AGENDA ITEM: 8 b
DATE: 4/1/15

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO:	Board of Trustees	DATE:	April 1, 2015
FROM:	James Lianides, Superintendent	SUBJECT:	Personnel Recommendations for April 1, 2015 Board Meeting

Employment – Certificated
NONE

Notice of Termination-Certificated

Cote	Pamela	C	Teacher – Education Specialist	Retirement	1.0 fte	06/05/15
Cotter	Edward	M	Teacher – Social Science	Retirement	1.0 fte	06/05/15

Employment – Sequoia Adult Certificated
NONE

Notice of Terminations – Sequoia Adult Certificated
NONE

Approved Requests for Leave of Absence for the 2014-15 School Year

Dutta	Debolina	S	Teacher- Science	40% leave – 4/27/15-6/05/15	Section 10.1.1-(A-5)

Approved Requests for Leave of Absence for the 2015-16 School Year

Angelone	Maria	M	Teacher - English	20% leave	Section 10.1.1-(A-5)
Baldaccini	Natalie	S	Teacher - English	60% leave	Section 10.1.1-(A-5)
Boland	Jaren	S	Teacher – English (8/18/15-12/18/15)	100% leave	Section 10.1.1-(A-5)
Caveney	Valerie	M	Teacher - English	100% leave	Section 10.1.1-(A-6)
Chu	Sarah	S	Teacher – Biology	40% leave	Section 10.1.1-(A-5)
Cohn	Sara	C	Teacher – Education Specialist	20% leave	Section 10.1.1-(A-5)
Coleman	Karol Ann	M	Teacher – Education Specialist	100% leave	Section 10.1.1-(A-5)
Davidson	Laura	S	Teacher – English	60% leave	Section 10.1.1-(A-5)
Delgado	Manuel	M	Teacher – Mathematics	20% leave	Section 10.1.1-(A-6)
Dorsey	Karen	W	Teacher –World Languages (8/29/15-10/16/15))	100% leave	Section 10.1.1-(A-5)
Dutta	Debolina	S	Teacher – Science	40% leave	Section 10.1.1-(A-5)
Gill	Lara	M	Teacher – English (10/29/15-6/03/16)	100% leave	Section 10.1.1-(A-5)
McMills	Manja	M	Teacher – Mathematics	40% leave	Section 10.1.1-(A-5)
Nixon	Molly	W	Teacher – Spanish	20% leave	Section 10.1.1-(A-6)
Sanford	Ethan	S	Teacher – Industrial Arts	40% leave	Section 10.1.1-(A-6)
Schmidt	Melissa	S	Teacher – Mathematics	40% leave	Section 10.1.1-(A-5)
Weathers	Mitch	S	Teacher – Science	20% leave	Section 10.1.1-(A-6)

David Reilly, Assistant Superintendent

Certificated Staff hired for Summer School 2015

Name		Site	Name		Site	Name		Site
Argaluza	Rosa	C	Gilfillan	Crystal	M	Rush	Rebecca	S
Boldrey	Nicholas	S	Guillen	Cristelda	S	Strub	Liane	M
Brand	David	S	Karditzas	Jim	S	Tiab	Djamel	M
Cristerna	Art	M	Kirkpatrick	Shannon	M	Uptegraft	Fleur	D
Di Cicco	Marcello	M	Nguyen	Dy	S	Weyant	David	S
Dutta	Debolina	S	Oliveira	Irene	C	Wilmut	Eric	M
						Zarcone	Karin	S

AGENDA ITEM: 8 b
DATE: 4/1/15

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO:	Board of Trustees	DATE:	April 1, 2015
FROM:	James Lianides, Superintendent	SUBJECT:	Personnel Recommendations for April 1, 2015 Board Meeting

Employment – Classified

Barragan-Dimas	Manuel	D	Student Worker	Student	0.5 fte	03/23/15
Brown	Robert	C	IA II / Test Proctor	Temp	1.0 fte	04/01/15
Dillon	Antonio	M	Campus Security Aide	Temp	1.0 fte	03/20/15
Lopez Soto	Lino	D	Student Worker	Student	0.5 fte	12/01/14
Martinelli	Lauren	M	Lay Reader	Temp	0.5 fte	03/16/15
Rascon Peralta	Linda	R	IA I / Bilingual	Temp	0.5 fte	02/12/15

Notice of Terminations
NONE

Employment – Adult School
NONE

David Reilly, Assistant Superintendent

OBSOLETE INSTRUCTIONAL MATERIALS DISPOSITION REQUEST

District Office **Department: Tech** **Date:03/11/2015**

Quantity	Description	Additional Note	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	Smartboard SB20 Projector			37733165	1281	Recycle/Dispose
1	Smartboard SB20 Projector			15733992	10314	Recycle/Dispose
1	Smartboard SB20 Projector			70833506	1324	Recycle/Dispose
1	Smartboard SB20 Projector			15730849	10295	Recycle/Dispose
1	Smartboard SB20 Projector			96630070	10867	Recycle/Dispose
1	Smartboard SB20 Projector			37733188	1282	Recycle/Dispose
1	Smartboard SB20 Projector			70833501	1325	Recycle/Dispose
1	Smartboard SB20 Projector			11931374	10218	Recycle/Dispose
1	Smartboard SB20 Projector			83733816	N/A	Recycle/Dispose
1	Smartboard SB20 Projector			15733911	10297	Recycle/Dispose
1	Smartboard SB20 Projector			82631944	N/A	Recycle/Dispose
1	Smartboard UF65 Projector			B012DG06K0288	14338	Recycle/Dispose
1	Smartboard UF65 Projector			B012BL27A0805	N/A	Recycle/Dispose
1	Smartboard UF35 Projector			N/A	39506	Recycle/Dispose
1	Smartboard UF35 Projector			N/A	39504	Recycle/Dispose
1	Linksys Switch			WK11WH300666	N/A	Recycle/Dispose
1	Linksys Switch			WK11WH300958	N/A	Recycle/Dispose
1	Linksys Switch			WK11WH300204	N/A	Recycle/Dispose
1	Linksys Switch			WK11WK100915	N/A	Recycle/Dispose
1	Linksys Switch			WK11OG400203	34951	Recycle/Dispose
1	Linksys Switch			WK11WH300920	N/A	Recycle/Dispose
1	Linksys Switch			WQ20WK302351	N/A	Recycle/Dispose
1	Linksys Switch			WQ20WK500742	N/A	Recycle/Dispose
1	Linksys Switch			0018F890405F	39949	Recycle/Dispose
1	Linksys Switch			WQ20WK301772	N/A	Recycle/Dispose

* Projectors have reached end-of-life; boards still functional.

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head _____

Principal _____

Technology (if applicable) _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: 4/1/2015

W/H action: _____

Date: _____

By: _____

OBSOLETE INSTRUCTIONAL MATERIALS DISPOSITION REQUEST

District Office **Department: Tech** **Date:03/11/2015**

Quantity	Description	nalNote	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	Linksys Switch			WK11OG00771	39952	Recycle/Dispose
1	Linksys Switch			WK11WH300650	N/A	Recycle/Dispose
1	Linksys Switch			WK11WH300763	N/A	Recycle/Dispose
1	Linksys Switch			WK11OG100703	39940	Recycle/Dispose
1	Linksys Switch			WK11OG100772	39953	Recycle/Dispose
1	Linksys Switch			WK11WH300667	N/A	Recycle/Dispose
1	Linksys Switch			WQ20WK600662	N/A	Recycle/Dispose
4	Boxes of Misc. Cables			N/A	N/A	Recycle/Dispose
1	Box of Netgear Hubs			N/A	N/A	Recycle/Dispose
	Viewsonic LCD Display			A11021906349	36370	Recycle/Dispose
	HP Color CP3505			CNBC85G0NS	1003	Recycle/Dispose
	Dell PC			67XD281	38145	Recycle/Dispose
	Small Dell			78GH71	35092	Recycle/Dispose
12	CRT Displays			N/A	N/A	Recycle/Dispose
	Dell Powerconnect			75KB11	N/A	Recycle/Dispose
	Dell Powerconnect			15KB11	N/A	Recycle/Dispose
	Dell Powerconnect			86KB11	N/A	Recycle/Dispose
	Cisco 3620			362074344	32467	Recycle/Dispose
	Cisco 2503			25972500	30942	Recycle/Dispose
	TruVision DVR			DL11201020	N/A	Recycle/Dispose
	NVT-1672			F1015B0181	N/A	Recycle/Dispose
	Samsung Chromebook			HG3691CC806721	13208	Recycle/Dispose
	Samsung Chromebook			HG3691CC601765	N/A	Recycle/Dispose
	Samsung Chromebook			HG3693CB7100217	N/A	Recycle/Dispose
						Recycle/Dispose

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head _____

Principal _____

Technology (if applicable) _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: 4/1/2015

W/H action: _____

Date: _____

By: _____

OBSOLETE INSTRUCTIONAL MATERIALS DISPOSITION REQUEST

District Office **Department: Tech** **Date:03/16/2015**

Quantity	Description	Additional Note	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	Voyager			20713879	1155	*Donation
1	Voyager			20804674	1406	*Donation
1	Voyager			20713888	1150	*Donation
1	Voyager			20713887	1151	*Donation
1	Voyager			20713880	1153	*Donation
1	Voyager			20804215	1348	*Donation
1	Voyager			20709140	40156	*Donation
1	Voyager			20713879	1154	*Donation
1	Voyager			20804213	1346	*Donation
1	Voyager			20709751	20414	*Donation
1	Voyager			20713883	1159	*Donation
1	Voyager			20804217	1350	*Donation
1	Voyager			20707604	40183	*Donation
1	Voyager			20713881	1157	*Donation
1	Voyager			20713695	1148	*Donation
1	Voyager			20705437	39895	*Donation
1	Voyager			20711608	40346	*Donation
1	Smart UF35 Projector			N/A	39481	Recycle/Dispose
1	Large Box of Misc. Small Electronics			N/A	N/A	Recycle/Dispose
1	Dell Optiplex 755			2Y7NFJ1	N/A	Recycle/Dispose
						Recycle/Dispose
						Recycle/Dispose
						Recycle/Dispose
						Recycle/Dispose
						Recycle/Dispose

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head Clint Barrett

Principal _____

Technology (if applicable) _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: 4/1/2015

W/H action: _____

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Menlo-Atherton High School **Department:** **Technology** **Date: 03/05/2015**

Quantity	Description	Additional Note	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	View Sonic Monitor 17" 2007			QBY071222661		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222673		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222663		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071223087		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222675		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222677		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222284		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222847		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222879		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222582		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222667		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222678		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222566		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222670		*Donation PTA
1	View Sonic Monitor 17" 2007			QBY071222660		*Donation PTA
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose
1						Recycle/Dispose

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: 4/1/2015

W/H action: _____

Date: _____

By: _____

Sequoia Union High School District

Job Description

JOB TITLE:	Guidance Counselor
ADMINISTRATIVE RELATIONSHIP:	The Guidance Counselor is directly responsible to the principal through the department chair and the instructional vice principal.
CLASSIFICATION:	Certificated
REQUIREMENTS	B.A. (B.S) and valid California credential authorizing pupil personnel services
SALARY SCHEDULE:	Certificated Salary Schedule
WORK - YEAR / HOURS:	195 days
LOCATION:	Various
BOARD APPROVAL:	April 1, 2015 (pending)

BRIEF DESCRIPTION OF POSITION

The counselor is a member of the school guidance team that counsels students, families, and staff on student achievement, career/post-secondary planning, and personal/social development based on the three domains of the American School Counseling Association and The California Standards for the School Counseling Profession.

DUTIES AND RESPONSIBILITIES

Academic

- Counsel students individually in making appropriate decisions regarding course selection.
- Develop data driven grade level guidance curriculum through the use of current technology.
- Provide information on graduation requirements, academic honors and college entrance requirements through:
  a. individual meetings (student/parent)
  b. group/classroom presentations
  c. evening parent workshops
- Coordinate, facilitate, and/or participate in site based intervention teams (ex. SST's, 504's, IEP).
- Collect and analyze student data and transcript to ensure appropriate placement and to monitor individual progress towards graduation.
- Interpret test data to students, parents, and teachers.
- Provide information and refer students to various academic programs (ex: AVID, Middle College BUILD, Academies, tutoring, credit recovery, alternative educational settings, etc.).
- Articulate to partner schools, parents, and community members placement guidelines for incoming ninth graders and course selection.
- Facilitate registration and transition for students new to the district.

Personal/Social

- Engage, advocate for and support students in learning.
- Promote and help maintain a safe learning environment for students (ex. Conflict Mediation, Crisis Intervention Team, etc.
- Consult and collaborate with school psychologist, case managers, site programs (AVID, BUILD Academies, etc.) and other site staff on students' needs for overall success at school.
- Assess and provide short-term crisis counseling and refer students and families to mental health, medical, and social services when necessary.
- Follow professional codes of ethics and legal mandates while maintaining current knowledge of laws affecting confidentiality.

Career/Post-Secondary

- Develop and update students' four-year graduation plan and post-secondary plan.
- Provide students with career assessment and exploration opportunities through the use of technology.
- Provide information on requirements, accessibility, and financial resources for post-secondary education.
- Assist in application process and transition to community college, four-year college and other post secondary options.
- Write letters of recommendations for students who apply to four-year colleges and/or scholarships.

Additional:

- Work cooperatively with the other guidance personnel to implement guidance services, as organize and coordinated by the Head Counselor.
- Maintain timely communication with students, parents, and staff.
- Participate in relevant professional development that will support students.
- Collect and use data to develop and enhance current guidance services.
- Maintain proficient knowledge of technology.
- Perform other related duties as required by the site and district administration.

PHYSICAL REQUIREMENTS

The physical abilities required of this classification may include the following:

- Vision which can be corrected to a level sufficient to successfully read hand-written, typed and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability sufficient to enable communication by telephone and in person.
- Manual dexterity sufficient to use standard office equipment and supplies and to manipulate both single sheets of paper and stacks of papers and instructional materials.
- Physical ability to reach, lift, bend and grasp in order to manipulate instructional materials.

OTHER REQUIREMENTS

Possession of a valid California driver's license and/or be able to provide own transportation in conduct of work assignments (mileage reimbursed); willingness to travel as needed.

SEQUOIA UNION HIGH SCHOOL DISTRICT
CTE COURSE PROPOSAL

Course title	Drama I
School Site	Carlmont

ACTION TAKEN 89
DATE 4/1/15

The course is integral to a series of CTE courses and ascribable to one of the fifteen industry sectors and 58 career pathways.

Industry Sector - Check the Industry Sector for this course. Industry sector descriptions can be found at http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

	Agriculture		Health Science & Medical Technology
X	Arts, Media, & Entertainment		Hospitality, Tourism, and Recreation
	Building Trades & Construction		Information Technology
	Business & Finance		Manufacturing and Product Development
	Child Development & Family Services		Marketing, Sales, and Services
	Energy and Utilities		Public Services
	Engineering and Design		Transportation
	Fashion and Interior Design		

List the name of the career pathway. Click on http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp and locate an industry sector. Then click on an industry sector to see a listing of career pathways within that industry sector.

Career Pathway	Actor, Director, Playwright, Producer, Technician

Provide a brief summary of the course. Please include current labor market trends. To see current trends go to the California Employment Development website at http://www.labormarketinfo.edd.ca.gov/Content.asp?phttpageid=1011

Course summary	Drama I is an overview of all areas of the dramatic arts including drama history, pantomime, play analysis, theater games and improvisation, playwriting, acting technique and characterization, Reader's Theater, Children's Theater and all aspects of technical theater (set, lighting, sound and make-up design) Opportunities for jobs in performing arts companies will remain constant until the year 2020 and employment opportunities for independent artists such as actors, directors, producers and technicians will significantly increase by 2020. The need for secondary drama instructors will increase by 17.2%

Name of person(s) teaching the course	Nancy Martin

Check the grade level (as many as apply):

X	Grade 9	X	Grade 10	X	Grade 11	X	Grade 12

Check the course length:

	One semester	X	Full year

Check level of course:

X	Introductory	A survey course that introduces the broad body of knowledge of the subject area
	Concentration	A course that focuses on advanced instruction in the specific content area that would lead to a capstone course
	Capstone	A course which requires students to make real life application of the academic and technical knowledge learned within the pathway.

List other courses in the pathway:

Introductory	Concentration	Capstone
Drama I	Drama II and III	Drama IV

How will technology be integrated into your course?	Students are assigned research projects and writing assignments that will require technology for presentation and execution. Technology will also be integrated into curriculum instruction such as powerpoint presentations, DVDs and Google Docs.

Is this course:

funded by ROP?		Yes	X	No
receiving Carl Perkins Funding?		Yes	X	No
UC/CSU-approved?	X	Yes		No
connected to a career technical student organization (FBLA, FHA-HERO, etc.)?	X	Yes		No
receiving post-secondary credit?		Yes	X	No
providing industry certification upon completing your course?		Yes	X	No

CTE Model Curriculum Standards

- The California CTE Model Curriculum Standards are divided into two parts
  - Knowledge and Performance Anchor Standards
  - Pathway Standards
- Go to the link http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp and find the industry sector for this course.

- Open the link to both sets of standards for your industry pathway.

1) Knowledge and Performance Anchor Standards

- In the space below, list those standards the course will be addressing.

	SECTOR DESCRIPTION	STANDARDS USED IN COURSE
1.0	Academics	4.2 Draw conclusions about the effectiveness of informal productions and videos on basis of intent and quality of work
2.0	Communications	1.11 Critique a speaker's diction in relation to the purpose of the impact the words may have on the audience
3.0	Career Planning & Management	3.1 Know the personal qualifications, interests, aptitudes, knowledge and skills necessary to succeed in careers
4.0	Technology	4.5 Know the key technological skills appropriate for occupations in the arts industry
5.0	Problem Solving & Critical Thinking	5.4 Use the elements of the particular art form to observe, perceive and respond
6.0	Health & Safety	6.3 Know how to take responsibility for a safe and healthy work environment
7.0	Responsibility & Flexibility	7.4 Understand that individual actions can affect the larger community
8.0	Ethics & Legal Responsibilities	8.3 Understand the role of personal integrity and ethical behavior in the workplace
9.0	Leadership & Teamwork	9.1 Understand the characteristics and benefits of teamwork, leadership and citizenship in the school, community and workplace settings 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
10.0	Technical Knowledge & Skills	10.6 Know the appropriate skills and vocabulary of the art form 10.7 Understand and analyze the elements of the art form
11.0	Demonstration & Application	11.1 Utilizes work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instructions and laboratory practices specific to the Arts, Media and Entertainment Sector program of study.

2) Pathway Standards

- Select the pathway within the industry sector.
- Select those standards that will be addressed in the course and enter them below.

Pathway:
B6.0 Students understand essential technical and technological requirements applicable to various segments of the Performing Arts Pathway: B6.1 Understand the technical aspects of theatre (e.g. lights, sound, properties, costumes, makeup) from the perspective of the playwright and actor. (This standard will be met during the unit on Technical Theater) B6.3 Know various techniques and methods for theatrical, aural, and physical arts performances (scene work, Reader's Theater, voice and diction workshop and mime techniques) B6.4 Understand how stage sets, costumes, lighting, musical instruments, props, and other effects

support a performance. (This standard will be addressed during the unit on Technical Theater)

All courses that will meet the SUHSD CTE graduation requirement must contain the following:

Three weeks of post-secondary career exploration in the selected sector/pathway
Please describe how this will be integrated into the course: The unit on Technical Theater in the spring semester will focus on highlighting the myriad of job opportunities in the field of tech theater. Students will give their individual reports on various technical jobs, professionals in tech theater in the Bay Area will speak to the class about their job and other related tech jobs and students will be given assignments that explore different aspects of technical theater within the three week time period.

Minimum of one industry speaker
Please describe how this will be integrated into the course: Two technical theatre directors will be speakers at two times during the year long course: Geoff Horn: Theatre Manager and Technical Director at Carlmont High and advisor of the Carlmont Technical Theatre Association Michael Walsh: Technical Theatre Instructor and Director at Canada College in Redwood City Dutch Fritz: Technical Theatre Instructor and Director at Notre Dame de Namur in Belmont

Student Project – individual research and presentation
Please describe how this will be integrated into the course: During the spring semester, when we are in the Technical Theater unit, students will be asked to research an area or skill in tech theater and give a short presentation about it (examples: lighting designer, makeup artist, prop master, sound engineer, best boy, gaffer, stage manager) Students will describe the basics of the job and in what kinds of settings these skills could be used.

OPTIONAL: Fieldtrip(s) or Mentorship(s)
Please describe how this will be integrated into the course: Possible Field Trips: Canada College scene shop and theater as well as the theater and backstage areas of Notre Dame de Namur.

Approved by Principals Council 3/24/15

SEQUOIA UNION HIGH SCHOOL DISTRICT
CTE COURSE PROPOSAL

Course title	Mobile Apps Development

School Site	Sequoia High School

The course is integral to a series of CTE courses and ascribable to one of the fifteen industry sectors and 58 career pathways.

Industry Sector - Check the Industry Sector for this course. Industry sector descriptions can be found at http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

	Agriculture		Health Science & Medical Technology
	Arts, Media, & Entertainment		Hospitality, Tourism, and Recreation
	Building Trades & Construction	X	Information Technology
	Business & Finance		Manufacturing and Product Development
	Child Development & Family Services		Marketing, Sales, and Services
	Energy and Utilities		Public Services
	Engineering and Design		Transportation
	Fashion and Interior Design		

List the name of the career pathway. Click on http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp and locate an industry sector. Then click on an industry sector to see a listing of career pathways within that industry sector.

Career Pathway	C. Software and Systems Development Pathway

Provide a brief summary of the course. Please include current labor market trends. To see current trends go to the California Employment Development website at http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011

Course summary	This course is designed to be an introductory course for any student (9-12) who wants to explore the process of designing and building apps for mobile devices. It is designed to introduce students to the tools, methods and opportunities in the app development field. There is high interest among our student population to have an experience exploring this field of technology. This course will provide the base for a sequence of programming courses, the next being Java Programming followed by Database Design/SQL programming. According to the EDD labor market information the software development field will grow by 24% between 2012 and 2022 indicating that there will be a high demand for people with these skills.

Name of person(s) teaching the course	Cameron Dodge and Victoria Mitchell

Check the grade level (as many as apply):

X	Grade 9	X	Grade 10	X	Grade 11	X	Grade 12

Check the course length:

	One semester	X	Full year

Check level of course:

X	Introductory	A survey course that introduces the broad body of knowledge of the subject area
	Concentration	A course that focuses on advanced instruction in the specific content area that would lead to a capstone course
	Capstone	A course which requires students to make real life application of the academic and technical knowledge learned within the pathway.

List other courses in the pathway:

Introductory	Concentration	Capstone
	Intro to Java Programming	Database Design/SQL Programming

How will technology be integrated into your course?	Students will be using technology everyday they are in the class since this is a computer lab based course. Students will also be using mobile devices to test their apps.

Is this course:

funded by ROP?		Yes	X	No
receiving Carl Perkins Funding?		Yes	X	No
UC/CSU-approved?		Yes	X	No
connected to a career technical student organization (FBLA, FHA-HERO, etc.)?		Yes	X	No
receiving post-secondary credit?		Yes	X	No
providing industry certification upon completing your course?		Yes	X	No

CTE Model Curriculum Standards

- The California CTE Model Curriculum Standards are divided into two parts
  - Knowledge and Performance Anchor Standards
  - Pathway Standards

- Go to the link http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp and find the industry sector for this course.
- Open the link to both sets of standards for your industry pathway.

1) Knowledge and Performance Anchor Standards

- In the space below, list those standards the course will be addressing.

	SECTOR DESCRIPTION	STANDARDS USED IN COURSE
1.0	Academics	Please refer to the Academic Alignment Matrix on the following document: http://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf
2.0	Communications	2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 2.7 Use technical writing and communication skills to work effectively with diverse groups of people. 2.8 Understand the principles of a customer-oriented service approach to users.
3.0	Career Planning & Management	3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning. 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
4.0	Technology	4.1 Use electronic reference materials to gather information and produce products and services.
5.0	Problem Solving & Critical Thinking	5.5 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems. 5.6 Know the available resources for identifying and resolving problems. 5.7 Work out problems iteratively and recursively. 5.8 Create and use algorithms and solve problems. 5.9 Deconstruct large problems into components to solve. 5.12 Apply the concepts of Boolean logic to decision making and searching.
6.0	Health & Safety	6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics. 6.6 Maintain a safe and healthful working environment.

7.0	Responsibility & Flexibility	7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
8.0	Ethics & Legal Responsibilities	8.3 Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards. 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace. 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information. 8.8 Identify legal and ethical issues that have proliferated with increased technology adoption, including hacking, scamming, and breach of privacy.
9.0	Leadership & Teamwork	9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
10.0	Technical Knowledge & Skills	10.1 Interpret and explain terminology and practices specific to the Information and Communication Technologies sector. 10.5 Understand the major software and hardware components of a computer and a network and how they relate to each other. 10.6 Understand data sizes of various types of information (text, pictures, sound, video, etc.) and data capacity of various forms of media. 10.10 Manage files in a hierarchical system. 10.11 Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.
11.0	Demonstration & Application	11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

2) Pathway Standards

- Select the pathway within the industry sector.
- Select those standards that will be addressed in the course and enter them below.

Pathway:

C1.0 Identify and apply the systems development process.

C1.1 Identify the phases of the systems development life cycle, including analysis, design, programming, testing, implementation, maintenance, and improvement.

C1.2 Identify and describe models of systems development, systems development life cycle (SDLC), and agile computing.

C1.4 Work as a member of, and within the scope and boundaries of, a development project team.

C1.6 Diagram processes using flowcharts and the Unified Modeling Language.

C2.0 Define and analyze systems and software requirements.

C2.1 Describe the major purposes and benefits of development, including automation, improving productivity, modeling and analysis, and entertainment.

C2.2 Recognize and prevent unintended consequences of development work: programming errors, security issues, health and environmental risks, and privacy concerns.

C2.3 Develop strategies that target the specific needs and desires of the customer.

C2.4 Analyze customers' needs for development.

C3.0 Create effective interfaces between humans and technology.

C3.1 Describe and apply the basic process of input, processing, and output.

C3.2 Design effective and intuitive interfaces using knowledge of cognitive, physical, and social interactions.

C3.3 Support methods of accessibility for all potential users, including users with disabilities and non-English-speaking users.

C4.0 Develop software using programming languages.

C4.3 Identify and use different authoring tools and integrated development environments (IDEs).

C4.4 Identify and apply data types and encoding.

C4.5 Demonstrate awareness of various programming paradigms, including procedural, object oriented, event-driven, and multithreaded programming.

C4.6 Use proper programming language syntax.

C4.7 Use various data structures, arrays, objects, files, and databases.

C4.8 Use object oriented programming concepts, properties, methods, and inheritance.

C4.9 Create programs using control structures, procedures, functions, parameters, variables, error recovery, and recursion.

C4.10 Create and know the comparative advantages of various queue, sorting, and searching algorithms.

C4.11 Document development work for various audiences, such as comments for other programmers, and manuals for users.

C5.0 Test, debug, and improve software development work.

C5.1 Identify the characteristics of reliable, effective, and efficient products.

C5.2 Describe the ways in which specification changes and technological advances can require the modification of programs.

C5.3 Use strategies to optimize code for improved performance.

C5.4 Test software and projects.

C5.5 Evaluate results against initial requirements.

C5.6 Debug software as part of the quality assurance process.

C6.0 Integrate a variety of media into development projects.

C6.1 Identify the basic design elements necessary to produce effective print, video, audio, and interactive media.

C6.3 Use media design and editing software: keyframe animation, drawing software, image editors, and three-dimensional design.

C6.4 Develop a presentation or other multimedia project: video, game, or interactive Web sites, from storyboard to production.

C6.5 Analyze the use of media to determine the appropriate file format and level of compression.

C6.6 Integrate media into a full project using appropriate tools.

C6.7 Create and/or capture professional-quality media, images, documents, audio, and video clips.

C7.0 Develop Web and online projects.

C7.1 Identify the hardware (server) and software required for Web hosting and other services.

C7.4 Enable e-commerce capabilities to sell products, create a shopping cart, and handle credit card transactions.

C7.5 Create an online project, Web-based business, and e-portfolio.

C8.0 Develop databases.

C8.1 Describe the critical function of databases in modern organizations.

C8.2 Identify and use the basic structures of databases, fields, records, tables, and views.

C9.0 Develop software for a variety of devices, including robotics.

C9.1 Demonstrate awareness of the applications of device development work, including personalized computing, robotics, and smart appliances.

C9.2 Install equipment, assemble hardware, and perform tests using appropriate tools and technology.

C9.3 Use hardware to gain input, process information, and take action.

C9.5 Program a micro-controller for a device or robot.

All courses that will meet the SUHSD CTE graduation requirement must contain the following:

Three weeks of post-secondary career exploration in the selected sector/pathway
Please describe how this will be integrated into the course: As part of the course curriculum students will create a presentation on two careers of their interest one of which is directly related to this course. Students will research the following aspects of these two careers: • Job Outlook • Description of the career • Salary Ranges • Required Education • Personal Response – how does this career match your personality, strengths and interests • Four Year Educational Plan to get into this career

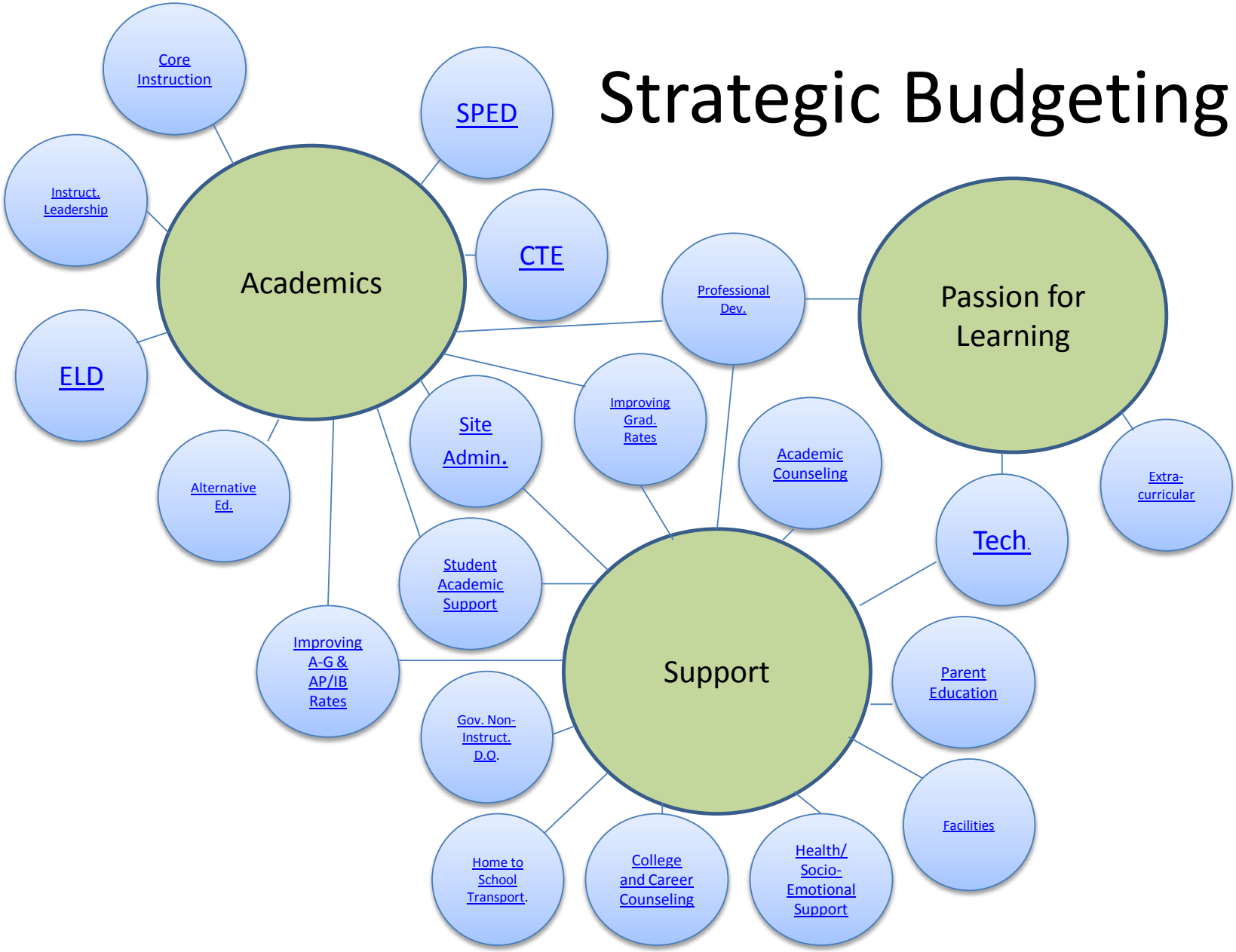
Minimum of one industry speaker
Please describe how this will be integrated into the course: Various speakers will be invited to the class to share their experiences working in this field. Speakers from a variety of fields such as programming, game design, database design will be invited to speak with the class.

Student Project – individual research and presentation
Please describe how this will be integrated into the course: Students will create a semester project each semester. Projects will be of the student's own design using the concepts, skills and techniques learned in the course. Students will present and demonstrate their projects to the rest of the class.

OPTIONAL: Fieldtrip(s) or Mentorship(s)
Please describe how this will be integrated into the course: The course will partner with Junior Achievement to provide field trips to various bay area tech firms where students will see first- hand the work environment in a high tech field.

- Approved by Principal's Council 3/24/15

Strategic Budgeting



Preparing 21st Century Citizens: The Role of Work-Based Learning in Linked Learning

August 2013

About This Brief

Schools engaged in Linked Learning offer work-based education programs that blend real-world problems with the skills and knowledge to succeed in college and the workforce. This brief describes how schools can create such opportunities for their students and how policymakers can support them. This brief is part of a series of briefs and case studies on Linked Learning. To see the full series, and to view this brief online, please visit http://edpolicy.stanford.edu/node/661

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By M. Felicity Rogers-Chapman and Linda Darling-Hammond

Without application, principles and ideals have no bearing and no test
—John Dewey

The idea of linking hands-on learning with academics is not a new one. John Dewey advocated education through experience at the turn of the last century. Unfortunately, relatively few schools offer this integrated approach, typically limiting instruction to textbooks and lectures. Yet, as we outline below, the evidence suggests that students who engage in experiences that connect school learning to the real world, are more likely to stay in school. Furthermore, such experiences increase the chances that students will be both college and career ready. Work-based learning programs are an integral part of Linked Learning and help foster the goal of providing students with the skills they need to succeed in college *and* career.

What Is Linked Learning?

Linked Learning is an innovative approach to high school reform that seeks to prepare students for both college and career by connecting learning in the classroom with real-world applications in the workplace.

Students enrolled in a Linked Learning pathway enter into a four-year program of study that integrates academic content with technical and 21st century skills within a career-based theme, such as engineering, law, or performing arts.

What Is Work-Based learning?

Work-based learning programs provide internships, mentoring, workplace simulations, and apprenticeships along with classroom-based study. In a work-based learning program, classroom instruction is linked to workplace skills through placements outside of the school that allow students to experience first-hand what adults do in jobs.

Benefits of Work-Based Learning

Work-based learning programs provide both social and academic benefits for students. In a seven-year study of one California work-based learning program, researchers found that minority students participating in work-based programs entered college at twice the rate of non-participating minority students and that college enrollment rates were higher for all students in the program when compared to local and state student populations (CART, 2011).

In addition to higher enrollment in college programs, work-based learning programs provide these benefits:

Connections between classroom and real-world learning: Work-based learning links what students learn in school to the skills and knowledge needed for real-world careers. Students apply their classroom knowledge to real-world problems, a key component of the newly adopted Common Core State Standards.

High student completion rates: Work-based programs are linked to career-themed pathways through community college and four-year programs. Many students drop out of high school and college programs in part because they are unable to see any connection between what they are learning and what they may one day be doing professionally. They ask, "Why do I have to learn this?" By linking student learning to career pathways, work-based learning programs can lower the dropout rate (NAF, 2011). Indeed, research has found that students in work-based learning programs complete related coursework at high rates and have higher attendance and graduation rates than those not enrolled in such programs (Colley & Jamison, 1998).

Student ownership: In work-based learning programs, students have the opportunity to explore potential career options. They can ask questions of professionals working in the industry and get an inside view of what different careers may look like. Work-based learning programs help students identify career interests and skills by providing connections to industry professionals and opportunities to see options first hand. Students can then select courses of study that are tied to their individual career goals.

Development of critical skills: Whether students choose a career right out of high school or after college, all future members of the workforce need to develop the so-called "soft skills," such as creative problem solving, conflict resolution, communication, and teamwork. In addition to these skills, employers want to hire individuals who display positive social skills such as self-respect and reliability (Bremer & Madzar, 1995). Work-based learning programs provide the opportunity for students to develop the skills that will be highly valued in future careers.

Elements of a Quality Work-Based Learning Program

Community Partnerships

A high quality work-based learning program does not place college- and career-readiness into separate silos but instead connects rigorous academic classroom learning with vocational coursework that merges in-classroom experiences with industry-related opportunities. For example, in San Francisco, individual attorneys work with students to prepare for mock-trial through classroom activities (Alliance for Excellent Education, 2013). The attorneys also partner with teachers to help students prepare resumes, go through the interview process, and complete college applications. Mentors share their own college experiences and work with students to navigate the financial aid process.

To create these kinds of experiences, networking and collaboration opportunities are vital. Schools like Construction Tech Academy, on the Kearny High School campus in San Diego, Calif., have an advisory board of industry professionals that facilitate visits to construction sites, connect teachers with potential mentors and internship opportunities, fundraise for supplemental funds, and give valuable insight into grade-level projects. (See sidebar, below.) Teachers also benefit from professional development opportunities facilitated through advisory-board connections. These connections enable them to learn about industry programs and provide connections with industry professionals, enabling them to align curriculum to authentic real-world problems that occur within the industries their students are exploring.

Connecting curriculum to real-world experiences requires teachers to work with industry professionals and with each other. Joint planning time for teachers facilitates the development of integrated curriculum and authentic assessment tools. The school day is organized to provide time for teachers to develop curriculum that integrates subject-matter learning that extends to work-based learning experiences. For example, teachers might develop a course in social justice that includes a part-time internship working with an organization that serves the community.

Performance-Based Assessments

Learning and accountability employ performance-based or mastery learning assessments in which students can demonstrate deep knowledge and skills. These assessments occur frequently as an integral part of the work—not just as exit tools or a one-time, high-stakes test. Teachers work with industry professionals to set authentic work-based learning outcomes for students, deciding what they are and how they will be measured. Rubrics serve as a tool for authentic assessment of work-based learning. For example, at New Tech High School in Napa, Calif., Algebra 2 students apply their algebraic knowledge to compare the benefits and drawbacks of different types of hybrid cars. They then present their findings to a group of parents and teachers who evaluate students on each of eight student learning outcomes.

Spotlight: Work-Based Learning in Action
Kearny Construction Tech Academy, San Diego, CA

Kearny Construction Tech Academy (CTA) exemplifies a successful work-based learning program. CTA provides three pathways that integrate architecture, engineering, and construction into all areas of the curriculum:. Professionals from these fields collaborate with students and review their work, providing authentic assessment. The ongoing commitment at CTA to a strong work-based learning program has resulted in numerous positive student outcomes. For example, the graduation rate at CTA in 2011 was 92.4%, and 36% of those graduates had successfully completed the "a-g" requirements needed for admission into the University of California and California State University systems. A large majority of students, typically around 80%, are admitted to two- and four-year college, and the remainder are often placed in apprenticeship programs for skilled trades (San Diego Unified School District, 2013; School Redesign Network, 2007).

Successful strategies used at CTA include:

- Assigning student complex projects connected to real-world situations in the fields of engineering, architecture, and construction. For example, ninth grade students explore the inner workings of an amusement park through an onsite visit to nearby Legoland while it is closed and then design their own amusement park project. Students develop a site plan, generate scale drawings, and present their design to industry professionals.

- Connecting professional development with curriculum and industry. Teachers attend a two-week camp every summer to support use of integrated curriculum and authentic assessment tools. At this camp they develop projects that connect academic content to real world projects.

- Providing a college- and career-readiness focus in which students take a college-preparatory sequence and a full sequence of vocational coursework. The senior portfolio required of all students at CTA includes a resume, college application, and budget for college expenses.

- Designing schedules to accommodate real-world learning using block scheduling; opportunities for concurrent enrollment in college, university and trade programs for credit; and other flexible scheduling of traditional coursework. Block scheduling allows students to take eight courses instead of six over the course of a school year, providing them with time in 12th grade

Spotlight (continued)

to participate in internships where they can apply their skills to real-world problems and still complete coursework that will prepare them for college.

- Creating individual learning plans and instruction allowing students to move seamlessly between real-world work experiences and on-site instruction.
- Maintaining frequent communication between parents and teachers, including bi-monthly reports that track each student's progress.
- Building strong partnerships with post-secondary programs. For example, CTA students with qualifying GPAs are guaranteed admission to the San Diego State Construction Management program.

Source: Friedlaender, et al. (2007); EdDate (2012).

Developing high-quality work-based learning programs in schools requires:

- **Integrated, relevant curriculum:** Schools develop curriculum that integrates subject-matter learning and extends to work-based learning experiences. It is not enough to place students in internships or pair them with mentors. Successful work-based learning programs have a curriculum that includes goals for both students and employers and instruction from both academic and industry-related individuals.
- **Integrated career-related activities:** Such activities are integrated into all aspects of the curriculum. Work-based programs help students to be active learners and to develop career awareness, exploration, and preparation (NAF, 2012). Career awareness occurs by introducing students to a wide variety of fields and careers and the post-secondary education requirements associated with them. Career exploration activities provide students with experiences that help refine their areas of interest and explore them deeply. During career preparation, students have the opportunity to engage in in-depth experiences related to a specific career. These career activities are usually followed by one or more internships, typically occurring during 11th or 12th grade.
- **The use of authentic assessments:** These assessments serve to hold all involved accountable for the learning that occurs on and off the school site. Work-based learning programs employ performance-based or mastery learning assessments that allow students to demonstrate deep learning of skills and knowledge. These assessments occur not only as exit tools but also throughout the year. They present

multiple opportunities for students to demonstrate mastery and for teachers to identify and support struggling students rather than focusing solely on a one-time, high-stakes test. To implement these assessments, schools set explicit goals that are agreed to by teachers, students, and community partners. They determine in advance how they will measure student success and in what ways students will present or demonstrate the learning from the work-based experience. They create rubrics aligned to specific student outcomes that provide a tool for holding students, teachers, and employers accountable for learning and for guiding self-assessment and improvement for students.

- **Joint planning time for teachers:** This time facilitates the development of integrated curriculum and assessment tools as well as professional development opportunities for teachers to tour industry programs and develop aligned curriculum.

- **Flexible scheduling:** Many activities related to work-based learning programs don't fit neatly into a traditional school day. Successful work-based learning programs accommodate real-world learning by block scheduling, providing opportunities for concurrent enrollment in college, university, and trade programs for credit and other flexible scheduling of more traditional coursework.

The Big Picture: Policy Recommendations to Expand the Use of Work-Based Learning

Work-based learning is an effective educational strategy for preparing students for success in college and career in the 21st century economy. Policymakers can provide support for work-based learning by:

- **Advocating for policy at the state level** for legislation that supports the funding of work-based learning initiatives. For example, in California, AB790 (Furutani) funded the implementation of the Linked Learning pilot program—an education initiative that connects classroom instruction with work-based learning experiences;

- **Developing partnerships with the business community** that generate long-term commitments to bring students into the workplace for meaningful experiences;

- **Funding professional development** that allows teams of teachers and leaders to develop links between the work-based learning experiences and classroom instruction.

Work-based learning offers the opportunity for a successful transition from youth to adulthood. With strong stakeholder support, work-based learning programs have the potential to prepare all students to both be college and career ready.

Resources

California Linked Learning Initiative, District Leadership Series: SCOPE is working with district, school, industry, non-profit, and higher educational leaders in California to help build and advance the field of Linked Learning. One product of this work is a series of case studies and briefs, which can be accessed at: http://edpolicy.stanford.edu/projects/193.

For more specific information on the development of work-based learning programs, check out the work-based learning guide from the National Academy Foundation (http://naf.org/files/WorkBasedLearningGuide2012_sm.pdf) or the Linked Learning Programs (http://linkedlearning.org/).

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Starting a Work-Based Learning Program: Frequently Asked Questions

What kinds of work-based learning experiences do students have?

Schools vary in how they integrate work-based learning experiences. At Los Angeles Health Sciences Academy in Los Angeles, work-based learning experiences expand each year. In the freshman and sophomore years, undergraduate and graduate students majoring in health and medical fields mentor students through mini-research projects. In junior and senior years, students participate in job shadowing programs and internships. To qualify, students prepare in previous years through training within regular coursework. In 12th grade, qualified students participate in service internships in their field. The school employs a work-based learning coordinator who connects students and industry partners.

Who oversees work-based learning experiences?

Typically a teacher or coordinator supervises students' work experiences and connects work-based learning experiences to classroom learning. Teachers and/or coordinators who have time designated for this purpose work with industry partners to provide a connected experience for students. Districts can support these connections by providing time for teachers and coordinators to develop contacts with industry partners and supervise the students.

Where do the school staff find work-based learning sites for students?

Rob Atterbury, director for Professional Development and District Coordinator at ConnectEd, suggests that staff begin by connecting to a business community advisory board, such as a chamber of commerce or other business association. Other industry organizations that can be helpful include area chambers of commerce, workforce investment boards, economic development agencies, and trade and industry groups. For example, the Bar Association of San Francisco supports work-based learning programs through its Justice and Diversity Center.

How are industry partnerships set up?

In some districts and schools, a work-based learning coordinator sets up industry partnerships. Many schools with a specific industry theme create a partnership council of representatives from key councils, businesses, and guilds that works with the school over time. Several Linked Learning districts have employer outreach staff that will go out on behalf of the teachers and broker relationships with industry partners.

How do industry partners know the best ways to serve students?

It is up to the school staff to communicate the goals of the work-based learning program. A training agreement is set up between students, teachers, and employers.

How does work-based learning connect with the classroom?

At Life Academy in Oakland, students are required to participate in an internship during their senior year. An in-school seminar that accompanies the internship. Students design a research question to examine in relationship to their internship. At the end of the year, they present the findings. The defense is presented in front of students, teachers, and industry professionals who provide feedback. In an ideal world, work-based learning provides an opportunity for students to apply classroom learning to real-world problems.

scope
Stanford Center for Opportunity Policy in Education

To see this brief and the full series on Linked Learning, please visit http://edpolicy.stanford.edu/node/661

STANFORD CENTER FOR OPPORTUNITY POLICY IN EDUCATION

Design Thinking:

A Process for Developing and Implementing Lasting District Reform

◆ Knowledge Brief ◆ March 2011

Erik Rice

Until recently, a Kaiser Permanente facility in Oakland struggled with a common problem: how to maintain quality patient care during nursing shift changes. Typically the shift change process took 45 minutes or more as outgoing nurses briefed incoming nurses on patients. Along with the time lag, which left patients mainly unattended, information exchange was unreliable with important details left out. Today the facility uses a new protocol called Nurse Knowledge Exchange, in which the briefing takes place in front of the patient and the patient is encouraged to participate, thus helping ensure that all important information is passed on (McCreary, 2010).

To find this solution, Kaiser turned to their Innovation Consultancy, a small team created for the sole purpose of addressing systemic challenges. Using an approach known as design thinking, this team pursues what they describe as "an expansive, service-focused version of innovation."

Implementing effective systemic changes is an issue that leaders in every industry grapple with, from medical care to business. And, as with Kaiser, many leaders are turning to design thinking.

Design thinking has the potential to be an effective tool for systemic change in education as well. Traditionally, challenges such as how to sustain district reform, how to build a leadership pipeline, how to create an integrated project, or how to best intervene with struggling students would be resolved with a team of "experts" developing a solution in isolation of the stakeholders involved. Instead, design thinking centers on the knowledge and experiences of those on the front lines—in the same spirit as student-centered learning, differentiation, and other user-centered approaches in education. As McCreary observes, "The goal is to find hidden clues to the nature of the problem at hand and some line of inquiry for progressing toward possible solutions" (2010, p.2).

Design thinking aims to implement systemic change through innovation, with particular emphasis on new mindsets. This includes an empathy mindset, the need to break down traditional walls among stakeholder groups, and a focus on the experiences and needs of clients. Design thinking culture also emphasizes thinking outside the box, progress through trial and error, and a commitment to changing traditional policies, structures, and practices. The process relies on prototyping and recognition that failure is valued as part of a continuous cycle of improvement.

Connections to High School Reform

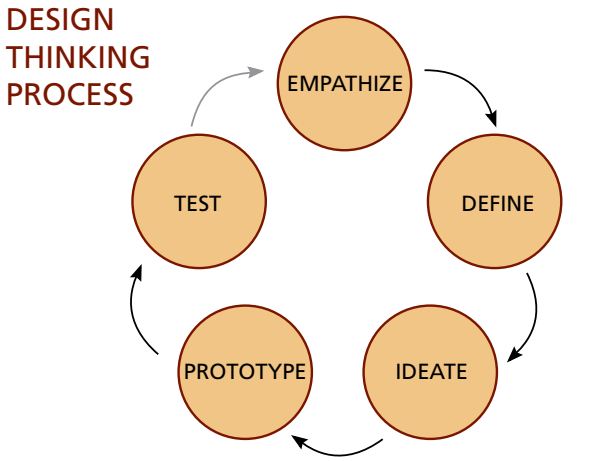
Design thinking has been increasingly embraced in classrooms and schools, and now as part of district reform. With support from the James Irvine Foundation, 10 district leadership teams in the California Linked Learning District Initiative recently learned and practiced design thinking as part of a summer institute co-hosted by the School Redesign Network (SRN, a program of the Stanford Center for Opportunity Policy in Education), ConnectEd: The California Center for College and Career, and Stanford's Hasso Plattner Institute of Design (aka the d.school).

Linked Learning connects learning in the classroom with real-world applications. In Linked Learning schools, students integrate rigorous academic instruction with a demanding technical curriculum and field-based learning —all set in the context of a major industry sector. Students pursue a pathway and graduate prepared for both college and career, not tracked into one or the other.

While Linked Learning has been increasingly adopted in individual schools across the country, the 10 districts participating in the California Linked Learning District Initiative are working to take this innovative model to scale across their high schools. With the support of a District Leadership Series and additional coaching, districts are working to fundamentally shift the culture, structures, and practices of central offices so that teachers, administrators, parents, community members, business and industry partners, and other key stakeholders can work together to create high school systems that will truly prepare all students for college and career success.

In order to support this systemic transformation, stakeholders need essential tools and structures. One of the frameworks that effectively provides these is design thinking.

Design Thinking in Action



Courtesy of the Hasso Plattner Institute of Design at Stanford University

During the summer institute at Stanford, district teams learned how design thinking can be applied to district reform using elements from the design thinking process (see illustration above). The team from Los Angeles Unified School District Local District 4 (LD4), which included their superintendent, district administrators, principals, teachers, and community partners, engaged in the design process, focusing on a high priority central question. Their process is illustrated in the table at right.

In partnership with the Los Angeles Small Schools Center, the team from LD4 has continued to integrate design thinking into other areas of work. For example, they adapted the design thinking process to support teacher teams in developing integrated projects that resulted in more authentic curriculum strongly grounded in student needs and interests.

Barriers to Progressing Design Thinking

Traditional District Culture

In *The Flat World and Education* (2010), Darling-Hammond refers to the ripe conditions for innovation within school networks like Envision Schools, Asia Society, High Tech High, and others. These networks have been able to introduce and systemically support new educational approaches for all of their schools including performance assessments, exhibitions of learning, and advisory systems. However, she says that typical district culture and systems may prevent such new approaches from transcending the silo of an individual classroom or school, noting, "Even when there are good intentions to support innovation, local districts are subject to a geological dig of laws, regulations, precedents, and standard operating procedures that can be enormously difficult to untangle before they strangle change efforts." (p.267)

Interestingly, there are numerous examples of external providers who have succeeded in infusing innovation into school districts. Districts have supported innovative solutions to recruitment challenges with the help of organizations like New Leaders for New Schools and the New Teacher Project. While external organizations can play a role in reform efforts, districts require internal capacity to support essential conditions for innovation and for design thinking to flourish. Even in districts that have supported the creation of new small schools and small learning communities, many have struggled to support a culture of innovation where design thinking could truly thrive. Raywid (2002) observes:

> We continue to bind these new organization entities within old organization structures, shackle them with outmoded practices, and impose regulations designed for another time and place—while denying them the particular supports they need for success.... When structures and policies act as barriers to innovation, we must modify them if we want small schools to flourish.

In order to establish the conditions for systemic change, districts need to model the transformation they want to see in schools. Darling-Hammond advocates for districts to practice a culture of innovation by fundamentally changing the way they do business. starting with attention to addressing the extensive rules and bureaucratic approaches that relate to school practices.

Darling-Hammond recommends changes that:

> …represent a switch from bureaucratic accountability—that is, hierarchical systems that pass down decisions and hold employees accountable for following rules, whether or not they are effective—to professional accountability—that is, knowledge-based systems that help build capacity of schools for doing the work well, and hold people accountable for using professional practices that enable student success. (p. 270)

Central Question

How can Local District 4 ensure that a wide range of stakeholders deeply understand and deliberately support the vision embedded in the Linked Learning Initiative?

Design Process Stage	District Leadership Example
Empathize Design teams learn more about the people for whom a solution is being designed. With data gathered through stakeholder interviews, observations, and other research activities, the team creates a character sketch to represent the target user.	The team from LD4 interviewed teacher colleagues, a principal, and parents. They asked questions regarding the user experience related to Linked Learning, including: • *What do you already know about Linked Learning?* • *What has helped you embrace this approach?* • *What has contributed to your skepticism or resistance?* • *What additional information might you need to better understand or embrace Linked Learning?* After discussing their findings, the team created a sketch of their target user, naming it "The Resister." To symbolize this user, the team created a three-dimensional model using balloons and pipe-cleaners.
Define Design teams synthesize findings from their inquiry and clarify end goals, including specific client needs.	The LD4 team synthesized that the underlying problems experienced by The Resister were related to messaging and communication. Their end goals included the need to more consistently articulate the vision for Linked Learning in the district's daily work and to create varied strategies for engaging stakeholders around this vision.
Ideate This brainstorming stage uses these guiding principles: • *Encourage wild ideas and go for volume* • *Build on the ideas of others* • *Bring in new perspectives* • *Defer judgment* • *Hold one conversation at a time and stay on topic* • *Be visual*	Grounded in a deeper understanding of the user needs and practicing the brainstorming guidelines, the team explored a wide range of actions and solutions for addressing the needs of The Resister. These included: • *Regular meet-and-greets between the district and stakeholder groups, featuring district skits to help communicate messages* • *Focus groups to inform strategies for effective messaging with different stakeholders* • *Interviews of individual Resisters to better understand the nature of their resistance* • *Radio spots featuring dramatic stories of students who have succeeded with Linked Learning*
Create a prototype Teams visualize potential solutions: this may include drawings, models, videos, and role-plays. Instead of figuring out one perfect solution, teams decide on one or more ideas to attempt.	The LD4 team decided to move forward on piloting a major convening, with significant representation from all key stakeholder groups. The team drew images to help visualize the format and content of the session.
Test your prototype Teams take prototypes "out for a spin." The success or failure of these trials inform next steps as part of a cycle of continuous improvement.	The LD4 team piloted their convening at the beginning of the school year. After reflecting on the outcomes of the event, the team identified some essential adjustments for future implementation including the need for clearer articulation of the Linked Learning vision and for renewed outreach to stakeholder groups beyond teachers and principals.

Policy Assumptions

Frequently, innovative practice is stifled due to the perception of policy barriers. Hess (2008) acknowledges that real obstacles can certainly exist through state policy and collective bargaining agreements. However, he says that a culture of innovation is more likely to emerge if districts scrutinize "soft policy"—cultural norms that determine what is and is not acceptable. He says, "Often what we explain as impermissible policy barriers are actually cultural barriers and a lack of energy and inertia that is bound up in a phrase called 'policy.'"(p. 19)

Skepticism around Sustainability and Alignment

Teachers, principals, and district leaders alike can point to their many experiences of regularly watching the latest reform strategies come and go. Similarly, Darling-Hammond (2010) cautions against the idea of simply allowing districts and schools to prototype and create more and more initiatives. She refers to the work of former superintendent Tony Alvarado who developed a plan in New York City District #4 that set the stage for the development of many new schools. Alvarado learned that the "let a thousand flowers bloom" approach led to very few of the flowers actually blooming, as schools never got off the ground due to isolated efforts across the district. These experiences contribute to an understandable skepticism around the viability of prototyping and building a culture of innovation.

Design Thinking as Part of the Solution

Interestingly, as practiced by the California districts, design thinking can help diminish the very conditions in districts that seem to stifle innovation. Part of this culture shift can occur when central office teams model practices that help break down bureaucratic barriers and that encourage innovation, collaboration and accountability across stakeholder groups. In terms of policy, in a human-centered design process, district teams can uncover the kinds of barriers that are truly unavoidable and those that are merely assumptions based on past behavior.

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While design thinking supports leadership teams to "think outside the box," it is not meant to encourage disparate priorities or a wide range of competing prototypes. To best impact systemic challenges, it should be practiced as part of an aligned set of focused priorities across schools and districts. To support this alignment and nurture a culture of innovation, district leadership should thoughtfully integrate design thinking into already-existing appropriate structures including strategic planning forums, curriculum development sessions, and teacher and principal leadership development.

Toward a Culture of Innovation

A culture of innovation can and should be focused on transforming classrooms and schools to support student outcomes. This involves peeling back the many layers of normative and political challenges that represent long histories of "business as usual." The principles and structures of design thinking can support these essential shifts as districts, schools, and communities challenge the status quo. With district leadership taking the lead, this renewed culture of innovation can have a profound impact on school structures, classroom practice, and ultimately, student outcomes.

References

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McCreary, L. (2010, September). Kaiser Permanente's innovation on the front lines. Harvard Business Review. Boston, MA.

For further information about the design process, please visit Stanford University's Hasso Plattner Institute of Design at *http://dschool.stanford.edu.*

Acknowledgements

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AGENDA ITEM 12b

DATE 4/1/15

March 12, 2015

Hon. James Lianides
Superintendent
Sequoia Union High School District
480 James Avenue
Redwood City, CA 94062-1098

Re: AB 2028 All-Mail Ballot Pilot Project
Informational Meeting: April 9, 2015

Dear Superintendent Lianides,

As we begin thinking ahead to the next election, I want to share with you an exciting opportunity that will shape the future of all-mail balloting in the State of California. On August 15, 2014, Governor Brown signed into law Assembly Bill 2028 (Mullin) authorizing San Mateo County to join Yolo County in an all-mail ballot pilot program to conduct up to three elections wholly by mail.

The success of San Mateo County's all-mail ballot program will depend on the active support, leadership and participation of every city, school district and special district in the County.

San Mateo County's pilot program will provide a unique opportunity for all jurisdictions in our County to increase voter registration and participation while substantially reducing the costs of conducting local elections. Voters will benefit by being able to vote by mail while still having polling place voting options on Election Day.

Local jurisdictions will benefit because the planned election should be substantially less expensive to conduct than traditional elections, and those savings will be passed on to participating jurisdictions.

It is our plan that the November 3, 2015 Consolidated Municipal, School and Special District Election will be the first vote by mail election under this pilot program. I encourage all jurisdictions that will be holding elections to participate in the all-mail ballot election on November 3, 2015.

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SEQUOIA UNION
HIGH SCHOOL DISTRICT

The following are some key points and dates regarding the implementation of the AB 2028 All-Mail Ballot Pilot Project in San Mateo County:

- **Governing Body Resolution.** The governing body of the city, county or district, by resolution, authorizes the all-mail ballot election and notifies the Chief Elections Officer and Secretary of State of its intent to conduct an all-mail ballot election at least 88 days prior to the date of the election (August 7, 2015).

- **Polling Places.** On Election Day, there will be at least one polling place in each city where voters can request and cast a ballot if they still wish to vote in person. They can also turn in the vote-by-mail ballot at any polling place in the County on Election Day.

- **Early Ballot Drop Off.** Continuing our regular practice, we will have ballot drop off locations in each city and our voting centers beginning 28 days before the election to ensure voters have plenty of options in casting their ballot.

- **Postage.** All San Mateo County registered voters will receive a ballot in the mail along with a return envelope and prepaid postage. Thus, voters will not have to pay any costs for submitting a ballot by mail.

- **Election Cost.** Yolo County, the first county in California to conduct a vote by mail election under this pilot project, experienced a cost savings of 43%. San Mateo County is confident that participating jurisdictions will also experience substantial cost savings.

In order to assist you in this process and answer any questions you may have, our office will be working closely with every city, school district and special district in the County to ensure a clear understanding of the AB 2028 All-Mail Ballot Pilot Project, and the proposed all-mail ballot election scheduled to be conducted on November 3, 2015. In addition, members of my staff are available to attend public board meetings to report on the AB 2028 All-Mail Ballot Pilot Project and answer your questions. Additional information regarding AB 2028 may be found on our website www.shapethefuture.org.

You are invited to attend an informational meeting which has been scheduled as follows:

April 9, 2015
10:00 a.m. to 11:00 a.m.
San Mateo County Registration and Elections Division
40 Tower Road
San Mateo, CA 94002

San Mateo County has a long history of leadership in the State of California on the implementation of significant public policy matters affecting our citizens and communities throughout the state. Once again, with the passage of AB 2028 All-Mail Ballot Pilot Program, San Mateo County has been provided the unique opportunity of influencing and improving the manner in which elections are conducted throughout the state. Please join me in participating in this very exciting and important endeavor.

We look forward to working with you to conduct yet another successful election. If you have any questions, please do not hesitate to contact me at mchurch@smcare.org or (650) 363-4988 or Jim Irizarry, Assistant Assessor-County Clerk-Recorder, at jirizarry@smcare.org or (650) 363-4988.

Sincerely,

Mark Church

Enclosure: A Copy of Assembly Bill 2028

AB-2028 All-mailed ballot elections: San Mateo County. (2013-2014)

Assembly Bill No. 2028

CHAPTER 209

An act to amend Section 4001 of the Elections Code, relating to elections.

[Approved by Governor August 15, 2014. Filed with Secretary of State August 15, 2014.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2028, Mullin. All-mailed ballot elections: San Mateo County.

Existing law authorizes, as a pilot program, until December 31, 2017, elections in Yolo County, other than statewide primary or general elections, or special elections to fill a vacancy in a state office, the Legislature, or Congress, to be conducted wholly by mail if specified conditions are satisfied. If Yolo County conducts an all-mailed ballot election, existing law requires the county to report to the Legislature and the Secretary of State, as specified.

This bill would also authorize San Mateo County to conduct all-mailed ballot elections pursuant to these provisions. The bill would require that ballot dropoff locations be fixed in a manner so that the number of residents for each ballot dropoff location does not exceed 100,000 on the 88th day prior to the day of election if it would result in more dropoff locations, as specified.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 4001 of the Elections Code is amended to read:

4001. (a) Notwithstanding Section 4000 or any other law, as a pilot program, elections in San Mateo County and Yolo County may be conducted wholly by mail if all of the following conditions are satisfied:

(1) The governing body of the city, county, or district, by resolution, authorizes the all-mailed ballot election and notifies the Secretary of State of its intent to conduct an all-mailed ballot election at least 88 days prior to the date of the election.

(2) The election does not occur on the same date as a statewide primary or general election or any other election conducted in an overlapping jurisdiction that is not consolidated and conducted wholly by mail pursuant to this section.

(3) The election is not a special election to fill a vacancy in a state office, the Legislature, or Congress.

(4) (A) At least one ballot dropoff location is provided per city or the ballot dropoff locations are fixed in a manner so that the number of residents for each ballot dropoff location does not exceed 100,000 on the 88th day prior to the day of election, whichever results in more dropoff locations. A ballot dropoff location shall be open during business hours to receive voted ballots beginning 28 days before the date of the election and until 8 p.m. on the day of the election.

(B) At least one polling place is provided per city where voters can request a ballot between 7 a.m. and 8 p.m. on the day of the election if they have not received their ballots in the mail or if they need replacement ballots for any other reason.

(C) Upon the request of the city, county, or district, the elections official, at his or her discretion, may provide additional ballot dropoff locations and polling places.

(5) The elections official delivers to each voter all supplies necessary for the use and return of the mail ballot, including an envelope for the return of the voted mail ballot with postage prepaid.

(6) The elections official delivers to each voter, with either the sample ballot sent pursuant to Section 13303 or with the voter's ballot, a list of the ballot dropoff locations and polling places provided pursuant to paragraph (4), and also posts that list on the Internet Web site of the county elections office.

(7) The return of voted mail ballots is subject to Section 3017.

(8) (A) The polling places provided under this section are at an accessible location and are equipped with voting units or systems that are accessible to individuals with disabilities and that provide the same opportunity for access and participation, including the ability to vote privately and independently.

(B) A ballot dropoff location provided for under this section shall consist of a locked ballot box located in a secure public building that meets the accessibility requirements for a polling place.

(9) Elections in the county conducted pursuant to this section may be held on no more than three different dates.

(b) (1) If the county conducts an all-mailed ballot election pursuant to this section, on or before December 31, 2017, the county shall report to the Legislature and to the Secretary of State regarding the success of the election, including, but not limited to, any statistics on the cost to conduct the election; the turnout of different populations, including, but not limited to, to the extent possible, the population categories of race, ethnicity, age, gender, disability, permanent vote by mail status, and political party affiliation; the number of ballots that are not counted and the reasons they were rejected; voter fraud; and any other problems that become known to the county during the election or canvass.

(2) Whenever possible, using the criteria set forth in paragraph (1), the report of the county shall compare the success of the all-mailed ballot election to similar elections not conducted wholly by mail in the same jurisdiction or comparable jurisdictions.

(3) The report of the county shall be submitted to the Legislature pursuant to Section 9795 of the Government Code within six months after the date of the all-mailed ballot election or prior to the date of any other all-mailed ballot election subject to this section to be conducted in the county, whichever is sooner.

(c) This section shall remain in effect only until January 1, 2018, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2018, deletes or extends that date.