensive care to provide as a provider. It's a money loser. We don't make money; we lose money in those programs.

Chair DuBois: Probably, not definitely?

Ms. Rock: If it weren't for our school-age programs, that are the ones that bring in actual profit, then we wouldn't be able to run them at the quality that we do. Let me put it that way.

Board Member Baten Caswell: There's a complication too, just a demographic complication. That is the number of children in this area is going to shrink for a little while. It's shrinking across California; it's shrinking across the Bay Area. We believe it's shrinking in Palo Alto. Whatever you think about here, you have to think about something that's flexible, so that you don't end up staffing up for something that you don't have the need for.

Chair DuBois: I'm asking—not that you would take this on, so don't do it with your mindset of running it. For instance, in the City side, if we're approving office buildings, if we know there's a demand for infant care, should we be thinking about putting preschools into offices and things?

Ms. Van der Zwaag: The interesting thing is—this is related to what you're saying—we are trying to start discussions with the City Manager to have a child care master plan and complete that in the next year. I think that will really help in answering some of the questions that you're raising about accessibility, availability of quality child care along the spectrum. It's been a long time since we did a child care master plan. We did kind of an assessment of wait lists about two years ago. That was the last time we did that. Wait lists are a difficult thing to measure, because many parents in our community are able to pay some of those registration fees. They may be on five, six, seven wait lists, but when you start working through it, they've found another spot. I think it's a real good question to look at how that affects our agreements with some of the developers. Years ago we tried to
set up some guidelines for requirement of child care space. That did not happen, but that could be part of the master planning document, to look into what can we do as a community to increase the space and how might that work and benchmark other communities how they have done that.

Board Member Baten Caswell: That certainly can be a benefit for a company to be able to offer that, as long as they have people with school-age kids.

Ms. Van der Zwaag: Some companies contract with providers. That's how the Children's Preschool, which is on the Cubberley campus, started off years ago as a contracted provider for a large local company. Mostly now that doesn't happen unless Dawn has more information than I do. The Googles and the Facebooks still do that. I know Google does; they have a site, GeoKids. Primarily it's not done as much, because it's expensive, very expensive to do.

Chair DuBois: We don't have a clear idea of demand is what I'm hearing.

Ms. Van der Zwaag: At this point we ...

Chair DuBois: It used to be as soon as you got pregnant, you get on waiting lists because there was a nine month waiting list.

Ms. Rock: That still happens.

Ms. Van der Zwaag: That still happens.

Ms. Rock: For PACCC, we actually don't charge a wait list fee. I think most providers do charge a wait list fee. Part of the reason we don't is philosophical and because so many families who are on the wait list don't actually end up getting a space at all. We don't feel right about charging a fee for that. We charge a registration fee when they're offered and accept a space.

Chair DuBois: Do you ever have a space that goes unused?

Ms. Rock: Yeah, we do. Sometimes it's a timing issue, when one child leaves and another child is ready to come in.

Chair DuBois: You don't call through the whole list and nobody wants that slot?

Ms. Rock: Yeah. Maybe it's a couple of months out (crosstalk).

Ms. Van der Zwaag: Sometimes you might be waiting for a child who's in the younger age group that's aging from maybe infant/toddler to the preschool
There's that little bit of gap, but you're keeping it for that child that's already in your cycle.

Chair DuBois: There you know. I'm really trying to get to demand here. Is there ever a time when you don't have demand?

Ms. Rock: No.

Chair DuBois: That's what I thought.

Ms. Yoshinaga: Our program at Greendell which is Preschool Family is slightly different because it's through the Adult School. It is tuition based. We also have wait lists for all the classes usually, except for the baby tiny ones because they're still being born.

Board Member Baten Caswell: That's a go-up program, so you actually have to be ...

Ms. Yoshinaga: You have to work at least once. It depends on the schedule. We certainly do have to maintain those wait lists and opened up another class because I had enough to open another class.

Board Member Baten Caswell: For us—it sounds like for you too—it's not viable to open up another class unless we have enough—the ratio—enough kids to make the ratio work. I guess you have the other issue. You need another classroom, but we do too.

Chair DuBois: I was under the impression that there was a huge, unmet need for preschool care, infant care.

Ms. Rock: Huge, I don't know. There's an unmet need, I think. I feel like a couple of years ago that unmet need was probably maybe bigger than it is now, but I don't have any specific data to prove that. I can tell you that our wait lists do remain long. There are families that never get into our programs, because we simply don't have the space available for that. That could be (crosstalk).

Board Member Baten Caswell: Then, the question is do they get into another program.

Ms. Rock: Yeah. I don't know.

Ms. Van der Zwaag: The majority of the calls that I get are about subsidized care. People have called around to the different centers in town, but they just are not able to pay the fees that are offered. Infant care is anywhere from $1,900, $2,100, $2,200 a month, and that's really out of the realm of many
families in the community. Obviously, it's lower with home-based care. A lot of families make that or do nanny shares and so forth. Subsidized care, that is the biggest need that I hear

Board Member Baten Caswell: If we go and take a look at this deeper, that is a point that needs to be looked at. Providing more options that people can afford, if there is an issue, isn't going to solve the issue.

Ms. Van der Zwaag: The affordability issue—if you talk to PACCC or Kids Choice or a lot of our providers, it's just finding the staff. It's just the difficulty of finding staff that could work, that are willing to work for $15 an hour. That's what a lot of our—I'm not sure what your hourly rates are. A lot of our daycare workers are earning $15 an hour or less. Finding quality staff is just exceedingly difficult. You might find some availability just based on the fact that they don't have enough staff to run at the capacity that they're licensed for.

Chair DuBois: Does the City track home-based care or is that a County thing?

Ms. Van der Zwaag: We don't track it per se. We have our child care lists. On a regular basis, we look through the child care licensing website and see what other new home-based care or center-based care is available in our community, so we can add it to our list. We don't specifically do any oversight of it. Often it's just home-based providers and other providers that contact me to be added to the list. The list is heavily used as well as the services of Jewish Family Services, which does a lot of outreach in the realm of preschool in the community. PACCC, just because this is Palo Alto Community Child Care, I know their front desk staff gets a lot of calls for care that is meant to be, I think, beyond just the services that they offer. The City used to have a full-time child care person, and that was paid for with money from the Utilities User Tax. That went away years ago, so the amount of time I spend on child care is pretty small when, again, it used to be full time.

Chair DuBois: If we're going to do this master plan, maybe we have the data about how many home providers there have been over time, which might give an indication of demand as well.

Ms. Van der Zwaag: We have the list in Palo Alto. I do believe that there are some unlicensed home care providers, because we drive through the community. I think just outside of PACCC's back door there are two places that are clearly providing child care, and they're not showing up on the license list, which is a little disconcerting, people providing unlicensed care in the community. Licensed care, that just means you're meeting the requirements of licensing. Beyond that, we have no idea what the quality is in those kind of
facilities unless they adhere to any kind of accreditation. For either a home care provider or for a center provider, there are accreditation processes.

Chair DuBois: You said there's this planning process. Is that scheduled?

Ms. Van der Zwaag: We are hoping to identify funding to be able to do a child care master plan.

Chair DuBois: It's not necessarily going to happen this year?

Ms. Van der Zwaag: It is the hope, but it is possible that it may not.

Chair DuBois: I would certainly support it if you guys are looking for funding.

Ms. Van der Zwaag: Thank you.

Chair DuBois: Does anybody else have any other questions? Comments? Thank you, guys, for coming in today. It was great to get this update.

Board Member Baten Caswell: Welcome to the family.

[The Committee returned to Item Number 2.]

**NO ACTION TAKEN**

5. Review Upcoming Calendar and Agendas.

Chair DuBois: I know we want to get out of here in five minutes or so. We'll talk about upcoming agendas.

Khashayar Alaee, City Manager’s Office: If I put it up on the TV screens, if you guys can see it, I can make it a little bigger. We have—where are we? August, right there. Tentatively right now, we have Project Safety Net teen programs, Center for Disease Control (CDC). I've highlighted this ...

Board Member Baten Caswell: The Epi-Aid, will that be ready?

Mr. Alaee: What is Epi-Aid?

Board Member Baten Caswell: That the CDC report.

Mr. Alaee: They're combined, CDC and Epi-Aid.

Board Member Baten Caswell: Is it going to be ready on August 18th?

Mr. Alaee: What does Epi-Aid stand for?
Board Member Baten Caswell: That's what they call it when they come in and...

Chair DuBois: Epidemic Aid.

Board Member Baten Caswell: Yeah, epidemic aid. I know we will have a draft, but I just don't know if it will be the final report. Cathy, do you have any idea? Why don't we check on that and make sure. Someone could come in and talk about the draft, but I don't know if that makes sense or not. Maybe we should check and see.

Mr. Alaee: If that is not ready, do we want to hold and not talk about teen programs in Project Safety Net?

Board Member Baten Caswell: No, I think we can talk about the other things. I think the Epi-Aid could be a—because that's really about where are the risks in Palo Alto and what do we do about them. That's different than reporting on what we have going on for teen programs.

Council Member Wolbach: An update about Project Safety Net (PSN) would probably be good with the new Executive Director and her efforts there. I think it would be good to check in any way in August.

Chair DuBois: You have traffic on there. We've been talking about traffic a lot.

Mr. Alaee: Take that off.

Chair DuBois: The middle school athletics was supposed to be today, and that slipped.

Mr. Alaee: I think staff is still working on that. We can tentatively bring it in August again and see where things go.

Board Member Baten Caswell: I was told by the traffic safety—by Penny that they're not usually ready to talk about Safe Routes and bike plan in August. I don't know if that's true or not.

Mr. Alaee: You want to do that in September?

Board Member Baten Caswell: Someone should just check on that.

Council Member Wolbach: That would be great to know. I was inclined to request that we do Safe Routes to School in August. I was actually hoping we might get a chance (crosstalk).
Board Member Baten Caswell: I would love to (inaudible) in August, but I know that traditionally they push back. I just don't know.

Mr. Alaee: I'll check.

Chair DuBois: (crosstalk) talk about bike plans.

Council Member Wolbach: I was actually hoping we might do it this month because it'd give us time to think about it before the next school year starts. We'll do it when we can do it.

Board Member Baten Caswell: One of the things they like to report is what percentage of the kids is biking versus driving. They don't have that information until they actually start the school year.

Chair DuBois: What's the holdup with the middle school stuff? What are we waiting for?

Mr. Alaee: It's attorneys talking and staff talking and getting the meeting scheduled. I think it's been very busy on our end with the end of the fiscal year, the budget and with the end of the school.

Chair DuBois: I hear what you're saying, but I'm not sure we could change anything between August and September anyway. If we move Safe Routes to September, I would be up for that.

Board Member Baten Caswell: The middle school athletics program is just out of the gate. We'd actually have been better to talk about it today. If we could do that earlier, that's better.

Mr. Alaee: We'll work on these, at least one of these three items, for August and defer Safe Routes to September, if need be. In August we can determine the next several things.

Board Member Baten Caswell: I'm just thinking if the Epi-Aid is ready, Project Safety Net and teen programs—I think this is too much stuff.

Council Member Wolbach: Move out the others.

Chair DuBois: I can kind of see these ...

Board Member Baten Caswell: Move that to September.

Chair DuBois: ... four things that you have there as pretty fungible. Even if you guys had the (inaudible) meeting, that even could—if other things aren't ready, it could be in August. The other things could be in September. Just
kind of when they come in. I agree. I don't think the Epi-Aid is necessarily tied to PSN.

Mr. Alaee: I can just put it as its own.

Chair DuBois: Are you involved with PSN right now?

Board Member Baten Caswell: I've been going to meetings, but I'm not an official anything.

Chair DuBois: Cory's going. I'm somewhat up to date. I'm not sure we need a huge, huge update.

Board Member Baten Caswell: I missed yesterday's meeting actually.

Chair DuBois: I think we've all met the new director. It would be good to have them, but it doesn't need to be a really long agenda item.

Council Member Wolbach: One thing I will say about St. Francis Schools is we had a really good discussion about that on Council a couple of months ago. I was just hoping to make sure that the presentation that we got, as the presentation came to us, if we could forward that to the school sites, just so they can take a look at it. I thought it was really useful to share that information (crosstalk) with you guys, it would be maybe helpful for you guys.

Board Member Baten Caswell: Given that the survey you did had Safe Routes to School as one of the highest priorities for our community, I was very surprised by that.

**NO ACTION TAKEN**

Chair DuBois: With that, meeting adjourned.

**Adjournment:** The meeting was adjourned at 9:57 A.M.
The Special City School Liaison Committee meeting in the Community Meeting Room at this date at 8:02 A.M, 250 Hamilton Avenue, Palo Alto, California.

Present:  City of Palo Alto

Tom DuBois, Council Member, Committee Chair
Cory Wolbach, Council Member
Khashayar “Cash” Alaee, City Manager’s Office
Palo Alto Unified School District
Terry Godfrey, Vice President
Melissa Baten Caswell, Board Member
Cathy Mak, District Chief Business Officer

Absent: Cory Wolbach, Council Member

Oral Communications

Chair DuBois: I don't think we have any Oral Communications.

Agenda Items

1. Approval of Minutes - June 23, 2016.

Chair DuBois: I guess we have Approval of Minutes. Does anybody move to approve the Minutes?

Board Member Baten Caswell: I move that we approve the Minutes.

Chair DuBois: I'll second that.

Terry Godfrey, PAUSD Vice President: I wasn't here, so I can't really ...
Board Member Baten Caswell: Can we vote with two people or do we have to wait for Cory to get here?

Vice President Godfrey: I can't tell you if they're right or wrong if I wasn't here.

**NO ACTION TAKEN**

At this time the Committee heard Agenda Item Number 4.

4. Update on Safe Routes to School.

Penny Ellson: I submitted a card for Oral Communications.

Chair DuBois: Was that for Oral?

Ms. Ellson: (crosstalk) it's related to Safe Routes to School, so whenever you want to do it.

Chair DuBois: I thought it was for Safe Routes.

Ms. Ellson: It is, but I wasn't sure if you wanted me to do it at the front or wait.

Chair DuBois: You can go ahead, Penny.

Ms. Ellson: You're sure? Thank you. I'm Penny Ellson, and I work on the Parent Teacher Association (PTA) Council Traffic Safety Committee. I came to make a couple—first of all (inaudible) wonderful presentation, but also to make two requests. One is I wanted to make everybody here, especially the Board because you may not know, aware that the Santa Clara Valley Transportation Authority (VTA) has presented some concepts for changes to bus service in Palo Alto that will have an impact on school-commuting children if it's implemented. They've presented three concepts; two of them eliminate the Americans with Disabilities Act (ADA) bus line that serves Gunn High School and the VTA 35 that also has some implications for the City on paratransit for seniors, a separate issue. I am reaching out to the seniors in the community that support our efforts to retain those buses. The last time VTA did this, the Board was very supportive. They presented a letter. They came with us to San Jose. The School District presented a letter as well. The City's already done this. I just am here today to ask for your help and support as we advocate to retain that bus service.

Board Member Baten Caswell: Do you have the City letter that we could have a copy of?
Ms. Ellson:  I didn't bring it today, but I'd be happy to provide that. The City has already sent it, and they've gotten a response from VTA. The second item I wanted to ask for your help with is a matter that I've talked to Dr. McGee about already, which is a matter of scheduling and bell time issues. I think I'm supposed to talk to Cathy Mak about that, but I want all of us to kind of be aware that there's a little disconnect between Central Office agreements around Environmental Impact Reports. When Terman was re-opened and when Gunn High School was expanded, the School District negotiated some mitigations, which included bell time staggering and bell time splits that are not presently being implemented. I don't want to go into the long details of that right at the moment. There seems to be a disconnect between these agreements. Principals at the school sites seem unaware of them. When they make schedule changes or when we make decisions about things like zero period and stuff like that, we've basically taken away tools that we used to use to split the bell time surges. From a traffic perspective, it's very important. I don't want to go into the long details of it. I am going to be reaching out to Cathy Mak and Ron Ellis, who I think are my first stops to work on this. I'd really like to get us moving on this before the end of this school year. By the beginning of next school year, I'd like us to have our bell time surges in better shape if we can. That's all. Thank you.

Chair DuBois: Because we have visitors today, what if we move the discussion of recent meetings to the end. Cash had asked if we could do the update on Safe Routes to School first. If that's all right with you guys, we'll move the order around.

Board Member Baten Caswell: That's perfect since I have to leave early. I'm sure Terry can handle my side.

Chair DuBois: Let's do the update on Safe Routes to School.

Sylvia Star-Lack, Transportation & System Manager: Thank you very much. Good morning. I'm Sylvia Star-Lack. I'm with the Planning Department in the Safe Routes to School Program. 2016 marks the ten year anniversary of our formal Safe Routes to School Program in Palo Alto. This presentation will cover the development of our program, the establishment of the partnership and the six E's framework through which we accomplish this work as well as next steps for the program. As you can see from this slide, biking and bike safety education have had a long history in Palo Alto. The article on the left describes a 1956 bike rodeo hosted by the Palo Alto Police Department. The photo on the right is a 1970s era picture of Palo Alto High School students waiting to cross Alma at Churchill.

Vice President Godfrey: Not a helmet in the bunch.
Ms. Star-Lack: No helmets, no helmets. It does look that way today but with helmets.

Board Member Baten Caswell: Actually it looks way worse than it does today. The kids are in the middle of the street.

Chair DuBois: (inaudible)

Ms. Star-Lack: To give you an idea of how we came to have a Safe Routes to School Program, I've put together a very brief history highlighting key time points. Full disclosure, I gave this basic presentation to the City Council back in May, so you will have seen some of this before. The development of our modern Safe Routes to School Program was a response to dynamics set in motion in the '70s when the School District had to close 14 schools. At the same time, there were reductions in bus service that occurred due to school budget constraints. What that meant was longer school commutes for students and increased numbers of students crossing busier intersections, because they had fewer schools. In the late '70s, the School District and the City established the City/School Traffic Safety Committee to address student travel concerns because of the school closures and the lack of busing. The Committee recommended siting of additional adult crossing guards on routes where busing was no longer available. Between the '70s and the '90s due to the cuts in busing, a negative feedback loop was unfortunately set in motion where parents drove to school, creating less safe conditions. This lack of safety meant fewer parents were willing to allow their students to walk and bike, which led to more cars at schools and then less biking and on and on. By the early '90s, PTA members initiated a conversation about congestion and safety issues at schools. This led to some nascent partnership activity. The City and School District created task forces to engage in self-study, conducting engineering studies and parent surveys. These activities led to the establishment of a third grade bike education program to address how do we help our students bike. A more robust education program developed over time. In 2005, Staff and volunteers became aware of the national movement to improve rates of biking and walking or active transportation for school children. The national coalition had formed to increase opportunities for student walking and biking to school so that students could enjoy the benefits of active transportation including improved physical and mental health; safer, less crowded streets; increased independence; improved academic performance; and fewer greenhouse gas emissions. We know that students who bike and walk to school arrive to school ready to learn. The national coalition created a national consensus statement with a framework on how to address student travel to school. In 2006, the City, School District and PTA Council endorsed the national partnership consensus statement which is the
date that we here in Palo Alto acknowledge as the beginning of our Safe Routes to School partnership. Even though we say that this is our ten year anniversary, this work has been happening in town for decades on some level. The partnership is a collaboration of three entities with a mission to reduce risk to students on their school commutes and to encourage more families to choose alternatives to driving solo more often. That's our three-legged stool. The City/School Traffic Safety Committee that had been created in the '70s became the task force for the Safe Routes to School Program. Representatives from these partners meet monthly during the school year to share information, solve problems and communicate about changes to the road network or campus access that affect student commutes. The partnership uses an approach to improving student travel. We educate students and parents on how to use our roads safely. We encourage through various means families to try walking, biking, carpooling or transit where possible. Our police enforce our traffic laws for both cyclists and drivers, while both the City and the School District engineer safer spaces for our students on their commutes. Our PTA aids City Staff in evaluating the program. We do this work with an equity approach, trying to serve all students and all their needs. I'm going to touch on each of the E's briefly. Regarding education, this is our slate of education offerings. Kindergarteners, first and second graders receive a pedestrian safety lesson each year. Third graders receive two classroom lessons that culminate in a very famous bicycle rodeo. I want to point out that the bike rodeo itself is a collaboration between the City Staff, School Staff, PTA volunteers, the police, Palo Alto Medical Foundation, Stanford Injury Prevention and other partners. Our fifth and sixth graders receive a lesson reminding them to make safer choices when they're out on the roads as they're going to middle school. Families with middle schoolers can also sign up for our middle school bike skills class, which is offered every summer through a partnership with Wheel Kids Bicycle Club. Parents with younger children can enroll in our family biking workshops that are run by Silicon Valley Bicycle Coalition or parents can opt for the parents only class entitled Bringing Up Bicyclists. Encouragement events are key to changing the culture on campus regarding walking, biking, carpooling and taking transit. At least twice a year and sometimes more often, PTA volunteers organize events to celebrate the use of alternative modes school-wide. I know that some Council Members and School Board Members have participated in these events, getting up early and greeting our students and families as they arrive on foot or by bike. Thank you for your support of our program. It's important for our parents to see your enthusiasm for these healthy choices. Other kinds of PTA-organized encouragement events include what you see here. Things like "how did you get to school" sticker charts which is up there on the right side. Some campuses host pancake breakfasts, bike blenders. They hand out stickers or they stamp hands. Sometimes
these events are folded into green team events for Earth Day. A nice trend is at the middle schools. These events are increasingly organized by students themselves. An important encouragement effort is the creation of our Walk and Roll Maps for all schools in the District and the Monroe Park neighborhood. The maps show the best walking and biking routes, the estimated walking and biking times, the locations of crossing guards, traffic signals, all-way stops, and the location of bike parking on each campus. The maps convey the message that we are a community that supports walking and biking so much that we've done some of the work for parents to help them try out these modes. Developed alongside these maps were lists of projects that the City and School District could undertake to enhance student safety in route to school and on campus. I'll talk about those projects in a minute. Enforcement. We cannot do this work effectively without our police force who enforce the laws for drivers and cyclists. The police fund and oversee our adult crossing guards. Our Police Chief supports our program with a letter for parents every fall with safety tips for all road users. Also, the police run our juvenile traffic diversion program, which gives an opportunity for youth who have been cited in town to attend bicycle law traffic school in lieu of paying a fine, turning a citation into a teachable moment. Engineering our streets and campuses for student safety is another key piece of our work. Our engineers work collaboratively with parents, PTA volunteers, School Staff and School District Administration to build in safety measures and other considerations for students when coming to school. Often it is PTA volunteers who point out where improvements are needed. This slide highlights some of our recent and upcoming projects that will have significant benefits for students. The project lists developed during our Walk and Roll Map process have been fed into all of our roadway projects, so that student safety is integrated early into all that we do and build. Our Safe Routes Program reaches people of all cultures and backgrounds through walking and biking. Equity is addressed through our offerings for all including the free Bay Area Bike Mobile bike repair service, in-school bicycle education, helmet fitting and assistance, and Spanish translation of documents. This is our new helmet flyer that was just released as part of a collaboration between Santa Clara County Safe Routes to School providers. Our goal is to provide assistance in a way that folks aren't stigmatized. We're open to other ideas on how to do this. One equity activity we are excited by is the Gunn High School Bike Distribution Program that started without our knowledge or assistance.

Chair DuBois: What is it?

Board Member Baten Caswell: Those are the best ones, aren't they?
Ms. Star-Lack: Those are the best, when we are not involved. That tells you it's a healthy bike culture in the community.

Chair DuBois: What is that program?

Ms. Star-Lack: They collect bicycles from wherever, from the Gunn High School community or wherever. Maybe from Palo Alto High School (Paly).

Board Member Baten Caswell: You weren't here for that conversation. We probably don't want to say that.

Ms. Star-Lack: There's a teacher on campus that runs this program where they collect them. They bring them to a bike shop in town for getting fixed. They redistribute them back out to families that need bikes.

Board Member Baten Caswell: I was going to ask you actually when you showed the picture with the—is it okay to ask a question?

Ms. Star-Lack: Yeah, yeah.

Board Member Baten Caswell: The equity thing. I think the cost of the helmet could be a problem for some underserved families. I'm wondering if there are any programs to make that easier.

Ms. Star-Lack: We are working with Silicon Valley Bicycle Coalition. We actually pointed them to a grant funding program that, I believe, they will be applying for. We asked that they reserve some helmets for us.

Board Member Baten Caswell: I'd heard that the Police Department ...

Ms. Star-Lack: They do (crosstalk).

Board Member Baten Caswell: ... try to give some out.

Ms. Star-Lack: Yes.

Board Member Baten Caswell: I'm not sure that they're targeting the kids where it's really an issue.

Ms. Star-Lack: Right. One of our pushes this year will be to make contact with the principals. If they're noticing that students need helmets, they should let us know. We'll contact Silicon Valley Bicycle Coalition to see if we can get some.
Board Member Baten Caswell: I'm noticing kids driving over by bike, over the Newell Bridge, without helmets.

Ms. Star-Lack: Okay. I will ...

Board Member Baten Caswell: Someone can just hand them out at Newell Bridge.

Ms. Star-Lack: How are we doing? Evaluation is the sixth E and an essential component of our program. This chart shows the number of parked bikes at Gunn and Paly for selected years between 1985 and 2015. The total number of high school students biking in 2001, which was a low point, was 300. That was 300 total high school students, public high school students in the City. Today that number is about 1,700 students, which represents 43 percent of all PAUSD high school students. These numbers are impressive, but they're particularly impressive when put into the national context of declining walking and biking rates for students. We have (inaudible) the national trend. Focusing on biking across all grades, we see the following results: first of all, 32 percent of all Palo Alto high school students bike to school, that's when you average over all of the segments; 43 percent of high school students bike; 50 percent of middle school students bike. While the 14 percent of elementary school students looks like a small number, the infographic on the bottom shows that over half of our elementary school families are doing something other than driving to school alone. Our program really does focus on all of those other modes of travel, not just biking, but the biking one is very easy for us to count. These statistics show the power of partnership and collaboration. No single entity could have produced these results on their own. Thousands of hours of volunteer and Staff time, volunteer time like that of Penny here, went into ...

Ms. Ellson: I have not donated thousands of hours (crosstalk).

Ms. Star-Lack: I think you have.

Board Member Baten Caswell: Over all your years.

Ms. Star-Lack: I think you have. It was a team effort that went into creating the environment that our students encounter today, and there is still more for us to do. Right now Safe Routes Staff have been helping with our summer Wheel Kids middle school bike skills class. We are also supporting back to school PTA events. I know you can't—I grayed out the photo. That is the picture from Jordan this week at their back to school event, their bike safety event. We are also scheduling the third grade bike rodeo and bike safety lessons. We are preparing for our first City/School Traffic Safety Committee
meeting this year, which will be next week. We have recently partnered with the Palo Alto Medical Foundation pediatrics to develop handouts for parents on Safe Routes to School. When you go and they're talking about your child's activity level, they can say are you biking or walking to school, why or why not. They can reach out to us or whoever they need to reach out to, to get going on that. We'll be working with the School District on upgrading our data collection using online forms and expanding the data collection for all modes of travel through to the twelfth grade. We currently do not know how many students walk in high school or middle school. We have no way of knowing. We will try to collect that data this year for the first time.

Board Member Baten Caswell: Because I live right next to the corridor going to Paly, there are a lot of kids that walk and take the shuttle.

Ms. Star-Lack: We'll hopefully capture that.

Board Member Baten Caswell: They may not walk all the way to school.

Ms. Star-Lack: We're going to ask about all modes. Finally, the City is including policy language in its Comprehensive Plan Update process that recognizes and strengthens the City's Safe Routes to School Program, the City side of the Safe Routes to School Program. We know that the School District does not currently have a Safe Routes to School policy, and we look forward to helping the District update its policies to reflect our very successful partnership program. That's all I have. Thanks for your attention. I welcome your questions and comments.

Board Member Baten Caswell: What is your hope around policy?

Ms. Star-Lack: The California School Board Association actually has a boilerplate Safe Routes to School policy that fits under the District's ...

Board Member Baten Caswell: So lucky you have a member of the Board Policy Committee here.

Chair DuBois: Are there things that we're not doing that are in those policies?

Ms. Star-Lack: The School District, I believe, has adopted a wellness policy. Under that policy, I think, can fit in a Safe Routes to School policy that the School Board Association has developed some boilerplate language. I've looked at that, and it doesn't exactly match what we have going on here, but we could do that. Right now, there is no policy that I know of on the school side that talks about what we do, what we've been doing for a decade.
Board Member Baten Caswell: What would be the rule...

Vice President Godfrey: What would you do differently?

Board Member Baten Caswell: ... that you'd want us to—we use our policies as rules basically. Are there some rules that we don't have that you wish we had?

Ms. Star-Lack: Some of the things that Penny was talking about. Just kind of enshrining that collaboration happens when making changes to school campuses, consulting with folks before—changes where students enter a campus.

Board Member Baten Caswell: I think this would be good actually. Some policy on when we make changes to campuses in egress or whatever and when the City makes changes to traffic patterns. I have noticed that this has been a challenge. I was at Jordan the first day of school. It was fabulous to see that the City was working on putting bike lanes in front of the school. It was painful to see that they were closed off on the first day of school, so that no students could ride their bike in the bike lane. It was kind of a traffic nightmare. I'm sure you know there was a traffic nightmare at Jordan on the first day of school. I know that there are members of the community—we might have one here—who were worried about the parking at Paly when we did construction. Maybe that would make sense if we had some policies around that.

Vice President Godfrey: We could certainly (crosstalk). We have in the last year or so, the last couple of years, codified a Board Policy Review Committee (BPRC) meeting, Board policy (inaudible) so we have a lot of policies to review. We can get it into the hopper.

Ms. Star-Lack: That'd be great.

Ms. Ellson: I think, Sylvia, you did a great job mentioning the California boilerplate language. In addition, the School District already has some documents that we use for guidelines. There is a (inaudible) guidelines for development of campuses. We also have a Palo Alto Unified School District/City of Palo Alto Partnership Statement that has some good language in it that could be integrated into some policy stuff. A couple of things that I'd like to see addressed in there would be making sure that we talk to each other about any attendance boundary changes. Overflow across attendance boundaries has become a major problem from a traffic perspective, especially in the south and west clusters of neighborhoods. I think it would be very helpful to have a robust discussion soon about this business of schedule
changes that impact traffic. A lack of adherence to agreement about management of bell time surges is really creating a problem.

Board Member Baten Caswell: I think that you brought up a really good point. We don't have a Board policy about this, and there are other documents that are all over the place. We have a lot of new people. They may not have been part of making those things. If we could somehow bring it together, I would be loathe to use a boilerplate that talks about stuff that we don't care about. I would much rather just focus on what we care about.

Ms. Ellson: I'm sort of thinking that we're going to bring all these things ...

Vice President Godfrey: Mush them together, yeah.

Ms. Ellson: ... together and perhaps that language would be helpful. They may have thought about some things that we have not, that we could be doing better.

Vice President Godfrey: We can get it into the queue for our Board Policy Review Committee.

Board Member Baten Caswell: That would be good. Every year I either come to this meeting or I see what happens. We always have communication mismatches every year on traffic safety stuff, which is why I wanted this earlier in the year rather than later. I know there are some people that wish this was going to be in October.

Vice President Godfrey: I have a question about—when you talked about education, there was the middle school skills and this bike rodeo. There used to be some summer camps that were bicycle-based.

Ms. Star-Lack: There still are.

Vice President Godfrey: Do those still exist?

Ms. Star-Lack: They're not run by the City. They're run by Wheel Kids Bicycle Club.

Vice President Godfrey: My son did them years ago, and they were run by the City at that time, I believe. You go out, and you ride your bike around town. Literally, we would go to 7-11 and buy gum, and then you would go to this park and ride down Johnson Park with the cardboard. Just the fact of them being on their bikes essentially all day long and learning the City and getting ...
Ms. Ellson: That's what Wheel Kids does now.

Vice President Godfrey: Is that what they do now?

Ms. Ellson: Yeah. They have really great destinations they take the kids to. Before they put the kids on the bikes, they do a lot of safety training (crosstalk).

Vice President Godfrey: I might add that to your slide with either education or encouragement, because it was both. It was both sort of ... 

Ms. Star-Lack: Wheel Kids is a private entity, and they do their own summer camps for a week in town, which is great. You may see them.

Vice President Godfrey: Does it show up in the Enjoy! catalog?

Ms. Star-Lack: It does not. It should; it did not this summer. We are working with Enjoy! ...

Vice President Godfrey: If it shows up in the Enjoy! catalog, we think the City does it.

Ms. Ellson: (crosstalk) program is run by one of our PTA Traffic (crosstalk).

Vice President Godfrey: Good.

Board Member Baten Caswell: They go out of Addison, don't they?

Ms. Star-Lack: Yes.

Board Member Baten Caswell: To your point, you love it when you don't have to organize it yourself, and it just happens. There's, of course, the ones that just happen at school. There are probably other ones that happen in our community as a result of this.

Ms. Star-Lack: I've heard of another one that happens towards Los Gatos. Somebody else is doing something from there. We do, however, with Wheel Kids partner with them on this middle school bike skills class, which is the one that has appeared in the Enjoy! catalog, which is the one-day, intensive, in-class and on-bike class that uses our approved curriculum. That's separate than what Wheel Kids normally does. There's two different programs that they run.

Board Member Baten Caswell: The first day of school for the high schools, there was a pretty bad bike accident on Greenwood. I don't know if anyone
was aware of that. It was an adult. There were ambulances. It was really bad. It was a roll through the stop sign. I know that there's a law being considered on the ballot to allow roll-through stop signs. I'm just wondering how we're going to be working with that if it goes through. I will tell you that I drive down Melville every morning. I basically pray at the intersections because I cannot see cars coming the other way and I know how many kids are riding on Melville. They're probably praying as well. I'm sure Melville's not the only one; it's just the one that I'm on all the time. I think our intersections are really tough because people park on the street, so you can't see. It's bad enough when you stop, and the cars don't realize there are bicycles. If our kids are rolling through stop signs, I'm worried about that.

Ms. Star-Lack: With regard to visibility at corners, we do have our relatively new Palo Alto 311 service request tool. I don't know if you have downloaded the app onto your ...

Board Member Baten Caswell: I heard about it yesterday. Maybe you could just tell everybody about it.

Ms. Star-Lack: I like this.

Vice President Godfrey: I have it.

Ms. Star-Lack: I love this app. If you have any kind of tree trimming, vegetation trimming, "I think there needs to be a red curb at this corner because I can't see the students who are approaching," that's it. This app is great.

Board Member Baten Caswell: There's a big gardening truck on the corner every morning when I drive down. That's something I could put in or not?

Chair DuBois: (inaudible) curb.

Ms. Star-Lack: Only if it's ...

Vice President Godfrey: You could say it could be a red curb, right?

Ms. Star-Lack: It could be a red curb in terms—yeah. If there is a visibility issue, we'll send somebody out.

Board Member Baten Caswell: Or the RV that's parked there all the time. (crosstalk) happens on Melville. There are some places ...

Ms. Star-Lack: You can report Code Enforcement infractions on that. You can report potholes. You could report street lights out. You could report other
things that don't have to do with streets on there. A lot of City departments are using that now, because it just makes it a lot easier. Your complaint goes directly to the Staff person who can handle it.

Ms. Ellson: (inaudible) email blast about the—an educational email blast on the 311 app the week before school started, which we sent out to parents (crosstalk).

Board Member Baten Caswell: The PTA sent out to parents?

Ms. Ellson: Yeah, the PTA sent it out and asked parents to (crosstalk).

Board Member Baten Caswell: We should do some more information like that. On the rolling stop sign thing, have you guys talked about that?

Ms. Star-Lack: We haven't talked about it.

Board Member Baten Caswell: We can't control if it gets approved. It's on the ballot, the rolling stop thing? That's what I was told.

Ms. Ellson: I don't think it's (crosstalk) ballot.

Board Member Baten Caswell: I'm just wondering if you guys could look into it, because I'm worried about this. I think you will be too if it becomes law.

Ms. Ellson: If it happens, we'll have to do some education, and we'll have to look at how other states have dealt with it. We wouldn't be the first state to do this. We'll look at what other schools and what other states have done, and we'll see what works. We're also not (crosstalk).

Claudia Keith, Chief Communications Officer: The legislative coordinator can look at whatever's going on (inaudible) if it's a bill or if it's a (inaudible).

Board Member Baten Caswell: I might not have all the information straight.

Vice President Godfrey: I have a specific question about the roundabout that's at Stanford and Park. It has a stop sign as well right now. Does that stay?

Ms. Star-Lack: It will come out. It's not completed yet. The striping has to go in.

Vice President Godfrey: The new curb where the stop sign is, is new. That's just fancy new for a short period of time, until the ...
Ms. Star-Lack: The striping is not in yet. When the striping is in, then the stop signs will come out.

Chair DuBois: A couple of questions. On the walking side, has anybody looked into maybe—you know how your smartphone can track how many steps you take, maybe like a competition or a program for middle school and high schools students to track steps per day. A little competition.

Board Member Baten Caswell: That'd be very good at the middle school level. I don't know if it's enough to get a high school (crosstalk).

Chair DuBois: You could include Pokémon hunting; it won't know. For those that are still driving, what do we do for helping people find carpool? Do most of the PTAs have programs to connect people?

Ms. Star-Lack: We have tried actually. We tried a few years ago to find a website that would do carpool matching. The issues around privacy and also the issues around students who don't have their year of driving yet and cannot, therefore, carpool with another student make it really difficult to do.

Chair DuBois: It seemed more elementary. I know we have Scoop. I was thinking it's really parents who probably know each other, so it's probably more of a PTA thing.

Ms. Star-Lack: The carpooling nut is a really hard nut to crack. We are looking at other school districts that are doing this well. Marin seems to have a way of doing this by designating neighborhood carpool coordinators, but that is a whole other volunteer challenge.

Board Member Baten Caswell: Probably where our biggest challenges are, are Ohlone and Hoover and Spanish immersion.

Ms. Star-Lack: We would start with those.

Board Member Baten Caswell: A neighborhood coordinator might not quite do it.

Ms. Star-Lack: I have spoken to the Ohlone principal about what they could potentially do to increase those connections among parents. You can't just say, "You live here, and you live here. You guys should carpool," without creating some kind of connection for them.

Chair DuBois: I think Scoop has been growing phenomenally. They're a carpooling app. I wonder if we could talk to them about a kind of private community version where you could have the Ohlone Scoop version.
Ms. Star-Lack: We can look into that.

Board Member Baten Caswell: A lot of the schools—I don't know if all the elementary schools are, but a lot of the secondary schools are using (inaudible) as the platform not just for directory but also for some of the organized activities. I don't know if there's some way to connect in there.

Chair DuBois: Anybody else have any comments or questions?

Khashayar Alaee, City Manager’s Office: I just have a quick note to add. Usually when we do the Safe Routes to School update, our police department is here as well. They give an update on the first couple of days of school. They weren't able to attend today. They gave me a couple of bullet points to share with you all. The first one is that we have 20 vacancies in the police department.

Board Member Baten Caswell: Is that true?

Mr. Alaee: Yeah. If you know any good candidates, we're always hiring.

Board Member Baten Caswell: Who live near here?

Mr. Alaee: We do have eight recruits in the academy or going through the process. The true vacancies are about 12. Unfortunately, that vacancy puts a strain on the department, so the traffic team has been disbanded, and most of the officers are in regular patrol. With that said, they did staff folks on overtime for the first couple of days of school to help with the opening of school and biking to school and stuff. Certainly they're on demand. If Sylvia and her team or we receive requests from the School District to increase patrols to help with bike safety or pedestrian safety or just car issues, we'll ask the department to send officers down on overtime.

Board Member Baten Caswell: The 311 app, that's not going to the police department. That's going to different people.

Chair DuBois: It's to the entire City.

Ms. Keith: (crosstalk) can solve the problem.

Board Member Baten Caswell: I'm just thinking if we send a big blast about the 311 app and it pulls down the police department, is that ...

Mr. Alaee: No, use 311. Please promote 311. We really want to push that out.
Vice President Godfrey: It must go to some central place, and then it gets redirected. The central place isn't the police.

Board Member Baten Caswell: I just don't want to create an unintended consequence.

Mr. Alaee: No, no, no. It goes, as Claudia said ...

Ms. Keith: it goes to the department. (crosstalk) Public Works, it goes right to that department.

Ms. Star-Lack: The items that you might think go to the police or that do go to the police, it clearly says on there if this is an emergency, do not use this.

Chair DuBois: Cash, the police officers that were assigned to certain schools, are they (crosstalk) off?

Mr. Alaee: I don't think the shortages affect the school resource officers. It's just the traffic team. There's a motorcycle team that focuses specifically on traffic, so the motorcycles are out.

Board Member Baten Caswell: The school resource officers are at the secondary schools, but there's also, I know, usually teams that are traffic teams at the schools. Those are not anymore?

Mr. Alaee: That's correct. That's been put on hold until we fill the vacancies. (crosstalk)

Board Member Baten Caswell: If we know that something's going on at a particular school, can we still make a request?

Mr. Alaee: Yeah, just let us know in advance.

Ms. Ellson: (inaudible) there was a problem reported on (inaudible) the police went out and did spot enforcement. Yes, they are doing that.

Ms. Star-Lack: They have told me that they are committed to working on the school traffic safety during this lean time.

Board Member Baten Caswell: I'm just curious about Jordan. When do the cones come down so the kids can be in the bike lanes?

Ms. Star-Lack: The issue with Jordan is that the bollards that are going to be installed, that will protect the bicyclists from cars, are on backorder.
Board Member Baten Caswell: Do we have any estimated time of arrival (ETA)?

Ms. Star-Lack: I don't have that. We're hoping it will be soon, as in next week, but we don't have ...

Board Member Baten Caswell: If it is really far out, because it's backordered, is there another plan?

Ms. Star-Lack: We're starting to talk about using some other equipment temporarily if we can't get the bollards that we've ordered.

Board Member Baten Caswell: I have just been told that the—I'm sure you've been over there. It's opening of school that's really the biggest problem.

Ms. Star-Lack: It was our hope to have this all done before school started.

Chair DuBois: Sylvia, thank you very much for the update.

Ms. Star-Lack: Thank you very much.

Board Member Baten Caswell: You've done such a good job with this whole committee. Please share with them that we really appreciate all the hard work.

Ms. Star-Lack: Thank you.

Vice President Godfrey: Ten years is even longer with (crosstalk) ten years worth of time and 25 years worth of work.

Board Member Baten Caswell: Penny, how many years have you ...

Ms. Ellson: I've been doing it 14 years. Cathy was doing it 12 years before me.

Vice President Godfrey: It shows. Our kids think of us as a biking town. They go other places and people aren't biking; they think there's something wrong. That's what you want.

**NO ACTION TAKEN**

At this time the Committee heard Agenda Item Number 3.
3. Update on Project Safety Net and Centers for Disease Control’s Epidemiologic Assistance (Epi-Aids) Study.

Chair DuBois: Let's move on to our next item, an update on Project Safety Net.

Mary Gloner, Project Safety Net Executive Director: For a quick time check, do we still have the full time 20 minutes for updates and Q&A?

Board Member Baton Caswell: I'm sorry. I'm going to need to leave in five minutes, but it's not because I don't care.

Ms. Gloner: I think (crosstalk) something that's familiar. I want to thank the Council and the School Board Members for inviting Project Safety Net to give you an update as well as on the Epi-Aid. I also want to thank Cash for all his support in bringing me up to date about the purpose of this Committee and really trying to help focus on what would be useful to you all. I do want to acknowledge some really key people in our work here. As you know, Rob and Brenda helped coordinate the Epi-Aid activity, but also Brenda is our past Project Safety Net Chair, and then Co-Chair (inaudible). Now we do have Lissette [phonetic] who's also joined as a Co-Chair with her. Let's see. This PowerPoint presentation, Cash has so he can forward it to you in the future. I always like to start off with a quote. I always gravitate to Helen Keller. This is about partnership, so I thought this would be resonating to all of you. Alone we can do little; together we can do so much. You know this intrinsically. Just a reminder. It's to remind you what Project Safety Net is. I'm going to give an update on Project Safety Net, kind of pause for questions that you might have, and then we'll jump into Epi-Aid. It's to develop and implement an effective, comprehensive, community-based mental health plan for overall youth well-being in Palo Alto. I'm going to give a little bit more just organizational structure. Some of these individuals you probably know very well. This is our current leadership team, a good mix of School District as well as the City, but as well as our academia, healthcare providers and those who are providing direct services as well as community advocates. Also, I wanted to sort of highlight how we've been operationalizing some of the work. Really this year is sort of a rebuild or startup or continuation. These work groups, we see them as sort of a medium to help us do the work. When we complete the infrastructure work group committee, really building upon a lot of the partnership work already in the past, there will be very clear about the governance and what are the core standing committees, how leadership is appointed or selected or nominated to Project Safety Net. We have about six active working groups. The most active are the communications as well as infrastructure and Epi-Aid community survey.
Then, we have some activity, the means restriction as well as youth voice, and then we're still in the build-up of crisis response coordination. Quickly, communications is really—as you can see with the members, we try to have various representation. Claudia, who's the City's Chief Communications Officer, serves on it along with Jorge Catana [phonetic] from PAUSD. It's because there's a lot of things. I'm going to be (inaudible) as really having Gunn and Paly student representatives. I'll share more how we're integrating that and why that's significant.

Board Member Baton Caswell: I'm sorry. I know you showed a slide already. What's Mary's connection? What organization is she part of?

Ms. Gloner: Mary Gloner?

Board Member Baten Caswell: Yeah.

Ms. Gloner: That's me.

Board Member Baten Caswell: I'm sorry.

Ms. Gloner: That's okay.

Board Member Baten Caswell: We've met like six times. I didn't know your last name. I'm so sorry.

Ms. Gloner: What you see in the middle are really the primary chairs from our leadership team, really wanting to take advantage of their leadership and their expertise. Then there's Staff liaison. Even though I may not be the key support person here, I'm pretty much (crosstalk).

Board Member Baten Caswell: You're everything.

Ms. Gloner: Yeah. These are really the core—between Tanya [phonetic] and myself, trying to make sure that we can keep the work groups moving as well as responsive. Crisis response coordination, we're really more in the formula phase about how do we work with the different entities to not tell them what to do but how can we facilitate better streamlining of how they coordinate their crisis activities. In infrastructure there's a lot of work with that. A lot of the members are representative of executive leadership, have a proven track record or history of dedicated use but also governance. Youth voice, I think would be—has been really active in different levels. I'll share that. Really their purpose is how to engage youth, not just simply as a token representative but really an active participant in the leaderships in educating the partners and so forth and really giving voice to activities. We've been
really active these past seven months. I highlighted the four key areas I think would be of interest to you. As I mentioned, youth engagement, what we've done. Some of you have seen it in the collaborative meetings, that we have actually youth voicing the work and educating the partners and really trying to move them in the sense that Project Safety Net is also their collaboration as well. It's kind of shifting that culture. As I mentioned, also trying to actively find ways to engage them in the Project Safety Net governance, not simply having a separate entity which will be important and just reporting, but actually helping define how youth representation and how can Project Safety Net help serve them. As some of you already know, at heart I'm a community health educator. One of our mantras is you start with the community first. Project Safety Net's primary community is the youth and their family. Collaborative meetings. From my understanding, the attendance and participation has increased somewhat. We average between 50 to 60. There's an influx of new members or partners, people who are interested in our work. My focus is to bring visibility about how Project Safety Net can be of value. Also, thanks to the generosity of the City of Palo Alto, we have a Project Safety Net Center. We just moved in at the end of June. There's a little picture. We're still in the beautification phase and getting some of the furniture together. It's a dedicated space where maybe small group meetings can occur. Eventually a place for youth to come and maybe engage.

Board Member Baten Caswell left the meeting at 8:46 A.M.

**MEETING ADJOURNED DUE TO THE LACK OF A QUORUM**

2. Review of Recent City Council/PAUSD Board Meetings.

5. Review Upcoming Calendar and Agendas.

**Adjournment**: The meeting was adjourned at 8:46 A.M.
Think about what it takes to buy a home today.

To most, it feels financially impossible.
Jen is 30 and just got engaged.

She’s an educator at your school.

Combined, she and her fiancee have an income of $130K with no additional debt.

She’s committed to her school for the rest of her career, but she doesn’t know how she can afford to live here.
MEET JEN

She wants to live close to where she teaches.

Jen is just one of many faculty and staff who can’t save money fast enough for a down payment, because her entire after-tax income gets consumed by rent payments.
Jen needs down payment help.

But she can’t afford to take on more debt, and her parents don’t have $100,000 to spare.

If they did, Jen could buy a home for the same amount she pays in rent. She would be building wealth and taking advantage of large tax deductions.
Jen needs an **investment partner**. Someone to **invest alongside her** and share some of the investment risk as she builds equity in the home. **She needs a bridge to help her stair-step into ownership.**
What if there were an easy way for her local community to be that investment partner?

What if her school could help?
Landed manages school-specific funds that partner with educators to buy homes.

These Bay Area institutions are working with Landed to launch school-specific Landed Funds, which are supported by investors who care about that school.
These Landed Funds co-invest with educators to buy homes in expensive cities.

Landed Funds split down payments 50/50 in exchange for 25% of the appreciation on sale or refi.

Jen can own a home for a similar cost to renting, and only needs 10% down with Landed.
Landed makes being Jen’s partner effortless.

Landed takes care of:

- Regulatory & Legal Compliance
- Broker Education & Support
- Banking Relationships & Education
- Fund Mgmt & Investor Relations
Landed makes being Jen’s partner effortless.

Landed only makes money off of real estate brokers. Jen pays no additional fees for getting support.
Without any additional overhead or school funds, schools can improve performance by providing a valuable benefit to faculty and staff.

**Improves Retention**
- Increases likelihood that staff will commit to a life in the Bay Area
- Decreases likelihood that educators will leave for other professions

**Improves Student Experience**
- Empowers schools to attract the best talent despite the high cost of living
- Increases stability in the classroom, contributing to better student outcomes

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1. [Grissom 2009]
Landed has a team of housing leaders, with expertise in shared equity funds.

**Landed Team**

**Jonathan Asmis, CEO**
- Housing policy leader
- Mgmt consultant and finance quant
- Stanford MBA, U Toronto M. Eng., U Toronto B. Eng

**Alex Lofton, Head of Customers**
- Leader in Obama’s 2008 campaign, running field ops
- Real estate marketer and sharing economy expert
- Stanford MBA, Northwestern BA

**Jesse Vaughan, Head of Investments**
- Real estate private equity pioneer in Myanmar
- Over $300M in structured finance
- NYU Economics BA

**Dave Sterlitz, Chief Legal Officer**
- Originated $150M of similar investments
- Five years of operating history managing a similar investment structure for hedge fund
- Emory Law J.D.

**Product Advisers & Champions**

- **Katherine August**
  - Former President
  - First Republic Bank

- **David DeWilde**
  - Former EVP
  - Fannie Mae

- **Rick Holmstrom**
  - Co-Founder
  - Menlo Equities

- **Winthrop Watson**
  - CEO, Pittsburgh FHLBank

- **Frank Yeary**
  - Former Head of M&A
  - CitiBank

- **Charles Young**
  - COO
  - SFR REIT
Landed
Community Down Payment Help

Additional Detail
Benefits to the School

- Certainty of housing situation means less turnover.
- Living closer to work means more time for extracurricular activities.
- Private money is used to address housing issues. No funding priorities traded-off.
- Management of the benefit is at arm’s length to the school. No overhead required.
- Similar wealth impact to paying faculty an additional $5,000 - $30,000 per year.

Housing Benefit Summary

- Faculty and staff can use the fund to cover up to 50% of their down payment.
- No origination fees or monthly payments on the support; just up to 25% of the profits (or losses), if any, when the home is sold or refinanced.
- Recipients can pay for all of their ownership payments (principal, interest, taxes, insurance), for less than they would pay in rent.

Your school should start a Landed Fund supported by local investors.
School Responsibilities

- Set basic eligibility guidelines for who qualifies
- With Landed, design a process for eligibility verification
- Identify an investor champion from your school’s community who will help recruit additional investors
- Agree to make faculty & staff aware of the benefit
- Help evaluate the program
Detailed Investor Materials
These materials contain information regarding a speculative investment and contain forward-looking statements within the meaning of section 27A of the Federal securities laws. To the extent the information is forward looking, it is intended to fit within the Safe Harbor for forward-looking information and is subject to material risk factors. Speculative investments, based in part on forward-looking projections, inherently involve risks, including the risk of loss of an investment.

All information provided within this material pertaining to investing must be understood as information provided and not investment advice and should not be relied upon as statements of fact. Landed, Inc. advises all readers to seek advice from professional financial representatives before deciding to invest in such investments.

This document contains confidential information, is for informational purposes only and is not an offering.
To investors, Landed Funds are:

- **Diversified**: small investments across many homes
- **Passive**: educators are responsible for maintenance and repairs
- **Levered**: investors get leverage without taking on debt
- **Unique**: very difficult to replicate within your portfolio

Bay Area real estate has consistently delivered **strong returns**

A strong investment strategy
Landed investment structure vs other benchmarks (1984-2016)

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<th>Compound Annual Return (after fees)</th>
<th>Maximum Loss (from pre-2008 peak to 2009 low)</th>
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<tr>
<td>Landed Bay Area Index</td>
<td>11.5%</td>
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<td>Commercial Apartments (60% LTV)</td>
<td>13%</td>
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<td>S&amp;P500</td>
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See end of presentation for detailed backtest methodology
Looking ahead, Landed expects 8% - 12% / yr returns to investors.

Positive Case: Median Urban Appreciation Since 1995

- **Purchased:** $800K
- **Sold:** $1M
- **4 years later**

Educator receives a large gain
Investor realizes a gain: IRR after fees = 12%

Negative Case: Repeat of ‘08 Crisis

- **Purchased:** $800K
- **Refinanced:** $1M
- **10 years later**

Educator has paid down mortgage, can easily refinance
Investors gain: IRR after fees = 4%

If property prices decrease, and the educator decides to sell at a loss, the investors will share in the loss. Landed mitigates default by maintaining regular, ongoing communication with educators and lenders.
Landed uses best-practices from schools that have built their own equity programs.

Your School Landed Fund I

Investment Structure Details

**Levered Equity Investment:** Fund provides 10% of a home’s purchase price, in exchange for 25%-30% of that home’s appreciation (or loss) plus return of original investment when home is sold or refinanced.

**Collateral:** Investment is made through an option contract and secured with a second lien.

**Risk Mitigation:** Homebuyer is responsible for all repairs. Fund is named as an additional insured.

**Other Investment Features:** Homebuyer cannot buy-out the Landed investment if the property hasn’t appreciated. A sale or refinance within the first year carries a substantive penalty.

**Term:** Investments have a term of 10 years or less. If the homebuyer doesn’t sell or refinance within that period, Landed will force the sale of the property.

**Property Characteristics:** Single-family residences or condos within the Bay Area.

**Homebuyer Eligibility:**
1. **Income.** Must qualify for a mortgage under standard guidelines.
2. **Experience.** Must have (1) year of experience at school or (4) years at peer institution.
3. **Commitment.** Must make a commitment to stay at the school for another 2 years.
4. **Home Use.** Must be a primary residence.
5. **Full-time.** Must be at least 0.5 FTE.
Equity Raise: $1M - $3M
Minimum Investment: $50,000
Capital Call: Capital called as needed. 10 day notice.
Faculty/Staff Supported: 10 - 20
Target Timeline: 3-year investment period, 10-year fund life.
Distributions/Liquidity: Target investment hold: 4-8 years. Landed actively encourages permanent refinancing.
Fees: 1%/annum on invested capital. No carry.
Reporting: Quarterly reporting and annual audited statements.
Auditor and K1 Issuance: EisnerAmper LLP
Legal Advisory: Arnold & Porter LLP
Fund Administrator: PartnersAdmin
Multiple events need to occur to create refinancing problems

**Prices Rise >4%/yr**
In this case, the amount owed to the Landed Fund is increasing faster than the mortgage is being paid off. When they refinance and pay off the Landed Fund, their monthly home payments will be higher.

--- **AND Rates Rise >2%**
If interest rates also rise faster than expected, it will be difficult for the educator to refinance at the end of the term.

--- **AND Wages Increase <2.5%/yr**
If household wages increase at 2.5%/yr, then the educator will easily be able to bear these conditions. If wages never increase, they will have difficulty refinancing.

If educators cannot refinance with a regular mortgage:

1. **Refinance with new Landed Funds.** The educator could draw on a new vintage of a Landed Fund to close the gap, if one exists.
   
   or

2. **Forced sale.** In this case, the region has become increasingly unaffordable to the educator and they cannot remain in the home they are in. They will have to sell and use the gains to find a more affordable community. Educators need to compare this risk of losing the home at the end of the term to the case they had continued to rent instead.
Detailed Back-Test Methodology

S&P500 - Assumed dividend reinvestment, no fees added.

Calculating the ‘Landed Index’
We used public HPI data* from the St-Louis Fed for home price appreciation estimates. The HPI index is a weighted, repeat-sales index that includes refinancing estimates (compared to the Case-Shiller which excludes refinancing estimates).

We included all management fees in the Landed Index results and assumed investments had a 10% down for 25% of house price gain structure. We assume that disbursements are immediately re-invested and homes are never sold with negative equity. If default occurs, we assume the entire equity position is recovered.

Note: This analysis assumes that Landed home appreciation performance perfectly tracks the HPI index for that market. Landed might not be able to achieve that objective.

Commercial Apartments at 60% LTV
NCREIF NPI unlevered composite returns**. We added debt (at the short-term treasury rate for that quarter plus a 250bp spread*** to meet the LTV target, then applied a 1.75% annual fee drag and 20% carry over a 8.8% hurdle.

Taxes
All returns are pre-tax.

Inflation
All returns are nominal. No adjustments have been made for inflation.

* Because a Landed investment is just as likely to end in refinancing vs sale, the HPI index is most relevant.

** Need a significant allocation to match the risk-adjusted performance of the entire index. Also, the volatility of the index is likely to be understated as a result of the appraisal-based methodology.

*** There is no guarantee that the funds will be able to maintain this leverage without additional capital infusions.
Risk Factors

A New Investment Product. Down payment equity financing is a relatively new product with a limited track record. Results may vary from expectations presented in this presentation. Investment returns, consumer demand and market factors may negatively impact the fund’s ability to deploy capital and derive returns.

Fund and Manager. The fund’s ability to achieve its investment objectives and to pay distributions depends upon the performance of the manager and the manager’s ability to acquire and originate investments. The manager has made assumptions in its business plan and may not be able to manage the fund as expected.

Regulatory Risk. Given the novelty of the Landed investment product, there is limited regulatory precedent. Regulations may change at any time, which may negatively affect the fund’s ability enforce rights or recover some or all of the money invested.

Investing in Real Estate. Investing in real estate involves risk. The fund’s investments will be exposed to the risks of the local real estate markets in which it invests and the specific properties it has interests in. Investments are geographically concentrated and are subject to local risks. A number of local factors could detract from the fund’s performance including: a downturn in the local economy, an oversupply of or decrease in demand for homes in a submarket, or a natural disaster in these local geographical areas, to name a few. Any one of these factors, or these factors together, may result in the fund not performing as outlined in this presentation.

Tracking Error. The investment results in this presentation are based on hypothetical returns if an investor had invested in a diversified index of properties. The fund may not effectively track the index represented in this presentation. Submarket home prices may not move with the regional price index selected by the manager. Additionally, the manager may not effectively select or diversify. Past performance may not be indicative of future results.

Illiquidity. Investors are not permitted to freely exchange or transfer the units of the fund. The fund’s investments are also illiquid and therefore difficult or impossible to sell. Investors may not get a return of capital or distributions for an extended period of time.

Competitive Pricing. The investment pricing structure may not be competitive depending on the market. The ratio of down payment to percent of appreciation offered may change at the manager’s discretion.

Homeowner Default. The fund’s performance could be negatively impacted by homeowner default and/or distressed sale. Should a homeowner sell in a distressed situation, the manager may not be able to derive expected returns.
Mission: To provide a safe and positive after school environment where students can take pride in league play.
MSA History

- Past two decades roles/responsibilities transitioned from PAUSD to City
- Current Program administered by City of Palo Alto Community Services Department - Recreation Division
Current Roles/Responsibilities

School provides:
1. Gyms, field space
2. Tennis courts
3. Dance room
4. Library or activity room for parents night

City provides:
1. Athletic directors, coaches, coordinator
2. Contract for referees
3. Equipment (e.g., uniforms, balls)
4. Registration
MSA League

- Art David Athletic League
- Eleven schools in league, representing:
  - Palo Alto (Jordan, JLS, Terman)
  - San Mateo
  - Foster City
  - San Carlos
  - Half Moon Bay
  - Belmont
- “A” and “B” Divisions
MSCA Sports

Fall Sports:
- Girls Volleyball
- Co-Ed Flag Football
- Co-Ed Cross Country

Winter Sports:
- Boys basketball
- Girls basketball
- 6th grade basketball training class

Spring Sports:
- Boys Volleyball
- Co-ed Wrestling
- Co-ed Tennis
- Co-ed Track and Field
MSA Program Participants

Number of Participants in 2015-16:

- 1,650 participants
  1. Fall Sports (girls volleyball, flag football, cross country): 700 participants
  2. Winter Sports (basketball): 550 participants
  3. Spring Sports (wrestling, boys volleyball, track and field, tennis): 400 participants

Number of Participants Increasing Annually:

- 2013-14: 1,228 enrolled participants
- 2014-15: 1,450 enrolled participants
What’s working well?

- Develops social skills, teamwork, friendships
- Promotes a healthy, active lifestyle
- Creates opportunities for students at their school
- Provides opportunity to learn a sport
- More teachers are coaching in the program
  1. Stronger connection between teachers/students
  2. More dependable
  3. Familiar with facility and school staff
- Registration Process
  1. Online registration
  2. Working parents get fair registration opportunity
- Athletic Directors
  1. Communication and coordination
  2. Located at school allows for more interaction
Program Challenges

- Only 25% of coaches are teachers
- No transportation, parents are responsible for driving participants to away games/matches/meets
- Only 1 gym per school (limits practice time for each team)
- Limited amount of field space (sharing with club sports and after school sports programs)
- Limited funding = old uniforms/equipment
- Students participate for variety of reasons
- Quality coaches
MSA Program Budget

Revenue and Cost Recovery:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Revenue</th>
<th>Direct Cost Recovery</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>$305,305</td>
<td>86%</td>
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<tr>
<td>2015</td>
<td>$313,965</td>
<td>92%</td>
</tr>
<tr>
<td>2016</td>
<td>$317,233</td>
<td>99%</td>
</tr>
</tbody>
</table>

Participants Fees:
- Cost for all middle school sports is $215.00 per student, per sport
- City of Palo Alto offers 50% fee reduction
- Approximately 10% of participants use fee reduction

City of Palo Alto Provides:
- Full Time Recreation Coordinator
- Three Athletic Directors
- 40-45 coaches
- Referees
- $10,000 for equipment and uniforms for all three middle schools
City of Palo Alto/PAUSD Middle School Athletic Program

Questions?
Cubberley Master Planning

September 15, 2016
**Background**

- 35 acre site
  - PAUSD owns 27 acres
  - City owns 8 acres
- City leases 27 acres
- Lease expires December 2019
- City/PAUSD committed to collaborate on a future plan
Efforts to date

- Compact signed - March 2016
- City explored options for design school thinking (IDEO, Stanford d-school, SAP)
- City/PAUSD staff regular meetings
Tentative - Next Steps

- Sept 27, 2016
  - PAUSD Enrollment Discussion

- Oct 2016
  - City/PAUSD Prepare Scope of Work

- Nov-Dec 2016
  - Release Request for Proposals
  - Finalize Consultant Agreement

- January 2017
  - Begin Master Planning
Cubberley RFP

- Foothill College vacates Sept. 2016
- RFP released July 2016
- 28 proposals received
- Staff evaluating proposals and available space
- Tentative Council date of Sept. 26, 2016
Cubberley Master Planning

Questions?
September 15, 2016

Direct: 650-329-3737  
Email: mmcgee@pausd.org

VIA U.S. FIRST CLASS MAIL

Nuria Fernandez  
General Manager  
Santa Clara Valley Transportation Authority  
3331 North First Street  
San Jose, California 95134-1906

RE: VTA's Next Transit Network Project

Dear Ms. Fernandez:

The Palo Alto Unified School District is writing to express concerns about the VTA's Next Transit Network Project that would eliminate the VTA88 which serves Gunn High School in Palo Alto.

Palo Alto has seen significant increases in traffic and parking demand over the past ten years. As a result, the City is devoting significant energies to a suite of programs to reduce commuting by single occupant vehicles, and VTA's Network 80 and 90 concept proposals would take us all in the wrong direction. These two concepts, which drastically reduce bus routes serving Palo Alto, would make transit commuting less convenient, rather than more convenient, and are completely unacceptable.

Specifically of concern to Palo Alto Unified School District are the changes conceptualized for route 88 which is relied on by students to travel to and from Gunn High School. On average, about 100 Gunn High School students per day use the bus, reducing 200+ auto trips per day that might otherwise impact Gunn's heavily congested school routes. VTA88 is an important part of Gunn's very successful effort to shift school commutes from autos to alternatives that include bus transit. Today a majority of Gunn students choose alternative commutes.

We understand that VTA also proposed retaining buses only at school commute times "even in alternative concepts where service is deleted at other times of day." This would not work because high school students need to be able to come and go throughout the day for jobs and other activities. We are familiar with studies that show the links between long headways and ridership loss. The VTA88 hourly headways already are too long. We would request improving headways and adding at least one more trip at the end of the day to capture students going home from extracurricular activities and to provide commute flexibility for workers in the Stanford Research Park to improve ridership and, perhaps, fare box recovery. Any further reductions to services could significantly impact ridership.
In addition, we understand that PAUSD students are not the only users of VTA88. Many other local bus users, including seniors and disabled people, are dependent on the bus and associated paratransit service. There are 757 affordable and senior apartments and a Veterans Administration Hospital within the VTA88 service area. We appreciate the importance of maintaining this service, not only for ourselves, but for our neighbors as well.

We hope that as the Next Network initiative moves forward, VTA staff will look for ways to better serve Palo Alto and achieve both the City's goal for more convenient transit service and VTA's goal of improved efficiency. We would be happy to partner with VTA and the City in the development of a better strategy that expands - rather than eliminates - transit service in Palo Alto. Thank you for your consideration of the Palo Alto Unified School District's views and concerns in this matter.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Heidi Emberling
Board of Education

Glenn "Max" McGee
Superintendent