

SEQUOIA UNION HIGH SCHOOL DISTRICT
BACKGROUND INFORMATION FOR
AGENDA ITEMS FOR 2/4/15, 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. CONSIDERATION OF STUDENT DISCIPLINES/EXPULSIONS
- b. CONFERENCE WITH LABOR NEGOTIATORS, Agency Designated Representative: James Lianides; Employee Organizations: Sequoia District Teachers Association (SDTA); Sequoia Adult School Federation of Teachers, and American Federation of State, Local, County and Municipal Employees (AFSCME)
- c. CONFERENCE WITH LEGAL COUNSEL—POTENTIAL LITIGATION, Significant Exposure to Litigation Pursuant to Govt. Code Section 54956.9 (d)(2): One Potential Case
- d. CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Agency Negotiator: James Lianides; terms and conditions; APN 049-161-020

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. APPROVAL OF MINUTES FOR JANUARY 14, 2015, BOARD MEETING (consent)

SITUATION

Enclosed with the background materials are the minutes for the January 14, 2015, Board meeting.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the January 14, 2015, Board meeting.

- 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

30 Distributed Education Clubs of America (DECA) members will travel to Santa Clara on February 26-March 1, 2015, to participate in the California DECA State Career Development Conference.

39 Advancement Via Individual Determination (AVID) students will travel to Half Moon Bay on April 10-11, 2015, for their annual Senior AVID retreat.

East Palo Alto Academy

36 students will tour Southern California Colleges on February 11-13, 2015.

40 students will travel to Sacramento and Chico state universities on March 5, 2015; to University of California (UC), Santa Cruz and California State University (CSU), Monterey Bay on March 19, 2015; to UC Merced and CSU Stanislaus on April 22, 2015.

85 students will travel to Natural Bridges State Beach in Santa Cruz on February 27, 2015, to explore ecosystems through a hike and viewing tide pools.

Menlo-Atherton High School

12 Boys' Tennis Team members will travel to Fresno on March 5-7, 2015, to compete in the California Boys' Tennis Classic Tournament.

35 Science students will travel to East Palo Alto on March 19, 2015, and 20 students will travel to East Palo Alto on March 20, 2015. Students will be analyzing samples of the San Francisquito Creek water for pollution, and observing the biodiversity of the creek environment.

10-20 students will travel to Washington D.C. on March 14-20, 2015, to participate in an organized study program through the Close-Up Foundation.

100 AVID students will tour various California colleges and universities on April 1-3, 2015.

30-40 Astronomy students will travel to Shasta Lake on May 15-17, 2015, to observe the stars and planets through telescopes in a remote location void of ambient light pollution, and test students' skills learned in class.

One Home Economics student will travel to Sacramento on March 8-10, 2015, to attend the Capital Leadership Experience.

Sequoia High School

10 students will travel to Georgia and Alabama on February 13-19, 2015, to participate in the Sojourn to the Past tour.

7 members of the Black Student Union (BSU) will travel to Sacramento on February 5, 2015, to participate in a day of activism at the State Capitol. They will be trained on how to become activists for social justice and educational reform.

Woodside High School

12 Cheer team members will travel to Anaheim on March 19-22, 2015, to participate in the National Cheer Championships.

50 AVID students will travel to Southern California on March 5-8, 2015, to tour various college campuses.

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 Carlmont High School's DECA members to Santa Clara on February 26-March 1, 2015, AVID students to Half Moon Bay on April 10-11, 2015, East Palo Alto Academy students to Southern California colleges on February 11-13, 2015, students to Sacramento and Chico state on March 5, 2015; students to UC Santa Cruz and CSU Monterey Bay on March 19, 2015; students to UC Merced and CSU Stanislaus College on April 22, 2015; students to Santa Cruz on February 27, 2015; Menlo-Atherton High School's Boys' Tennis team to Fresno on March 5-7, 2015, Science students to East Palo Alto on March 19 and 20, 2015, students to Washington D.C. on March 14-20, 2015, AVID students to various CA colleges & universities on April 1-3, 2015, Astronomy students to Shasta Lake on May 15-17, 2015, Home Economics student to Sacramento on March 9-10, 2015; Sequoia High School's students to Georgia & Alabama on February 13-19, 2015, BSU students to Sacramento on February 5, 2015; Woodside High School's Cheer team to Anaheim March 19-22, 2015, and AVID students to Southern California on March 5-8, 2015.

- d. APPROVAL OF CAHSEE WAIVER (consent)

SITUATION

The State Board of Education adopted regulations that govern the administration of the California High School Exit Examination (CAHSEE) to provide a waiver procedure that would allow certain disabled students to utilize test modifications. Senate Bill 1476 moved the waiver process for the CAHSEE to the local level by giving local governing boards the authority to grant such waivers. This waiver is required for disabled students who took one or both portions of the CAHSEE with a modification and attained the equivalent of a passing score on the test(s). On March 2, 2005, the Board of Trustees approved CAHSEE Waiver Procedures, including required documentation, that are based upon state-developed eligibility criteria.

The Board is asked to review the waiver request of one Sequoia student who attained the equivalent of a passing score on the ELA test with the use of modifications. For purposes of confidentiality, the waiver application is provided to the Board under separate cover. The Director of Special Education has reviewed the waiver request and required documentation, and she has certified that the student has met all state and board requirements and is eligible for waiver of the requirements.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the CAHSEE waiver requested.

- e. AUTHORIZATION TO DECLARE SURPLUS PROPERTY (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.

- f. AUTHORIZATION TO FILE NOTICE OF COMPLETION (consent)

SITUATION

On May 28, 2014, the Board approved the bid for Scapes Landscaping Services to perform the softball and baseball field renovations at Carlmont High School.

This work is now complete, and it is necessary to file a Notice of Completion.

FISCAL IMPACT

No impact to General Fund; costs will be paid for by Maintenance Assessment District funds.

RECOMMENDATION

That the Board of Trustees authorizes the Superintendent to file a Notice of Completion for Scapes Landscaping Services for the renovation of the softball and baseball fields at Carlmont High School.

- g. APPROVAL TO HIRE QUATTROCCHI KWOK ARCHITECTS (consent)

SITUATION

On June 25, 2014, the Board approved entering into master planning contracts with architectural firms to include Quattrocchi Kwok (QKA) Architects for executive master planning, to coordinate the district-wide facilities master planning, and to provide architectural design services for Redwood High School and other possible district projects. On October 8, 2014, the Board approved the master architect agreement with QKA architects on a time and material basis up to \$155,000. The scope of these services was to cover facilities master planning, development of educational specifications, district wide master planning tasks, and coordination with the other architectural firms. The cost for these services has been exhausted and staff is now seeking an additional \$100,000 to finish the master planning process and have QKA architects coordinate the price estimating and vetting of each Phase One project.

Staff is now ready to proceed with QKA Architects to master plan and provide design services for Redwood High School. Since the scope is not fully defined at present, staff is seeking to hire QKA Architects on a time and material basis not to exceed \$45,000 to begin the redevelopment projects at Redwood High School. All additional costs for architectural services will be provided to the Board at a future meeting.

Staff is ready to proceed with QKA Architects to provide architectural design services for a future district property at 150 Jefferson Street, in Menlo Park. The plans for this site are in the very preliminary stages.

However, this new location will become a small school to serve up to 400 students. Services will include developing the educational specifications, California Department of Education (CDE) tasks for site approvals, and assist in the California Environmental Quality Act (CEQA) review. Since the scope for the project is not fully defined at present, staff is seeking to hire QKA Architects on a time and material basis not to exceed \$80,000. All additional costs for architectural services will be provided to the Board at a future meeting.

FISCAL IMPACT

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

RECOMMENDATION

That the Board of Trustees approves QKA Architects for: an additional \$100,000 for executive master planning services; master planning and architectural design services for Redwood High School on a time and material basis not to exceed \$45,000, and architectural design services, development of educational specifications, CDE site approvals, and to assist in the CEQA process for 150 Jefferson Street, Menlo Park, on a time and material basis not to exceed \$80,000.

- h. ADOPTION OF RESOLUTION NO. 1534, DESIGNATING INDIVIDUALS AUTHORIZED TO SIGN ORDERS FOR SUHSD (consent)

SITUATION

There has been a change in administrative staff at the district, and it is necessary for the Board to adopt a new resolution designating those persons authorized to sign orders. Education Code Section 42633 requires that signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools on the Authorized Signature Card, Form F-9A.

Included with the background materials are copies of Resolution No. 1534, Designating Individuals Authorized to Sign Orders. Board members will note there are three institutions that need to be accommodated: the San Mateo County Office of Education, Bank of America, and Union Bank. Adoption of this resolution is particularly important because of the recent change in District Office staff which challenges the efficiency of obtaining signatures on financial documents.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees adopts Resolution No. 1534, Designating Individuals Authorized to Sign Orders for the Sequoia Union High School District.

- i. APPROVAL TO HIRE MIG/TRA ENVIRONMENTAL SCIENCES (consent)

SITUATION

On December 10, 2014, the Board adopted Resolution No. 1530 confirming authority to execute purchase and a sales agreement for property located at 150 Jefferson Drive, in Menlo Park, California, authorizing completion of the transaction to purchase the property, and authorizing the Superintendent or his designee to take all appropriate actions to complete the transaction.

On February 26, 2015, the purchase of this property will be final. Staff is planning to begin the California Environmental Quality Act (CEQA) process for the new school. It is necessary to hire MIG/TRA Environmental Sciences to provide CEQA services in the amount of \$93,050. The cost includes a 5 percent contingency and a traffic consultant.

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 MIG/TRA Environmental Sciences in the amount of \$93,050 for 150 Jefferson Drive, in Menlo-Park.

j. APPROVAL OF NEW BOOK PRE-PILOT EVALUATION (consent)

SITUATION

Sequoia High School

Amie Ranum, English teacher at Sequoia High School, would like to pilot one new title for six sections of English III. This book is written by Dave Eggers, and entitled *Zeitoun*. It was selected because of the need to include instruction concerning more non-fiction textbooks for the implementation of Common Core State Standards.

The book is about Abdulrahman Zeitoun, owner of a contracting business who lives in New Orleans with his wife and four children. When Hurricane Katrina strikes, he stays in the City to protect his house and help his neighbors. He is arrested under false accusations, ending up in prison. This is a true story of struggle and perseverance, freedom, human rights, disaster and community. The characters are from a diverse array of ethnic and socio-economic backgrounds.

FISCAL IMPACT

270 Books @ \$12.91 each
Total incl. tax = \$4,224.84
Budget: State Common Core Funds

RECOMMENDATION

That the Board of Trustees approves the piloting of the textbook written by Dave Eggers, entitled *Zeitoun*.

k. APPROVAL OF AMENDED LEASE-LEASE BACK AGREEMENT WITH ALTEN CONSTRUCTION (consent)

SITUATION

On September 17, 2014, the Board authorized the cost of pre-construction services in anticipation of a Lease-Lease Back (LLB) agreement for the SUHSD Corporate Yard renovation at 1090 Mills Way in Redwood City. The cost of these pre-construction services was not to exceed \$15,000. These fees were to be included in the Guaranteed Maximum Price (GMP) of the LLB agreement. On November 5, 2014, the Board approved the Lease-Lease Back contract, with Alten Construction, for a guaranteed maximum of \$2,868,824. The language in the Lease-Lease Back contract clearly states the pre-construction is included in the GMP, yet it was inadvertently left off of the breakdown under the “Definition of the Guaranteed Maximum Price” listed in the contract (page 40 in the LLB contract).

FISCAL IMPACT

No impact to the General Fund; all costs to be paid partially by Measure “J” bond and state-matching funds.

RECOMMENDATION

That the Board of Trustees approves the amended Lease-Lease Back agreement with Alten Construction for the 1090 Mills Way, Redwood City project, increasing the Guaranteed Maximum Price cost to \$2,883,824.

1. APPROVAL OF EAST PALO ALTO ACADEMY LOCAL CONTROL ACCOUNTABILITY PLAN UPDATE AND BUDGET ADJUSTMENTS (consent)

SITUATION

Refinement in the State's Local Control Funding Formula/Local Control Accountability Plan (LCFF/LCAP) language and budget allocation of Supplemental and Concentration Grants to charter schools that belong to Basic Aid high school districts has resulted in an increased allocation for East Palo Alto Academy. This is due to its physical location within the geographic area of high poverty elementary school districts. As such, East Palo Alto Academy (EPAA) is now the recipient of a Concentration Grant of approximately \$400,000 for 2014-15. It is the only San Mateo charter school to receive this late-notice Concentration Grant school status due to the high poverty rate of EPAA's student population even though it belongs to a Basic Aid district. This poverty rate is equal to Ravenswood City Elementary School District's student poverty rate as reported by California Department of Education (CDE).

Due to the State's very recent funding decision, on December 10, 2014, EPAA administration and staff re-analyzed the needs and goals of the 2014 LCAP process in order to determine the spending priorities to meet the needs (see LCAP, section 2) of the students. Of note: with EPAA's student population that meets the Concentration grant's criteria for charter-wide spending/planning due to its high concentration of unduplicated students, the funds are appropriately spent for students and classrooms across the school without targeting specific classrooms or programs.

The needs and goals of these additional funds, which are taken from the Western Association of Schools and Colleges (WASC) goals and aligned with student/parent/staff identified needs from spring of 2014 and thus likely to be endorsed again by constituents when the LCAP Stakeholder Engagement Process is resumed in spring for the 2015-16: *See Section 3: Actions, Services, and Expenditures* for full details of the following amendments to the EPAA LCAP, which briefly can be named as follows:

- **Amendment 1: Manager of Social Services (50%)**

- GOAL 5:

- Achieve greater than 50% of student population reporting increased academic confidence at the end of the school year:

- Addresses the **need** that EPAA teachers have identified that students have low academic confidence and stamina.

- **Amendment 1: Manager of Social Services (50%)**

- **Amendment 2: Bilingual Instructional Aide**

- GOAL 6:

- Create rigorous intervention plans designed to improve the academic success of all students and eliminate achievement disparities between student subgroups.

- Addresses the **need** that EPAA alumni surveys and interviews indicate that our alumni feel and our alumni report feeling under-prepared for college-level work.

- **Amendment 3: Restorative Justice Facilitator**

- GOAL 7:

- Reduce number of suspensions by 10% each year for 3 years. Maintain expulsion rate by implementation of restorative justice practice.

- Addresses the **need** that while our suspension rate declined in 2013-14, too many students were suspended for low-level infractions.

- **Amendment 4: .6 Full Time Equivalent English Learner/History (FTE EL/History) Teacher**

- **Amendment 5: Semester Intern Mathematics/Electives Teacher**

GOALS 8a and 8b:

8a: Increase “a-g” college requirement completion rates

8b: Increase by 5% per year the number of EPAA students participating successfully in Early College.

Addresses the **need** that some alumni have reported feeling underprepared for college and the level of independence that comes with it.

- **Amendment 6: Attendance Clerk**

- **Amendment 7: Campus Aide/Community Liaison**

- **Amendment 8: Teacher-lead Student Activities Before-school, After-school, and During Lunch**

GOAL 9b: Increase the school’s attendance rates by 2%

Addresses the school’s **need** to increase the number of freshmen who successfully complete freshman-year courses.

- **Amendment 9: Student–created, framed mural art on campus display**

- **Amendment 10: Academic Fieldtrips (college trips and course-related excursions out of the EPA community)**

GOAL 10: Increase level of student engagement by training teachers in all elements of project-based learning, in order to decrease dropout rate by 10%.

Addresses the **need** to increase number of students who successfully complete required courses for graduation.

FISCAL IMPACT

Estimated \$400,000 Concentration Grant funds from State to EPAA of the SUHSD.

RECOMMENDATION

That the Board of Trustees approves the East Palo Alto Academy’s Amended LCAP for 2014-15.

9. SPECIAL RECOGNITIONS

- a. Superintendent’s Commendations

10. PUBLIC COMMENT

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

11. INFORMATION ITEMS

- a. REPORT ON ASPIRATIONS ADVOCATES PROGRAM

SITUATION

With the close of the first semester of the 2014-15 school year, the Aspirations Advocates have begun to reflect on their Sequoia Aspirations Advocates Program (SAAP) progress at each of their sites. It is important to recognize that this program is new and that while quantitative data is important, one needs to consider program qualitative data and anecdotal information as it evolves. As one Aspirations Advocate stated in a leadership collaboration meeting, she never thought she would be cheering for a student to encourage him to “Go for a D! You can do it!” when the student was struggling to not fail the class and needed encouragement to keep moving forward. For some students, this is a huge success.

With the exception of Carlmont High School, which has a lower number of identified students in SAAP, all of the schools have a full-time, dedicated Aspirations Advocates to manage the program. Both Sequoia and Woodside received a grant from the Start-Up Education Foundation to expand the SAAP. Woodside’s advocate is now on full-time release, Sequoia’s advocate expanded to .8 FTE, with \$20,000 of funding set aside for clerical support. Menlo-Atherton already had funded a full-time Advocate. In addition to funding for laptops designated for the development of the MAAP (see below), each site was provided with a \$5,000 budget for supplies, time sheet work, and incentives for students.

This school year the Aspirations Advocates have been working closely with Dr. Brian Connelly, Field Specialist with the Quaglia Institute, to bring uniform direction to each of the site programs, while allowing them to maintain their autonomy and independence in creating a program that is tailored to the needs, personalities, and existing interventions at their individual sites. While each of the schools has taken a different approach in how they are integrating the Quaglia eight conditions into their program, they are all approaching the program from the same philosophical reference point. The Aspirations Advocates’ work with Dr. Connelly encourages best practices with students to foster aspirations including:

- Provide students with opportunities outside of their comfort zone
- Teach students how to reflect on their learning
- Encourage students to share how they learn from their mistakes
- Encourage students to enroll in challenging courses
- Take students on real or virtual field trips to local colleges

This year the Aspirations Advocates have met with Dr. Connelly to support each other in establishing their program direction and trying new approaches to building student buy-in to the program. Through virtual group calls, on-site school visits, and district-wide meetings that included site administration, together they have dialogued on teaching and learning strategies including: ways to support and encourage students who don’t fit traditional definitions of academic success; how to work with the student challenge of peer pressure; and how students can be supported through providing them with a trusted adult at their school with whom they are able to establish a relationship in order to foster a sense of belonging. This collaboration has provided support for the Advocates as they begin the first-year process of building sustainable and productive programs for some of the most challenging students in the district.

The Aspirations Advocates have also assisted their students in use of the My Aspirations Action Plan (MAAP), an individualized aspiration plan. MAAP is an online portfolio which “provides students with an active voice in their own learning by allowing them to set goals and track their academic achievement and personal growth along the way.” This interactive platform allows for teachers to better understand the goals and aspirations of their students as well as to guide them toward their goals.

In December, a mini-conference was held at the district office with Dr. Connelly, the Aspirations Advocates, and student representatives from each of the four programs in an effort to bring forth student voices as well as student empowerment. Students from different schools were able to interact and reflect on activities that challenged their current ways of thinking. It also provided the staff with the opportunity to recognize these students as leaders and begin to allow them to see themselves in a way they may not have been viewed previously in the educational system.

2014-15 First Semester Student Data

	STUDENT PROFILES				
	CA	M-A	SQ	WD	District
# of students	26	61	61	89	237
Female	10	19	21	42	92
Male	16	42	40	47	145
Hispanic	19	47	57	77	200
Asian	1	1	-	1	3
White	4	1	4	5	14
Af. American	1	2	-	4	7
Haw/Pac Is	1	8	-	2	11
2+ Races	-	2	-	-	2
English Only	1	13	9	18	54
IFEP	3	9	2	3	17
LEP	2	17	33	39	91
RFEP	7	22	17	29	75

Resigned Fluent English Proficient (RFEP) - Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP.

Initial Fluent English Proficient (IFEP) - Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the LEA criterion for English language proficiency are identified as IFEP.

Limited English Proficient (LEP) - An EL is a student who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

Just over 60% of the students served in the SAAP are male. 84% of the students served in the program are Hispanic.

First Semester Baseline Data

	GPAs				
	CA	M-A	SQ	WD	District
3.0 +	-	1	9	13	23
2.0 – 2.9	5	12	21	30	68
1.0 - 1.9	7	26	18	29	80
0 - .9	14	22	13	17	66

	CREDITS EARNED				
	CA	M-A	SQ	WD	District
30+	4	17	32	53	106
20 – 29	5	19	14	17	55
11 – 19	6	14	6	9	32
2.5 -10	7	9	7	5	31
0	4	2	2	5	13

	ATTENDANCE				
	CA	M-A	SQ	WD	District
90% +	11	25	33	53	122
80 – 89%	4	18	12	20	54
70 – 79%	2	7	8	6	23
60 – 69%	2	1	2	3	8
< than 59%	8	10	5	7	30

32% of the students in the SAAP earned fewer than 20 credits, while 44% of the students in the SAAP attended less than 90% of the time. Truancy is a significant factor in the lack of academic success.

	SUSPENSIONS				
	CA	M-A	SQ	WD	District
0	25	48	54	74	201
1	1	4	6	10	21
2	-	6	1	4	11
3	-	1	-	1	2
4+	-	2	-	-	1

There were no expulsions for students enrolled in SAAP. The initial concern about closing the Opportunity Program was there would be an increase in expulsions.

This is the same population of students that was sent over to the Opportunity Program at Redwood. The data clearly shows the students are attending and achieving at a much higher level than those who attended the Opportunity Program.

Aspirations Teacher Feedback

The feedback on the Aspirations Program below was provided by the Aspirations Advocates.

What's Working

- Students are better connected to resources. With one person helping them connect to resources available to them, students are finding it easier to manage high school.
- Students have expressed they have a better voice with teachers as everyone is better communicating.
- Relationship building with the students (and parents) definitely has an impact on their behavior in a positive way. These students are very comfortable coming to the Advocates with questions or concerns.
- It takes time to build trust and break years of old school-related habits, but every one of my students (including those with 0.0 GPA) would say that they "like" their school (at least as much as they would like ANY school) and that there is a caring adult on campus to listen to them. Kids need to first feel emotionally and physically safe on campus and, for the most part, we have been able to do that here.
- There is a reason that each of these students was pre-identified for the SAAP program and that reason is not always obvious. Even if they are not doing GREAT, some students are doing better than expected! We are looking at "small wins" and trying to build on those so that their foundational experiences in high school will sustain them for the entire four years.
- Partnerships & flexibility are critical. AVP secretaries, Administrators, guidance counselors, school psychologist, special education department heads, campus security, nurse, attendance clerk, student support coordinator, and parent liaison have been able to surround the student with services that eliminate excuses and steer them in the right direction.

Goals and Developmental Focus

- Better incorporation of the MAAP.

- Caseload management. One student may take most of the day to the detriment of others who also need follow-up
- The academic piece. I am working on 2nd semester by having them stay after school daily to do homework.
- Mentorship development
- Data and record keeping is difficult as there are always students who need attention and “fires to put out” throughout the day.

Second Semester and Summer School

As in first semester, the second semester will continue with communication between the Aspiration Advocates and the Quaglia Institute to collaborate through virtual conference calls, site visits by Dr. Connelly, and district meetings with site administration. A second student mini-conference is planned in March to provide student workshops on graduation credits, 4 year plans, access to local organizations for youth leadership and empowerment (Jobs for Youth, Youth United for Community Action, and Community Youth Development), as well as further development of the mentoring component of the Aspirations program. Students involved in SAAP this year will be recruited as potential leaders to assist with the new incoming 9th grade students for the upcoming school year.

As the students leave their 9th grade year of high school where they had support, they will be transitioning into 10th grade where no formal support program exists. Continued work on the mentoring program during second semester will provide these students with an adult at their site with whom they can continue to develop relationship and receive support and advocacy. The goal of SAAP is to have students connected to a resource for their sophomore year such as a mentor or another program that will monitor their progress (AVID, BUILD, sports, Academy Program, etc.).

This summer, students who are candidates for SAAP, will be recruited to participate in Compass, as well as the afternoon Team Ascent Program at their home school. The Team Ascent students are those who have been identified by their middle school principals as their most at-risk students and will transition into the Aspirations Advocates Program in the fall of their freshman year. Dr. Connelly is planning a two-day summer training session with the Team Ascent students that will involve providing the students with data points from student voice surveys generated around school improvement at their sites. They will then be invited to become part of a leadership team at their home school to work throughout the school year on issues directly related to their school, providing them with a sense of being a contributing member of their community, interacting in socially appropriate ways, and learning to challenge their current behaviors.

b. REPORT ON TRUANCY PATTERNS

SITUATION

The purpose of this report will be to examine the District’s rate of unexcused absences, and to look for and analyze patterns over the 2012-13 and 2013-14 school years. California Education Code’s definition for a truant student is “...absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year” (EC 48260).

However, as we examined the data, no troubling trends were found among students with three or more equivalent annual days of unexcused absences. However, it became apparent that students’ progress toward graduation was clearly impaired with ten or more full days of absence equivalence. Therefore, this report focuses not on all District students who fall within the state’s definition of truancy, but on students with ten or more full day equivalence of unexcused absences in a given school year.

Consideration of both a difference in the number of courses a given student takes, and the variance between school sites in the number of available periods in a day were accounted for in data computations.

Attached are the unexcused absence reports by year. For each year, you will find the data by significant sub-groups. This information will be presented next Wednesday, along with some thought on the study's main takeaways.

c. UPDATE ON COMPASS PROGRAM FOR SUMMER 2015

SITUATION

At the November 5, 201, Board meeting, an informational report was given on the 2014 Compass program (Agenda Item 11a). One of the report's conclusions was that four weeks of Compass is not enough time for students to make significant academic improvement. Another takeaway was that it is enough time for them to improve study habits, become inspired, and prepare to successfully navigate high school.

The report also found that Compass has not necessarily been serving our District's most at-risk freshman. While Compass has traditionally focused on the District's lowest academically performing incoming students, this is not the group least likely to graduate from a comprehensive site. A Redwood Task Force report on September 10, 2014, made clear that many of the students who struggle in our comprehensive high school settings are not our most academically at risk freshmen, but our most behaviorally at risk ninth graders.

To that end, Compass Coordinators recommended and the Board encouraged a re-thinking of Compass, both in who it serves and what its objective is.

In December 2014 District staff met with Compass Coordinators, Aspiration Advocates, an administrator from each comprehensive site, representatives from Ravenswood City Elementary District and the Boys' and Girls' Club of the Peninsula to redesign Compass for summer of 2015. By the end of the day, a consensus was reached as to who would be served and how.

Sites and the Ravenswood school district staff agreed that the students most in need of the summer enrichment were those whom middle school principals identified as being most behaviorally at risk. Sites also agreed that they would all like Compass to be followed by Team Ascent for this group of students; and that this group would become the target group for follow-up by the Aspirations Advocates in the fall. Also included in Compass admission will be struggling readers in the ninth grade, with any remaining space being given to those students struggling in math.

Based on student feedback, this year's Compass will start a half an hour later. Curriculum for this year's Compass program will focus less on academic remediation and more on social and behavioral skills necessary for success in school (e.g. team building, goal setting, counseling, field trips, Quaglia, mentor models, positive connections with staff). During the course of the day, Compass students will take four classes: math, English, PE/life skills and aspirations/leadership. All four classes will be a means to an end of helping students to begin their high school experience inspired, connected and confident. Math will teach problem solving, team work and persistence; the English class will complete summer reading while teaching resiliency (the topic of the summer reading book); based on individual site programs, PE/life skills and aspirations/leadership will vary in their makeup from site to site, but all will stress goal setting through use of the Quaglia materials.

The afternoon's Team Ascent curriculum will focus on relationship building and personal discovery, with variances in program. Sequoia and Carlmont are opting to offer full afternoon programs at their sites, while Menlo-Atherton and Woodside will offer a shorter afternoon program and coordinate the students' transition with the Boys' and Girls' Club. Included with the background materials is a chart showing eligibility, and schedules for this summer's program. A more detailed report will be presented at Wednesday's Board meeting.

d. MEASURE “A” CONSTRUCTION BUDGET

SITUATION

Included with the background materials is a spreadsheet that details the site budgets and projected expenditures under Measure “A.” These budgets will be reviewed at the meeting, and staff will respond to any questions or comments from the Board.

12. DISCUSSION ITEM

a. NONE

13. PUBLIC HEARING

a. None

14. ACTION ITEMS

a. APPROVAL OF RATIFIED AGREEMENT WITH SEQUOIA ADULT SCHOOL FEDERATION OF TEACHERS

SITUATION

The current contract between the Sequoia Union High School District (District) and the Sequoia Adult School Federation of Teachers (SASFT) expired on June 30, 2009. A major revision of the contract was completed as a result of the 2014-15 negotiations. Changes include the following:

Article VI, Grievance Procedures

1. An alteration of the grievance procedure to eliminate a step that included a panel comprised of members of the district management team and SASFT.
2. An establishment of a twenty (20) day limit as to when a grievant or the designated Federation’s representative can bring a grievance to the immediate supervisor during the informal period of the grievance process.

Article VIII, Evaluation

3. Update the California Standards for the Teaching Profession in the evaluation forms to reflect the most recently adopted standards.

Article IX, Leaves of Absence

4. The addition of a clarification and reminder to employees that before returning to work following an absence precipitated by an industrial accident or illness leave, the employee must engage in an interactive meeting with the Director.

Article X, Compensation

5. A salary re-alignment that introduces a new step (5 steps) and that brings the hourly rates to levels commensurate to increases afforded other bargaining units since the last negotiated salary levels in 2009.

6. A redefinition of salary advancement that will allow a teacher to advance to the next step after satisfying the following criteria: works two consecutive years at their current step; works at least 700 cumulative hours; does not receive an unsatisfactory evaluation. Teachers who accumulate 700 hours in more than two years may advance a salary step after they have accumulated the necessary hours and satisfied the other requirements. For the 2014-15 school year, any teacher who has met these requirements going back to the 2010-11 school year will be eligible for a single step increase. This additional step increase will be paid retroactively for the 2014-15 school year only. The new step rates will be retroactive to July 1, 2014.

Article XI, Benefits

7. The total allocation for benefit stipends will be increased from \$43,000 to \$48,000. Health benefits will be provided on a pro-rated basis, proportionate to the total hours worked per year.

Article XII, Employment Rights and Practices

8. Updated language to indicate that open positions will be advertised on EdJoin.

Article XIV, Term and Completion

9. This Agreement will be effective July 1, 2014, and shall remain in full force and effect up to and including June 30, 2017. This Agreement shall continue in effect from year to year thereafter, unless one of the parties notifies the other in writing no later than ninety (90) days prior to the expiration of said Agreement of its request to modify, amend, or terminate the Agreement. The Agreement between the parties will be for a three-year term with re-openers on salary, benefits, and one (1) article of each party's choosing during the 2015-2016 and 2016-2017 school years.

FISCAL IMPACT

None; the Adult School will operate with the same budget allocation and will also access its reserves to absorb these increases.

RECOMMENDATION

That the Board of Trustees approves the SASFT ratified agreement for 2014-2017 between Sequoia Union High School District and the Sequoia Adult School Federation of Teachers.

b. APPROVAL OF PROCESS TO SELECT INTERIM BOARD MEMBER

SITUATION

Due to the announced resignation of Trustee Martinez, the Board will need to take steps to fill the vacancy on the Board that the resignation will create. Trustee Martinez has indicated that she will be leaving the Board effective March 1, 2015. Attached is Board Bylaw BB 9223 that describes the process the Board must employ in order to fill the vacant seat. The first decision the Board must make is whether to make a provisional appointment in which the selected individual will serve out the remainder of term of Trustee Martinez, which expires in December 2015, or to order a special election to fill the remainder of the term. (Education Code 5091, 5093)

If the Board chooses to make a provisional appointment, BB 9223 directs the Board to utilize the following process:

"When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote."

Given the high cost of a special election and the fact that the seat will be up for election in November, staff recommends that the Board chooses the option of a provisional appointment.

This evening the Board needs to determine its process for creating a fair and thorough application and interview process to select the interim Board member. This discussion should include outreach efforts, information to be asked of candidates in the application form, and the development of a standard set of questions to be asked of the candidates in the interviews.

RECOMMENDATION

It is recommended that the Board makes a provisional appointment of a trustee to fill the remainder of Trustee Martinez's term per the process directed in BB 9223 and that a special Board meeting be scheduled on March 11, 2015, at 5:30 p.m. in order to interview candidates and make the provisional appointment. It is also recommended that two Board members be selected; per BB 9223, to screen applicants as to their eligibility and to perform any of the tasks listed directly above that the Board wishes to delegate to the two Board members.

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

16. ADJOURNMENT

POSSIBLE AGENDA ITEMS FOR THE FEBRUARY 11, 2014, BOARD STUDY SESSION ON BUDGET, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

POSSIBLE AGENDA ITEMS FOR THE FEBRUARY 18, 2014, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

POSSIBLE AGENDA ITEMS FOR THE FEBRUARY 25, 2014, JOINT BOARD MEETING WITH SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA