

SEQUOIA UNION HIGH SCHOOL DISTRICT
BACKGROUND INFORMATION FOR
AGENDA ITEMS FOR 9/2/15, 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)

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. APPROVAL OF MINUTES FOR AUGUST 12 AND 19, 2015, BOARD MEETINGS (consent)

SITUATION

Enclosed with the background materials are the minutes for the August 12 and 19, 2015, Board meetings.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the August 12 and 19, 2015, Board meetings.

- b. 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.

- c. APPROVAL OF READMISSIONS (consent)

SITUATION

When a student is expelled from the district the Board sets a date for the student to request readmission. Following the request for readmission, a committee meets to consider the request. The Readmission Committee is composed of site administrators, the student, his/her parents, and the district's Welfare & Attendance Advisor. Others who may have information to share regarding the student are also invited to attend.

The student is required to provide some evidence of rehabilitation prior to being recommended for readmission to the district. If the Board has set any conditions for a student's readmission, the committee also ensures that the student has complied with the conditions.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Readmission Committee's recommendation to accept three previously expelled students (names to appear in official minutes) back into the district.

d. APPROVAL OF FIELD TRIPS (consent)

SITUATION

Districtwide

12 to 30 Special Education Adaptive Physical Education (APE) students will travel to Marlin Park Lagoon in Foster City and/or Parkside Aquatic Park in San Mateo, on various dates to be determined.

Sequoia High School

40 Varsity Football Team members will travel to Seattle, Washington on September 24 – 26, 2015, to participate in an annual travel game.

Woodside High School

34 Career Technical Education (CTE) students will travel to Montara on September 17 – 18, 2015, to participate in the Green Academy 12th grade retreat.

FISCAL IMPACT

No fiscal impact on 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 Special Education APE students districtwide to Marlin Park Lagoon in Foster City and/or Parkside Aquatic Park in San Mateo on various dates to be determined; Sequoia High School's Football Team to Seattle, Washington on September 24-16, 2015; Woodside High School's CTE students to Montara on September 17-18, 2015.

e. APPROVAL OF WARRANTS (consent)

SITUATION

The Warrants for July 2015 are enclosed with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Warrants for July 2015, totaling \$4,467,359.54

f. 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.

g. APPROVAL OF MOU WITH ACKNOWLEDGE ALLIANCE (consent)

SITUATION

The District is seeking to establish a Memorandum of Understanding with Acknowledge Alliance (formerly known as Cleo Eulau) to provide individual and group counseling to identified students attending the four comprehensive high schools as well as Redwood Continuation High School and the Independent Study Program at Cañada College. Students identified for services will meet one or more of the following criteria:

- all students returning from San Mateo County Court and Community Schools;
- students returning from the San Mateo County Youth Services Center (Hillcrest);
- students at-risk for expulsion; and/or
- students referred by the Aspirations Program staff and Acknowledge Alliance counselors.

Services will be provided by both licensed counselors and counseling interns.

FISCAL IMPACT

Payment from the General Fund for the services provided is \$57,000 which will be billed quarterly.

RECOMMENDATION

That the Board of Trustees approves the contract with Acknowledge Alliance to provide individual and group counseling services.

h. APPROVAL OF AGREEMENT WITH YOUTH COMMUNITY SERVICES (consent)

SITUATION

Youth Community Service (YCS) is a non-profit organization that has been serving students in the Sequoia Union High School District for the last seven years. It currently provides services to at-risk students at Menlo-Atherton, Woodside, and Redwood. The cost of the program is \$180,000 annually and the program director, Leif Erickson, has been able to raise the funds from outside sources. One of the funders has withdrawn its support after a five year "seed" grant and, thus, YCS is asking both SUHSD and Ravenswood City Elementary District to contribute partially to the program in order to maintain the current level of service. The contribution from SUHSD and Ravenswood would be \$60,000 each. I met with Superintendent Gloria Hernandez, who is also very enthused about the program; and both of us agreed that the district funding would come out of each district's share of the savings accrued from not sponsoring Aspire Public Schools.

Youth Community Service staff works with students who have transitioned to M-A, Woodside, and Redwood high schools from Ravenswood City and Redwood City elementary districts, who are identified and referred by teachers, counselors and administrators as needing additional support. This is part of the District's strategic initiatives to collaborate with feeder districts and community partners to improve student outcomes. Youth Community Service staff members partner with District educational staff to help students enhance their lives by accepting personal responsibility to continuously strive toward the goal of achieving their full potential—one

degree at a time. YCS uses comprehensive, research-based and measurable approaches of intense instructional, participatory, and interactive character and life skills education.

The primary goal of this consulting agreement is to guide students with a particular need to develop their own internal compass. Through guided discussion, debate, hypothetical situations, interaction, activities and application, participants will discover what they each believe and value, and learn to apply those personal beliefs to how they think, behave and act. The program is structured to address the critical social, emotional, and behavioral components that provide a solid foundation of skills or “life tools” for those students most in need. The program will provide students the time, structure and opportunity to develop the internal compass that will intrinsically motivate them to make good choices, empathize, reflect and evaluate—the critical skills needed to succeed and flourish in the twenty-first century global economy. Through this process, students will chart their growth in self-awareness and learn to apply their internal compass in many authentic, real-world situations both in and out of school. They will examine concepts of community awareness through the lens of twenty-first century skills: teamwork, technical fluency, collaboration, perspective analysis, negotiation, compromise, adaptability, creative and critical thinking, and leadership. Program success will be measured by pre- and post-data gathering, including grades, truancy, and school behavior, as well as personal development surveys completed by the student counselor, YCS staff member, and the student’s parent or guardian. The YCS staff will meet with students up to five hours a week during each semester.

Maintaining the YCS program at our schools has strong support from the principals. All see it as an effective intervention program that addresses social-emotional and life skills needs of participating students that often interfere with academic achievement. Enclosed with the background materials is the agreement with YCS.

FISCAL IMPACT

\$60,000, which will be utilized from re-appropriated monies set aside for Aspire Public Schools.

RECOMMENDATION

That the Board of Trustees approves the contract for \$60,000 with Youth Community Service to provide support for identified students at M-A, Woodside, and Redwood.

- i. ACCEPTANCE OF RESPONSE TO CIVIL GRAND JURY REPORT ON ATHLETES AT RISK (consent)

SITUATION

On June 30, 2015, the Board received a request from the Superior Court of the San Mateo County Civil Grand Jury for comments from Sequoia Union High School District regarding the Grand Jury Report: “Athletes at Risk: Are San Mateo County High Schools Safeguarding Athletes From Serious Head Trauma?”

A written response has been prepared and the letter is included with the background materials for Board action. The Civil Grand Jury Report is also included for reference.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the District’s response to the Civil Grand Jury Report on Athletes at Risk.

- j. ACCEPTANCE OF RESPONSE TO CIVIL GRAND JURY REPORT ON STUDENT MENTAL HEALTH (consent)

SITUATION

On June 30, 2015, the Board received a request from the Superior Court of the San Mateo County Civil Grand Jury for comments from Sequoia Union High School District regarding the Grand Jury Report: “Student Mental Health: Are Schools Doing Enough?”

A written response has been prepared and the letter is included with the background materials for Board action. The Civil Grand Jury Report is also included for reference.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the District's response to the Civil Grand Jury Report on Student Mental Health.

k. AUTHORIZATION TO FILE NOTICES OF COMPLETION (consent)

SITUATION

On November 5, 2014, the Board approved the Lease Lease-Back agreement with Cal-Pacific Construction to build five new classrooms as part of expanding the F-Wing to create at capacity at Menlo-Atherton High School.

On May 6, 2015, the Board approved the contract with First Service to replace the bleacher system in the Carlmont High School Scotts' Gymnasium.

On June 10, 2015, the Board approved the Lease Lease-Back agreement with Cal-Pacific Construction to provide temporary housing to accommodate enrollment growth and to compensate for the demolition of existing classrooms to build the new G-Wing at Menlo-Atherton High School.

On June 24, 2015, the Board approved the contract with Venezia Construction to 1) increasing the size of the Carlmont Associated Student Body (ASB) room, 2) add a large fire-rated window between Science rooms B-3 and B-4 to create a space for Robotics, and 3) and installing an Individualized Education Plan (IEP) conference area in Room Five.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to file Notices of Completion for Cal-Pacific Construction, First Service, and Venezia Construction.

l. APPROVAL OF AGREEMENT WITH JOBTRAIN INC. (consent)

As part of the restructuring of Redwood High School, Sequoia Union High School District staff proposes to collaborate with JobTrain Inc. to begin providing students with courses to further enrich the school day and to provide pathways to post-secondary opportunities. The "JobTrain at Redwood High-School" pathways program will run the full school year onsite at Redwood High School.

JobTrain and Sequoia UHSD wish to create a pathway for Redwood students by offering both high school credit and entry-level learning in a series of technical training classes. This program will provide incentives for students to persist and complete their high school diplomas; and offer options to these students should they wish to continue in JobTrain's regular training program (where they could receive stackable college credit and an entry directly to middle income employment).

The pilot program offered will be two sections of beginning Digital Arts, a creative project-based class where students would get hands-on experience using the latest tools and applications. It is anticipated that this pilot will serve as the first of several potential offerings at the high school should funding become available. These offerings will be based on both career pathway opportunities and student interest; along with digital arts, included would be culinary, construction, and medical training.

Digital Arts is a hands-on class that engages students to use the latest tools and applications to express themselves. Students will work collaboratively to create works that may include movies, music, visual art, and animation. Students will be encouraged to find new ways through digital media expression to tell stories and represent their world. At the same time, they will learn how to organize their projects, how to access their individual and collective talent and strength, and how to create a process to design and implement a finished product. In the course of their explorations, the students will first be encouraged to consider what they want to express, and then to learn about and choose (with the support of instructors and interns) the medium and tools that will work well for them. With guidance, they will be asked to develop their own learning plans, showing how they will access the tools and information they need to execute their project. In the process, students will develop a number of skills that will be invaluable, not only to any future interest they might pursue in digital media or coding, but also in problem solving, collaborative work, scheduling, team planning, and a variety of other project based learning outcomes that are natural to this type of work and that translate across several career choices.

To aid in their initial exploration, students will be exposed to a series of platforms, media, applications and tools, including on-line, freeware as well as more traditional media and tools. They will also be exposed, throughout the program, to possible follow-on programs that specialize in some area of their project work.

FISCAL IMPACT

\$49,029

RECOMMENDATION

That the Board of Trustees approves the agreement with JobTrain Inc. for 2015-16.

- m. APPROVAL OF CONTRACT WITH PREMIER HEALTHCARE SERVICES (consent)

SITUATION

Premier Healthcare will provide nursing services fulltime at school for a student who recently received a tracheotomy. This medical procedure requires a nurse to monitor the student's breathing. Premier Healthcare is already familiar with the student and can educate others at school about student's needs and care. Additional information concerning the services provided is available upon request.

FISCAL IMPACT

Rate is \$67 an hour; the contract contains a not to exceed limit of \$89,000 for the 2015-2016 school year.

RECOMMENDATION

That the Board of Trustees approves the agreement with Premier Healthcare Services for a special education student for the 2015-16 fiscal year.

- n. ADOPTION OF RESOLUTION NO. 1556 TO ADD DESIGN TECH HIGH SCHOOL AS A NEW LEA TO THE SAN MATEO COUNTY SELPA (by roll call vote)

SITUATION

As of July 1, 2015, Design Tech High is an approved new Charter Local Education Agency (LEA) within the San Mateo County Special Education Local Plan Area (SELPA). At the June 16, 2015, SELPA Governing Board Meeting, the Board approved a change to the SELPA's local plan, to add Design Tech High School as a new Charter LEA to the SELPA.

Included with the background materials is Resolution No. 1556, which each local education agency (LEA) Board must adopt, in order to update the Local Plan of San Mateo County SELPA. This change is required as a new member LEA has been added to the SELPA.

FISCAL IMPACT

None

RECOMMENDATION

It is recommended that the Board of Trustees adopts Resolution No. 1556 to update the Local Plan of San Mateo County SELPA by adding Design Tech High to the Local Plan.

- o. APPROVAL OF CONTRACT FOR ATHLETIC TRAINERS (consent)

SITUATION

The District has provided the services of athletics trainers for its comprehensive high schools' athletic programs for the past several years. Last year, the District switched providers and partnered with the Palo Alto Medical Foundation and Excel Sports Medicine to provide this valuable service to its student-athletes. The contract with Excel Sports Medicine provides thirty (30) hours per week of services to each of the District's four comprehensive school sites.

FISCAL IMPACT

The contract with Excel Sports Medicine is not to exceed \$150,000 per year.

RECOMMENDATION

That the Board of Trustees approves the contract between the Sequoia Union High School District and Excel Sports Medicine to provide on-site athletic trainers at the four comprehensive high schools for the 2015 – 2016 school year.

- p. ADOPTION OF RESOLUTION NO. 1557, EXEMPTING SUHSD FROM LOCAL ZONING AT REDWOOD HIGH SCHOOL LOCATED AT 1968 OLD COUNTY ROAD, REDWOOD CITY (by roll call vote)

SITUATION

School districts have the authority to exempt property for proposed educational uses from the applicability of local zoning ordinances. Section 53094 of the Government Code allows the Board, by a vote of two thirds of its members, to render a city or county zoning ordinance inapplicable to a proposed use of property by a school district.

By allowing such an exemption, the Legislature has expressly accorded different treatment to school districts then to other local agencies based on recognizing that school construction is subject to oversight by the state. Thus it is recognized that compliance with local ordinances would be redundant, and in some cases could result in conflicting obligations for the school district.

The district intends to construct new buildings and modernization projects at Redwood High School for the purpose of expanding capacity and improving facilities. It is recommended that the Board adopts Resolution No. 1557, which would render such construction exempt from local zoning ordinances pursuant to Government Code Section 53094. The exemption is believed to be in the best interests of the district and the public. The exemption would apply to non-classroom facilities. Thus, for example, warehouses, administrative buildings, and automotive storage and repair buildings would not be exempt.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1557, Exempting Sequoia Union High School District from application to the City of Redwood City zoning ordinances pursuant to Government Code Section 53094 for construction of facilities and improvements at Redwood High School, located at 1968 Old County Road, Redwood City, California.

- q. APPROVAL OF AMENDING CONTRACT WITH ALLAN FRANCE TO PROVIDE DISTRICT PROJECT MANAGEMENT SERVICES (consent)

SITUATION

Allan France joined the District as a consultant, on a trial basis, to manage the complex “S-Wing” project at Carlmont High School.

He is now established on this challenging project, and his contract needs to be amended so that he has the appropriate bandwidth to see the project through to a successful completion.

Staff anticipates securing Mr. France’s services for the building construction project when the Division of State Architect (DSA) approves the submitted drawings sometime in late fall.

FISCAL IMPACT

No fiscal impact to the General Fund; all expenditures will be paid by Measure A funds.

RECOMMENDATION

That the Board of Trustees approves amending the original contract with Allan France, in the amount of \$45,000, for an additional \$60,000. This will provide project management services for the Carlmont S-Wing and other district projects as appropriate. The contract will be amended for an amount not to exceed \$105,000.

- r. APPROVAL OF AGREEMENT WITH JACK SCHREDER AND ASSOCIATES (consent)

SITUATION

The Sequoia Union High School District has a long-standing relationship with Jack Schreder and Associates for school facilities consulting services. Jack Schreder and Associates provides assistance with the State School Facility Program and will support the district in securing State Allocation Board approvals for eligible facilities funding. In addition, it provides assistance in applying for school facility funding through the Career Technical Education Facilities Program.

FISCAL IMPACT

No fiscal impact to the General Fund; all costs paid out of Measure A funds.

RECOMMENDATION

That the Board of Trustees approves the agreement with Jack Schreder and Associates.

- s. APPROVAL OF CONTRACT WITH HEALTH CONNECTED FOR 2015-16 (consent)

SITUATION

Enclosed with the background materials is the district’s annual renewal agreement for 2015-16 with Health Connected (formerly Teen Talk). The cost of the program is \$50,000, which is paid for through a grant from the Sequoia Health Care District.

FISCAL IMPACT

No impact to General Fund, the program is funded by a grant from the Sequoia Health Care District.

RECOMMENDATION

That the Board of Trustees approves the contract with Health Connected for 2015-16.

- t. AUTHORIZATION TO DECLARE TEXTBOOKS OBSOLETE/NON-ACCOUNTABLE (consent)

SITUATION

Attached with the background materials is an itemized list of obsolete/non-accountable textbooks from Menlo-Atherton High School. These items are either obsolete and/or damaged beyond repair. Therefore, staff recommends that the Board declare these items as obsolete/non-accountable textbooks per Education Code Sections 60500 - 60510. (See attached list)

FISCAL IMPACT

No impact to the General Fund.

RECOMMENDATION

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

- u. ACCEPTANCE OF GIFT (consent)

SITUATION

The following gift was received by East Palo Alto Academy since the last report to the Board.

East Palo Alto Academy's former Principal, Mr. Larry Villaubi, donated a baby grand piano to the school. It has an estimated value of \$4,000. The piano will be housed in the MUR/Cafeteria and is open to student use during brunch and lunch. In addition, it will be used for their music club, student showcases and drama productions.

FISCAL IMPACT

No fiscal impact on the General Fund

RECOMMENDATION

That the Board of Trustees accepts this gift and requests the school to send a letter of appreciation to the donor where appropriate.

- v. APPROVAL OF MOU WITH EPAA CONSORTIUM FOR 2015-16 (consent)

SITUATION

Under the Elementary and Secondary Education Act (ESEA), Title III, Part A, the California Department of Education (CDE) provides formula subgrant awards to local educational agencies (LEAs) that enroll one or more English learner (EL) students. Title III funds are to be used to provide supplementary programs and services to EL students. In addition, pursuant to the ESEA, Section 3114(b), a state educational agency shall not award a Title III Limited English Proficient (LEP) Student Subgrant in an amount that is less than \$10,000. LEAs eligible to receive a subgrant of less than \$10,000 must form a consortium where the subgrant generated by the participating LEAs collectively equals, or surpasses, \$10,000.

Based on the data reported in the 2014 California Longitudinal Pupil Achievement Data System (CALPADS), East Palo Alto Academy (EPAA) was identified as consortia eligible for a Title III LEP Student Subgrant in 2015-16. The per-pupil amount for 2015-16 was determined after the close of the application process on June 30, 2015, and it indicated their allocation amount to be \$9,504. For those reasons, Sequoia Union High School District agreed to form a consortium with EPAA in order to ensure both LEAs receive their Title III LEP entitled allocation. SUHSD also agreed to be the lead of the Consortium. A Memorandum of Understanding identifying the products, services and program to be delivered by SUHSD to EPAA was developed as well as a Consortium LEA Plan Goal 2 and budget.

FISCAL IMPACT

The 2015-16 Title III LEP entitlements for each LEA were determined as follows:

- SUHSD: Title III-LEP- \$118, 125
- EPAA: Title III- LEP- \$9,504
- Consortium Total: \$127,629

RECOMMENDATION

That the Board of Trustees approves the Memorandum of Understanding with East Palo Alto Academy (EPAA) Consortium for 2015-16.

- w. CERTIFICATION OF SUHSD LCAP REVISION/UPDATE FOR 2015-16 (consent)

SITUATION

The SMCOE LCAP team reviewed the first draft of the SUHSD Board-approved LCAP and expressed their appreciation for the amount of energy and effort invested in the alignment of our district’s local programs to the eight (8) state priorities, the involvement of stakeholders, and the focus on the education of ALL students while keeping focused on the educational needs of the district’s unduplicated students. All of the districts in the county were asked to make final revisions to their plans. Included with the background materials are the resulting clarifications made by our district staff. With these revisions, the SUHSD LCAP has now been approved by the county. The clarifications are before you today for final certification.

FISCAL IMPACT

The Local Control Funding Formula (LCFF) plays out differently in Basic Aid districts, such as the SUHSD, than in revenue limit districts. Proportionately, the “calculated” LCFF funds for SUHSD are considerably less than the actual LCFF funds received by revenue limit districts. For 2015-16, the SUHSD “calculated” Supplemental & Concentration Grant funding is \$3,472,293. This is reflected in the activities listed in LCAP Section 2. The distinction between the budget amounts reflected in the SUHSD LCAP versus those of revenue limit districts is noteworthy because, unlike revenue limit districts whose LCAP budget and activities will reflect a significant percentage of their total district budget, the SUHSD LCAP will reflect only a small percentage of the District’s budget and activities, i.e., the SUHSD provides significantly more services and activities than what is contained in the LCAP. (*No Change from first draft of LCAP.*)

RECOMMENDATION

That the Board of Trustees certifies the SUHSD LCAP Revision/Update 2015-16.

- x. APPROVAL OF GRANT SUPPORTING ADULT SCHOOL’S TRANSITIONAL ADVISING TO COLLEGE AND CAREERS (consent)

SITUATION

Enclosed with the background materials is information on a grant funded by the Sobrato Family Foundation to the Sequoia District Adult School in the amount of \$58,000 for the term of August 1, 2015, through July 31, 2016. The grant supports transitional advising for College and Career programs.

FISCAL IMPACT

Increasing Fund 11, the Adult Education Fund by \$58,000.

RECOMMENDATION

That the Board of Trustees approves and accepts the grant from the Sobrato Family Foundation in support of transitional advising in regard to College and Career programs at Sequoia Adult School.

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. OPENING OF SCHOOL REPORTS FROM SITES

SITUATION

Each of the principals will provide a brief overview on the start of school; including enrollment, in-service activities at the beginning of the year, and new initiatives and programs.

b. MATH AND ENGLISH PLACEMENTS FOR ENTERING NINTH GRADERS

SITUATION

In 2004-05, Sequoia Union High School District revamped its placement criteria, moving from the Stanford J for English placement to the GMRT (Gates-MacGinitie Reading Test) and adding into the equation the newly available CST scores. However, teacher recommendation continued to play the primary role in the placement of students as the teacher could override students' test results if they disagreed with the placement test scores indicated.

In 2011-12, the District's placement criteria were further revised. An internal analysis of 9th grade math revealed a disproportionate percentage of students from socio-economically disadvantaged partner schools being assigned to 9th grade math classes that were lower than those recommended by students' placement test scores. As a result, the District determined that, while there were seemingly objective math placement criteria in place, placement decisions were being significantly impacted by subjective considerations outside of its placement matrix. Sequoia administrators responded to this problem by revising its 9th grade math placement matrix. Starting with the 2012-13 school year, the only subjective information considered was teacher input which recommended the promotion of a student into a class higher than the objective criteria indicated. The District keeps this policy in place to this day. A teacher recommendation cannot be used to place a student at a lower level.

Due to the elimination of CST testing, beginning with the Class of 2019, the District needed to identify new placement criteria. After much research and in conjunction with partner districts, new objective criteria were established for student placement. Let's Go Learn DORA (Diagnostic Online Reading Assessment) and Let's Go Learn DOMA (Diagnostic Online Math Assessment). In addition to student results matching those of other quantifiable assessments, DORA/DOMA offers the additional benefit of an extensive library of online practice problems and games that identify individual student gaps in learning and generates material for individual students to work on their needs area until it improves. Year-long exposure to DORA/DOMA will help target interventions and mean that students are very familiar with the platform when they use it to take their placement exams. MDTP and GMRT continue to be the other placement measures. Teacher recommendation continues to be the only subjective measure used for placement and continues to only be used when a promotion to a higher level than the objective criteria indicated is recommended by the teacher.

In the first weeks of school, placements checked for accuracy show fidelity in following the transition criteria guidelines, with 99.8% of English and 98.9% of math placements aligning with chart criteria. The only exceptions where students are placed lower than chart guidelines is in the case of parent override. All parent overrides are documented parent requests.

English					
School	# Students	# Placed Correctly Per Chart	% Placed Correctly Per Chart	# Placed Lower Per Parent Request	% Placed Lower Per Parent Request
Carlmont	493	493	100.0%	0	0.0%
Menlo-Atherton	576	575	99.8%	*1	0.2%
Sequoia	491	490	99.8%	*1	0.2%
Woodside	409	408	99.8%	*1	0.2%
District Wide	1969	1966	99.8%	3	0.2%

Math					
School	# Students	# Placed Correctly Per Chart	% Placed Correctly Per Chart	# Placed Lower Per Parent Request	% Placed Lower Per Parent Request
Carlmont	456	452	99.1%	**4	0.9%
Menlo-Atherton	536	531	99.1%	*5	0.9%
Sequoia	454	446	98.2%	*7 & **1	1.8%
Woodside	393	390	99.2%	*1 & **2	0.8%
District Wide	1839	1819	98.9%	20	1.1%

* Parent override documented in IEP.
 ** Parent level change request form on file.

Below are two charts that show the distribution of 9th grade students into Math and English classes.

9th Grade Placement by Class Category

ELA	AS ICAP	English 1	Eng 1 Intensive	Intervention
Districtwide	47.7%	43.7%	6.3%	2.3%

Math	A2 and above	Geometry	Algebra 1	Alg Readiness
Districtwide	13.3%	24.7%	53.25%	8.8%

Attached are the placement charts used by partner districts and SUHSD for student placement.

c. REPORT ON 2014-15 OUTCOMES AND 2015-16 BUDGET FOR THE SEQUOIA HEALTH CARE DISTRICT

SITUATION

The Sequoia Healthcare District was formed in 1946 and was the first healthcare district in California. The district covers central and southern San Mateo County. Specifically this includes the cities of Atherton, Belmont, Redwood City, Portola Valley, San Carlos, Woodside and portions of Menlo Park, Foster City and San Mateo. There are approximately 220,000 residents in this area. The Sequoia Healthcare District is governed by a locally-elected Board of Trustees.

Sequoia Healthcare District receives public tax funds to support its activities. The district receives a portion of annual property tax from the residential and commercial properties located within its boundaries. In total about \$9 million dollars a year is received and spent on a variety of health projects from medical clinics for the poor, to school nurses and physical education teachers, to mental health counselors and programs to feed the hungry. The district works with more than 60 schools and nonprofits to provide services to more than 50,000 residents a year including 27,000 public school children grades K-12.

In August 2010, Sequoia Healthcare District (SHD) launched the Healthy Schools Initiative, investing more than \$9 million dollars over the past four years to support school districts within the SHD geographic boundary region of southern San Mateo County with staff and programs that improve the physical and emotional health of students and families, reaching about 30,000 students per year.

Over \$2 million annually has been allocated to school districts for the following purposes:

- To provide **staff** (including credentialed school nurses, counselors, wellness coordinators, physical education coaches and outreach specialists) to implement [the Centers for Disease Control and Prevention's \(CDC\) Coordinated School Health Model](#)
- To provide **school-based health programs** in partnership with our local non-profit service providers
- To **improve the physical fitness** of nearly 10,000 elementary students in grades K to 5
- To consistently **evaluate, monitor, and improve** the Healthy Schools Initiative's efforts and outcomes

HEALTHY SCHOOLS INITIATIVE IN THE SEQUOIA UNION HIGH SCHOOL DISTRICT

The funding that is provided to the Sequoia Union High School District is placed in one of three categories. The first category consists of direct funding to the district for three positions (wellness coordinator and two nurses) in which the identified personnel are employees of the district. The second category (subcontracted services) primarily represent longstanding relationships the district has maintained in which funding comes directly to the district to reimburse for the services being provided. The third category represents contractors that need to be reassessed and renewed on an annual basis. Category 3 contractors are directly paid by the Sequoia Health care District. All contractors in categories 2 and 3 are required to submit detailed annual reports to the health care district.

Sequoia Union High School District		
Allocation of Funding Healthy Schools Initiative: SHCD Fiscal Year 2015/2016		
<i>Staff Salaries and benefits</i>	<i>Explanation</i>	<i>SHD Contribution 2015-16</i>
Wellness Coordinator		\$103,200
Nurse 1 (1.0 FTE)		\$103,200
Nurse 2 (1.0 FTE)		\$103,200

Subcontracted Services				
Health Connected (formerly Teen Talk)				\$50,000
Star Vista Counseling at M.A				\$12,500
CSM Parent Ed				\$20,000
Increase counseling services at Redwood (service provider TBD)				\$10,000
Other				
Discretionary funds				\$3,500
Additional grants to non-profits				
Adolescent Counseling Services at Woodside and Redwood				\$20,000
Center for Wellness and Achievement in Education (Quiet Time)				\$40,000
CAT Program at Woodside				\$35,000
Star Vista YDI program at Sequoia				\$30,000
Total SUHSD Funding				\$530,600.00

HEALTHY SCHOOLS INITIATIVE (HSI) HIGHLIGHTS OF 2014-15, & HSI PLANS FOR 2015-16

1. Health Education

- Health Fairs took place at all 5 sites--booths were hosted by students, staff, and community partners, and featured many booths including asthma, concussion, e-cigarette, and distracted driving education
- "Neuroscience of Addiction" curriculum development--will implement pilots throughout the district 2015-16
- Administered the CHKS to all district 9th and 11th graders---developing a San Mateo County custom module for 2015-16. Will review recent CHKS data with each site in Fall, 2015

2. Nutrition Services and Education

- WAC finished distributing BPA free water bottles--continuing to encourage use of site-based water filling stations in 2015-16
- Enlisted the help of the Sequoia Healthcare District and SFSU nursing students in establishing updated "carb counts" for SUHSD menu items--will assist with the implementation of the nutritional analysis program in 2015-16

3. Physical Education

- Freshmen CPR/AED training program--have trained over 7,000 students. By year end

2015-16, will have offered CPR/AED training to ALL students in the district

- Concussion Education program--as of June, 2015, 471 baselines and 20 post-injury tests were conducted. Neurocognitive baseline and post-injury testing of high contact sports will continue in 2015-16
- SUHSD students served as mentors at "Make Time for Fitness" event for all RCSD 4th graders---will continue to provide teen volunteers for 2015-16 MTFF event

4. Health Services

- Cardiac screening event in March, 2015 was successful--assisting in planning future events for our students in 2015-16
- Anaphylaxis prevention and EpiPen education--invited Senator Jerry Hill to speak at the School Wellness Alliance meeting to discuss the recent passage of SB 1266--will work with nurses to help implement the district's stock EpiPen protocols and requirements

5. Safe and Healthy School Environment

- Initiated and collaborated with Walter Haub on annual "Great California ShakeOut Drills" at the DO.
- Will work with nurses on updating first aid kits for 2015-16.
- Will encourage and support sites in conducting earthquake drills and threat assessment trainings.
- Will offer staff CPR/AED trainings in 2015-16

6. Counseling, Psychological, and Social Services

- Working with the Mental Health Advisory Committee on targeted topics: stress, suicide prevention, AOD education
- Piloted mindfulness at Sequoia and piloted the Quiet Time program at Redwood, with continuation of the programs in 2015-16
- Collaborating on suicide prevention with the PAUSD, and evaluating 5150/504 data in 2015-16
- AOD/Addiction education as mentioned in #1 above---will continue work with the Redwood City 2020 Drug Prevention Partnership in 2015-16

7. Staff Wellness

- Published the biannual WAC newsletter for all district staff. Highlighted "Pre-Diabetes" in the Spring edition, and continued the staff benefits column and expanded recipe section--will continue producing Winter and Spring newsletters in 2015-16
- Will develop on-site wellness classes for staff in 2015-16

8. Family and Community Engagement

- Providing ongoing support in 2015-16 for parent education programs provided by Charlene Margot, Parent Education Series Program Director, and Carmina Chavez, District Parent Coordinator.
- Collaborated on a "Risky Teen Behaviors" parent/staff education mini-series which included four topics: "Neuroscience of Addiction", "E-cigarettes", "Distracted Driving", and Health Connected's "How to Talk with Your Teen about Sex"

12. PUBLIC HEARING

- a. None

13. DISCUSSION ITEMS

- a. None

14. ACTION ITEMS

- a. None

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

16. ADJOURNMENT

POSSIBLE AGENDA ITEMS FOR THE SEPTMEBER 9, 2015, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

POSSIBLE AGENDA ITEMS FOR THE SEPTEMBER 15, 2015, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Report on Summer School
- b. Report on Small School Development

POSSIBLE AGENDA ITEMS FOR THE SEPTEMBER 30, 2015, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Report on Aspirations Advocates