

SEQUOIA UNION HIGH SCHOOL DISTRICT
BACKGROUND INFORMATION FOR
AGENDA ITEMS FOR 9/30/15, BOARD MEETING

1. CALL TO ORDER

Anyone wishing to address the Board on closed session matters may do so at this time.

2. CLOSED SESSION

- a. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION: Initiation of litigation pursuant to paragraph (2) to (5), inclusive, of subdivision (e) of Government Code Section 54956.9 (two cases)
- b. CONFERENCE WITH LEGAL COUNSEL -- EXISTING LITIGATION
Subdivision (a) of Section 54956.6 of the California Government Code; OAH Case #2015020856

3. ROLL CALL

4. WELCOME AND EXPLANATION TO AUDIENCE

5. PLEDGE OF ALLEGIANCE

6. APPROVAL OF AGENDA

7. REPORT OUT ON CLOSED SESSION

8. APPROVAL OF CONSENT CALENDAR

Board action to approve the following items is taken simultaneously with one motion which is not debatable and requires an unanimous roll call vote for passage. The action indicated on each item is deemed to have been considered in full and action taken as worded therein. If a member of this Board, the Superintendent, or the Public so requests, any item shall be removed from this section and placed on the regular order of business.

MOTION: *wave reading of the Consent Calendar, accept the reports, adopt the resolutions, and approve other items.*

- a. REPORT ON DISTRICT CONTRACTS UNDER \$35,000 (info/consent)

SITUATION

Per Board Policy 3312, Contracts, the Board of Trustees authorizes the Superintendent or his/her designee to approve all contracts up to \$35,000. The Superintendent is required to submit a comprehensive list of all contracts approved under his authorization to the Board of Trustees for ratification.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees ratifies the district contracts under \$35,000.

- b. ACCEPTANCE OF GRANTS FOR STARTUP EDUCATION AND PEERY FOUNDATION (info/consent)

SITUATION

The District has received two grants to cover the cost of an 80% Tri-District Project Director. The grant from Startup Education Foundation totals \$75,000 and is being combined with a grant from the Peery Family Fund for \$25,000 (see attached).

The Tri-District Director will serve the Ravenswood City Elementary, Redwood City Elementary, and Sequoia Union High school districts, allowing us to further streamline the K-12 experience for the students we serve.

Tasks include:

- Aligning data management systems
 - Facilitate data management alignment discussions
- Arranging and facilitating focus groups with families of high school students

- Organize two in Ravenswood and two in Redwood City
- Coordinating parent series for sixth grade families; a total of six meetings, three in Redwood City and three in Ravenswood:
 - Topic: What is expected in high school?
 - Topic: How to get to and pay for college?
 - Topic: How to support your student now for high school and college success.
- Aligning calendars for common professional development (depth and rigor, alignment of materials and content, common academic terminology)
 - Align calendars for 2016-17 school year
 - Coordinate CNI folks from all three districts to plan professional development
- Setting up observation days for teachers in districts to observe each other
 - Organize observation and debrief dates for each English and math teacher to visit their partner school
- Looking at academic transition of students from 8th to 9th grade in English (which impacts all subject areas)
 - Coordinate a partner school data share day for each 8th and 9th grade English teacher
- Aligning homework policies from K-12, expectations, how much homework, purpose of homework, how homework plays into grades
 - Research the current homework practices between districts and teachers
- Reviewing intervention policies and practices to address attendance concerns
 - Research the current data, policies and practices to address attendance concerns across districts
- Aligning support programs K-12 (AVID, reading program)
 - Research the support programs across sites and create a spreadsheet of what is used to support whom
 - Coordinate district leadership to review for program alignment
- Aligning what we measure (attendance rates, grade point averages)
 - Collect measurements used by districts
 - Coordinate district leadership to review for measures alignment

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the grants from Startup Education and Peery Foundation, and requests the Superintendent to send a letter of appreciation to both agencies.

- c. APPROVAL OF MINUTES FOR SEPTEMBER 16, 2015, BOARD MEETING (consent)

SITUATION

Enclosed with the background materials are the minutes for the September 16, 2015, Board meeting.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the September 16, 2015, Board meeting.

- d. APPROVAL OF PERSONNEL RECOMMENDATIONS (consent)

SITUATION

Enclosed with the background materials are the Personnel Recommendations for certificated and classified employees.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Personnel Recommendations as indicated.

e. APPROVAL OF FIELD TRIPS (consent)

SITUATION

Carlmont High School

40 students will travel to Los Angeles on April 14-16, 2016, to attend the National High School Journalism Convention.

15 students will travel to Santa Clara Marriott on November 14-15, 2015, to attend the Northern California Junior State of America (JSA) Fall Conference.

40 Associated Student Body (ASB) members will travel to Jones Gulch, La Honda on November 6-8, 2015, to participate in a Leadership Training/Ropes Course at the YMCA facility.

Redwood High School

40 students will travel to Half Moon Bay on May 13, 2016, to visit the Health Environment Agriculture Learning (HEAL) Project Farm and Francis Beach. Students have been studying and practicing agricultural models connected to their Career Technical Education (CTE) curriculum.

35 students will travel to San Francisco on November 18, 2015, to participate on a boat trip with the Marine Science Institute.

25 students will travel to the Sims Metal Management Recycling Plant and Marine Science Institute on April 12, 2016.

20 students will travel to Stulsaft Park in Redwood City on November 4, 2015, to participate in a stream study along with Kennedy Middle School students they have been mentoring.

Sequoia High School

502 Ninth Grade students will travel to various California college campuses on October 6, 2015, to participate in tours exploring the different options and avenues available to them.

50 Health Careers Academy students will travel to the Marine Science Institute in Redwood City on September 30, 2015, to participate in a boat trip studying the ecology of the San Francisco Bay. This field trip request was approved by Superintendent Jim Lianides on September 23, 2015, and is being presented to the Board for ratification.

Woodside High School

20-30 Science students will travel to Elk Horn Slough in Moss Landing on October 17, 2015, to explore biodiversity in an ecological hotspot through a small hike and kayak tour.

8-10 Green Academy students will travel to Boulder Creek on November 4-7, 2015, to participate in the California Forestry Challenge.

FISCAL IMPACT

No fiscal impact of General Fund. No student will be denied the opportunity to participate in these field trips due to finances.

RECOMMENDATION

That the Board of Trustees approves the field trip requests for Carlmont students to Los Angeles on April 14-16, 2016; students to Santa Clara Marriott on November 14-15, 2015; ASB students to Jones Gulch, La Honda on November 6-8, 2015; Redwood students to Half Moon Bay on May 13, 2016; students to San Francisco on November 18, 2015; students to Redwood City on April 12, 2016; students to Stulsaft Park on November 4, 2015; Sequoia Freshman to various California college campuses on October 6, 2015; ratification of the Health Careers Academy students trip to Marine Science Institute on September 30, 2015; Woodside Science students to Moss Landing on October 17, 2015; Green Academy students to Boulder Creek on November 4-7, 2015.

f. ACCEPTANCE OF GIFTS (consent)

SITUATION

Included with the background materials are lists of the gifts received since the last report to the Board.

FISCAL IMPACT

No fiscal impact to the General Fund

RECOMMENDATION

That the Board of Trustees accepts the gifts and requests that the school site sends a letter of appreciation to the donor where appropriate.

g. AUTHORIZATION TO DECLARE PROPERTY SURPLUS (consent)

SITUATION

Enclosed with the background materials is a list of district surplus equipment, which has been declared either obsolete or beyond repair. Staff recommends that the Board declares these items as surplus/obsolete property per Education Code Sections 17545 - 17555.

FISCAL IMPACT

No impact on the General Fund

RECOMMENDATION

That the Board of Trustees declares the listed items as surplus property, obsolete and unsuitable for use, and authorizes the Superintendent to dispose of these surplus items in accordance with Education Code provisions.

h. APPROVAL OF CONTRACT WITH COMMERCIAL ENERGY TO PROCURE NATURAL GAS (consent)

SITUATION

The District currently utilizes Pacific Gas and Electric (PG&E) as its agent for the purchase of natural gas commodity. There are other authorized natural gas suppliers in the California market. Staff looked into such providers and identified Commercial Energy (CE) as the District's natural gas commodity agent. PG&E will still be paid to be the deliverer of natural gas to the District; as well as continue to provide consolidated billing for both the PG&E gas delivery charges and CE gas commodity charges so no back-office processes will change.

Currently, PG&E's only gas commodity pricing option is a variable monthly rate that fluctuates month-to-month based upon natural gas commodity markets. This option offers the District limited visibility and predictability with regards to preparing and executing fiscal budgets. Commercial Energy offers customized pricing options that are not available from PG&E which will help the District staff to budget, reduce costs, and mitigate its financial risk.

FISCAL IMPACT

There are no costs associated to switch to Commercial Energy for the pilot program; no additional fees, and no mechanical changes necessary to implement it. In 2014 the District's average price per therm for natural gas commodity purchase with PG&E was \$0.547. The Collared Option from Commercial Energy caps the District's rate at \$0.488 per therm for 6 months (October through March, which are the District's peak months). At the end of the pilot period, Commercial Energy will provide a performance review in order to analyze prior to extending the contract for the procurement of natural gas. If, after the performance review, we wish to return to PG&E, we may do so with written notice to Commercial Energy; there are no transition fees to return to PG&E.

The draft contract has been reviewed by the district legal counsel.

RECOMMENDATION

That the Board of Trustees approves the six-month pilot contract with Commercial Energy to implement a "Collared Price Option" for the fiscal 2015/16 year.

- i. APPROVAL TO INCREASE DAILY RATE OF PAY FOR SUBSTITUTE TEACHERS (consent)

SITUATION

In order to meet the demands of covering for absent certificated employees and to maintain a competitive pay rate with neighboring districts, staff is recommending the following increases in substitute pay rates, which will be effective on October 1, 2015:

- Daily Substitute Rate:
\$135/day increased to \$150/day; \$85/half-day no increase
- Retired Teachers/Long Term Substitutes/Peak Days:
\$170/day increased to \$190/day; \$90/half-day no increase
- 6/5th assignments—a substitute who is covering a teacher's assignment who teaches six periods currently earns an additional \$32 per day extra over the base substitute pay. The rate will increase to \$34 per day

Certificated teachers who cover a colleague's absence period receive \$40/hour, not to exceed 2 hours/day. There is no proposed change to this rate, as it is negotiable per the collective bargaining agreement with the Sequoia District Teachers' Association (SDTA).

FISCAL IMPACT

Fiscal impact estimated at \$60,000 annually

RECOMMENDATION

That the Board of Trustees approves the recommended increases to the daily rate of pay for substitute teachers.

j. AUTHORIZATION TO AWARD BIDS FOR FOOD SERVICE EQUIPMENT (consent)

SITUATION

On April 1, 2015, the Board approved hiring Spencer Associates to provide architectural services for a proposed culinary arts/food services project at Sequoia High School. On June 24, 2015, the Board authorized the Superintendent to approve the abatement and demolition bids for this project.

Since this project is on a short timeline and will require specialized kitchen equipment, staff determined that it would be more cost effective and timely to purchase the equipment directly instead of including it as part of the construction renovation contract. Since the equipment exceeds the purchasing threshold it was necessary to bid the equipment. On August 26, 2015, and September 2, 2015, staff advertised for bids. The bids were received on September 17, 2015. The results are shown below with low bids indicated in bold and a larger font. Note that the bids are unit prices, and the quantities required are listed in the first column of the table.

Quantity	Description	Big Tray	Grady's	Stafford Smith	Douglas
1	Roll-in Freezer	13,490.00	13,965.61	12,559.00	12,295.53
1	Roll-In Refrigerator	9,345.00	9,824.91	8,676.00	8,493.88
2	Oven, Convection, Gas	13,780.00	N/B	14,498.00	14,052.01
1	Heat Shield Kits 1" Air Gap per Deck	300.00	N/B	313.00	400.26
1	Double Steamer, Boilerless Electric	14,350.00	Withdrawn	12,333.00	17,276.49
6	Cabinet, Mobile, Warming & Holding	2,310.00	2,793.41	3,599.00	2,476.56
4	Cabinet, Transport, Insulated	2,363.00	2,632.96	2,269.00	2,535.19
1	Refrigerator, Reach In	2,750.00	3,308.90	2,688.00	2,792.40
1	Freezer, Reach-In	3,610.00	4,274.41	3,484.00	3,571.40
1	Fryer, Deep Fat, Gas	4,510.00	4,335.58	3,745.00	3,637.11
1	Low Profile Backguard for Deep Fryer	255.00	Price included in fryer	242.00	269.18
1	Oven, Convection, Gas	11,085.00	10,893.62	9,751.00	9,032.60
2	Range, Restaurant, Gas	2,330.00	2,345.72	3,081.00	3,051.08
1	Self Contained Two Section Freezer	3,885.00	4,417.06	5,221.00	5,111.56

FISCAL IMPACT

No impact to General Fund; all costs to be paid by Measure A bond funds and the Cafeteria Fund.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to award the bids on a line-item basis to the various low bidders as indicated for a grand total of \$121,615.99 including tax.

k. AUTHORIZATION TO HIRE SERVICES TO TREAT SOIL AT MENLO-ATHERTON G-WING PROJECT SITE (consent)

SITUATION

The Menlo-Atherton G Wing Increment II construction is scheduled for foundation and slab work this winter. Inclement weather could delay foundation work which could then impact the installation of steel framework.

Lime soil treatment will provide an impermeable barrier, so that construction will continue with only minor interruptions during the anticipated wet (El Niño) winter months.

FISCAL IMPACT

No impact to General Fund; all costs will be paid by Measure A bond funds.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to hire Griffin Soil to treat soil at Menlo-Atherton G-Wing project site in the amount of \$41,100.

1. APPROVAL OF AGREEMENT AND APPOINTMENT OF REPRESENTATIVE TO ADULT EDUCATION COLLEGE AND CAREER EDUCATION LEADERSHIP COLLABORATION (consent)

SITUATION

The 2015-16 State Budget includes a \$500 million Adult Education Block Grant (AEBG). The AEBG funds are designed to maintain existing adult school programs and support collaborative planning and programming between adult schools and community colleges. The goal of the AEBG is to accelerate academic and career success of adult learners through coordinated educational service delivery.

The Adult-Education College and Career Educational Leadership (ACCEL), collaboration between San Mateo County area adult schools and the San Mateo County Community College District, was formed in response to the legislation that preceded the AEBG, Assembly Bill (AB) 86. The goal of AB 86 was to create an educational system with seamless transitions for students across adult schools and community colleges. After more than a year of collaborative efforts, ACCEL will continue to serve as the local infrastructure to support the mission of the AEBG.

ACCEL has eight member organizations: Cabrillo Unified School District, Jefferson Union High School District, La Honda-Pescadero Unified School District, South San Francisco Unified School District, San Mateo Union High School District, Sequoia Union High School District, the San Mateo County Community College District (SUHSD), and the San Mateo County Office of Education.

The ACCEL regional comprehensive plan was completed on March 1, 2015, and described ACCEL's vision and strategies, identified regional needs, and potential projects that are being developed. The comprehensive plan was developed with input from monthly steering committee meetings, a series of regional convening, and the ongoing work of committees with representatives from ACCEL members to address topics including curriculum alignment, college and career pathway development, and student support and transition services.

The legislation requires that each consortium, including ACCEL, obtain governing board approval for the appointment of the Official Representative(s) to ACCEL; agreement to report on fund use and outcomes; and agreement to Rules and Procedures.

Appointment of Official Representatives to ACCEL

In response to the legislative guidance, the ACCEL leadership team has identified the Steering Committee as the primary body to make decisions on behalf of ACCEL using the shared agreement model. When the Steering Committee is unable to make a decision using shared agreement, the Executive Committee will vote to make decisions using a two-thirds majority vote. It is recommended that Adult School Chief Operations Manager Lionel de Maine serves as the Official Representative on the Steering Committee and Executive Committee for the Sequoia Union High School District (SUHSD).

Agreement to Report on Fund Use and Outcomes

As a member of ACCEL, SUHSD and its representatives agree to report on the use of funds as described in Section 84917 of AB 104: the Adults in Correctional Facilities Program; Adult Education and Family Literacy Action (WIOA Title II); Carl D. Perkins Career and Technical Education Act (PL 109-270); Local Control Funding Formula apportionments received for students who are 18 years of age or older; community college apportionments received for providing instruction in courses in the AEBG programs; and State CalWORKS funds for remedial education or job training services.

SUHSD and its representatives also agree to report outcomes described in AB 104: number of students served; improved literacy skills; completion of high school diplomas or their recognized equivalents; completion of postsecondary certificates, degrees or training programs; placement into jobs; and improved wages.

Agreement to Rules and Procedures

As a member of ACCEL, SUHSD and its representatives agree to abide by the Rules and Procedures for implementing AB 104, which address: representation by officially appointed district employee(s); assurance of participation; voting rules; approval of decisions; process to develop the decision-making model; process for proposed decisions to be considered in open, noticed meetings; provision of notice of proposed decisions; distribution of public comments; process to solicit input from stakeholders; approval of distribution schedule; use of fund administrator; and procedure for members to join, leave or be dismissed.

FISCAL IMPACT

None

RECOMMENDATION

It is recommended that the Board of Trustees approves the appointment of Lionel de Maine as the District's Official Representative to ACCEL, and approves the agreement to report on fund use, outcomes, and agreement to the rules and procedures.

- m. APPROVAL TO HIRE ARCHITECT TO DESIGN WOODSIDE BRADLEY FIELD (consent)

SITUATION

As the District begins planning for its next set of bond construction projects, the architectural services that are needed are changing. The first sets of projects include large, complex, signature buildings for the campuses. Much of the future work is smaller in scale and encompasses much more in the way of modernizing buildings, upgrading food service, and improving the exterior learning and assembly environments of the campuses.

Staff has identified a well-regarded local firm to assist with District-wide improvement projects of a lesser scale, including the possible re-location of the KCEA radio station to its new space at the District.

The first project, which is outlined in the attached proposal/contract, is design work for Bradley Field at Woodside High School. In addition, there are other small improvements to the bike/long-board storage area and the installation of electric vehicles charging stations.

FISCAL IMPACT

No impact to General Fund; all monies will be paid from Measure A bond funds.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to hire Weston Miles Architect in the amount of \$56,500 plus authorized reimbursable expenses, to design improvements to Bradley Field and the western side of the Woodside High School campus.

9. SPECIAL RECOGNITIONS

- a. Superintendent's Commendations

10. PUBLIC COMMENT

- a. This period is for speakers whose items are not on the agenda. Speakers are customarily limited to two minutes. Speaker slips are available at the agenda table.
- b. Correspondence

11. INFORMATION ITEMS

a. REPORT ON ASPIRATIONS ADVOCATES

SITUATION

During the 2014 – 15 school year, each of the comprehensive high schools began a replacement program for the district Grade 9/10 Opportunity Program that was based at Redwood High School. The program was named the Sequoia Aspirations Advocates Program (SAAP).

Each site was provided a certificated staff member called an Aspirations Advocate member varying from a .4 Full Time Equivalent (FTE) to a 1.0 FTE. Menlo-Atherton began the year with a full-time position that was funded by a combination of both district funds of .4 FTE and site funds for .6 FTE. Woodside and Sequoia both began the year with a .4 FTE but were funded to a full-time position by a Startup Education grant. Due to the smaller population of SAAP enrollments, Carlmont remained at a .4 FTE for the year.

The primary focus of the program was to develop a positive learning environment as well as to provide essential support so students would be able to adjust to high school and succeed in accumulating credits toward graduation. The Aspirations Advocates worked closely with Quaglia Institute staff in putting their eight conditions into practice and utilizing the MAAP (My Aspirations Action Plan).

It is important to note that the 2014-15 school year was the first year of the program and as a result, the program structure and processes had to be implemented through trial and error. As mentioned in the initial report to the board on the SAAP program, it is a work in progress, one that will take time to implement and refine. It is not a “quick fix” to problems that students have encountered over many, many years. It is a program that will require yearly evaluation and feedback from the Advocates, the students, teachers, parents, and the mentors.

As evidenced by the student demographics below, SAAP Aspiration Advocates had to work with many of the most challenging students entering 9th grade. Most students had been selected to participate in the summer transition program, Compass, due to their low basic academic skills or issues related to behavior and social interacting.

This report is a summary of how the 9th grade students progressed through their first year of the SAAP program.

SAAP STUDENT DEMOGRAPHICS

In the 2014-15 school year, there were 222, ninth-grade students enrolled in the SAAP program district-wide. The enrollment at each school was as follows: Carlmont – 24; Menlo-Atherton – 53; Sequoia – 59, and Woodside – 86. Of these students:

- 61% male vs. 39% females students were enrolled
- Latino students made up 85% of the program. White student enrollment was 5%, and the remaining student population was Asian, African-American and Pacific Islander students
- Spanish was the primary home language for 78% of the students
- Six percent of the students were classified as Migrant Ed
- Limited English Proficient (LEP) student enrollment was 38% followed by Re-designated English Proficient (R-FEP) students at 33%, Initially Fluent English Proficient students at 8% and English-only students at 21%
- Six percent of the students were classified as having an Individual Education Plan (IEP).

- Most students identified were eligible for Compass but about half of the students participated. Team Ascent was only offered at Sequoia High School during the summer of 2014.

Where SAAP Students Reside		
94002	Belmont	5
94025	Menlo Park (Belle Haven & Garfield)	13
94028	Portola Valley	1
94061	Redwood City	42
94062	Redwood City	5
94063	Redwood City	77
94065	Redwood City	1
94303	East Palo Alto	75
94070	San Carlos	3

ADDITIONAL SUPPORT CLASS ENROLLMENT OF SAAP STUDENTS

Many of the SAAP students required additional academic support classes to help them acquire basic academic skills to meet success in the regular courses.

SAAP Students With English Support	
English I Intensive Support	26%
English I Support	38%
Students with no English Support	36%

Nearly two-thirds of the SAAP students were placed in an English support class during the school year.

SAAP Students With Math Support	
Algebra I Support Class	28%
Algebra I Support – LEP	2%
Algebra Readiness Support	4%
Algebra Topics Support	9%
Algebra I – no support	57%

Forty-three percent of SAAP students required a support class to help them acquire basic math skills or to sustain them in their regular math class.

PERFORMANCE DATA

Percent of Students Earning Full Credits in Core Classes			
English	Math	Social Studies	Science
51%	36%	36%	47%

About one-half of the SAAP students were able to receive ten credits in English and nearly the same percentage were able to acquire all of their science credit for their freshman year. This percentage dropped dramatically for math and social studies.

GPAs by Quarter			
Q1	Q2	Q3	Q4
1.8	1.6	1.5	1.4

Student GPAs above a 2.0 remained stable during the first semester of school but began to drop quarter three and continued that trend in the final quarter of the school year.

Credits Earned for the Year	
0 – 15	11%
16 – 30	12%
31 – 45	20%

45 – 60	21%
60+	36%

Yearly Period Attendance Rate	
59% and below	10%
60% - 69%	6%
70% - 79%	11%
80% - 89%	24%
90% - 100%	49%

Number of Times Suspended (2014-15 school year)		
	# of Students	% of Total Students
0	172	77%
1	28	13%
2	13	6%
3	6	3%
4	2	.05%
5	1	.05%

Suspension refers to the number of times a student was removed from school for at least one day. Most students were never suspended from school during the entire year.

There were five expulsions of 9th grade SAAP students.

SUMMARY

One of the positives is that the students who qualify for a program such as the SAAP program historically were frequently suspended, often times expelled and referred to the Opportunity program. The greatest success of this program is to create a situation where these students are remaining in school. There is a need to focus on improving attendance which will ultimately lead to improved academic results.

Dashboard data from 2013-14, the final year of the Opportunity Program, shows the suspension rate at 27.8% and the attendance rate at 61.1%.

SAAP SURVEY AND RESULTS

The SAAP Survey was given to each of the students in the program at the end of the 2014-15 school year. The survey results allow for each Advocate to begin to assess their program at their site from the student perspective and create changes programmatically from their individual feedback. (For 2015-16 the survey will be given as a pre and post survey). The 43 question survey focused on three areas; the Advocate, the Quaglia MAAP (My Aspirations Action Plan), and the mentor.

The Advocate - According to survey results, most students felt a connection to their Advocate and felt they had a positive relationship with her, was respected by her, and that she expects them to be successful. The Advocate component survey results of the SAAP program demonstrate that this relationship is highly valued by the students and critical to students remaining in school.

The MAAP - The MAAP component of the program provides students with an active voice in their learning by allowing them to set goals and track their academic achievement and personal growth. This program component became logistically difficult as time had to be organized to work with the student on the MAAP. As most of the SAAP programs do not have a class period(s), the opportunity to meet with students is less structured.

The Mentors - The mentoring component of the program was implemented to varying degrees at the schools. Program-wide, 89% of the students who had mentors during the year stated they would like to continue with their mentor for the following year. Of those who participated, most saw their mentor as someone who helped

them focus on school and their grades, someone to talk to and encourage them, as well as someone who paid attention to them when they needed someone to whom they could talk.

The survey was able to echo a student voice which speaks to the personal side of the program. When given the statement “The hardest part of 9th grade was.....,” student responses included:

- *“I didn't know anything or anybody in the school and it was hard for me since i felt overwhelmed.”*
- *“try to pass my classes and getting at least a 2.0”*
- *“everything cause I didn't show up to school”*
- *“doing my homework”*
- *“keeping my grades up throughout the 4 quarters”*
- *“the hardest part of my 9th grade was getting along with some of my teachers and some of the girls in school and also like turning in late but my advocate was always there to help me threw everything and check up on”*
- *“Just doing my work and not being lazy about it”*

Students from the 9th grade M-A SAAP program from 2014-15 have transitioned into the SWAG program with Live in Peace at the Green Street facility in East Palo Alto, as part of their continuous support in 10th grade.

PROGRAM GOALS FOR 2015-16

Using the data results and feedback from the 2014-15 school year surveys, the SAAP program will develop goals based around the areas of need:

1. Strengthening of the mentoring component – Survey feedback suggests that students are connect to, and appreciate, having a mentor.
2. Standardizing the criteria for program participation by students – It is important for all staff to know who the SAAP students are. Although the list remains fluid, there should be a list of about 60 students on whom the Advocates focus. It cannot be a revolving door of recommendations for the program which eventually becomes unmanageable.
3. Strengthen the MAAP component – While the MAAP is one of the cornerstones of the Quaglia Institute program, it has not integrated well into the SAAP program.
4. Program structure changes – Currently the program serves as a triage model. There is no one place or scheduled time where most students can find their advocate or come together as a group. Should the core group of most challenging students have a common period during the day where they meet with their Advocate?
5. Creation of a pre and post SAAP survey and other evaluation methods – Infinite Campus (IC) is able to pull hard data on the SAAP program. However, it is important to be able to draw from anecdotal data as well. Evaluation reports from the staff, students, and parents are all critical perspectives to consider.
6. Continue to connect students to outside resources – It is important to make students knowledgeable of programs that are available to them post high school, as well as to those they may participate in now such as Jobs for Youth, Boys & Girls Club, etc.

b. REPORT ON DISTRICT SMARTER BALANCED ASSESSMENT RESULTS

SITUATION

Last spring, SUHSD participated in the first administration of the Smarter Balanced online assessments. The Smarter Balanced assessments are a part of the State’s new testing system called the California Assessment of Student Performance and Progress (CAASPP). These computer-based tests are designed to measure a student’s mastery of new Common Core State Standards (CCSS) in both English Language Arts (ELA) and mathematics.

SUHSD’s assessment percentages were equal to the County and higher than the State. These results were achieved with juniors having no exposure to Common Core math and one year’s exposure to Common Core

English. Overall, 58% of SUHSD 11th graders met or exceeded the standards of the new Common Core State Standards in English Language Arts and 40% met or exceeded the new standards in mathematics. In comparison, the State's overall 11th grade percentages were 56% in ELA and 29% in mathematics, and San Mateo County's overall 11th grade percentages were 61% in ELA and 40% in mathematics.

Reported averages are based on the number of students actually taking the tests and not the number of possible test takers. In San Mateo County, SUHSD tested the highest percentage of 11th graders. 97.1% of our 11th graders were tested in both ELA and mathematics. In contrast, the participation rates of other San Mateo County high school districts participation rates ranged from 89.8% to 95% in ELA and 84.8% to 95% in mathematics. The State's participation percentages were 92.1% in ELA and 91.9% in mathematics.

Next Wednesday, staff will present a thorough analysis of SUHSD's baseline Smarter Balanced data and delineate the steps being taken to complete Common Core implementation and Smarter Balanced Assessment Consortium (SBAC) preparation, including sub-group performances. Because SBAC measures deeper levels of comprehension (analyzing, applying, proving disagreements, etc.), in the short term, it has grown the achievement gap between socio-economically disadvantaged students and their counterparts. For our District, this has resulted in a growing disparity between feeder districts.

c. PRESENTATION OF DESIGN FOR NEW REDWOOD HIGH SCHOOL FACILITY

SITUATION

As the District nears completion of the design development phase for the re-configured Redwood High School facility, it is time to present the design plans to the Board. Aaron Jobson, Principal at Quattrocci Kwok Architects, will present the design planned for the new Redwood High School facility and an update on the community engagement process.

d. IMPACT ON POSSIBLE ELIMINATION OF CAHSEE GRADUATION REQUIREMENT

SITUATION

The California legislature has sent a bill (Senate Bill 172) to the Governor that will indefinitely suspend the requirement for high school students to pass the California High School Exit Exam (CAHSEE) as a prerequisite to receive a high school diploma. This new bill will further extend the reach of SB 725, which was signed in August, that suspended the CAHSEE requirement solely for the Class of 2015. The new bill (SB 172) also will retroactively suspend the CAHSEE requirement going back to the Class of 2004. Assuming the governor signs the legislation, it will go into effect in January 2016, at which diplomas can be awarded to students.

In the Sequoia Union High School District there are relatively few students that meet all other academic requirements for graduation except for a passing score on the CAHSEE. Below are the numbers of students from the last four years in this group:

2014-15: 5 students
2013-14: 14 students
2012-13: 6 students
2011-12: 6 students

Once the bill is signed, staff will be seeking to locate these students and will award them their diplomas. The students from 2014-15 can receive their diplomas immediately, and the students from past years will be awarded their diplomas in January.

Our schools receive additional supplemental resources to assist students in passing the CAHSEE. Each comprehensive high school is given an additional .4 Full Time Equivalent (FTE) and Redwood uses its funds to hire an instructional aide and has created six additional CAHSEE sections out of its general allocation of staffing. Staff will be discussing how to utilize these resources in light of the impending enactment of SB 172.

12. PUBLIC HEARING

a. None

13. DISCUSSION ITEM

a. DISCUSSION OF DRAFT GOALS FOR STRATEGIC IMPLEMENTATION PLAN

SITUATION

Over the course of the 2014-15 school year, the District undertook the development of a new Strategic Plan. On August 13, 2014, PIVOT proposed a process that was approved by the Board on September 3, 2014. The duration of September was spent in five stakeholder input sessions, as well as individual sessions with Board Members. On October 7 and 21, 2014, this input was analyzed at Strategic Planning Committee Meetings, with big ideas compiled from this analysis. In addition, the Strategic Planning Committee decided to survey the community for a broader base of input. A sub-committee of the Strategic Planning Committee developed the survey, which in November was completed by 2,539 stakeholders.

The Strategic Planning Committee met on December 2, 2014, to disaggregate the survey data and compare and contrast it to the big ideas that came out of the October committee meetings. The Strategic Planning Committee then charged the sub-committee with taking the group's findings for further review and then drafting a plan. The sub-committee met on December 11, 2014, and January 15, 2015, to this end, and a draft was shared with the Strategic Planning Committee. On January 22, 2015, the sub-committee met to incorporate the Strategic Planning Committee's directions. The resulting draft was sent out to the Strategic Planning Committee, which met to review and then approved it on February 3. On February 18, the Strategic Plan was presented to the Board for discussion. The sub-committee took Board direction from this discussion to edit the draft, which was adopted by the Board on March 4, 2015.

During the March 4 Board meeting, it was determined that to begin the implementation process of the plan, it made sense for the Board to see how current budget allocations lined up with the Strategic Plan's objectives. At the April 1 Board meeting, Superintendent's Staff reported on the programs, staff, supplies and corresponding funding amounts that comprise each category. With further Board input, a second draft was presented on May 6.

As a next step, staff began to develop the Strategic Plan Implementation Goals. As a discussion item for next week's Board Meeting, these goals are included in the Board meeting packet. Staff seeks feedback on the draft of goals, especially from the point of view of whether the goals represent all pieces of the Strategic Plan, whether items are in the correct places, and where there are redundancies.

Once all the goal areas have been confirmed, work can begin on a draft of the Strategic Plan's supporting activities (the Action Plan).

14. ACTION ITEM

a. CONSIDERATION OF ADOPTION OF RESOLUTION NO. 1559, SUFFICIENCY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS (by roll call vote)

SITUATION

The Education Code: 60119 requires that school districts must ascertain whether each pupil in each school has sufficient textbooks and instructional materials. To be "sufficient," each pupil, including English learners, must have a textbook, or instructional materials, or both to use in class and to take home to complete required homework assignments. The textbooks and instructional materials must be consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. Two sets of textbooks or materials are not required for each pupil. Sufficient textbooks or material does not include photocopied sheets from only a portion of a textbook nor of instructional materials copied to address a shortage.

Districts and sites must conduct an annual inventory of textbooks and hold a public hearing to share the findings of the inventory and hear input from students, staff and parents about the availability of textbooks and materials before the eighth week of school. The Board of Trustees must then adopt a resolution stating the finds.

In September, site staff conducted a thorough inventory of textbooks in the following areas for all grades: English, ESL (English as a Second Language), mathematics, social science, science (texts and materials), and foreign language. A summary of the findings include:

- | | |
|------------------------------|-------------------------|
| • Carlmont High School - | sufficient in all areas |
| • Menlo-Atherton High School | sufficient in all areas |
| • Redwood High School | sufficient in all areas |
| • Sequoia High School | sufficient in all areas |
| • Woodside High School | sufficient in all areas |

As part of their normal cyclical analysis of instructional materials and in conjunction with Program Improvement (PI) recommendations, textbooks orders have been submitted to remedy all areas of deficiency.

FISCAL IMPACT

Necessary textbooks and supplies have been ordered.

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1559, on Sufficiency of Textbooks and Instructional Materials.

15. BOARD OF TRUSTEES'/SUPERINTENDENT'S COMMENTS AND COMMITTEE REPORTS

16. ADJOURNMENT