

FREE

School News

Education + Communication = A Better Nation

Covering the Palo Alto Unified School District



Volume 4, Issue 11

February–April 2022



#1 Palo Alto Parent Volunteers Allison and Cory on Day one of recess duty. Two of the happiest people in neon vests!



Barron Park Elementary fun with Hula Hoops.



Ms. Mayra Escalante reviewing red words with an attentive 1st grade group at Hoover Elementary.



Palo Verde principal Annora Lee celebrated "rad" Halloween with a disco ball student.



 FOOTHILL COLLEGE

GET AHEAD

& TAKE COLLEGE CLASSES NOW

- Earn credits to transfer to UC, CSU & private universities
- Free tuition for current high school students
- Small classes & great professors

LEARN MORE AT
foothill.edu/hs

Service to Others

PAUSD has five priority goals for the year – Mental Health, Service to Others, Early Literacy, Equity, and Healthy Attendance. When the priority goals were first developed, the concept of service to others may have appeared as an outlier. At the time, it was identified as a goal to help people think beyond their own losses during COVID. That was the extent of the idea and there were no concrete intended outcomes.

We had no idea that we would be faced with Omicron when our goals were created last spring. Nobody knew that we would experience positivity rates that were in the hundreds, or that school districts would be thrust back into conversations about closures. We did know that something about service to others resonated and we trusted our intuition.

In perhaps the most compelling story in the nation of families rising up to keep their schools open, our Palo Alto parents took service to others to another level. I remember checking my email on the Monday morning after our call for volunteers, expecting to have many suggestions and some number of critical comments. I had zero. There were some messages of encouragement and many notes of thanks. There were also 350 registered volunteers. That number has since grown to roughly 800.

It's rare to have unconditional support of anything new. Our parents dropped everything, asked no questions, and volunteered in the spirit of unconditional support of our schools. This is the real story. Filling the staffing gaps was important to the practical operations of the District. Service to others and answering the call for help was the part that will last beyond COVID. I am thankful to our community and feel fortunate to see what can happen when we partner together with a common purpose. It was a beautiful moment. It will be the foundation we build upon for our future together. Thank you #1PA!



Dr. Donald B. Austin
Superintendent of Schools

Servicio A Los Demas

PAUSD tiene cinco metas prioritarias para el año: la salud mental, el servicio a los demás, la alfabetización temprana, la equidad y la asistencia saludable. Cuando se desarrollaron por primera vez las metas prioritarias, el concepto de servicio a los demás puede haber aparecido como algo atípico. En ese momento, se identificó como una meta ayudar a las personas a pensar más allá de sus propias pérdidas durante el COVID. Ese era el alcance de la idea y no había resultados previstos concretos..

No teníamos idea de que nos enfrentaríamos a Omicron cuando se crearon nuestras objetivas la primavera pasada. Nadie sabía que experimentaríamos tasas de positividad dentro de los cientos, o que los distritos escolares se verían empujados nuevamente a conversaciones sobre cierres. Sabíamos que algo sobre el servicio a los demás resonaba y confiamos en nuestra intuición.

Quizás en la historia más convincente de la nación de familias que se levantan para mantener sus escuelas abiertas, nuestros padres de Palo Alto llevaron el servicio a los demás a otro nivel. Recuerdo estar revisando mi correo electrónico el lunes por la mañana después de nuestra convocatoria de voluntarios, esperando recibir muchas sugerencias y algunos comentarios críticos. No había ni uno. Habían algunos mensajes de aliento y muchas notas de agradecimiento. También habían 350 voluntarios registrados. Ese número ha aumentado desde entonces a aproximadamente 800.

Es raro tener un apoyo incondicional para algo nuevo. Nuestros padres dejaron todo, no hicieron preguntas y se ofrecieron como voluntarios con el espíritu de apoyo incondicional a nuestras escuelas. Esta es la verdadera historia. Llenar las brechas de personal fue importante para las operaciones prácticas del Distrito. El servicio a los demás y responder a la llamada de ayuda fue la parte que perdurará más allá del COVID. Estoy agradecido con nuestra comunidad y me siento afortunado de ver lo que puede suceder cuando nos asociamos con un propósito común. Fue un momento hermoso. Será la base sobre la que construiremos nuestro futuro juntos. ¡Muchas gracias #1PA!

为他人服务

PAUSD今年有五个优先目标：心理健康、为他人服务、早期扫盲、公平和健康出勤。在最初制定优先目标时，为他人服务的理念可能显得有些离谱。当时，这一理念被确定为一个目标，以帮助人们在考虑问题时跳脱出自己在新冠疫情期间的损失。这是这一理念的范围，没有具体的预期结果。

去年春天制定目标的时候，我们没有想到会出现奥密克戎病毒。没有人知道我们会有成百上千的感染者，也没有人知道学区会被迫重新进行有关停学的对话。但我们确实知道，关于为他人服务的某些东西引起了共鸣，我们相信我们的直觉。

在或许是全国最引人注目的家庭站出来要求学校开学的故事中，我们帕洛阿尔托的家长们将为他人服务这一理念提升到了新高度。我记得我在我们征集志愿者后的周一早上查看了电子邮件，以为会有许多建议和批评意见。可是我没有收到一条。有一些是鼓励的信息，许多是感谢的信息。还有350名注册志愿者。志愿者队伍后来壮大到大约800人。

无条件地支持新事物并不常见。家长们放下一切，不问任何问题，本着无条件支持学校的精神提供志愿服务。这是真实的故事。填补人员空缺对本学区的实际运作很重要。在新冠疫情结束之后，为他人服务和响应帮助请求的理念将继续下去。我感谢我们的社区，也幸运地看到当我们为了一个共同的目标而合作时所发生的一切。那是一个美妙的时刻。那将是我们为共同的未来打下的基础。谢谢！



Kay Coop
Founder/Publisher



Netragrednik

School News

Education + Communication = A Better Nation
www.schoolnewsrollcall.com
Covering the
PALO ALTO UNIFIED SCHOOL DISTRICT

FOUNDER/PUBLISHER: Kay Coop
562/493-3193 • kay@schoolnewsrollcall.com

ADVERTISING SALES:
562/493-3193

CONTENT COORDINATOR: Barbra Longiny
GRAPHIC DESIGNER/PRODUCTION: Emily Ung

COPY EDITORS:
Kate Karp, Anna Zappia

SOCIAL MEDIA: Nancy Lueder

Netragrednik by Neta Madison



SCHOOL NEWS ROLL CALL, LLC
P.O. Box 728, Seal Beach, CA 90740
562/493-3193

www.schoolnewsrollcall.com
Copyright © 2006, School News Roll Call, LLC
Reproduction in whole or in part without written permission is strictly prohibited unless otherwise stated. Opinions expressed by contributing writers and guest columnists are their views and not necessarily those of *School News Roll Call*. This publication is privately owned and the right is reserved to select and edit content. The Palo Alto Unified School District does not endorse the advertisers in this publication.

It was certainly an impressive and proud moment to be in Southern CA and see Superintendent Dr. Austin on the news explaining the PAUSD parents volunteering to support keeping the schools open. Dr. Austin begins this issue with his message on page 3.

In this issue you will read articles on topics such as: Early Literacy, Learning through Play Messages of Gratitude, Senior Legacy Projects, Making Mental Health a Priority, and much more...

On pages 15 & 16 we have included student book reviews and a word search (all ages may enter).

Our next issue is May 4, 2022



We're on mission to improve financial lives!

Would you recommend your bank to your friends?

Stanford Federal Credit Union members do—more than half of our new members are referred.



Free checking, free ATMs,
free first box of checks



High-rate 7-Month
No Penalty Certificate



Rewards credit card with no annual
fee and up to 3% cash back



Join today and get
\$100!



sfcu.org/bonus

Federally insured by NCUA

Board of Education



Ken Dauber
President



Jennifer DiBrienza
Vice President



Todd Collins
Member



Shounak Dharap
Member



Jesse Ladomirak
Member

Addison *Elementary School*

650 Addison Ave., Palo Alto, CA 94301 • 650/322-5935 • addison.pausd.org



Amanda Boyce
Principal

Equity Goals

One of the PAUSD Promise areas that the Addison Staff has been working on this year is Equity. We have a very diverse student population at Addison for which we are grateful. Additionally, we are committed to ensuring that ALL learners feel like valued members of our community. We launched the year by reflecting on and delving in to professional development provided by the 21-Day Equity and Habit Building Challenge. Many staff members engaged in personal growth through the topics presented in the challenge last year, and at our first staff meeting, faculty was encouraged to continue to independently explore the topics and complex issues.

Throughout the 2021-22 school year, we have dedicated one of our early release Wednesdays each

month to further work on equity goals. At our first meeting, we explored and discussed the PAUSD Equity Framework which provides an overview of the complex and varying systemic equity challenges. At the end of our meeting, teachers were asked to complete a survey to help identify our first step towards this important work. Overwhelmingly, teachers identified instructional strategies as a focus area for our site.

The first subgroup we have focused on to explore instructional strategies related to equity are second language learners. We have learned about and practiced integrated and designated English language development and read case studies related to language diversity and social justice. Throughout all the work we have done towards our PAUSD equity goals, I have been humbled and impressed by the level of depth in staff responses and the understanding and commitment to change.

Barron Park *Elementary School*

800 Barron Ave., Palo Alto, CA 94306 • 650/858-0508 • barron.pausd.org



Judy Argumedo
Principal

Equitable Access

Service to Others is a goal that the Barron Park Community values, and it is shown through our actions. When the COVID vaccine was available many families signed up through their providers or the District clinic at Palo Alto High School. However, PTA parents were concerned that not all families would have the same access and opportunity, and did provide a resource to get the Santa

Clara County mobile vaccination unit to Barron Park on December 8 and January 4. Many families were able to get their children and themselves fully vaccinated. It was a lot of coordination, but it made me proud to be a part of a community that cares for everyone and works tirelessly to ensure equitable access.



Duveneck *Elementary School*

705 Alester Ave., Palo Alto, CA 94303 • 650/322-5946 • duveneck.pausd.org

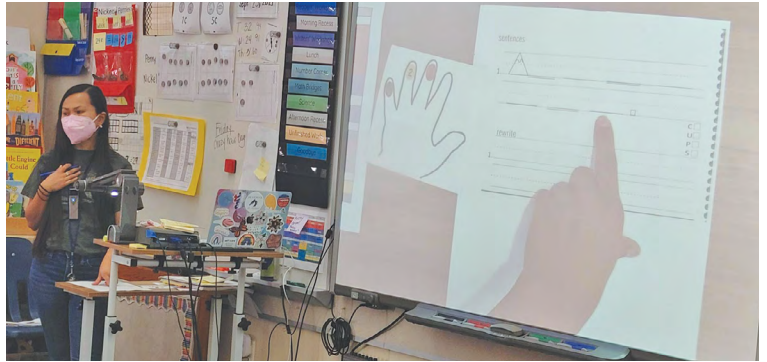


Leslie Crane
Principal

Early Literacy

Duveneck would like to highlight our work on the PAUSD Promise: Early Literacy. Our PreK-3 grade teachers are deeply committed to the 'Every Student Reads Initiative' (ESRI). This initiative was passed by the Board of Education in June 2021. It was developed to give teachers the training and the roadmap

to ensure that our students are able to show growth in their reading ability in order to be able to read at or above benchmark by the time they enter 4th grade. To help us accomplish this important work, all of our PreK-3 grade teachers participated in Orton-Gillingham (OG) summer training with the expectation that they will be teaching this phonics methodology to their students. Based on current research, this program believes that an explicit,



systematic, and multi-sensory approach is the key to success in teaching reading, writing, and comprehension to students. I am pleased to say that our Duveneck teachers are implementing the OG program to fidelity and they are already seeing positive growth in their students' ability to read, write, and spell.

Early intervention is the best way to prevent reading difficulties. We believe that all students in PreK-3 grades will benefit from a success-oriented and direct instruction phonics program such as Orton-Gillingham. I am so proud of our teacher's hard work, effort, and dedication to ensure that our students are building the foundational literacy skills they need to be successful in school and beyond.



El Carmelo *Elementary School*

3024 Bryant St., Palo Alto, CA 94306 • 650/856-0960 • elcarmelo.pausd.org



Aleyda Barrera-Cruz
Principal

Our Equity Commitments and Values

One of our biggest goals this year is around equity. This goal touches all of our other goals: literacy, mental health, attendance, and service to others. Through our equity goal, we want to improve all of our students' academic, social-emotional and behavioral outcomes, and have a laser focus on our special populations (socio-economically disadvantaged, EL students, students with learning differences,

African American students, Pacific Islanders, and Latinx students). Our commitment to equity extends inside and outside the classroom. In the classroom, our teachers are reading culturally relevant children's literature every month, monitoring student progress on the new OG reading lessons and implementing our new SEL curriculum, Second Step.

Outside of the classroom, teachers participate in monthly PLC meetings with a focus on designing literacy inquiry cycles and that target support for specific students. During staff meetings, our teachers engage in equity

driven conversations. For example, they have participated in conversations about their own identities using the concept of mirrors, windows, and sliding glass doors and have worked to revise our school's mission statement so that it can be inclusive of our equity commitments and values. During the second half of the year, our team will participate in four learning modules from the organization Facing History to build our own awareness of educational equity. We hope to see all of these strategies and actions produce amazing results for our students.



Two of the culturally relevant children's books that teachers read every month.

Ellen Fletcher *Middle School*

655 Arastradero Rd., Palo Alto, CA 94306 • 650/856-9810 • fletcher.pausd.org



Melissa Howell
Principal

Gratitude All Around

Life's most persistent and urgent question is, "What are you doing for others?" — Martin Luther King, Jr.

This school year, like the last couple of school years, has definitely been that of expecting change, support, routines, and perseverance. Winter break provided time for families and loved ones. We are excited about returning to campus and the buzz of chatter, laughter, learning, and socializing in our halls and classrooms that we left in December. However, returning to campus came with a reminder of the pandemic and the protocols that we have in place.

This edition's message is about gratitude. Thank you for your flexibility as we return from our winter break. We are grateful for your help at home, as well as at school with keeping our students safe and calm as we get back into the school routines. This return came with challenges due to absences related to precautionary measures. However, our amazing Fletcher staff team and parent community



have stepped up to focus on keeping our schools open. I am extremely thankful to our staff, students, PTA, our gracious parent community, and our "Call to Action" parent volunteers. Please help me celebrate our school and community's desire to support learning at school. "Together, Schools Stay Open" #1PA.

"Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well." — Voltaire
We are Ellen Fletcher Middle School GO TIGERS!



EVERY CHILD PLAYS • INSTRUCTIONAL LEAGUES

UNITED STATES YOUTH



VOLLEYBALL LEAGUE



**Tuesday, April 12, 2022 -
Saturday, June 11, 2022**

Tuesdays: 6:00 PM - 7:00 PM &
Saturdays: 9:00 AM - 10:00 AM



**Mitchell Park
in Palo Alto, CA**



**Boys and Girls
Ages 7-15**

Registration includes a t-shirt



www.usyvl.org

\$150 due by 3/1/2022

(with discount code SNSP22)

\$200 until 4/1/2022

Escondido *Elementary School*

890 Escondido Rd., Palo Alto, CA 94305 • 650/856-1337 • escondido.pausd.org



Marcela Simoes de Carvalho
Principal

Literacy and Equity Goals Hand in Hand

The Every Student Reads Initiative is our district's plan to ensure that all students meet or exceed grade-level reading expectations in three years. The goal is ambitious, and every educator at Escondido has embraced and collaborates to work together to meet.

What is Escondido doing to ensure learning to read at high levels is a reality for every student?

We start with highly effective initial teaching. After a teaching cycle, we use ongoing formative assessment to identify students needing additional interventions. The intervention takes place in class (+1) and during our Response to Instruction (RtI) (+2) in a small group. The RtI teachers shared some thoughts about the year thus far.

Lindsey Ehsan

When students know that there are multiple invested teachers helping them grow across the school, their confidence and commitment to growing as a learner

increases, this is hard work and will require us to shift our collective mindset, culture, processes, and practices.

Kathleen Connolley

I enjoy working closely with students to target their needs and provide a safe space to build confidence.

Esther Agustin-Perez

Having a designated RtI time for each grade level and extra staff is very helpful to support struggling students. I also look forward to collaborating with teachers to determine essential standards and assessments to monitor student progress in RtI.

Kaisey Hake

I appreciate dialoguing with RtI and classroom teachers about meeting student needs and using new district resources effectively. I hope students feel confident in reading and writing because they have overcome challenges in smaller settings.

The team of educators at Escondido is driven by the knowledge that their collaborative efforts will help their students to realize their hopes and dreams by becoming proficient readers. Literacy is Equity at Escondido!

Fairmeadow *Elementary*

500 E. Meadow Dr., Palo Alto, CA 94306 • 650/856-0845 • fairmeadow.pausd.org



Iris Wong
Principal

Welcome Coach Bryant Hicks

PAUSD's focus areas for the 2021-22 school year are (in alphabetical order): Early Literacy, Equity, Healthy Attendance, Mental Health, and Service to Others.

Here at Fairmeadow, our fabulous teachers continue to focus on all five areas throughout the year, in addition to academic goals, achievements, and supports that are provided to

all students. Something I would like to especially highlight is the addition of a new district staff member, Coach Bryant Hicks. Coach Bryant was hired by the District to support all elementary sites with social-emotional learning through playground games and team building strategies out on the school yard. We have been fortunate to have Coach on our campus on a rotating schedule so all our students have an opportunity to

work with Coach Bryant. He comes with vast experience for supporting productive games where students can cooperatively play and have fun. The best part is the relationship building that takes place between Coach and the students; he is such a captivating speaker and works wonderfully with students. Having Coach Bryant at our school helps support all of the five focus areas in some respect, and is just one resource of many we have available to all our students.



Greendell School

4120 Middlefield Rd., Palo Alto, CA 94303 • 650/856-0833 • greendell.pausd.org



Kevin Rouse
Interim Principal

Learning through Play

It's a new year and the Greendell Goslings are excited to learn. Our young students bring an unbridled, honest curiosity to school each day. Nurturing and molding that excitement through hands-on, experiential learning makes working as a teacher at Greendell School so rewarding.

The Greendell campus houses so many amazing programs: Preschool Family, is a parent education - parent participation program that focuses on growing the entire family. Parents attend parenting classes. The Young 5's students spend their time here getting ready for kindergarten through socio-emotional play and hands-on early academic reading and writing activities. Learning Center students also spend their days enveloped in interactive social and academic activities that teach independence. Finally, the Adult Education program resides on the back side of our campus. Adult students come to learn English and can also sign up for enrichment classes, such as calligraphy, creative writing, or estate planning.



Teacher Maria's PSF - 2-yr-old class
Dough Sculptures using tools.

Greendell has so much to offer. The staff here serves students of all ages. This year the Springboard program will be springing starting February 7. Springboard to Kindergarten is an opportunity for children who have not attended preschool to receive a high quality educational and social experience prior to entering kindergarten in the fall of 2022. This program is for students who are registered for kindergarten in the Palo Alto Unified School District and priority is given to families demonstrating a financial need.

Students at Greendell learn by exploring their environment and learning through play. Early childhood education programs at Greendell have always focused on educating children through engaging and meaningful learning, providing children with experiential, play-based, literacy-rich experiences with their peers. Children here also learn social skills such as taking turns, sharing, following directions, having conversations, working as a team, and encouraging friends. The Greendell staff is excited and proud to be here serving so much of the Palo Alto Community.

Frank S. Greene Jr. Middle School

750 N. California Ave., Palo Alto, CA 94303 • 650/494-8120 • greene.pausd.org



Sebastian Benavidez
Principal

Messages of Gratitude

Greene Middle School staff, students, and parents kept busy in service to others by spreading cheer and community support throughout the fall semester!

In November, students crafted and delivered messages of gratitude to staff members. Teacher and staff mailboxes overflowed with sweet notes of appreciation and students reaped the benefits of having an attitude of gratitude.

In December, Greene PRIME classes partnered with the Ecumenical Hunger Project. With 6th graders collecting toothbrushes, 7th graders collecting toothpaste, and 8th graders in charge of sock collection, we were able to donate thousands of essential supplies to community members in need.

Finally, Greene PTA coordinated a "Neighborhood Cheer" project, delivering mugs and handwritten notes from students and staff to doorsteps of houses neighboring the Greene campus. Several neighbors wrote letters back to students and staff, accomplishing the goal of bringing our community closer together after a tough year apart.



Greene students putting finish on book racks



Greene students assembling tool boxes

Henry M. Gunn *High School*

780 Arastradero Rd., Palo Alto, CA 94306 • 650/354-8200 • gunn.pausd.org



Wendy Stratton
Principal

Senior Legacy Projects at Gunn

Somewhere along the way, we must learn that there is nothing greater than to do something for others. — Martin Luther King Jr.

In the spirit of Service to Others, throughout this past semester, seniors at Gunn participated in the design and implementation of Legacy Projects with their Social Emotional Literacy and Functionality (SELF) class cohorts. During their weekly SELF class, students collaboratively identified something they'd like to change, or some way they would like to positively impact our community. This year's projects ranged from trash pickups designed to alleviate pressures on custodial staff, poison oak removal from the Bol Park path, thank you letters to current and previous teachers, lessons from 12th graders to 9th graders, a library art project, positive affirmations painted on rocks and placed all over campus, and the installation of a cart in the Wellness Center to stock both food and personal care products that students may need while on campus.



Herbert Hoover *Elementary School*

445 E. Charleston Rd., Palo Alto, CA 94306 • 650/320-8106 • hoover.pausd.org



James Sherman
Principal

Early Literacy

Walking through classrooms at Hoover, you will see engaged students and busy teachers, but what are they all doing? Students are working on a variety of subjects individually and in groups. Looking closely, you are likely to see modifications in the assignments for some. Instructional assistants and aides are working one-on-one and with small groups. And, you'll notice that reading features prominently in every classroom regardless of subject area.

PAUSD has a renewed focus on foundational reading skills in the primary grades, ensuring all students have the skills they need to be successful across the curriculum. One of the five PAUSD priority goals this year is early literacy, the development of the skills children need to go from just reading the words to reading to learn as they seek information. Children must know how words are built, how different letter combinations make different sounds and why, have a strong vocabulary, and be able use the context surrounding the word to derive meaning. It is no easy task, and specific, targeted instruction is necessary.

Teachers assess reading level regularly with our students and report it officially using the BAS (benchmark assessment system) three times a year (beginning, middle, end). Knowing reading level and progression through the levels during the year ensures that students are on track to be at or above grade level.

Back in our classrooms in grades K-3, students receive daily lessons using the Orton-Gillingham (OG) methodology. This is a phonics-based, sequential, multi-sensory approach to learning reading skills. In *When Readers Struggle, Teaching that Works*, pioneering researchers/educators Irene Fountas and Gay Pinnell say, "We need a many-layered and coordinated approach that offers high-quality instruction in a variety of forms necessary to serve each child at the level needed." All kids are receiving explicit, targeted, and proven reading instruction at school. The result is fluent readers who can decode and comprehend at the same time. As students move to grades 4 and 5, we need kids who are proficient at researching, meeting in book groups, making sense of difficult texts, and having detailed conversations about what they read. As poet Rick Holland says, "The world belongs to those who read."

Jane Lathrop Stanford *Middle School*

480 E. Meadow Dr., Palo Alto, CA 94306 • 650/856-5188 • jls.pausd.org



Chris Grierson
Principal

Service to Others

Somewhere along the way, we must learn that there is nothing greater than to do something for others. — Martin Luther King, Jr.

Service to Others is one of PAUSD's five focus goals for the

2021-22 school year. In a time of great unpredictability, the JLS community has repeatedly demonstrated our shared commitment to serving others by going above and beyond in serving our students, families, and staff members

Flexibility, compassion, and contributions have kept our school running smoothly. In January, we had a much higher number of substitute teachers and staff than we anticipated, and we called on our faculty team to step-up with extra teaching duties, as well as invited parent volunteers to help with food distribution, student supervision, custodial support,



JLS Parent Volunteers help with Food Distribution at Lunch. By having volunteers fill staff absences and add support, we have been able to keep our school running smoothly. Go Panthers!

and Covid Clinic support. We've been fortunate to avoid disruptions to classes and programs because of our community's incredible volunteerism and service to others. Classes have stayed open, logistics on campus have remained clear, safe, and calm.

We are all grateful and proud to belong to a community that demonstrates Service to Others.

Juana Briones *Elementary School*

4100 Orme St., Palo Alto, CA 94306 • 650/856-0877 • briones.pausd.org



Katy Bimpson
Principal

Making Mental Health a Priority

Our staff knew that this year would come with a unique set of mental health challenges as our students would be returning to school with a wide variety of pandemic experiences. We also knew that in order to support our students and families, our staff, who were still processing their own pandemic experiences, would need to prioritize their own mental health and wellness. Here is what our efforts look like at Briones:

For Staff:

- Teachers convened a wellness committee to address current staff needs.
- Specialist teams are working with teachers to refine processes that will allow us to get needed support to students and staff in more efficient, effective ways.
- Teachers participated in professional learning on trauma informed care for themselves and trauma informed practices and strategies to use with students.
- Our PTA has generously increased staff appreciation activities and support.
- Mental health resources are shared with staff weekly.

For Students:

- Prioritize building trusting relationships with students so that each student feels safe, seen, and valued at school.
- Teachers use school-wide practices of greeting every child at the door each day, conducting morning meetings, incorporating quiet time into the day, using brain breaks and mindfulness strategies, and using consistent language to support students in cultivating communication and problem-solving skills.
- Focus on inclusion and equitable practices.
- A community connectedness survey is given twice a year to ensure that each student has at least three trusted staff members who they feel comfortable going to for help.
- School-wide efforts are shared with families.
- Project Cornerstone readers actively work in every classroom to cultivate the 41 Developmental Assets.
- Our school psychologist and CASSY counselor collaborate to provide direct support.
- Restorative practices are used to provide meaningful ways for students to understand the impact of their choices.

Lucille M. Nixon *Elementary School*

1711 Stanford Ave., Stanford, CA 94305 • 650/856-1622 • www.lmnixon.org



Amy Sheward
Principal

PAUSD Focus Goal – Equity

Nixon is committed to fostering a diverse, equitable, and inclusive environment. What does this look like in our school?

Nixon teachers take time to get to know their students and learn about their cultural backgrounds. Teachers lead lessons and use materials that represent our diverse community, experiences, and histories. Classroom routines, activities, and expectations promote equity and reduce bias. Creating culturally responsive learning environments, teachers foster increased cultural understanding, stronger critical thinking skills and a community where all are valued.

Nixon is committed to making sure every student has equitable access to programs, services, and enrichment experiences that support student learning and enable each child to thrive and grow. We are lucky to have many resources to support this goal. Our most valued resource is our people. Teachers, aides, specialists, support staff, and volunteers help us to provide healthy lunches, targeted intervention, small group instruction, school-based counseling, family outreach, and more.



First graders get targeted instruction from Nixon's math coach.

Ohlone *Elementary School*

950 Amarillo Ave., Palo Alto, CA 94306 • 650/856-1726 • ohlone.pausd.org



Dawn Yoshinaga
Principal

Ohlone Guides

Ohlone students are spirited, engaged citizens of their community. One of the beautiful hallmarks of Ohlone is our celebration of student-centered and student-led initiatives. There are several opportunities where students provide care and service to others.

Ohlone Guides is a student service group for 5th grade students. Our Ohlone Guides are positive peer role models for the student community. Examples of their valued services include helping K/1 students on the playground, organizing art supplies for teachers, reading to first grade students on the farm, and helping with library and lunch. They are also working on creating a mural to bring joy to our school campus. Recently, the Ohlone Guides held a ceremony to officially welcome our new Ohlone students and staff. It was priceless!



Our Green Team has been instrumental in educating students and staff on steps we can take to protect the health of our world through the choices we make every day, especially at lunch! Our Junior Staff supports the social and emotional well-being of students through organizing and leading fun and interactive games at recess.

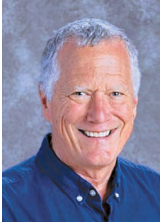
Student Council is a place for students to express their ideas and work together to resolve student concerns. They organize fundraisers and are interested in taking care of the needs of those that are struggling during the pandemic

And lastly, Ohlone Times is a school newspaper developed by students. Ohlone Times journalists create an issue each month that includes current events, science information, arts and crafts ideas, interviews of staff members, biographies, and cute pictures of animals.

Ohlone is a place where students are celebrated for their ingenuity, compassion, and self-inspired calls to action. They have brought much joy to our school community. We are proud of their commitment to serving others and including the perspectives of all people. The world is in good hands!

Palo Alto *Adult School*

50 Embarcadero Rd., Palo Alto, CA 94301 • 650/329-3752 • paadultschool.org



Tom Keating
Principal

Grateful to be Back!

During the fall term, the Palo Alto Adult School returned to the majority of courses offered in person. Course evaluations were overwhelmingly positive, with students stating how grateful they were to be back

on campus and interacting with their peers.

The English as a Second Language program at Greendell plans to move to the I Building on the Cubberley Campus for the Fall of 2022. The new site will include a significant upgrade of classroom media and technology. In addition, several Community Education classes will also be moving to Cubberley.

Due to the continuing challenge of the COVID-19 pandemic, we have decided to postpone our anniversary

celebration for the Adult School and PreSchool Family until the Fall Term of 2022. We will keep you posted.



Palo Alto *High School*

50 Embarcadero Rd., Palo Alto, CA 94301 • 650/329-3701 • www.paly.net



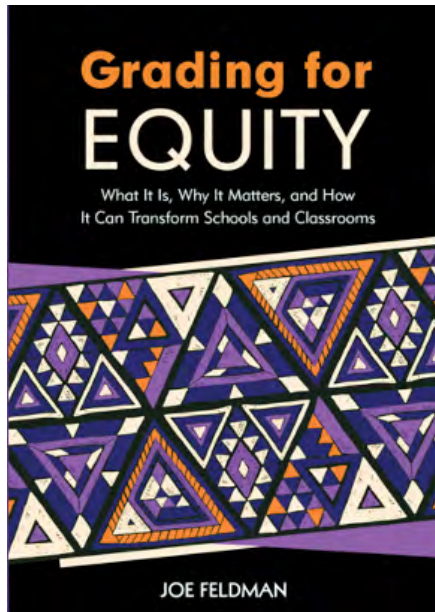
Brent Kline
Principal

Equitable Opportunities for All Students

One year ago, the Paly staff began focused conversations and learning opportunities on how to ensure an equitable learning environment for all students. In partnership with Enid Lee,

a leader and consultant in anti-racist education, the Paly staff has engaged in a variety of learning activities designed to define equity in schools and practices that promote equitable opportunities for all students.

Matters of assessment and climate have been the two most significant themes of our learning so far this school year. We have also been very specific about the nature of our professional learning and organizational contexts that support our learning and practice around equity. Several student populations were named as teachers considered plans for equity work this



school year. Among them are students described as English Language Learners, students with Special Education placements, Historically Underrepresented students, Black and Brown students, LGBTQ+ identified students, students from East Palo Alto, and quiet and shy students.

Now that we have developed an agreed upon understanding of equity, we have now shifted our learning to understanding equitable grading practices. Starting this month, the Paly staff is beginning to unpack our assessment practices by anchoring our professional development activities with Joe Feldman's book *Grading for Equity*. By using this book as a guide to our assessment practices, we hope to identify all the levels of our

systems of grading where there is inequity, while looking for obstacles and barriers that can be removed as we move forward on our goal of developing a system of grading that is aligned and practiced schoolwide.

Palo Verde *Elementary School*

3450 Louis Rd., Palo Alto, CA 94303 • 650/856-1672 • paloverde.pausd.org



Annora Lee
Principal

Starting the Day off Right

What's something you do to start your day off right? A warm cup of java? A brisk walk around the block? Fifteen minutes of meditation? At Palo Verde, we host Morning Meetings!

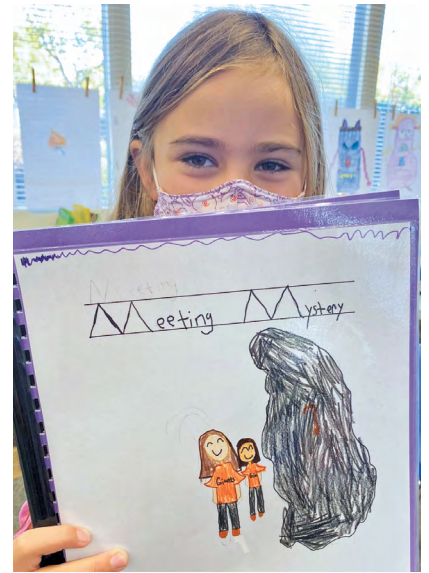
Every school day, students in every classroom gather in their communities. Children share what's happening in their lives, success of the week/weekend, gratitude for peers, and even personal details of their lives. It's an intimate time for children to stop, look, and appreciate the individuals in their class, and it's one of the greatest treasures of the school day.

Morning Meetings can take many different shapes and forms. It might be a simple "What's the Word" activity, or a direct conversation led by the teacher. Either way, the goals are the same: Connect children with one another. Hear every child's voice. The teacher will often take what is shared and modify lessons and plans for the day. For them, it's a barometer on how the kids in their class are doing in areas other than just academics. For the kids, it's a mental appetizer to help them prepare for the day ahead.

When I sit in on these sessions, I am often astounded by the depth of conversations had by our students. They ask



Palo Verde's Eagle made a surprise landing at their Walking Club kickoff event.



Second grader Elzi proudly displays her writing during a classroom publishing party.

thoughtful questions, pose potential solutions, and offer words of wisdom and comfort. They learn to celebrate each others' triumphs, and empathize when a peer is hurt. In this small pocket time, children are experiencing the power of human connection.

When your child is tardy or late for class, that is a hole felt by all. Make sure they arrive to class on time so they can participate meaningfully. And when you see them later that day, make sure to ask how their Morning Meeting went!

Walter Hays *Elementary School*

1525 Middlefield Rd., Palo Alto, CA 94301 • 650/322-5956 • hays.pausd.org



Mary Bussmann
Principal

Mental Health and Well-Being

As you have observed in our community, as well as the world, every one of us is potentially vulnerable to contract the various mutations of COVID-19. We are all doing our best to employ appropriate safety measures to ensure our own health and the health of others while relying on science to guide us.

As we navigate these challenging times, I want us to be mindful of the members of our community: students, staff members, and families. Our families put trust in us every day, not only to effectively educate, but to nurture these beautiful children, so they grow to be healthy and strong, both academically and socially and emotionally. I applaud this mighty work of our staffs who have gone above and beyond to care for our students. Thank you.

I want to ensure that our families and staff feel supported and safe so they can maintain a healthy and hopeful outlook not only day-to-day, but for the future. It is understandable for someone who is sick to feel isolated and alone, because of not wanting to spread the disease and the potential embarrassment for contracting it in the first place.

The Walter Hays Core Values: Respect, Empathy, Inclusion, and Resilience help us reflect on how to honor, support, and include while we hold a hopeful spirit with and for each other (<https://hays.pausd.org/school-life/walter-hays-way>). This is why it is so important for us, particularly now, to demonstrate care and compassion for others, for all of us to maintain a healthy outlook.

When we know we are not alone, when we have the kindness and care of others, we can all move forward with a stronger sense of well-being and mental health. I look forward to working together to support our community!

Daniel's Review



Daniel H.

Funny Friends!

Title: *Baloney and Friends: Going Up!*

Author: Greg Pizzoli

Baloney the pig and

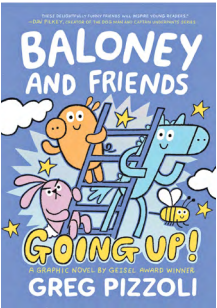
his friends Peanut the

horse, Bizz the bee, and

Krabbit the crabby rabbit

do funny things and
have fun in the many

short stories of this second book of the Baloney and Friends series! You'll laugh about the things they do, like finding a lost sneeze, using a ladder, and appreciating trees. My favorite story is when Baloney and his friends make up a silly theme song for their group and everyone helps out in their own way. Baloney is my favorite character because he is a good friend. I felt happy when I read this book and I think you should read it too!



Daniel is in second grade and he likes to spend time with his family playing board games, reading, and playing sports like tennis, soccer, and basketball.

Taegyong's Book Review



Taegyong K.

A Secret Society

Title: *The Mysterious*

Benedict Society

Author: Trenton Lee

Stewart

Reynie Muldoon is a very intelligent boy. He is an eleven-year-old boy and lives at an orphanage. One day, he finds an advertisement in the newspaper. It says that if you pass the test, it will let you into a school. Reynie finds the test asking strange questions. He passes the test and meets three other children, Sticky (George) Washington, Kate Wetherall, and Constance Contraire who pass the test like him. Then, they meet Mr. Benedict. He tells them that "The Emergency" is coming from a secret institute that makes the world in danger. Now, they are on the mission to stop it. Will the four be able find the secret of "The Emergency" with Mr. Benedict? This book is written in third person perspective. I feel intrigued in the story more as it progresses. I recommend this book to those who have a thirst for adventure.



Taegyong K. is a 6th grader. She loves reading books and writing her own stories. Also, she likes to draw and play video games.

Milestones and Firsts—Word Search Contest

Rules! One word in the list is NOT in the word search.

When you have completed the word search, one word will be left and that word you email to: Kay@schoolnewsrollcall.com Please put Palo Alto in the subject line.

Entries must be received by March 15, 2022

From the correct entries one name will be drawn to win
a \$20 Barnes & Noble gift card!

- | | |
|-------------|---------------|
| BIRTH | HOUSE |
| KISS | RECITAL |
| HIGH SCHOOL | CAR |
| GRADUATION | DISNEYLAND |
| COLLEGE | TRAVEL |
| DATE | AIRPLANE RIDE |
| LOVE | BALLOON RIDE |
| ENGAGEMENT | CRUISE |
| MARRIAGE | FIRST TOOTH |

Congratulations to **Neel and Ria Satyavolu**
Winners of our last issue Word Search Contest!



David's Review



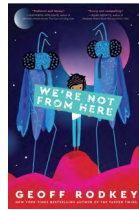
David H.

The Aliens

Title: *We're Not From Here*

Author: Geoff Rodkey

We're Not From Here is about a kid named Lan and his family who travel from their human colony on Mars to a faraway planet Choom to start a new human population.



Unfortunately, once they get there, the aliens on Choom tell them to leave immediately. Now they have a big problem that they have to figure out because they don't have enough fuel in their spaceship to go back to Mars. What do they do? Read and find out! I really liked this book and I recommend that you should read this book too if you like action, suspense, and humor.

David is in fourth grade and he loves to read and play piano. He likes math and outdoor activities such as rock climbing, tennis, and basketball.

Kailani's Review



Kailani T.

Do You have an Imaginary Friend?

Crenshaw by Katherine Applegate

Crenshaw is about a family with very little money for rent and even less money for food and toys. When Jackson's dad lost his job, his sister, mother, and the family dog have to move from place to place.



When there was no more money for rent, the family has to live in their minivan. Jackson has an imaginary friend named Crenshaw. Crenshaw is a huge fluffy cat. Crenshaw always comes into Jackson's life whenever Jackson needs help.

The story is full of excitement and sadness. I learn more about homelessness and friendship from this story. Reading this book makes me understand why my parents always tell me to appreciate everything we have, to share when we can, and not to take anything for granted. This book also shows how important it is to have a good friend, even if they're imaginary. I give this book 5 out of 5 stars.

Kailani is a 4th grader who loves to read. When not playing with her brother, Kailani likes to listen to music, ride horses, and play board games. Hope everyone stays well and healthy.

Jenna's Review



Jenna C.

Carry Us Away

Book Title: *Stargirl*

Author: Jerry Spinelli

Change is a big word and is something a lot of people do so that others will like them. *Stargirl* is a character that differs from everybody else. Leo the narrator always tells himself that *Stargirl* is weird, but do you think that? Your opinion may change throughout the book because of *Stargirl*'s choices. *Stargirl* is new to the school and catches attention quickly for being unique such as singing with her ukulele in the cafeteria. She becomes the good luck charm at the football game because she starts singing which motivates the players to try harder. She becomes the Queen of the school, but does she maintain her popularity with her quirkiness? Read to find out!



Jenna is a 6th grader. She enjoys playing soccer and drawing. She likes to read fiction novels. Someday she wants to publish a book.

Katie's Review



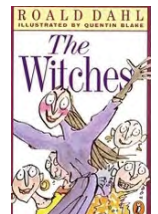
Katie C.

Witch is Which?

Book Title: *The Witches*

Author: Roald Dahl

Think of a group of women, gathering to speak at a convention in a hotel. Nothing out of the ordinary--except they wear wigs and gloves, don't have toes, and



turn children into rats. That is the premise of "*The Witches*," by Roald Dahl. In this fantastical story about witches who hate children, there is no end to your imagination. From the drawn out, shrill voices of the vicious women to the very magical potions they concoct, there is no doubt that you will find the missing piece to all the supernatural myths of the world. A grandson is warned from a very young age about these mystical, mysterious women--but can he face the dangers that creep upon him? If you like a suspenseful story, "*The Witches*" is a perfect book for you.

Katie is a senior in high school. She likes reading and writing. She loves to read to younger kids. She provides book reviews to kids who want to find more good books.

Have Fun Reading!!