

District Advisory Council (DAC)

January 9, 2024



DAC Chair Comments

January 9, 2024



International Holocaust Remembrance Day

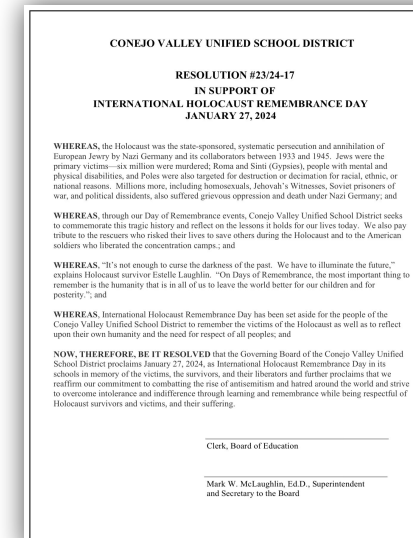
January 27, 2024



Smithsonian United States Holocaust Memorial Museum Resources



CVUSD Resolution



Black History Month

February 2024



Association for the Study of African
American Life and History



National Museum of African American
History and Culture



Lunar New Year, Year of the Dragon

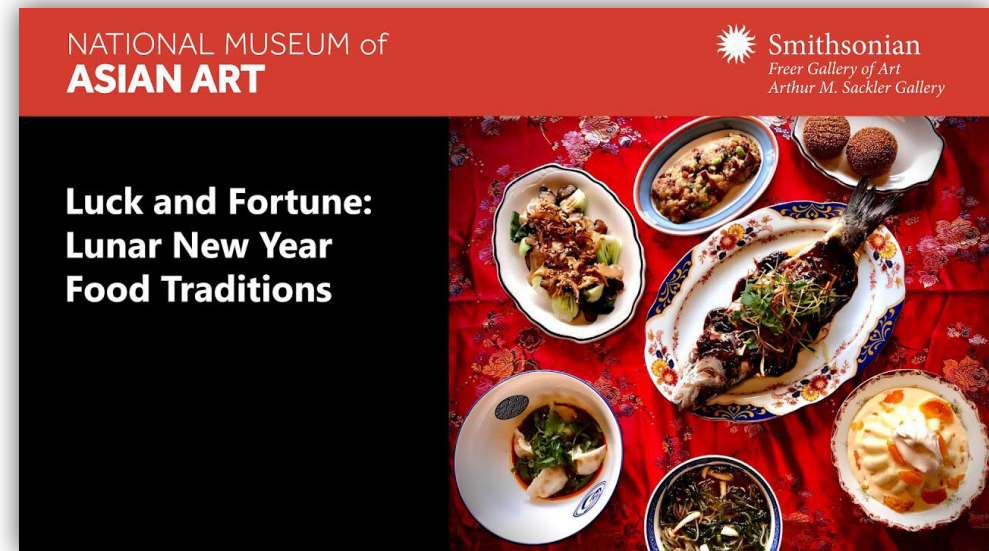
February 10, 2024



Smithsonian National Museum of
Asian Art Resources



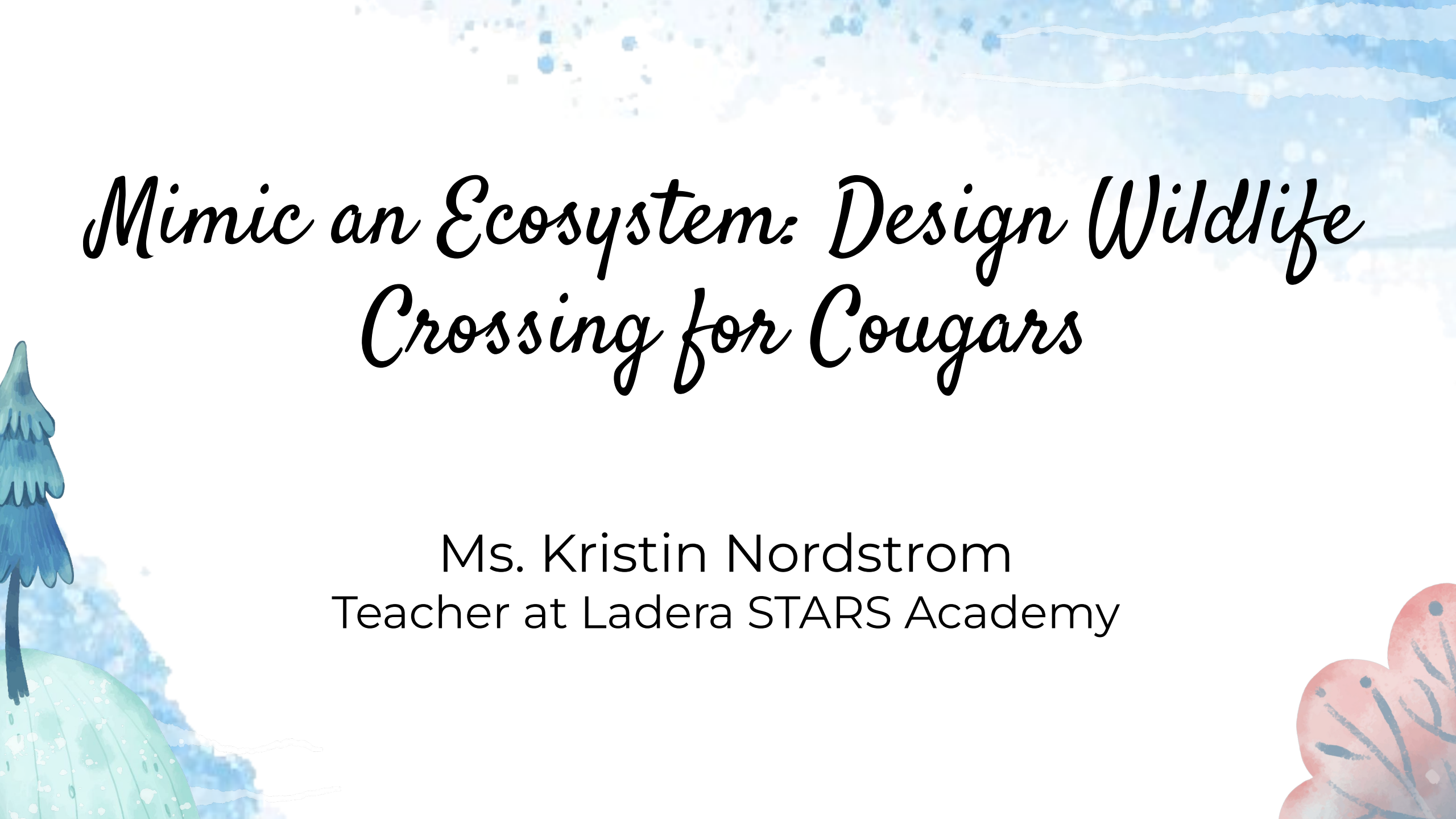
Smithsonian Library of
Lunar New Year Videos



District Advisory Council (DAC)

January 9, 2024





Mimic an Ecosystem: Design Wildlife Crossing for Cougars

Ms. Kristin Nordstrom
Teacher at Ladera STARS Academy

Wildlife Crossings



Life Science

Project-Based Learning

Students investigate their local ecosystem. They learn the science and engineering behind wildlife crossings and design their own crossings to help mountain lions.

PBL written by: Kristen Nordstrom
Email: knordstrom@conejousd.org

Ladera STARS Academy



Our STEAM magnet school was nationally STEM certified in 2022. This STEM professional development program was developed at Rice University. It is part of a rigorous year-long campus certification process. The Ladera STEAM team worked closely with a coach provided by the National Institute for STEM Education. This team presented evidence of data analysis and created an action plan to sustain the school's forward momentum. NISE STEM certificates integrate the most recent research and best practices in STEM, 21st century learning, and professional development.

We currently have 8 full-time teachers who are nationally STEM certified. On average, it took 40-70 hours per teacher to complete the certification with the National Institute for STEM Education.

We continue to develop as a staff together and attend conferences, STEAM summer PD, and trainings which we share with one another.

West Ed. Alliance STEAM in the Park STEAM Conf. CASE Conf. Buck Institute STEMposium.



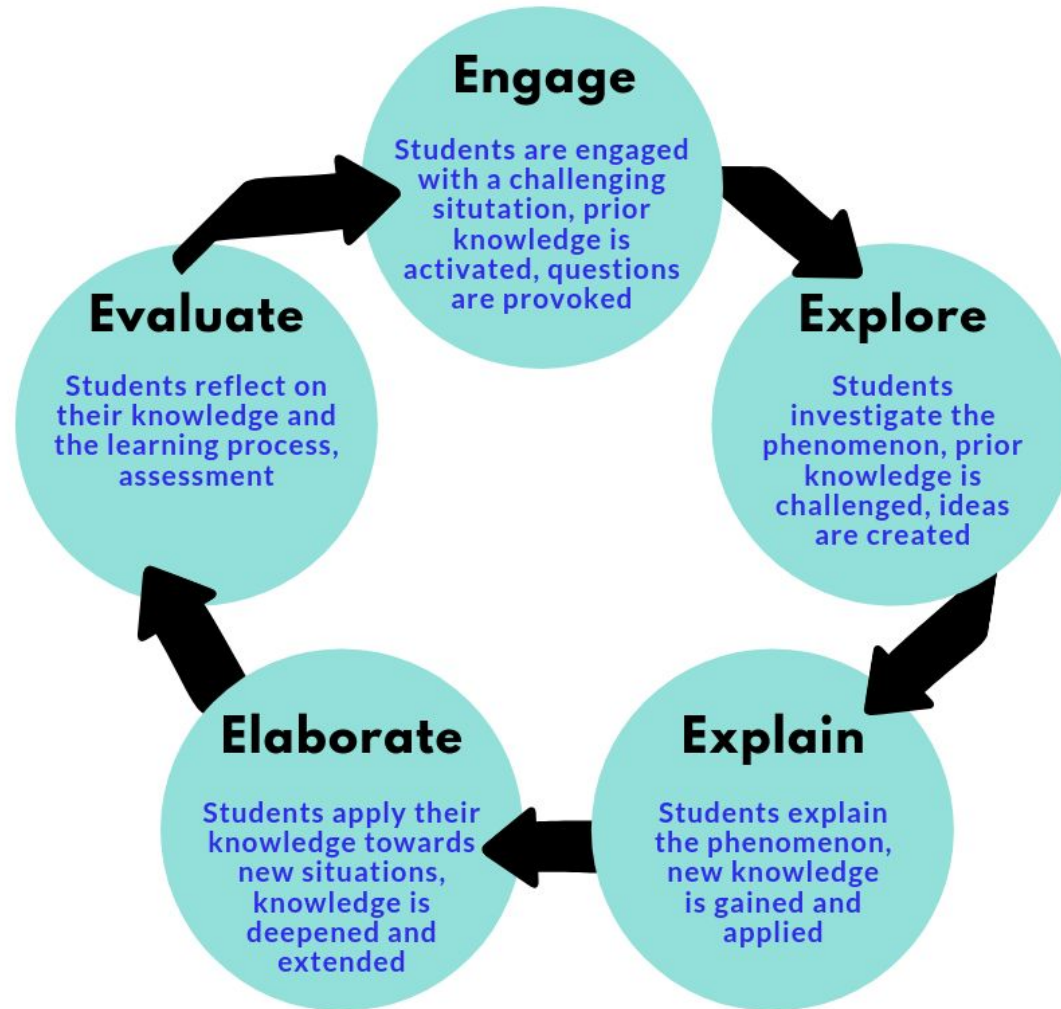


What kinds of animals would use a crossing?

Investigating a Fragmented Ecosystem and Designing Solutions Lesson Overview



5E Model



5E Model

1. **ENGAGE** - Watch a mountain lion. Make observations and formulate questions.
2. **EXPLORE** - Create a class simulation of a mountain lion attempting to cross the freeway. What is the problem? How can we solve this problem? How can 2nd graders help a mountain lion?
3. **EXPLAIN** - Research our local ecosystem and how it functions. We form teams to research animals and native plants. We create Google slide presentations and write nonfiction books to teach other classmates.

4. **EXPLAIN** - Learn about bridge building and create models of three different bridge structures.
5. **ELABORATE** - Apply our bridge building knowledge by designing, testing, redesigning, and retesting.
6. **EVALUATE** - Present wildlife crossings to the class and discuss how your crossing held up during strength, earthquake, and tornado testing.

NGSS Standards Table

Connecting to the Next Generation Science Standards (NGSS Lead States 2013)

The chart below shows NGSS and Common Core standards met in this PBL.

Dimensions	Classroom Connections
<p>Science and Engineering Practices</p> <p>Asking questions and defining problems</p> <ul style="list-style-type: none">● Ask questions based on observations to find more information about the natural and/or designed world(s).● Define a simple problem that can be solved through the development of a new or improved object or tool. <p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none">● Make observations (firsthand or from media) to collect data which can be used to make comparisons. <p>Developing and Using Models</p> <ul style="list-style-type: none">● Develop a simple model based on evidence to represent a proposed object or tool. <p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none">● Analyze data from tests of an object or tool to determine if it works as intended.	<ul style="list-style-type: none">● Students make observations about ecosystems (natural world) and bridges (designed world) that lead to new questions and help them define the cougar/freeway problem.● Students define the cougar/freeway problem and a plan for solving it by developing a land bridge.● Students make observations first hand (campus field trip) and from media about the plants and animals that make up their local chaparral ecosystem and other ecosystems they compare it to.● Students develop a model of the organism interactions in their local chaparral ecosystem and also develop models for their land bridges.● Students collect and analyze data about the effectiveness of their land bridge.

Disciplinary Core Ideas

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water.

PS1.A: Structure and Properties of Matter

- Different properties are suited to different purposes.

ETS1.A: Defining and Delimiting Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)
- Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)
- Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)

- Students survey the biodiversity of their local chaparral ecosystem and compare it to other ecosystems, including land and water ecosystems.
- Students study the materials used to build real bridges and test the properties of the recycled materials they use to construct their models of land bridges.
- Students solve the problem of cougars and freeways by considering an engineering solution that involves biomimicry.
- Students interview several experts and ask them questions that help them to better understand the problem. Students also make observations about the ecosystem when they go on a campus scavenger hunt and when they study media to help them gather information about mountain lions, ecosystems, and bridges.
- Students clearly define their problem during Part 1 of the unit and further refine it in Parts 2 and 3.
- Students design sketches of their land bridges and build physical models out of recycled materials.
- Students compare their designs with one another and test their designs using a class-generated rubric. They evaluate whether the design is on budget, sturdy, and accurately mimics the chaparral ecosystem. Students are also coached in how to provide and receive constructive feedback.

Crosscutting Concepts

Systems & System Models

- A system can be described in terms of its components and their interactions.

Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s).

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

- Even though Systems and System Models was not officially one of the CCCs in the PEs for this unit, we used it as a unifying theme for the unit. Students studied ecosystems and bridge systems, and then mimicked their local ecosystem in their land bridge design.
- Students study the shape and stability of bridges in Part 2, including looking at the parts of a bridge (span, pier, and abutment) and their functions. Students expand their consideration of structure and function to include adding components of an ecosystem to their bridge design in Part 3.
- Students study causes of mountain lion fatalities and consider the potential effects of their design solutions.

Building Towards Performance Expectations (PE listing with clarification statement and assessment boundary)

- **2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]
- **2-PS1-2.** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]
- **K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3.** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Connections to the *Common Core State Standards* (NGAC and CCSSO 2010)

ELA (READING):

- **CCSS.ELA-LITERACY.RI.2.1** Ask and answer such questions as who, what, **where**, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.RI.2.2** Identify the main topic of a multiparagraph text as **well** as the focus of specific paragraphs within the text.
- **CCSS.ELA-LITERACY.RI.2.4** Determine the meaning of words and phrases in a **text** relevant to a grade 2 topic or subject area.
- **CCSS.ELA-LITERACY.RI.2.6** Identify the main purpose of a text, including what the **author** wants to answer, explain, or describe.

ELA (WRITING):

- **CCSS.ELA-LITERACY.W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **CCSS.ELA-LITERACY.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **CCSS.ELA-LITERACY.W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- Students engage in all four reading standards listed to the left during the literacy activities described in the preceding lessons. After reading the books and passages referenced, students answer questions to demonstrate understanding, identify the main idea and details, define unfamiliar words and phrases, and determine the author’s purpose.

- Students research and write about different plants and animals in the chaparral ecosystem.

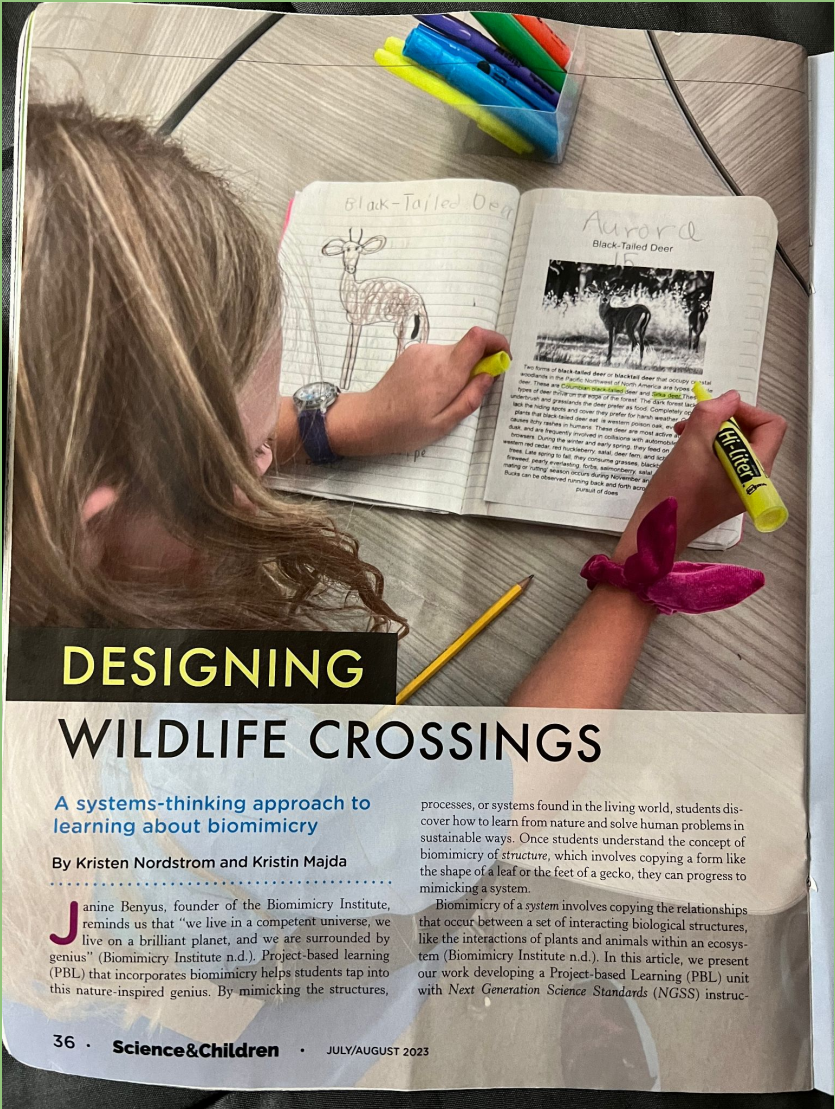
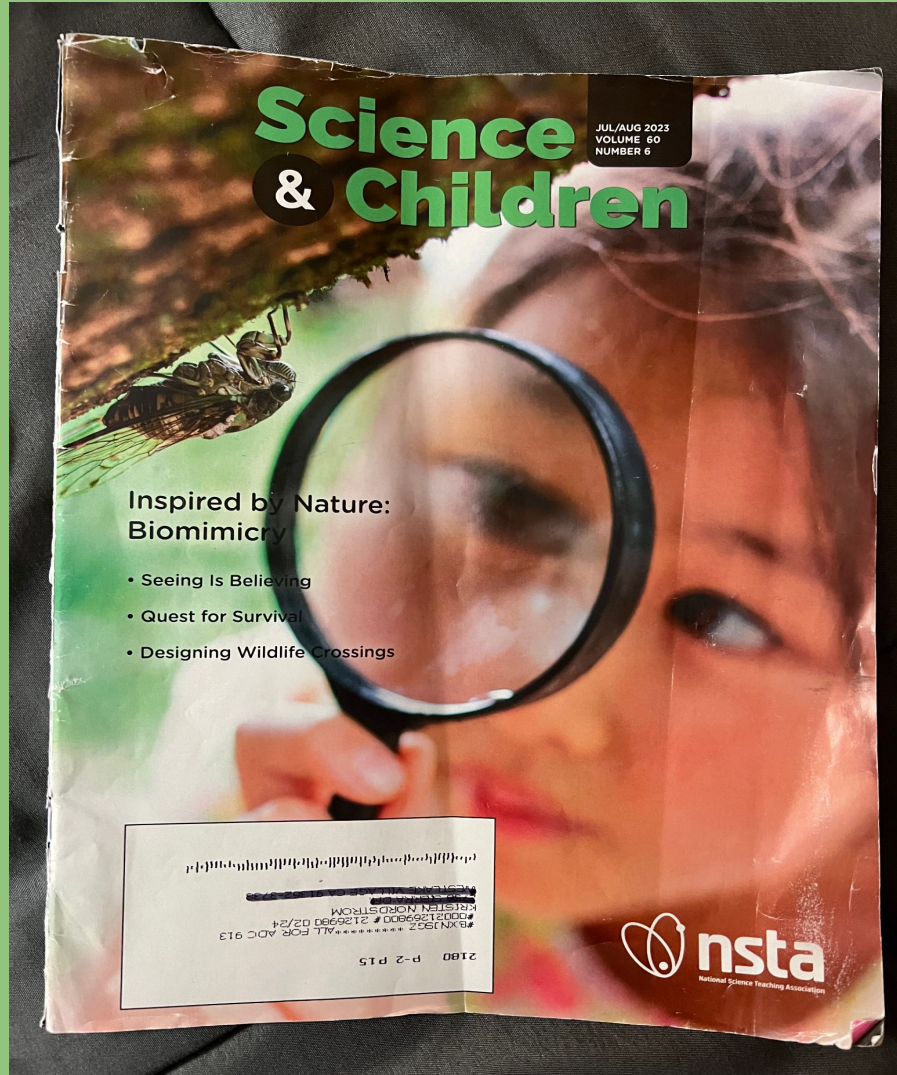
- Students revise and edit their informational paragraphs on different animals of the chaparral.

- Students work together in research teams to write an informational paragraph on a chosen plant and animal in the chaparral.

MATH:

- **Math.Content.2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Students devise a budget based on the materials needed to build the bridge they designed.







Please do not hesitate to reach out with any questions, insights, etc. I would love to hear from you!!

Kristen Nordstrom

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Thank you!!

Crossing Guards & Walk and Roll

Grahame Watts, Transit and Crossing Guard Program Administrator; **Alexandra South**, Director of Strategic Communications and Public Affairs; and **Nader Heydari**, City Engineer

Presentation, Questions and Discussion

City School Crossing Guard Program Overview

DAC Committee Meeting
January 9, 2024

Program Background

- Originally approved by City Council in 1964
- Currently includes 24 crossing guard intersections
- Supported by 1 Program Administrator, 2 part-time senior crossing guards, and appx. 30 part-time crossing guards
- City is managing the largest Crossing Guard program in Ventura County (and has highest overall cost of any City)

Program Details

- Over 400,000 pedestrians crossed annually
- Funded entirely by City (\$20,000 per site; \$500,000/year)
- Existing locations will not change until 2025-26 school year
- Recruiting guards to staff 24 sites is an ongoing challenge
- Safety of guards & pedestrians remains #1 program priority

Crossing Guard School Locations

1. Acacia Elementary
2. Aspen Elementary
3. Banyan Elementary
4. Colina Middle
5. Conejo Elementary
6. Cypress Elementary
7. Earths Elementary
8. Glenwood Elementary
9. Ladera Elementary #1
10. Ladera Elementary #2
11. Lang Ranch Elementary #1
12. Lang Ranch Elementary #2
13. Los Cerritos Middle
14. Madrona Elementary
15. Maple Elementary
16. Meadows Arts Technology Elementary
17. Redwood Middle
18. Sequoia Middle
19. Sycamore Canyon #1
20. Sycamore Canyon #2
21. Sycamore Canyon #3
22. Weathersfield Elementary
23. Westlake Hills Elementary
24. Wildwood Elementary

Program Standards and Policy

Adopted February 14, 2023

- A. Site evaluations are based on generous minimum qualification standards, including City specific criteria to address the unique circumstances
- B. Review of a site includes traffic volume, speed limit and road width considerations to provide for a lower threshold if necessary
- C. Sites recommended for closure have a one-year grace period and if a site fails to meet the minimum criteria, the recommendations for closure will not be implemented until the site has failed a second consecutive year
- D. A Professional Engineering firm conducts pedestrian and vehicle counts at each location, including any new locations requested to the City
- E. Annual Counts are compared against program standards, to determine if locations qualify for crossing guards

Minimum Count Standards

Crossing Type		Minimum Peak Hour Volumes AM and PM	
		Vehicles	Pedestrians
Uncontrolled Intersection no traffic control on higher volume approaches (2-way stop)	State City	350 300	40 20
All Way Stop Controlled Stop control on all approaches	State City	500 300	40 20
Signalized Intersection*	State City	500 500	40 40



* Only signalized intersections are at Middle Schools and the Sycamore K-8 school

Pedestrian and Vehicle Counting

- Annual Counts by 3rd party consultant at locations, Tuesday-Thursday (avoiding rainy days)
- Count all pedestrians (grade K-8)
Includes children on skateboards, scooters, bicycles
- Count all conflicting vehicles
Those vehicles that enter the crosswalk

2023 Count Locations that Do Meet Standards

<u>SCHOOL</u>	<u>INTERSECTION</u>
Ladera	Arboles/Plantas
Maple	Baxter/Kimber
Wildwood	Arboles/Velarde
Earths	Redfield/Michael
Mates	La Granada/Wilder
Sycamore Cyn ES/MS	Via Rio/Calle Del Prado
Sycamore Cyn ES/MS	Via Rio/Via Las Brisas
Sycamore Cyn ES/MS	Via Rio/Via Mirabella
Colina MS	Hillcrest/Rancho
Los Cerritos MS	Erbes/Avenida de las Flores
Sequoia MS	Borchard/Theresa

Locations that DO NOT meet standards

<u>SCHOOL</u>	<u>INTERSECTION</u>
Aspen	Janss/Marlowe
Banyan	Lynn/Knollwood
Conejo	Conejo School/Los Feliz
Cypress	Kimber/Havenside
Glenwood	Windsor/Spalding
Ladera	Calle Damasco/Calle Almendro
Lang Ranch	Whitechapel/Sandhurst
Lang Ranch	Whitechapel/Knightsbridge
Madrona	Calle Manzananas/Marian
Weathersfield	Calandria/Darlington
Westlake Hills	Cascade/Panamint
Acacia ES/Redwood MS	Gainsborough/Dover
Redwood MS	Gainsborough/Camino Manzananas



walk to school

THOUSAND OAKS



Locations that do NOT meet standards

School	Vehicle Count		Pedestrian Count		• Vehicle Standard			Pedestrian Standard		
	AM	PM	AM	PM	Standard	Meets AM	• Meets PM	Standard	Meets AM	Meets PM
Aspen	976	1,005	2	-	300	Y	Y	20	N	N
Banyan	1,189	934	3	5	300	Y	Y	20	N	N
Conejo	530	524	6	33	300	Y	Y	20	N	Y
Glenwood	253	151	11	9	300	N	N	20	N	N
Ladera	268	163	18	8	300	N	N	20	N	N
Lang Ranch #2	260	218	8	16	300	N	N	20	N	N
Madrona	292	203	6	7	300	N	N	20	N	N
Acacia ES/ Redwood MS	630	642	9	27	300	Y	Y	20	N	Y
Redwood MS	769	670	8	50	300	Y	Y	20	N	Y

JOIN US FOR A
NEIGHBORHOOD MEETING

Let's work together to reduce vehicle traffic and increase foot & bike traffic!

KAP
walk to school
THOUSAND OAKS

Join us to learn more about what steps we can take as a community to provide safe routes for our students to take to and from school.

When: _____
Where: _____
Contact Info: _____

Bring your questions and creative thoughts on how to improve walking and biking to school!

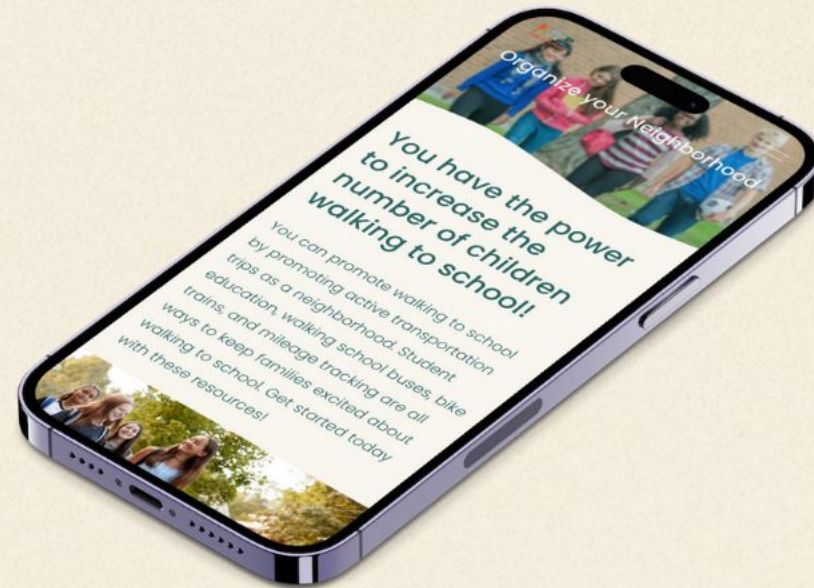
WALK2SCHOOLTO.ORG



A grassroots toolkit to empower neighborhoods and groups to organize efforts to increase getting to school in ways other than a car and better understand the minimum requirements for crossing guards at intersections near their schools.

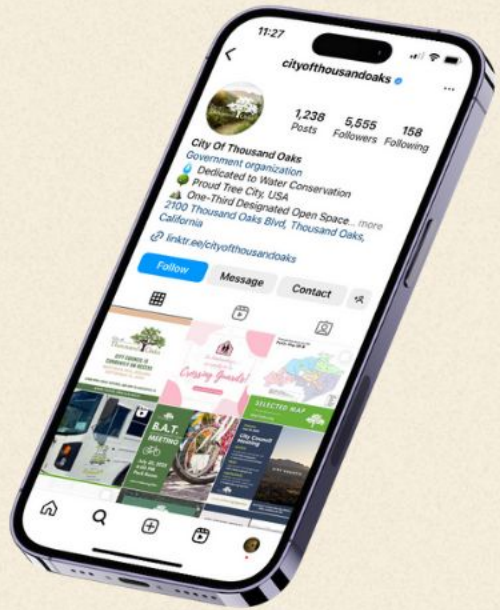
spread the word

Mobile-friendly website with downloadable and editable printables, digital files, and social media content to help mobilize community efforts to get organized and engaged in as many places as possible.



agility

Additional materials can be created as groups take on the efforts and learn what works. The City will continue to provide social media posts, flyers/cards for printing, video content, and more to bolster the efforts as they take shape within the communities.





CROSSWALK ENHANCEMENTS



NEW BIKE LANES



ADA CURB RAMPS



ENHANCED PEDESTRIAN CROSSINGS

NUMEROUS CITYWIDE PEDESTRIAN & BIKE IMPROVEMENTS COMPLETED



HILLCREST DRIVE - COLINA ELEMENTARY SCHOOL UPGRADES (COMPLETED FALL 2023)

Upcoming Bike & Ped Programs/Work

- 1. Undergrounding utilities – Janss Road**
- 2. Repairing and building new sidewalks – Rancho Conejo, Lynn Rd, Hillcrest**
- 3. Enhanced pedestrian crossings (25 citywide, 11 more in 2024)**
- 4. Stop Signs - annual program to add more stop signs as needed**
- 5. Radar Feedback Signs - on arterial roadways**
- 6. Bike Lanes - green bike lanes, dedicated bike lanes and buffered bike lanes**
- 7. Traffic Calming - road diets & traffic calming improvements**

Upcoming Bike & Ped Programs/Work

- 8. Traffic Signals – battery backups + yellow backplates for enhanced visibility**
- 9. Close coordination with TOPD on focused enforcement and pedestrian safety**
- 10. Citywide paving program (appx. \$10M/year). Best roadways in Ventura County**
- 11. Bicycle Advisory Team Meetings - citywide bicycle advisory team meets quarterly**
- 12. Engineering Studies - Active Transportation Plan, local road safety plan, ADA plan**
- 13. Upgraded bus shelters citywide for safer public transit**
- 14. Additional Street Lighting – Avenida de los Arboles**

Always Looking for Good People!



We're looking for
people like

you

Crossing Guards help
support pedestrian safety
and encourage safe driving!

Starting Pay \$23.25/hour



Apply today at
www.toaks.org/careers



We're looking for
people like

you

to become
Crossing Guards

Help support pedestrian
safety, encourage safe
driving, and interact
with our community!

Apply today at
www.toaks.org/careers



Grahame Watts

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Nader Heydari

City Engineer

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Locations That Meet Current Standards

- **Ladera at Arboles/Plantas***
- **Maple at Baxter/Kimber**
- **Wildwood at Arboles/Velarde**
- **Earths at Redfield/Michael**
- **Mates at La Granada/Wilder**
- **Sycamore Cyn ES/MS at Via Rio/Calle Del Prado**
- **Sycamore Cyn ES/MS at Via Rio/Via Las Brisas**
- **Sycamore Cyn ES/MS at Via Rio/Via Mirabella**
- **Colina MS at Hillcrest/Rancho**
- **Los Cerritos MS at Erbes/Avenida de las Flores**
- **Sequoia MS at Borchard/Theresa**

**Arboles at Plantas, shown in blue, was able to meet the requirements via the new 75% alternative pathway*

Locations That Do Not Meet Current Standards

- **Aspen at Janss/Marlowe**
- **Banyan at Lynn/Knollwood**
- **Conejo at Conejo School/Los Feliz**
- **Cypress at Kimber/Havenside**
- **Glenwood at Windsor/Spalding**
- **Ladera at Calle Damasco/Calle Almendro**
- **Lang Ranch at Whitechapel/Sandhurst**
- **Lang Ranch at Whitechapel/Knightsbridge**
- **Madrona at Calle Manzanas/Marian**
- **Weathersfield at Calandria/Darlington**
- **Westlake Hills at Cascade/Panamint**
- **Acacia ES/Redwood MS at Gainsborough/Dover**
- **Redwood MS at Gainsborough/Camino Manzanas**

**Locations in red did not qualify for single-digit pedestrian counts in either the AM or PM, or both.*

Breakout Discussion Questions By School Clusters

1. What are some of the positive impacts of having crossing guards at school sites?

2. What are some of the barriers that keep kids from walking and biking to school? If there are site-specific barriers, what are they?

3. What are some potential ideas or solutions that might increase walking and biking to school?

Thousand Oaks

- TOHS, Los Cerritos, Redwood, Acacia, Aspen, Glenwood, Ladera, Madrona, Weathersfield, Wildwood

Newbury Park

- NPHS, Sequoia, Sycamore Canyon, Banyan, Cypress, Madrona, Maple, Walnut

Westlake

- WHS, Colina, Los Cerritos, Acacia, Conejo, Glenwood, Ladera, Lang Ranch, Westlake, Westlake Hills

Whole Group Share Out

1. What are some of the positive impacts of having crossing guards at school sites?

2. What are some of the barriers that keep kids from walking and biking to school? If there are site-specific barriers, what are they?

3. What are some potential ideas or solutions that might increase walking and biking to school?

Thank you!

See you February 13, 2024!

