

SEQUOIA UNION HIGH SCHOOL DISTRICT  
BACKGROUND INFORMATION FOR  
AGENDA ITEMS FOR MAY 20, 2015, 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), American Federation of State,  
County and Municipal Employees (AFSCME)

c. PUBLIC EMPLOYEES DISCIPLINE/DISMISSAL/RELEASE, pursuant to Education Code Section  
54957

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 MAY 6, 2015, BOARD MEETING (consent)

SITUATION

Enclosed with the background materials are the minutes for the May 6, 2015, Board meeting.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the minutes for the May 6, 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**

20 Track and Field team members will travel to Fresno on June 5-7, 2015, to participate in the California Interscholastic Federation Track and Field State Championship.

### **East Palo Alto Academy (EPAA)**

10 students will travel to Henry Coe State Park on May 15-17, 2015, to participate in car camping and backpacking with the leaders of Stanford Outdoor Outreach Program (SOOP). This field trip request is presented for ratification.

### **Redwood High School**

7 Independent Study students will travel to Alcatraz on May 29, 2015, to study the history of the island and prison.

4 Career Technical Education (CTE) students will travel to Mexico on July 2-8, 2015. The students are learning about environmental education surrounding clean water, and the trip is to bring a water filtration device to a rehabilitation center for disabled children and adults.

### **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 request for Carlmont High School's Track and Field team to Fresno on June 5-7, 2015; Redwood High School's Independent Study students to Alcatraz on May 29, 2015; CTE students to Mexico on July 2-8, 2015. That the Board of Trustees ratifies the field trip request of East Palo Alto Academy students to Henry Coe State Park on May 15-17, 2015.

- d. APPROVAL OF CONSTRUCTION BIDS (consent)

### **SITUATION**

#### **Transportation and Maintenance Facility, 1090 Mills Way, Redwood City**

On September 17, 2014, the Board approved a pre-construction agreement/Lease-Leaseback with Alten Construction to renovate the transportation and maintenance facility at 1090 Mills Way, Redwood City. The work is reaching its completion, and it will be necessary to install new flooring.

On April 23, 2015, staff informally bid the flooring work for this project. The bids were received on May 13, 2015, as follows:

<b>Contractor</b>	<b>Bid Amount</b>	<b>Comment</b>
R.E. Cuddie Company	\$61,675	
<i>B.T. Mancini</i>	<i>\$49,870</i>	<i>Rescinded bid-missing scope of work</i>

### **Sequoia High School**

On October 8, 2015, the Board approved hiring Spencer Associates architects to design the new classroom building at Sequoia High School. The project will be done in two increments. Increment One (relocation of modular buildings and site improvements) will start this summer; the base bid will include the relocating four modular classrooms, site/building demolition, installing underground utilities, drainage work, removal of fuel tank and hydraulic lift. The base bid is essential for the new classroom building project which is anticipated to start in September 2015. The removal of the fuel tank, oil tank and hydraulic lifts are also essential since these are no longer being used and cannot be abandoned in place.

An additive alternate scope has been added to this bid which includes the demolition of the Maintenance and Mechanics' building, a storage building, drainage, additional site work, lighting and a new parking lot for Sequoia High School.

Staff advertised for formal bids on April 21, 2015, and again on April 28, 2015, for the Increment One work. Bids were received on May 13, 2015, as follows:

<b>Contractor</b>	<b>Base Bid (includes \$250,000 allowance/contingency)</b>	<b>Additive Alternate</b>	<b>Total (base bid plus alternate)</b>
Sausal Corporation	\$2,023,900	\$907,900	\$2,931,800
Rodan Builders	\$2,870,000	\$1,015,000	\$3,885,000

Staff reviewed the bids received against the construction cost estimates for this project, which were projected to be around \$2,887,000; it has been determined that the low bid received from Sausal Construction is in line with the estimates.

#### FISCAL IMPACT

No impact to General Fund; all costs to be paid by Measure "A" bond funds, Deferred Maintenance, and state-matching funds.

#### RECOMMENDATION

That the Board of Trustees approves the bid for the Transportation and Maintenance facility flooring project to R.E. Cuddie Company in the amount of \$61,675, and approves the Sequoia High School Increment One project, relocating modular classrooms and site improvements, to Sausal Corporation for the base bid and additive alternate in the amount of \$2,931,800.

e. **APPROVAL OF MAINTENANCE BIDS (consent)**

#### SITUATION

##### **District-wide Floor Replacement**

Staff identified and solicited bids for its district-wide flooring replacement project that occurs each summer. Staff informally requested bids from flooring contractors for this summer's work on April 23, 2015. Bids were received on May 13, 2015, as follows:

<b>Contractor</b>	<b>Bid Amount</b>
B. T. Mancini	\$122,396
R. E. Cuddie Company	\$123,019

##### **Summit Charter High School Roof Replacement**

On April 15, 2015, the Board approved roofing replacement bids at Carlmont, Menlo-Atherton, Sequoia and Woodside high schools. Bids were also approved for the Transportation and Maintenance facility at 1090 Mills Way, Redwood City, and the Family Connections facility at 414 Fourth Avenue, in Redwood City. At the time the roof replacement for Summit was included in the bid as an Additive Alternate and the cost was too high, so the Summit roof replacement was re-bid.

On April 21 and 28, 2015, staff formally advertised for bids to replace the roof at the Summit Preparatory High School facility at 890 Broadway, in Redwood City. The bids were received on May 13, 2015, as follows:

<b>Contractor</b>	<b>Bid Amount</b>
Andy's Roofing	\$391,500
Western Roofing	\$391,781
John Murphy Construction	\$394,534
Stronger Building	\$405,000
Pioneer Construction	\$447,400
Best Contracting	\$547,666

**FISCAL IMPACT**

No impact to General Fund; all costs to be paid by the Deferred Maintenance Fund.

**RECOMMENDATION**

That the Board of Trustees approves the bid received from B. T. Mancini in the amount of \$122,396 for the district-wide flooring replacement project, and the bid received from Andy's Roofing in the amount of \$391,500 for the Roof Replacement project at Summit Preparatory High School, 890 Broadway, in Redwood City.

- f. **AUTHORIZATION TO HIRE CONSULTANT FOR PROJECT MANAGEMENT SERVICES FOR MEASURE "A" BOND PROJECTS (consent)**

**SITUATION**

With the district beginning major construction projects this summer, it is essential to increase the capacity of district Project Management staff. Menlo-Atherton, Redwood and Sequoia high schools all have designated project management staff in place. Allan France will be joining the district as a consultant to primarily manage the complex, two-increment "J-Wing" project at Carlmont High School. Included with the background materials are the proposal for services and the district's contract.

**FISCAL IMPACT**

No impact to the General Fund budget; all expenditures will be funded through Measure "A."

**RECOMMENDATION**

That the Board of Trustees authorizes the Superintendent to hire Allan France as an independent contractor to provide project management services to the district for Measure "A" bond projects in an amount not to exceed \$45,000.

- g. **AUTHORIZATION TO DECLARE PROPERTY SURPLUS (consent)**

**SITUATION**

Enclosed with the background materials is a list of district surplus equipment, which has been declared either obsolete or beyond repair. Staff recommends that the Board declares these items as surplus/obsolete property per Education Code Sections 17545 - 17555.

**FISCAL IMPACT**

No impact on the General Fund

**RECOMMENDATION**

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

- h. **APPROVAL OF WARRANTS (consent)**

SITUATION

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

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Warrants for April 2015, totaling \$3,769,948.49

- i. ACCEPTANCE OF MONTHLY FINANCIAL REPORTS (consent)

SITUATION

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

FISCAL IMPACT

None

RECOMMENDATION

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

- j. ACCEPTANCE OF GIFTS (consent)

SITUATION

Included with the background materials are lists of the gifts received since the last report to the Board.

FISCAL IMPACT

No fiscal impact to the General Fund

RECOMMENDATION

That the Board of Trustees accepts the gifts and requests the Superintendent to send a letter of appreciation to the donor where appropriate.

- k. APPROVAL OF BID TO UPGRADE VIDEO CAMERA EQUIPMENT (consent)

SITUATION

On April 21, and April 28, 2015, the District advertised for bids for Video Camera Equipment. This equipment is needed to replace out-dated existing equipment, and to support the District's ongoing investment in its safety camera infrastructure.

The bids were received on May 12, 2015. Two bids were submitted.

Vendor	Total Cost
Ojo Technology	\$52,251
Inter-Pacific, Inc.	\$72,562

Ojo Technology provided the lowest qualified bid, at a cost of \$52,251 (plus tax).

FISCAL IMPACT

No impact to General Fund; all costs to be paid by Fund 21, Measure “A” bond funds.

RECOMMENDATION

That the Board of Trustees approves the bid received from Ojo Technology for Video Camera Equipment at the low bid cost of \$52,251 (plus tax).

1. APPROVAL OF NEW TEXTBOOK PROPOSAL (consent)

SITUATION

In order to address the text complexity and author/character diversity aspects of the Common Core State Standards, English departments at each of the comprehensive high schools are adopting two new texts for each grade level English class. Menlo-Atherton would like to teach the novel *A Thousand Splendid Suns*, by Khaled Hosseini, in its mainstream and Advanced Standing tenth grade English classes beginning in the 2015-16 school year. Each teacher of tenth grade English read the book, and a subset of teachers taught the book during 2014-15. The book has been approved by each site and district council.

FISCAL IMPACT

400 copies of the book at \$16 each  
Total = \$6,400  
State Common Core funds

RECOMMENDATION

That the Board of Trustees approves the New Textbook Proposal, *A Thousand Splendid Suns*, by Khaled Hosseini.

m. APPROVAL OF NEW BOOK PRE-PILOT EVALUATION: *AMERICA’S HISTORY, 8<sup>TH</sup> EDITION* (consent)

SITUATION

The current Advanced Placement (AP) US History textbook, *Enduring Vision*, is 11 years old. There is a new AP Course update for 2015, and *America’s History* reflects these changes. The proposed textbook is on the AP/College Board approved list, and aligns to AP course descriptions and to the California US History content standards. *America’s History* encourages development of reading, writing, and document analysis skills, and includes a section of skills development activities and tools to help prepare students for the new APUSH update. Another benefit to this textbook is that there are test banks and teachers’ editions included with the purchase.

FISCAL IMPACT

Estimated number of textbooks to be purchased at Carlmont: 110  
Estimated total cost: \$12,155

RECOMMENDATION

That the Board of Trustees approves the New Book Pre-Pilot Evaluation, *America’s History, 8th edition*.

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. UPDATE ON SPECIAL EDUCATION

## SITUATION

As requested by the Board, this is an update of the programming provided by the Special Education Department over the last two years. Programming has been geared to better serve our students with disabilities (SWDs).

## Some Background Facts

	<u>May 2013</u>	<u>May 2015</u>
District population:	8334	8719
District special education population:	1031	1048
Percentage of population in special ed:	12.3%	12.0%

Number of students in special education by site:

<b>School Site</b>	<b>May 2013</b>	<b>May 2015</b>
Carlmont	188	180
Menlo-Atherton	217	220
Redwood	38	46
Sequoia	237	241
Woodside	231	215
Nonpublic schools	37	39
Residential placements	05	07
*County programs	11	07
Capachino HS Deaf Program	13	09
CA School for Deaf	05	02
TRACE (18 – 22 year olds)	35	42
Our Common Ground	06	--
Sequoia Community Day School	08	--
East Palo Alto Academy (EPAA)	--	27
Independent Studies	--	13

Most common disabilities the District serves:

	<u>May, 2013</u>	<u>May, 2015</u>
Specific Learning Disability	54%	52% of special ed population
Other Health Impaired	11%	14.8% of special ed population
Emotional Disability	9%	8.8% of special ed population

## Collaboration/Co-teaching

Three years ago the District embarked on an instructional direction that included students with disabilities in the general education setting as much as possible. This was done because research has shown over the last 30 years that segregating students with disabilities into separate classes has not been effective for our students. Including students with disabilities in general education shows that these students do better academically and socially than their counterparts in segregated classrooms (Villa, 2010; Wanger, Newman, Cameto, Levine, & Garza, 2006; Baker, Wang, & Walberg, 1994 & 1995). It has given students with disabilities the same opportunities to access the general education setting like their nondisabled peers.

Quantitative data is difficult due to the suspension of a state-wide assessment and adoption of a new one in the last two years. In addition, each site had been given the autonomy to create a co-teaching system based on the needs of their students. For example, in the 2013-2014 school year, some sites staffed Algebra

Readiness and Topics with 1 general education and 1 special education teacher for a two period block; at one site the class was staffed with 2 general education teachers and one special education for one period. For the current year, some of the Algebra Readiness classes are supported by either a general education teacher/special education teacher or a general education teacher with an instructional associate (IA). In English, each year sites have decided how the intervention, support, and core English classes should be supported. For other core classes, the sites again have been given the autonomy to decide where the support will occur and how it will look. For example, there is a co-teaching pair for Chemistry this year at one of the high schools.

There is plenty of anecdotal data to support co-teaching and at the Board meeting co-teaching pairs as well as students will address their experiences with the model.

Knowing the importance of quantitative data, the District will administer in the fall to students who were in Special Day Classes in middle schools a survey to get their opinion about the day classes and co-teaching. Then the survey will again be administered to those same students in the spring. The data should reflect the importance of co-teaching to students.

#### **Mental Health Services** (Formerly AB3632 for students on IEPs)

For the last three years, SUHSD has worked with a vendor supporting a continuum of mental health services at each of the comprehensive sites for students with disabilities. This was part of the changes required after the dissolution of AB3632, the bill that required county mental health departments to provide mental health services for students on individual education plans (IEPS). This movement away from AB3632 has given the District an opportunity to create an educationally-based mental health model based on student need. Using mental health funding that flows from the San Mateo County SELPA to the District, Sequoia has created a best practice model that provides a continuum of services. STARS (Successful Transition Achieved with Responsive Support) is a program at each of the comprehensive sites where mental health supports are provided directly in the classroom. A teacher from the STARS program will address the successes of the program and how it has helped students who could have ended up in an expensive non-public school setting or residential program.

Due to the success of the model, the District provides consultation to other districts wanting to set up a mental health model for students on IEPs. The district is currently working with Belmont-Redwood Shores as that District creates a middle-school classroom similar to STARS for the 2015-2016 school year.

#### **STARS 2015-2016 school year**

For the 2015-2016 school year, Sequoia staff has decided to hire their own staff to provide better and more consistent mental health supports. With the recent approval of the new positions for the Mental Health Service Caseworker, the District will no longer be outsourcing the mental health services. STARS will continue to operate at all of the comprehensive sites to students with mental health services on their IEPs. The District will continue to receive reimbursement for these services from the SELPA.

#### **Services for Moderate-Severe Disabilities**

Students with more severe needs or disabilities require a more supported environment where the students can receive instruction in a functional curriculum. The foundation for each student's educational program is a Functional Life Skills Curriculum with the addition of both Core and Alternative Core Curriculums to meet individual academic needs. In the adult program, students learn the essential skills necessary for preparation after age 21 in the community.

**Independent Living Skills (ILS)** There is an ILS class on every comprehensive campus for students who are non-diploma bound and need to learn skills to prepare them to function in the community. Focus is on teaching students to perform daily living skills as independently as possible. All teachers in the ILS program use Unique Learning to teach students the common core standards that are now based on the new California Alternative Assessment. An example of a Unique lesson will be presented.

**Transitional Resources for Adult Community Education (TRACE)** This program is for 18-22 year olds located in a community setting on James Avenue. The TRACE students have opportunities for community-based instruction increasing their integration opportunities into the community. Several micro-



businesses have been created to teach students job skills. Teachers and students from TRACE will report on their experiences and benefits with the program.

**Technology** Many of our students are learning how to use technology devices to access their learning. We have SWDs that use switches to respond; an I-pad to engage in instruction; and other technology devices that help students communicate intent.

One of our Speech and language pathologists and our Orthopedic Specialist will demonstrate some of the devices used by our students.

**Compliance** Over the last two years, Sequoia has been heavily involved in a Verification Review where the State actually was with us for a week in February 2014 to review our files. The State revisited last month and Sequoia Union High School District Special Education has been cleared. A big congratulations to all of the staff who spent hours and hours reviewing files and getting us ready for the review. We continue to be monitored through our CASEMIS reporting and the trend starting next year will be to measure our progress on the now 17 State Performance Plan indicators.

### **Staffing to Support the District's Programming**

#### **District level**

6 Psychologists  
2 Program specialists  
5 Speech and Language Pathologists  
4 Moderate/Severe teachers (TRACE); 8 Instructional Associates and 3 SCIA's (TRACE)  
3 Clerical Support staff  
1 Deaf/Hard-of-Hearing (D/HH) itinerant specialist  
1 Orthopedically-Impaired (OI) specialist  
1 Adapted Physical Education (APE) teacher  
4 Transition specialists; 1 workability placement specialist; 1 job coach  
1 Coordinator  
1 Director

For the 2015-2016 school year: adding .4 AAC/AT position for direct service and assessment.

#### **Site level staffing**

Mild/moderate teachers:	47.4
Moderate/severe teachers:	11.0
Instructional associates (6 hour day):	62.0
Special Circumstance Instructional Assistance (SCIA):	48.0



## Sped

Description	Amount
Co- Teaching Planning Time	\$ 30,000.00
Psychologists	\$ 747,369.00
504's Administration/Summer Work	\$ 35,416.00
Site - Teacher	\$ 6,411,843.00
Site - Aides	\$ 3,615,176.00
Site - Other	\$ 32,480.00
Distwide - Teacher	\$ 2,352,933.00
Distwide - Classified	\$ 797,426.00
Distwide - Other	\$ 93,163.00
District - Certificated	\$ 442,556.00
District - Classified	\$ 344,395.00
Equipment, Consultants, Contractors	\$ 1,202,342.00
NPS\NPA	\$ 2,674,211.00
S.E. County Program	\$ 674,753.00
Transportation	\$ 1,253,857.00
<b>Total</b>	<b>\$ 20,707,920.00</b>

Second Draft



b. **REPORT FROM SUMMIT PREPARATORY CHARTER HIGH SCHOOL**

**SITUATION**

The Executive Director of Summit Preparatory High School, Penelope Pak, will present an overview of the 2014-15 data from the school in accordance to the Memorandum of Understanding between Summit Preparatory High School and Sequoia Union High School District.

c. **PRESENTATION OF DRAFT ENVIRONMENTAL IMPACT REPORT FOR MENLO-ATHERTON CAMPUS FACILITIES MASTER PLAN**

**SITUATION**

Chris Dugan, of MIG/TRA Environmental Sciences, the District's California Environmental Quality Act (CEQA) consultant, will make a brief presentation providing an overview of the content and findings of the Draft Program Environmental Impact Report and discussing the next steps in the CEQA review process for the Menlo-Atherton High School Campus Facilities Master Plan.

Public comments will be recorded and addressed in the final Menlo-Atherton High School Campus Facilities Master Plan Environmental Impact Report.

d. **UPDATE ON SAN MATEO COUNTY INVESTMENT POOL**

**SITUATION**

The San Mateo County Tax Collector-Treasurer has provided compliant monthly investment reports for the quarter ending on March 31, 2015.

The report showed cumulative gross earnings of .976 percent for the quarter ending on March 31, 2015, and .951 percent for the month of March 31, 2015. According to the County Treasurer's Office the above market earnings rate for the month of March was due to the Investment Pool realizing some long-term

gains. The maturity of the portfolio was 1.54 years with an average duration of 1.50 years. Please note that the San Mateo County Tax Collector's Office does not foresee the March "above market earnings" trend continuing into the next quarter.

A copy of the full report is available at the Treasurer's Office website at <http://www.sanmateocountytreasurer.org/investmentReports.html>

e. REPORT ON GOVERNOR'S MAY REVISION FOR 2015-16 STATE BUDGET

SITUATION

On Thursday, May 14, 2015, Governor Jerry Brown released his revision to his January State Budget proposal for fiscal year 2015-16. He highlighted the additional funds that will be provided to schools, as is required by Proposition 98.

The following are among the major adjustments outlined in the May Revision:

- *State General Fund Revenue*: An increase of \$5.6 billion over the January Budget over the three-year period for 2013-14, 2014-15, and 2015-16.
- *Rainy Day Fund*: A contribution of \$1.9 billion to the state's Rainy Day Fund and \$1.9 billion to pay down existing debt and long term liabilities, consistent with voter-approved Proposition 2.
- *Proposition 98*: An increase of \$3.1 billion in 2014-15 and \$2.7 billion in 2015-16 compared to the January Budget proposal, bringing the guarantee to \$68.4 billion in the budget year. Of the increase in the guarantee, the General Fund provides \$5.5 billion and the local property tax contributes \$0.6 billion. Of the increase, the May Revision added \$2.4 billion to the \$1.1 billion proposed in January for one-time Proposition 98 funding for school districts, charter schools, and county offices of education to further the implementation of the state-adopted academic standards for a total of \$3.5 billion. All of these funds will offset any applicable mandate reimbursement claims.
- *Local Control Funding Formula (LCFF)*: An increase of \$2.1 billion for gap closure in 2015-16 on top of the \$4 billion proposed in January, which equates to a 53% gap closure percentage. The total amount available for LCFF implementation will reach \$53.1 billion in the budget year.
- *Career Technical Education (CTE)*: The May Revision provides an additional \$150 million for CTE, bringing the total to \$900 million to be provided over a three-year period compared to \$750 million proposed in January. The revised proposal, however, also increases the district matching rate to 1.5:1 in 2016-17 and 2.0:1 in 2017-18.

NEXT STEPS

District staff will be attending a May Revision workshop prior to the Board meeting. Staff will present an analysis on how the Governor's May Revision, if adopted in its present form, will impact the Sequoia Union High School District.

f. 2015-16 FUND BALANCE AND RESERVE REQUIREMENT

SITUATION

Senate Bill (SB) 858, the Education Omnibus Trailer Bill, was approved by the Legislature during the 2014 session and signed into law by the Governor. Its enactment on June 20, 2014, established that commencing with the Adopted Budget for the 2015-16, school districts would be prohibited from adopting a budget containing a combined assigned and unassigned ending fund balance that is in excess of two or three times the minimum recommended reserve for economic uncertainties, depending on each district's units of average daily attendance (ADA). The recommended appropriation for contingencies for Sequoia Union High School District (SUHSD) is 3%. This prohibition would cap the SUHSD reserve to a maximum of 6%. SB 858 became operational last November after the passage of Proposition 2 – Rainy Day Budget Stabilization Fund Act, an assembly constitutional amendment.

As of the Second Interim Budget Report for Fiscal Year (FY) 2014-15, staff projected the following fund balances for FY 2015-16 for SUHSD:

Fund 01 – General Fund:	\$ 10,325,163
Fund 17 – Special Reserve Fund for Other Than Capital Outlay Projects:	<u>\$ 4,667,022</u>
Total Combined District Projected Fund Balance:	\$ 14,992,184
Total Projected Percentage Appropriation for Contingencies:	11.6%

### FISCAL IMPACT

District staff believes that maintaining a higher reserve level, above and beyond the recommended 3% appropriation for contingency, or even higher than the 6% reserve cap, is a fiscally prudent practice. For community funded districts like SUHSD higher reserve levels mean the ability to absorb unanticipated or anticipated expenditures. A higher reserve would protect the SUHSD to address some of the following potential issues:

- To protect the district against local property tax revenue decline
- To fund expenditures related to unanticipated enrollment growth
- To fund expenditures related to the opening of the two new small-themed campuses
- To fund new short-term district initiatives
- To hire temporary staff for short-term assignments/projects
- To protect against exposure to significant one-time capital and non-capital outlays
- To cover increases in fixed costs; such as medical benefits, utility rate increases, etc.
- Make additional contributions to the On-going and Major Maintenance Account (RMA).  
Currently the contribution to this account is equivalent to 3% of the projected General Fund expenditures. The RMA was established (Ed Code Section 17070.75) to fund facilities' maintenance-related expenses.

### RECOMMENDATION

Staff is presenting this item to the Board of Trustees as an information item. This is in anticipation of staff recommendation to the Board of Trustees, for its consideration and approval that commencing with the district's Adopted Budget for FY 2015-16 the following actions would be taken:

#### Fund 01 - General Fund

- That a designation of fund balance in the amount of \$500,000 be established as a start-up fund for the new East Menlo Park small campus.
- That a designation of fund balance in the amount of \$400,000 be established to fund new short-term initiatives.
- That a designation of fund balance in the amount of \$200,000 be established to fund unexpected capital or non-capital outlay
- That a portion of the excess of the 6% reserve cap be designated as a reserve for property tax collection decline. Amount to be recommended after the multi-year projection has been completed. This amount will be known prior to the public hearing on the Adopted Budget.
- That a portion of the excess of the 6% reserve cap be designated as a reserve for enrollment growth related expenditures. Amount to be recommended after the multi-year projection has been completed. This amount will be known prior to the public hearing on the Adopted Budget.

It should be noted that these designations will be subject to revision at the First and Second Interim reports based on updated revenues and expenditures and the projected ending balance.

#### Fund 17 – Special Reserve Fund for Other Than Capital Outlay Projects

- Staff will be recommending that the entire balance in Fund 17 be transferred and committed to Fund 20 – Special Reserve Fund for Postemployment Benefits.

Establish Fund 20 – Special Reserve Fund for Postemployment Benefits

- This fund may be used pursuant to Education Code Section 42840 to account for amounts the Local Education Agency (LEA) has earmarked for the future cost of postemployment benefits but has not contributed irrevocably to a separate trust for the postemployment benefit plan. Amounts accumulated in this fund must be transferred back to the general fund for expenditure (Education Code Section 42842).
- Staff will be recommending that an amount equivalent to the pay-as-you-go amount, for current retiree benefits, be transferred as a contribution from Fund 01 - General Fund into Fund 20 – Special Reserve Fund for Postemployment Benefits.

Districts have the ability to set aside moneys to pay for post-employment health benefits in two ways: earmarking certain amounts, but without contributing irrevocably to a separate trust (Fund 20-Special Reserve Fund for Postemployment Benefits), or establishing an irrevocable trust for post-employment benefits (Fund 71-Retiree Benefit Fund). Staff will be recommending to the Board of Trustees to use Fund 20 to earmark funds for post-employment benefits as the funds are not placed in an irrevocable trust.

12. DISCUSSION ITEM

a. DISCUSSION OF PROPOSED ACADEMIC INTEGRITY POLICY

SITUATION

At the May 6 Board Meeting, a draft Academic Integrity Policy Proposal was discussed. As a result of that discussion, further edits have been made to the Proposal and it is being brought to the May 20 Board Meeting for further discussion.

The resulting updated Academic Integrity Policy Proposal is included with the background materials, updates to the policy resulting from the May 6 discussion are distinguished in red print.

13. PUBLIC HEARING

a. None

14. ACTION ITEMS

a. PRESENTATION AND CONSIDERATION OF THE WASC/SPSA SITE PLAN FOR CARLMONT HIGH SCHOOL

SITUATION

This item is on the agenda to provide an opportunity for Carlmont High School staff and students to report on programs and activities at the school that are aligned to the District's Vision and Long-term Goals. Principal Lisa Gleaton will lead the presentation.

The Western Association of Schools and Colleges/Single Plan for Student Achievement (WASC/SPSA) is posted on the District's website ([www.seq.org](http://www.seq.org)), and it will be cross-referenced in other sections to help ensure visitors can find it easily. There is a hard copy at 480 James Avenue, Redwood City, in the Educational Services office for those who are unable to access the electronic version.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the WASC/SPSA Site Plan for Carlmont High School.

- b. APPROVAL OF BOARD CANDIDATE POLICY FOR NOVEMBER 3, 2015, CONSOLIDATED LOCAL ELECTION

SITUATION

Mark Church, San Mateo County Chief Elections Officer and Assessor-County Clerk-Recorder, has advised that Candidate Filing for the November 3, 2015, election will open on July 15 and close on August 7, 2015.

The Board is required to take action for completion of the Candidate Policy Form, which is included with the background materials. Past practice has been that the Board indicated as follows regarding item numbers:

3. *The word limit for a candidate statement:* **200 word Statement**
4. *The cost of the candidate's statement sent to each voter will be paid by:* **Candidate**
5. *In the event of a tie vote, the candidate will be selected by:* **By lot**

All candidates running for office need to file a Form 700 Statement of Economic Interest with the County no later than August 7, 2015.

The Board is certainly able to modify what has been done in the past, and staff recommends that the Board takes action on this item.

FISCAL IMPACT

None

RECOMMENDATION

That the Board of Trustees approves the Board Candidate Statement Policy for the November 3, 2015, Consolidated Local Election.

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

16. ADJOURNMENT

POSSIBLE AGENDA ITEMS FOR THE MAY 27, 2015, BOARD RETREAT, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

POSSIBLE AGENDA ITEMS FOR THE JUNE 10, 2015, BOARD MEETING, AND CONSIDERATION OF ANY ITEM GOVERNING BOARD MEMBERS WISH TO PLACE ON THE NEXT AGENDA

- a. Presentation and Consideration of Approval of the WASC/SPSA Site Plan for Woodside High School
- b. Public Hearing on Local Control Accountability Plan
- c. Public Hearing on Proposed Budget for 2015-16
- d. Presentation on Sequoia Parent Education Program for 2014-15
- e. Report on Professional Development
- f. Discussion of Local Control Accountability Plan
- g. Discussion of Tentative Board Meeting Dates for 2015-16
- h. Adoption of Academic Integrity Policy
- i. Report from Redwood Implementation Task Force