

SEQUOIA UNION HIGH SCHOOL DISTRICT
BACKGROUND INFORMATION FOR
AGENDA ITEMS FOR 9/16/15, 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 LABOR NEGOTIATORS, Agency Designated Representative: James Lianides; Employee Organization: Sequoia District Teachers Association (SDTA)

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 SEPTEMBER 2 AND 9, 2015, BOARD MEETINGS (consent)

SITUATION

Enclosed with the background materials are the minutes for the September 2 and 9, 2015, Board meetings.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the September 2 and 9, 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 FIELD TRIPS (consent)

SITUATION

Carlmont High School/Sequoia High School

20 Key Club members from Carlmont and Sequoia High Schools will travel to Camp Jones Gulch in La Honda on October 3-4, 2015, to attend their Regional Training Conference

East Palo Alto Academy (EPAA)

10 students will travel to Point Reyes National Seashore on November 6-7, 2015, for an overnight backpacking trip with Stanford Outdoor Outreach Program (SOOP).

Menlo-Atherton High School

13 Girls' Varsity Basketball Team members will travel to Sonoma Valley High School on December 3-5, 2015, to play in a pre-season basketball tournament.

Sequoia High School

50 Electronic Arts (EA) Academy students will travel to Rob Hill Campgrounds in San Francisco on October 1-2, 2015, for an overnight camping trip focused on team building and environmentalism.

20 Math Limited English Proficient (LEP) students will travel to Big Basin Redwoods State Park in Boulder Creek on November 7, 2015. This trip is sponsored by the San Jose Sierra Club's Inspiring Connections Outdoors (ICO) program.

Woodside High School

50 Band members will travel to the Port of Redwood City on October 3, 2015, to perform at the 6th Annual Redwood City "Port-Fest."

55 Band members will travel to Santa Cruz on October 17, 2015, to perform in the Santa Cruz Band Review.

34 Green Academy students will travel to Bay Model Visitor Center in Sausalito and Baker Beach in San Francisco on October 16, 2015. Students will take a docent led tour of a working model of the delta and participate in beach cleanup.

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 and Sequoia High School's Key Club to La Honda on October 3-4, 2015; EPAA students to Point Reyes National Seashore on November 6-7, 2015; Menlo-Atherton's Girls' Varsity Basketball to Sonoma on December 3-5, 2015; Sequoia's EA Academy to San Francisco on October 1-2, 2015; Math LEP students to Boulder Creek on November 7, 2015; Woodside's Band students to Port of Redwood City on October 3, 2015; Band students to Santa Cruz on October 17, 2015; Green Academy to Sausalito and San Francisco on October 16, 2015.

- d. APPROVAL OF CONTRACT WITH 360 DEGREES CUSTOMER INC. FOR SCHOOL PSYCHOLOGIST SERVICES FOR 2015-16 (consent)

SITUATION

The District has an open position for a School Psychologist that has not been filled despite postings and outreach to universities. Currently, there is a statewide shortage of school psychologists. The position is needed to keep the District in compliance with assessments for special education. This firm (360°) has found a school psychologist who is well-trained and available to start working immediately. The School Psychologist position with 360° will provide assessments, consultation, preparation of College Board applications for accommodations and some counseling. Additional information concerning the service provided is available upon request.

The District will continue to post the open position of School Psychologist, and if the District is successful in hiring a qualified individual this contract can be terminated with 30 days' notice.

FISCAL IMPACT

Rate is \$90 an hour. Contract not to exceed \$115,000 for the 2015-2016 school year. This will be paid for with monies reserved for the in-house School Psychologist position that has been unfilled.

RECOMMENDATION

That the Board of Trustees approves the agreement with 360° Customer, Incorporated for a School Psychologist for the 2015-16 fiscal year.

e. APPROVAL OF WARRANTS (consent)

SITUATION

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

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Warrants for August 2015, totaling \$8,462,462.97

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 READMISSION (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 one previously expelled students (name to appear in official minutes) back into the district.

- h. APPROVAL OF CONTRACT FOR DIFFERENTIATION INSTRUCTION AND COMMON CORE STATE STANDARDS FOR EPAA TEACHERS (consent)

SITUATION

The Elevated Achievement Group, Inc. (EAG) will work with the East Palo Alto Academy teachers on differentiated instruction and the Common Core State Standards (CCSS) implementation. The purpose of this work is to provide professional development to East Palo Alto Academy (EPAA) in the implementation of the Common Core State Standards (CCSS) and differentiated instruction.

The professional development sessions will include face-to-face training sessions on the CCSS and differentiation, in-classroom coaching support and observational walks utilizing the EAG Achievement Walk™ tool to both create a benchmark for current instructional practices as well as provide evidence of change in practice due to the professional development.

CCSS—Impact on Curriculum in ELA/Literacy and Mathematics

This professional development will focus on the effective elements of planning CCSS ELA/Literacy and Math instructional units. Participants will look at unit assessments that align with the Smarter Balanced Assessments and understand the impact of effective unit planning to align instruction to meet the assessment content and context requirements.

Participants will:

- Understand the standards and their development.
- Understand content and context requirements of unit assessments as a formative assessment tool.
- Understand how to develop ELA/Literacy and Mathematics CCSS instructional units to meet summative assessment outcomes.
- Plan and create an instructional units designed to meet needs of diverse learners in untracked classrooms.

CCSS—Impact on Differentiated Instruction and Delivery in ELA/Literacy and Mathematics

This professional development will focus on the elements of effective ELA/Literacy and Math CCSS lesson design that are designed to meet the needs of all diverse learners.

Participants will:

- Understand the elements of an effective lesson that addresses all diverse learners.
- Understanding the elements of a lesson that is sequenced to include gradual release from the teacher to independent work by the student.
- Participate in a model lesson that demonstrates the elements of effective CCSS instruction, differentiation and effective instructional delivery.
- Plan and deliver effective CCSS literacy lessons that recognize the needs of diverse learners through thoughtful differentiation.

In-Class Coaching Support

Following the initial delivery of the professional development sessions, EPAA will be provided with in-classroom coaching support. This coaching support is designed to support teachers in the implementation of the learned content, emphasizing the common core standards and the needs of diverse learners, covered during face-to-face sessions.

There are a variety of levels that can occur during this application stage: co-planning and co-presenting by both the expert and the stakeholder, co-planning by both but presenting by the stakeholder, planning and presenting by the stakeholder as the expert observes and offers feedback and suggestions. This application stage can also be scaffolded to first focus on the content, then the process, with eventual integration of the content and process. All of this support takes places in the actual setting of implementation.

EAG Achievement Walk™ tool

EAG also utilizes our Achievement Walk™ tool to provide continuous evaluation that is grounded in student achievement. Achievement Walks™ will be conducted in buildings to assess the application of learned content in school and classroom practice. This data is used to both assess application as well as to inform the quality of the professional development and to determine specific stakeholder needs.

FISCAL IMPACT

\$40,000 to be funded by a grant to EPAA from the Eustace-Kwan Family Foundation.

RECOMMENDATION

That the Board of Trustees approves the contract Elevated Achievement Group, Inc. for Differentiation Instruction and Common Core State Standards for East Palo Alto Academy Teachers.

- i. APPROVAL TO HIRE INSPECTOR OF RECORD FOR CONSTRUCTION PROJECTS (consent)

SITUATION

On June 10, 2015, the Board approved hiring Advanced Inspections Inc, Jason Polyzos, as Inspector of Record for Sequoia High School Increment I (relocating and making site improvements of four modular classrooms). It is now necessary to hire Mr. Polyzos as Inspector of Record for the actual construction of the building (Increment II) in the amount of \$136,000 (\$80.00 per hour for Class II inspection services).

In addition, it will be necessary to hire Advanced Inspections Inc, Jason Polyzos for the East Palo Alto Academy new gymnasium project in the amount of \$94,500 (\$90 per hour for Class I inspection services) once that project breaks ground later this fall.

Both projects are expected to be approved by the Division of the State Architect by the end of September.

FISCAL IMPACT

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

RECOMMENDATION

That the Board of Trustees approves hiring Advanced Inspections Inc, Jason Polyzos as Inspector of Record for the Sequoia High School new A-Wing project in the amount of \$136,000 and for the East Palo Alto Academy new gymnasium project in the amount of \$94,500.

- j. AUTHORIZATION TO FILE A CEQA CATEGORICAL EXEMPTION (CLASS 2, 3, AND 14) FOR THE REDWOOD HIGH SCHOOL MAIN BUILDING AND AUXILIARY SPACE (consent)

SITUATION

As part of the Redwood High School Campus modernization/reconstruction, a new main building and auxiliary space will be built on the site of the original Edison School building alongside Old County Road. This will provide a state-of-the-art facility for students that are overcoming credit and other challenges, so that they can earn a high school diploma.

The project would involve the demolition and replacement of nine existing classrooms (two buildings totaling approximately 13,800 square feet) with a new, two-story classroom and administration building in the center of the campus (approximately 13,650 square feet) and a new multipurpose building (approximately 9,960 square

feet) that would include an indoor gym (approximately 6,650 square feet) and one classroom. The multipurpose building could be used for evening school events. Landscaping and other minor site improvements (e.g., Americans with Disabilities Act compliance improvements), including a small pedestrian bridge that would span the Cordilleras Creek, are also proposed. The two-story buildings would be approximately 30-feet high. Existing trees screen views of the campus from surrounding residential areas.

The project would not increase the total number of classrooms at the campus (15), nor increase student capacity by more than 25 percent. The project would add a small multipurpose building (less than 10,000 square feet) to the campus; however, this building would not involve use of significant amounts of hazardous materials and all necessary public services are available at the campus. The project is not located in a particularly sensitive environment, nor are there any unusual circumstances surrounding the site or the proposed facilities (the site is an active school campus and two story buildings are common in the area and at school sites on the peninsula). The site is not located in a scenic highway, is not located on any list compiled pursuant to Section 65962.5 of the Government Code, and contains no historic resources. There are no successive projects of the same type and in the same place scheduled to occur, thus the project would not result in cumulative impacts. The proposed project, therefore, does not have the potential to have a significant effect on the environment and is eligible for a Class 2 (Replacement and Reconstruction), Class 3 (New Construction or Conversion of Small Structures), and Class 14 (Minor Additions to Schools) Categorical Exemption under the California Environmental Quality Act (CEQA).

FISCAL IMPACT

No impact the General Fund; all filing cost will be paid with Measure A bond funds.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent or designee to file a CEQA categorical exemption with the San Mateo County Clerk and the Governor's Office of Planning and Research State Clearinghouse for the new main classroom building and auxiliary space at Redwood High School.

k. APPROVAL OF AGREEMENT WITH RECOLOGY PENINSULA SERVICES (consent)

SITUATION

Recology Peninsula Services will provide collection of both solid waste and recyclable materials at various Sequoia Union High School District sites for the 2015-2016 fiscal year. Included with the background materials is the contract with Recology Peninsula Services, not to exceed \$173,472.60.

FISCAL IMPACT

\$173,472.60 from General Funds

RECOMMENDATION

That the Board of Trustees approves the agreement with Recology Peninsula Services for solid waste and recycling services in an amount not to exceed \$173,472.60 for the 2015-2016 fiscal year.

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 SUMMER SCHOOL

Sequoia Union High School District 2015 Summer School was offered by each of the four comprehensive high schools as well as Redwood Continuation High School and East Palo Alto Academy (EPAA). Regular summer school classes were established at each site and based on student need for earning credit toward graduation. Two sessions were run, each being three weeks in length with 5.5 hour instructional days. Redwood ran one session only for three weeks. EPAA held two classes at Menlo-Atherton, which ran both sessions. This year SUHSD there were a total summer school course enrollment of 3030 students (some students may have been enrolled in two sessions of summer school).

GENERAL SUMMER SCHOOL

Summer School Priority Eligibility

Each site was allotted a number of summer school sections based on the number of students who met the eligibility for summer school. Eligibility priority was based on the following:

1. Seniors (grade 12): deficient 5 - 20 credits (Students who successfully complete their courses for graduation will be able to attend an August graduation ceremony)
2. Freshmen (grade 9): with 0 - 20 credits
3. Juniors (grade 11): with 90 - 115 credits
4. Students who have been enrolled in two or more ELL or support classes per semester, preventing them from being on-track for graduation.
5. Sophomores (grade 10): with 20 - 60 credits

Summer School Courses

Each school site selected the courses tailored to best meet the graduation needs of their students. The number of courses sections varied at each site, depending on the eligible student enrollment.

Each site was staffed with a summer school principal, a campus aide, a secretary/attendance clerk, and a textbook clerk for each session. Redwood High School staffing included a principal and a campus aide.

Carlmont offered 11 course sections over both sessions, Menlo-Atherton offered 18 course sections, Sequoia offered 22 course sections and Woodside offered 15 course sections for a district-wide total of 67 course sections. Redwood offered those courses that most directly impacted their student need.

In addition to the courses selected to offer through their summer school site, each site also offered students availability to the following courses district-wide:

System 44 Open Lab – A district-wide System 44 Open Lab was split between Sequoia and Menlo-Atherton High Schools for those students who are reading at or below a 4th grade reading level and had not completed the System 44 program during the school year. This course provided them with the opportunity to complete the program so they would be able to exit Intervention ELA and go into English II Intensive in the fall.

English I/II Intensive – There was one allocated section per site of double-stripped Grade 9/10 English that combined Read180 and English Intensive I/II so students could earn graduation English credit (non UC a-g). Students in Intervention ELA need to make up English credit, as the English I/English II are significantly above their reading levels.

District-wide Online Credit Recovery Open Lab (APEX) – The open lab was housed at Sequoia High School to allow for any student to complete a course needed for graduation.

Special Education/Extended School Year – Courses were offered for special education classes including:

- Independent Living Skills (ILS) –classes at M-A, Carlmont, Sequoia, Woodside and TRACE
- STARS 1 & 2 classes – classes at each comprehensive site
- A district-wide adaptive PE teacher
- A district-wide Speech & Language Therapist
- Co-teachers were hired to work with the regular summer school programs at each site.

ELD Classes – ELD support classes were offered at each of the sites from site funding.

General Summer School Student Data

District wide Course Enrollment	Session I	Session 2	Total
Carlmont	98	74	172
M-A	328	212	540
Sequoia	418	290	708
Woodside	297	248	545
EPAA	22	19	41
Redwood	167	-	167
TOTAL	1330	843	2173

Carlmont had the lowest summer school enrollment with Sequoia having the largest. District-wide there were 2173 course enrollments (some students may have been enrolled in two sessions) in the general summer school sessions.

Course Completion with a Passing Grade

The following percentages represent the number of courses that were taken by students and completed with a passing grade, earning credit toward graduation.

Carlmont	M-A	Sequoia	Woodside	EPAA
98%	92%	96%	96%	100%

Seniors who needed credits for summer graduation had first priority to enroll in summer school. Their enrollment numbers were significantly lower than the other grades. Freshmen, juniors and then sophomores followed in priority with a fairly even distribution of enrollment at the comprehensive sites.

Course Grade Distribution by Site						
	Carlmont	M-A	Sequoia	Woodside	EPAA	
A	71	216	222	169	6	6
B	37	136	246	158	15	15
C	36	100	140	129	15	15
D	25	44	71	61	5	5
F	3	40	29	24	-	-
CR	-	4	-	-	-	-

The majority of students who took summer school courses passed them and earned credit. Fewer than .05% of students who enrolled in summer school courses did not pass them, primarily as NA or FA grades.

Course Offerings and Enrollment by Site

CARLMONT		
Course	Semester 1	Semester 2
Biology**	25	19
English I Intensive*	4	-
English II*	32	-
English I**	28	21
ESL Tutorial*	9	-
World Studies II*	-	34
Phoenix**		

* Funded by district summer school funds

MENLO-ATHERTON		
Course	Semester 1	Semester 2
Algebra II*	-	17
Biology*	34	17
ELD Support*	10	-
English I Intensive*	5	-
English III	5	4
English II**	23	17
English I**	36	27
Geometry**	23	24
Intensive ELA*	10	-
Life Skills*	-	18
Modern European History	33	26
PE**	83	21
US History*	-	29
World Studies 2**	37	41
APEX*		

* Funded by district summer school funds

SEQUOIA		
Course	Semester 1	Semester 2
Academic Lit LEP*	17	-
Algebra II**	16	17
Algebra I**	22	29
Biology**	32	20
ELD Support*	-	18
English I Intensive**	12	6
English II Intensive*	7	7
English II**	23	24
English I**	63	58
Geometry Enrichment	21	28
Geometry**	30	29
Intervention ELA*	11	-
Life Skills*	21	-
Modern European History	34	28
PE*	84	-
World Studies II**	24	26

* Funded by district summer school funds

WOODSIDE		
Course	Semester 1	Semester 2
Algebra II*	16	-
Algebra I**	22	34
Biology*	36	-
ELA I/II/III*	30	-
English I**	34	34
English II**	17	34
English III**	19	20
English IV	-	7
English P	3	-
Film Critique	12	-
Geometry Enrichment	17	17
Geometry*	-	32
Life Skills LEP*	-	12
US History*	-	29
World Studies II*	-	29

* Funded by district summer school funds

Summer School Graduates

Carlmont	M-A	Sequoia	Woodside	Redwood	TOTAL
3	10	18	7	10	48

ADDITIONAL SUMMER PROGRAMS OFFERED

Site	Program	Program Description
Woodside	A-Learn	A pilot program targeted at bolstering a student's command of the Algebra I curriculum so as to ensure success in Geometry in 9 th grade. 46 students enrolled. 21 students received an A, 16 received a B, and 9 received a grade of CR.
Woodside	Summer Math Acceleration	Highly motivated students who are very good mathematically and who want to advance a year in the math sequence. 40 students participated in our Summer Calculus Boot Camp 110 Students participated in our summer AS/AP Boot Camp
	Tri-District Summer Math Institute	Transition program for students from middle school to high school in the area of mathematics for underrepresented students from Redwood City and Ravenswood schools. Focus is the math skills and concepts needed to successfully complete Algebra I and Geometry. 41 students enrolled (14-MA, 20 – SQ, 7 – WD)
M-A	M-A Honors Institute	A summer program designed to give disadvantaged students an opportunity to prepare for rigorous 9 th grade academic programs at M-A. 66 students enrolled. All received a grade of CR.
Sequoia	9 th grade AVID	Offering math elective for incoming 9 th grade students. 22 enrolled students – 21 received credit
Sequoia	ELD Program	Offered Life Skills – LEP, Spanish Literacy – LEP, Math Tutorial – LEP, and Academic Lit – LEP 166 students enrolled – 159 received credit

Boys' and Girls' Afterschool Summer Program

The Summer Teen Center of the Boys' and Girls' Club of the Peninsula in East Palo Alto ran a five-week summer program for rising 9th through 12th grade students. Students were able to choose a career track to explore from the fields of Education, Law and Justice, Digital Arts, Culinary Arts, Athletics, and more. The program ran from 12:00 p.m. through 7:00 p.m. Busing was provided directly from summer school to "The Club". This year, through the involvement of Team Ascent and summer school recruitment, the Boys' and Girls' Club doubled (138 students) the number of students attending from the SUHSD. Sequoia High School had 50 of their students attending the program.

COMPASS PROGRAM

The purpose of the Compass Program is to transition academically at-risk students more effectively into high school. For the 2015 summer school session, Compass students were recruited to participate in a 19-day remedial transition program which focused on providing students with the opportunity to become familiar with their assigned high school through both academic classes and social experiences tailored to their new school. Students who successfully completed the Compass program earned five elective credits.

Student Recruitment

Each comprehensive site was responsible for recruiting efforts to enroll eligible students into their Compass Program. The incoming 9th grade students met the eligibility through the following priority:

- Tier 1 – Middle school administration recommendation based on most at-risk students (behavior/attendance/social interactions). These students became the Team Ascent students that participated in the programs offered at each site following summer school.

- Tier 2 – Scoring at or below 7.0 on the GMRT
- Tier 3 – Scoring at or below a 14 on the MDPT

Recruitment efforts are time intensive and require a great deal of outreach as Compass students are some of the most at-risk students entering the district. Recruitment included dissemination of general program information, providing information on Free & Reduced Lunch applications, and Boys’ and Girls’ Club activities that were held at the East Palo Alto Clubhouse every afternoon after school.

Recruitment efforts included:

- Distribution of Compass applications in cooperation with the middle school counselors and principals to those students who qualify.
- Making personal phone calls to the homes of qualifying students by Compass Coordinator, District Parent Coordinator, and site parent coordinators
- Special education teachers signing up students during transition meetings
- Providing outreach at Open House programs
- Making home visits by school personnel
- Compass Coordinators working in collaboration with the District Parent Coordinator to contact families

Staffing and Program

There was certificated teaching staff for English, math, PE, and leadership classes on a 25:1 ratio. Due to fewer potential students eligible for Compass, Carlmont offered an abbreviated program. The Compass Program ran from 8:30 a.m. through 1:30 p.m. daily with a half hour break included. Transportation was provided to Carlmont and Woodside. To earn five credits in Compass, the students must have attended 80% of the total number of days the program ran.

Compass Student Demographics

Each school tailors its Compass program to meet the unique and special needs of the students in their community. During the 2015 summer Compass program, district-wide 454 students participated.

2015 Compass Enrollments				
Carlmont	M-A	Sequoia	Woodside	District-wide
46	141	127	125	454

Of the 454 students who participated in the summer Compass program:

- The majority of the students were male (57%) vs. female (53%).
- White students made up 16% of the Compass population and 72% of the students were Latino. The remaining percentage of the students was primarily Asian and African-American. Seventy-three percent of the students used Spanish as the primary language in their home while 19% had English as the primary language in their home.
- Approximately 31% of these students were identified as special education students.
- 83% of the students were identified as eligible for the National School Lunch Program (Free & Reduced Lunch)
- 50% of the Compass students were classified as Limited English Proficient (LEP), 26% were Re-designated Fluent English Proficient (RFEP), English-only (EO) speakers accounted for 24% of the students. Menlo-Atherton High Schools had the largest numbers of LEP students (58% of enrolled students).
- Based on the GMRT reading test scores, 9% of the students were reading below a 4th grade level, 65% of enrolled students read between a 4th and 6th grade level, 15% scored between a 7th and 9th grade level with 4% reading at grade level or above. There were no reading scores for 7% of the students.
- Students from RSCD made up 50% of the Compass enrollment for the summer program while Ravenswood students accounted for 30% of the enrollment. San Carlos/Belmont accounted for 10% enrollment while students entering the district from private and smaller feeder schools made up the remaining enrollment.

Students received five credits (2.5 Life Skills credits and 2.5 Study Skills) toward their graduation requirement of 220 credits. In order to receive full credit for the Compass program, students must have attended 80% of the program time. If students missed more than that amount of time, they did receive the value of the time they spent in the program, but did not receive credit.

- Students receiving Compass credit: Carlmont – 85%, M-A – 83%, Sequoia – 74% and Woodside – 75%.

TEAM ASCENT

Team Ascent was designed to serve the Tier 1 (behavior/attendance/social interactions) students who were recommended by their middle school administration. Team Ascent served as a transition program into high school for students to create a connection to their new school and forge relationships with their peers and adults at the site. The students in Team Ascent were enrolled in the Compass program and went directly to their Team Ascent program following Compass every day. These students became the first students on the Aspirations Advocates' caseload lists for the school year so they would continue to receive support and adult interaction throughout their freshman year. Each high school offered a variation of a Team Ascent program.

Sequoia and Carlmont offered Team Ascent programs that ran for an additional three hours after Compass ended. During this time they had lunch and a mix of activities including: reading, quiet activities and sweat activities. Menlo-Atherton both offered a one hour program following their Compass program with their own site-based activities to acclimate students to the school. All Team Ascent programs successfully encouraged students to attend the Boys' and Girls' Club at the end of each day. Extra district transportation was made available at the end of the Team Ascent day to transport students to the clubhouse in East Palo Alto. Woodside did not offer a Team Ascent program this past summer due to scheduling conflicts.

b. REPORT ON SMALL SCHOOL DEVELOPMENT

SITUATION

In April, former Assistant Superintendent David Reilly presented to the Board the grounding concepts of the proposed new small high school in Menlo Park. This fall, a large planning committee and a small working group will be established and will meet regularly to develop the specific curricular and instructional program to be offered at the school based upon these grounding concepts. The instructional and curricular needs for the school will guide the facility planning. Prior to the commencement of this work and given the lapse of time since April, staff is representing these grounding concepts with some minor refinements and describing the committee process and Board feedback loop that will lead to the development of the school in its final form.

The following "guiding concepts" will be utilized to base the development of the small school in Menlo Park:

- 1) Technology, design, and engineering
- 2) Linked learning
- 3) A partnership with the San Mateo County Community College District, (SMCCCD) to provide specific course content and resources.

Technology and Engineering

The location of the small school site in Menlo Park presents great opportunity for the District to foster the development industry partnerships and collaborations. Situated within the nexus of technology, the Menlo Park school has the potential to realize a linked learning approach to preparing students for both college and careers. Furthermore, in the fall of 2014, 1,333 English-speaking parents, 87 Spanish-speaking parents, 271 staff members and 848 students completed surveys asking what they would consider to be of highest interest for students for small magnet school themes. All four groups prioritized technology. Three of the four groups prioritized computer science or digital and media arts.

The Menlo Park small school will mainly serve students residing in the southern part of the District (i.e. Redwood City, North Fair Oaks, Menlo Park, and East Palo Alto); however, students residing in all parts of the District will be welcome to consider this unique educational opportunity. The abundance of potential industry partners will enable the school to provide individualized, personalized work-based experiences for students; the

ability to differentiate learning in this context will enable the school to serve a heterogeneous population of students.

Linked Learning

- a) A four-year program of study that integrates A-G academic content with technical skills within a career based theme. In this case, the theme would focus on Technology, Design and Engineering. Some considerations include flexible scheduling and increased collaboration and planning time for teachers.
- b) Work-based learning programs are another core linked learning element. Possibilities include: school year and summer internships and externships; mentoring, opportunities for field trips; job shadowing; and apprenticeship. Students will have access to themed Career Technical Education (CTE) classes
- c) Stanford University's collaboration with Facebook in the development of Code HS provides another potential partnership. Code HS offers UC A-G and AP approved courses in a webinar platform. A teacher development component is offered with the courses, and lesson plans and assessments are provided for teachers to modify for their individual classroom needs and teaching styles. Code HS also provides on-line student tutors who are practicing engineers.

Partnership with Community College District

Staff also recommends a partnership with the San Mateo County Community College District (SMCCCD) with the goal to round out the offering of content-specific courses that will provide students with the practical and theoretical knowledge to apply to work-based learning environments. Specifically, the Cañada College "Areas of Study" listed in the Instructional Programs section of the spring, 2015 Course Catalog correlate to the school's instructional focus and to a number potential industry partners in the Menlo Park area. It will be necessary to partner with the San Mateo Community College District in order to offer specific courses in designated CTE areas. Without a partnership with the Community College District, it will be difficult to offer the variety of specific courses that correlate to local industry partners, as a single District teacher will not be able to provide such content-specific expertise in all of the aforementioned areas.

Next Steps

Two committees are being formed to facilitate the development of the small school in Menlo Park. A large taskforce will advise the District and consist of Community College and District staff, as well as community members. This group will meet monthly.

The smaller group will serve as the school development committee and will work on developing a model for the school and build out essential program elements, including additional refinement of the linked learning themes. This smaller group will meet weekly.

Dates and membership to date for group meetings are as follows:

New High School Development Committee

September 17, 24
October 8, 15, 22, 29
November 5, 12, 19
December 3, 10
(Spring Schedule-to be determined)

Observers

James Lianides, Superintendent (SUHSD)
Ron Galatolo, Chancellor (SMCCCD)

Working Committee (to date)

Matthew Zito, Chief Facilities Officer
Bonnie Hansen, Assistant Superintendent
Greg Stein, CTE Resource Teacher
John Giambruno, CTE Teacher
Robert Fishtrom, Director of Technology
Jamillah Moore, Vice-Chancellor for Education Services (SMCCCD)
Robert Shoffner, Business & Technology Faculty (SMCCCD)

New High School Advisory Committee

September 24, 2015--Kick-off Meeting
October 22, 2015
November 19, 2015
January 28, 2016
February 25, 2016
March 24, 2016
April 28, 2016
May 26, 2016

Observer

James Lianides, Superintendent (SUHSD)

Committee Members (to date)

Alan Sarver, Trustee SUHSD
Laura Martinez, Trustee SUHSD
Tom Mohr, Trustee SMCCCD
Community College Trustee—*to be determined*
Gregory Anderson, Vice President for Instruction (SMCCCD)
Diane Mazzei, Instructional Vice Principal
Enrique Navas, Assistant Superintendent
Simone Rick-Kennel, Principal
SDTA President or designee
Jessica Mass, Resource Teacher
Brian Perkins, Aide to Congresswoman Jackie Speier
Kristen Kieth, City Council, Menlo Park
Community Representative—*to be determined*

Other members may be added to both committees.

The target date for opening the new small school, with its inaugural ninth grade class, is August of 2018. An architect will be engaged for this special project this fall so that the schematic design phase can commence promptly.

A small General Fund allocation will be necessary to operate the committees and to make possible site visits (approximately \$6,000). All other development costs will be paid by Measure A bond.

This item is being provided for Board review prior to launching of the small school committees. Regular progress updates on the development of the school will be provided to the Board.

c. REPORT ON DEVELOPER FEE INCOME AND EXPENDITURES FOR FISCAL YEAR 2014-15
SITUATION

Assembly Bill 181, Statutes of 1989 amended California Government Code Section 66001(d) and 66006(b) by adding the following language:

66001(d) Requires each district to make findings once each fiscal year with respect to any portion of developer fees remaining unexpended or uncommitted in its developer fee account for a period of five or more years after the deposit of the fees.

Because the Sequoia Union High School District uses a "first-in, first-out" approach, as recommended by County Counsel, the District has no fees remaining unexpended or uncommitted for a period of over five years. Any fees collected, which have not been expended or uncommitted after five years, would have to be returned to the owners of projects.

66006(b) For each separate account or fund established pursuant to subdivision (a) the local agency shall, within 180 days of the close of each fiscal year, make available to the public the beginning and ending balance for the fiscal year and the fee, interest, and other income and the amount of expenditure by public facility and the amount of refunds made pursuant to subdivision (e) of Section 66001 during the fiscal year.

The fund that has been established for the accounting of developer fees is the Capital Facilities Fund. By reviewing this report at the September 16, 2015, meeting, the Board will satisfy the Education Code provision that states, "The local agency shall, within 180 days of the close of each fiscal year, make available to the public the beginning and ending balance, etc."

Page 1 of the report, the Statement of Fund Balance, indicates that the Capital Facilities Fund began the year with a balance of \$4,398,993; subsequently \$2,520,923 in developer fees was received, and \$20,628 in interest \ reimbursements was earned. During 2014-15, expenses were \$2,971,168, and the fund ended the fiscal year with a balance of \$3,969,375. Page 2 of the report recaps the fund for the five-year period.

d. REPORT ON BIDDING PROCESS FOR DISTRICT INCREMENT II PROJECTS

SITUATION

Although the site work is well underway to implement portions of the master plans for the Carlmont, Menlo-Atherton, and Sequoia high school campuses, we soon expect to receive approvals from the Division of the State Architect of the plans and specifications for buildings on these campuses. Therefore, the District must now determine the construction delivery method it will use for these building projects; specifically, the ten classroom S-Wing at Carlmont High School, the 21 classroom G-Wing at Menlo-Atherton High School, East Palo Alto Academy (EPAA) gym, and the ten classroom A-Wing at Sequoia High School.

With recent legal developments related to the use by school districts of the lease lease-back project delivery method authorized under Education Code section 17406, District staff has consulted with knowledgeable experts in the area and determined that the most appropriate course of action is to "hard bid" the building projects on all three campuses, pursuant to the applicable provisions of the Public Contract Code.

In arriving at this conclusion, staff analyzed the feasibility and appropriateness of the design-build and multi-prime project delivery methods, in addition to the lease lease-back and the traditional hard bid options.

The M-A Increment II project has a scheduled bid opening on September 30, 2015, and the Board will hold a special meeting to award the contract on October 7. No bid opening dates have been set as of yet for the EPAA gym, Carlmont Increment II, or Sequoia Increment II projects, but staff expects that EPAA and Sequoia projects will be in late October and Carlmont projects will be bid in early December.

FISCAL IMPACT

This decision should allow the District to construct the above mentioned buildings in the most cost efficient manner and will ensure that the District receives a competitive price.

12. PUBLIC HEARING

- a. None

13. DISCUSSION ITEMS

- a. None

14. ACTION ITEMS

- a. CONSIDERATION OF APPROVAL OF UNAUDITED ACTUALS FINANCIAL REPORT FOR 2014-15

SITUATION

The unaudited actuals show that the district ended the 2014-15 fiscal year with a General Fund balance of \$13,413,107. The unaudited operating deficit for the 2014-15 is \$818,902. This operating deficit is lower than the Second Interim financial projection mainly due to the unexpected receipt of \$1.0 million in a redevelopment agency settlement and the receipt of higher than expected reimbursement from the high cost pool for special education students.

The \$13,413,107 ending balance is composed of \$9.5 million designated for economic uncertainties, \$2.17 million in restricted balances, and \$1.5 million in designated funds.

Once audited, the 2015-16 fiscal year projection will be adjusted to reflect the audited beginning balance and updated staffing expenses. Staff will bring to the Board for its approval the updated financial projection for the current fiscal year at First Interim.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Unaudited Actuals Financial Report for 2014-15.

- b. CONSIDERATION OF ADOPTION OF RESOLUTION NO. 1558, FOR 2015-16 GANN LIMIT CALCULATIONS (by roll call vote)

SITUATION

The Gann Amendment, Proposition 4 of 1979, which placed Article XIII B in the State Constitution, limits the growth allowed in appropriations made by the State of California and local governments, including school districts. Under this amendment, appropriations that are *subject to limitation* cannot exceed a computed appropriation limit and are adjusted each year for inflation and changes in attendance. Not all appropriations are *subject to limitation*. Gann excludes appropriations made from certain revenue sources such as federal income, gifts, assessments (maintenance assessment districts) and state appropriations subject to limitation at the state level. Gann also includes appropriations for certain purposes such as debt service and federally mandated programs.

Each year the Board must adopt a resolution which states that the district is in compliance with its calculated limit. Resolution No. 1558 and the calculations are included with the background materials

Assembly Bill 198 of 1989 requires all school districts to recalculate their previous year's appropriation limits. Resolution No. 1558 indicates that the district has performed all the necessary calculations and that the district needs to increase the appropriations in the 2014-15 and 2015-16 fiscal years in the amount of \$4,035,402.68. The District will notify the State Department of Finance of our increase who shall then reduce the state's Gann Limit by an equal amount.

The Gann Limit's starting point is the prior year's limit adjusted by both the percent increase in per capita income and by the district's increase in Average Daily Attendance (ADA). A second calculation is made to determine those revenues that are subject to the limit. Gann Limits only constrain the appropriations from the state and local tax sources. The District exceeded the Gann Limit due to a combination of small increases in per capita income and ADA which limits the Gann limit cap.

Background

September 16, 2015

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On the expenditure side a combination of the 6.1% increase in local taxes and beginning in 2014-15 the addition of East Palo Alto Academy, accounted for in Fund 09, was added to the district's Gann limit calculation.

The calculations for adopting the 2015-16 estimated Gann Limit are based on revised work sheets provided by the state. The column titled *2015-16* is adjusted to allow for the new inflation adjustment factor amount and any change in ADA (Average Daily Attendance). The recalculated 2014-15 Gann Limit serves as the base limit for calculating the 2015-16 Gann Limit.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1558, Gann Limit for 2015-16 and the recalculated limit for 2014-15.

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

16. ADJOURNMENT

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
- b. Discussion of Draft Goals for Strategic Implementation Plan
- c. Report on District Smarter Balanced Assessment Results

POSSIBLE AGENDA ITEMS FOR THE OCTOBER 1, 2015, JOINT STUDY SESSION WITH RAVENSWOOD CITY SCHOOL DISTRICT BOARD OF TRUSTEES

POSSIBLE AGENDA ITEMS FOR THE OCTOBER 7, 2015, SPECIAL BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA