

SEQUOIA UNION HIGH SCHOOL DISTRICT
BACKGROUND INFORMATION FOR
AGENDA ITEMS FOR 10/21/15, 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)-(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 #2015080441

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

- a. QUARTERLY REPORT ON WILLIAMS COMPLAINTS (info/consent)

SITUATION

Board members are aware that, as part of the Williams Uniform Complaint Procedures, school districts are required to provide a quarterly report on the number of complaints they have received. Under Education Code Section 35186, Complaint Rights, parents have the right to expect their schools to provide sufficient textbooks, sufficient qualified teachers and instructional materials, and school facilities that are clean, safe, and maintained in good repair.

No complaints were received during the quarter of July 1, 2015, through September 30, 2015. A copy of the Williams Uniform Complaint quarterly report form is enclosed with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the report as presented.

- b. WELLNESS REPORTS (info/consent)

SITUATION

Included with the background materials are the Wellness Advisory Council Report and the Healthy Schools' Initiative Year-End Summary.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the reports as presented.

- c. APPROVAL OF MINUTES FOR SEPTEMBER 30, OCTOBER 1 AND 7, 2015, BOARD MEETINGS (consent)

SITUATION

Enclosed with the background materials are the minutes for the September 30, October 1 and 7, 2015, Board meetings.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the September 30, October 1 and 7, 2015, Board meetings.

- 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

Menlo-Atherton High School

50 Advancement Via Individual Determination (AVID) students will tour the campuses of California State University (CSU), Monterey Bay and University of California (UC), Santa Cruz on November 16, 2015.

13 Girls' Varsity Basketball Team members will travel to Pioneer on November 13-15, 2015, to participate in a team retreat.

29 Drama students will travel to Davis on November 17, 2015, to perform a scene from Shakespeare's *As you Like It*, at the Mondavi Center for the Director of Shakespeare's Globe Theater.

Redwood High School

25 students will travel to Hidden Villa, Los Altos Hills on December 9-11, 2015, to participate in their annual retreat. As part of their year-long partnership with Hidden Villa, students will study economic sustainability and participate in team building activities.

30 students will travel to Hidden Villa, Los Altos Hills on May 19-20, 2016, for their end of the year celebration.

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 Menlo-Atherton students to Monterey and Santa Cruz on November 16, 2015; Girls' Varsity Basketball team to Pioneer on November 13-15, 2015; Drama students to Davis on November 17, 2015; Redwood High School students to Hidden Villa, Los Altos Hills on December 9-11, 2015, and students to Hidden Villa, Los Altos on May 19-20, 2016.

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

SITUATION

Included with the background materials is an itemized list of obsolete/non-accountable textbooks from Carlmont High School. These items are either obsolete and/or will be transferred to another school. Therefore, staff recommends that the Board declare these items as obsolete/non-accountable textbooks per Education Code Sections 60500 - 60510.

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 the listed items in accordance with Education Code provisions.

- g. APPROVAL OF REVISED ADMINISTRATIVE REGULATION AR5144.1, STUDENTS, SUSPENSION AND EXPULSION/DUE PROCESS (consent)

SITUATION

SITUATION

It has been the practice in the district to reassign a student to a different school after their expulsion from one of the district high schools.

The attached Administrative Regulation (AR) would codify this practice.

Page AR 5144.1 (u) – Change in title: *“Placements While Under Expulsion”*

Page AR 5144.1 (v) #5 – Added language: *“Students shall be placed in a different high school from which the expulsion occurred unless a specialized instructional program required by the student is not available on any other campus”*

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the revised Administration Regulation AR 5144.1, Suspension and Expulsion/Due Process.

- h. APPROVAL OF WARRANTS (consent)

SITUATION

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

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Warrants for September 2015, totaling \$6,381,115.86

- i. ACCEPTANCE OF MONTHLY FINANCIAL REPORTS (consent)

SITUATION

The Monthly Financial Reports for September 2015 are enclosed with the background materials.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees accepts the Monthly Financial Reports for September 2015.

- j. AUTHORIZATION TO AMEND CONTRACT WITH DERIVI CASTELLANOS ARCHITECTS TO UPGRADE LIGHTING AT WOODSIDE HIGH SCHOOL AND REPLACE POOL PUMPS AT THE FOUR HIGH SCHOOLS (consent)

SITUATION

Derivi Castellanos Architects (DCA) assisted and developed the Proposition 39 Plan that was submitted and approved by the California State Energy Commission (CEC) for the Sequoia Union High School District. Upgrading the lighting at for Woodside High School was previously approved by the Superintendent, and the contract to replace the pool pumps at the four comprehensive high schools was previously approved by the CEC. The work on these projects will take place over winter break. The contract and amendment are enclosed with the background materials.

FISCAL IMPACT

Lighting \$18,540 and Pool Pumps \$26,580; no impact on the General Fund; the monies come from restricted dollars received from Proposition 39.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to amend the contract with Derivi Castellanos Architects to upgrade lighting at Woodside High School and replace the pool pumps at the four comprehensive high schools.

- k. REPORT ON CONSTRUCTION PROFESSIONAL SERVICE CONTRACTS UNDER \$35,000 (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

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

RECOMMENDATION

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

- l. REPORT ON CONSTRUCTION AMENDMENTS (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. Included with the background materials is a comprehensive list of all construction amendments presented to the Board of Trustees for ratification.

FISCAL IMPACT

No impact to General Fund; all construction costs to be paid for by Measure “A” bond funds.

RECOMMENDATION

That the Board of Trustees ratifies the construction amendments as indicated.

- 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 READING INTERVENTION PROGRAMS

SITUATION

For the fall of 2012, the Sequoia Union High School District re-vamped its reading intervention program to provide more targeted and strategic intervention for our District’s struggling readers.

The District’s comprehensive high schools use Scholastic Read 180 and Scholastic System 44 to provide reading intervention for 9th and 10th graders reading three or more years below grade level. Our foundational reading class is called Intervention ELA (9th and 10th grade), and it uses System 44 to build students’ skills around phonics, decoding, and oral fluency. English I Intensive (9th grade) and English II Intensive (10th grade) use Read 180, which focuses on improving students’ reading comprehension.

We use several measures to place students into and exit students out of English Intensive and Intervention ELA. All students have scores from the *Let's Go Learn* Diagnostic Online Reading Assessment (DORA), which provides information about students' decoding and reading comprehension skills. In addition, all students who place into English Intensive or Intervention ELA take the Scholastic Reading Inventory, which provides a lexile level for a student, one way of measuring a student's reading level. Furthermore, students in Intervention ELA also take the Scholastic Phonics Inventory, which assesses a student's phonics skills and monitors his or her progress. Students in both classes have multiple opportunities during the school year to meet exit criteria for the class and move into the next level of English.

Both Read 180 and System 44 have several components: an individualized software program, independent reading with books at each student's level, and teacher-led whole-class or small-group instruction with a consumable textbook. By nature, the curriculum is differentiated based on students' reading levels, and teachers are also able to differentiate the whole-class and small-group instruction to meet students' needs.

Next Wednesday, staff will provide an overview of our reading intervention programs, as well as year-to-date outcome data for students served by the program.

b. 2014-15 LEA PLAN PROGRESS REPORT

SITUATION

As required by the California Department of Education (CDE), on October 22, 2015, SUHSD will submit the 2014-15 Local Education Agency (LEA) Plan End-of-Year Progress Report. The report consists of strategies and actions implemented during the 2014-15 school year, as well as descriptions of evidence used to determine the effectiveness of the implementation and an analysis of summative assessment 2014-15 performance data.

While the English Learners (EL) and Special Programs departments were charged with finalizing and submitting the progress report, all of the departments in the Educational Services Division played key roles in the report's development. Each director provided the appropriate information.

The purpose of this LEA Plan Progress Report presentation is to inform the SUHSD Board of Trustees what is being reported and what was learned from this End-of-Year Progress report. A copy of the report is included with the background materials.

c. SMALL SCHOOL UPDATE

SITUATION

At the September 16 Board Meeting, staff presented an information item summarizing the main tenants that would guide the development of the Menlo Park small high school. These tenants were formulated and discussed by the Board at its April 1, 2015 meeting. It was agreed that the school would have a technology / design / engineering curricular theme, participation and collaboration with the community college district, and a linked learning focus with business partnerships. Other key guiding principles of the school include an A-G curriculum and commitment to the recruiting of a diverse student body. Two committees were formed to guide the development of the small school and provide periodic updates and reports to the Board, which may, in turn, provide guidance back to the committees.

The larger Advisory Committee consisting of fifteen members that will be meeting monthly met for the first time on September 24. At its first meeting, the Advisory Committee reviewed the projected timelines for the facilities and curricular development of the school. The upcoming October 22 meeting will be dedicated to an update on the small Working Committee's progress, as well as any guidance from the Board. Also on that date, the Advisory Committee will interview three potential architectural firms, one of which will then be recommended to the Board at its November 18 meeting. The timelines for both the facilities development and the curricular / operational development are included with the background materials. While August 2018 appears to be far off, the timelines make it very clear that there is much work ahead and the time between now and August 2018 needs to be well utilized.

The smaller working committee, consisting of eight members, has been meeting weekly over the last month and has been focusing on the curricular design of the school and the specific role of the community college district in the school's instructional program. The committee has also worked on calendaring model program visits, potential curricular options, and heard from a guest speaker who runs the Computer Science Department for a neighboring District.

An interesting idea that has surfaced is an outreach to students in underserved communities during middle school and the offering of summer school classes at Cañada College to help bridge opportunity gaps prior to students' transition to high school. The summer program would run the duration of the day and give students access to traditional summer camp activities, as well as traditional academic and computers and engineering courses. The summer program would provide meaningful summer opportunities to help close the achievement gap, as well as get potential students excited about our small school, and the possibilities of college.

In addition to the early start summer programs, the Working Committee would like to see students at the small school take an elective wheel of computer science and design courses their ninth grade year. Students would have said courses for a quarter each, in the hope that at the end of the year they might have an idea of the school pathway in which they would like to participate.

Once students are in high school, the Working Committee is hopeful that summer and after school courses offered by the community college on the small school campus, as well as the ability to take a bus directly from the small school to the community college campus would also help to close the achievement gap for students in need of the year-round enrichment provided by such opportunities.

Also under discussion is a capstone senior year project where each student would undertake a project that would benefit their community. Along the same lines, the committee is beginning to discuss what business partnerships could look like.

Both committees have the representation of teachers, administrators, Board members, and community college staff. The large committee also has community representation.

12. PUBLIC HEARING

- a. None

13. DISCUSSION ITEM

- a. DISCUSSION OF DRAFT GOALS FOR STRATEGIC PLAN IMPLEMENTATION

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 consultants proposed a process that was approved by the Board on September 3. The duration of September was spent in five stakeholder input sessions, as well as individual sessions with Board Members. On October 7 and 21, 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 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 and January 15 to this end and a draft was shared with the Strategic Planning Committee. On January 22, 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. At the September 30, 2015, Board Meeting, staff sought feedback on the draft of goals, especially from the point of view of whether the goals represented all pieces of the Strategic Plan, whether items were in the correct places and where there were redundancies. Feedback from the September 30 Board Meeting has been incorporated in the new attached draft for further input at the October 21 Board Meeting.

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

14. ACTION ITEM

- a. APPROVAL OF BID FOR SEQUOIA HIGH SCHOOL INCREMENT II NEW A-WING CLASSROOM BUILDING AND CULINARY ARTS/ROOM 128 CLASSROOM RENOVATION PROJECT

SITUATION

Bids are due on October 21, 2015, at 2:00 p.m., for the new A-Wing Classroom Building and Culinary Arts/Room 128 Classroom Renovation Project at Sequoia High School. Staff will immediately review the bids and identify the apparent lowest responsible and responsive bidder to bring this information to the Board of Trustees at its meeting on October 21, 2015.

Because District staff will have identified the apparent lowest qualified bidder at the bid opening the day of the Board meeting, the deadline for submission of bid protests will not yet have passed. Therefore, staff recommends that the Board of Trustees approves a bid protest resolution process that vests the Superintendent with the authority to resolve bid protests. In particular, staff recommends a bid protest process along the following lines:

- Bid protests must be filed with the District within three working days of the bid opening.
- Timely submitted bid protests will be reviewed and evaluated by the District’s Chief Facilities Officer, who shall submit to the Superintendent a recommendation regarding resolution of the protest.
- The District’s Superintendent will render a final determination and disposition of the bid protest.
- If disposition of the bid protest requires the District to forego contracting with the lowest qualified bidder, the Superintendent shall so inform the Board.

The following bids were received on October 21, 2015, at 2:00 p.m.:

CONTRACTOR	BID AMOUNT

FISCAL IMPACT

No impact to the General Fund; all construction costs for the new A-Wing will be paid for by Measure A monies.

RECOMMENDATION

Background

October 21, 2015

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That the Board of Trustees approves the lowest qualified bidder (*insert contractor's name*) in the amount of (*insert bid amount*), for the Sequoia High School new A-Wing (Increment II) Classroom Building and Culinary Arts/Room 128 Classroom Renovation project, and authorizes the Superintendent to enter into contract for the project, pending resolution of any bid protests timely submitted to the District; and that the Board, through this action, also authorizes the Superintendent to resolve any bid protests that may arise.

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

16. ADJOURNMENT

POSSIBLE AGENDA ITEMS FOR THE NOVEMBER 4, 2015, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Annual Report from Summit Preparatory Charter High School
- b. Preparations for Student Mental Health Study

POSSIBLE AGENDA ITEMS FOR THE NOVEMBER 18, 2015, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

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